

# **Initiative Report for ALS 2009-10**

## **Update/Revise CG 215 Transition to the University**

### **Summary:**

CG 215 is a transitional course, designed to improve articulation between LCC and entrance into the University of Oregon. It was originally designed when large numbers of students transferring from LCC to UO were reporting adjustment difficulties to the Academic Learning Services office at the University. It has been, in the past, a very popular course for transfer students. In recent years, enrollment in this course has declined. During the same period, the University of Oregon has instituted some transition courses of its own, and, at the same time, electronic technologies for course delivery have been on the rise. This initiative would redesign the existing CG 215: Transition to the University to a hybrid or online variable credit course to better serve the target population.

### **Description**

Currently, CG 215 is offered only in the spring. It was specifically designed approximately ten years ago as a course to transition students from LCC to the University of Oregon. As such, its curriculum was designed to offer students two main threads: university-level study skills, and detailed orientations to programs and support systems at the University of Oregon. It was therefore team-taught by one LCC faculty member and one member of the staff at the University's Academic Learning Services office.

The course would begin by meeting on the LCC campus for the first one or two sessions, and then, for subsequent sessions, (excluding the final exam) would meet on the university campus to facilitate meetings/panels with university offices such as Financial Aid, Admissions, etc. While in the early years of the shared program this worked well, as time went on and University and LCC schedules diverged, it became increasingly difficult for LCC students to leave a class on the main campus, travel to the university, sit through CG 215, and get back to LCC in time for their next class. Often, it was impossible and the class lost many students to scheduling issues. Several solutions, including a staggered schedule, were tried, with little success at helping students with the transition and travel time between the two campuses.

Also, at one point, the CG 215 materials were rewritten and upgraded to include the use of electronic technology in the curriculum. At this point, a software difference between the two campuses became an issue. The University of Oregon uses Blackboard, and Lane uses Moodle as Learning Management Software. For more than three years, we tried to get Lane students signed up for CG 215 access to Blackboard at the University, to no avail.

As student enrollment has declined, interest in alternate delivery methods of instruction has increased. This initiative would redesign CG 215 as a variable credit online course (with possible podcasts) to allow students headed to many different universities to benefit from the program.

## **Questions and Answers**

**How is the initiative linked to the Unit Plans most recently submitted?**

- 1. How does it continue the achievement of those goals?**
- 2. If this is a continuation of an initiative started last year, make sure that relationship is clear.**

**How is this initiative linked to the efficiencies and productivities plans you had last year?**

- 1. How does it continue the achievement of these plans?**
- 2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.**

Since the first use of the unit planning process, ALS faculty have been working on, as a primary goal, the improvement of articulation of coursework between ALS and classes/programs at both ends of our curriculum. This initiative would continue to improve articulation with University of Oregon (and other university) programs, allowing for a smoother (and more successful) transition for our students.

This also improves efficiencies in our Department as this initiative grew out of a direct examination of the enrollment and logistics problems with CG 215 as it was structured, so this directly responds to student needs and will also improve enrollment.

**Describe the resources needed:**

Requesting 70 hours of curriculum development funds and possible use of campus media resources online to film podcasts for the course.

**What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.**

An increase in enrollment will be easily measured by comparing post-revision data to pre-revision data.

Also, transition courses are a best practice for success in university programs, and we can work with the UO Academic Learning Skills Department to measure the success at the University of Oregon of our students who take this course.

**Department Priority:**

**Unit Resources:**

All faculty who teach study skills will be consulted for possibilities for inclusion in the study-skills component of the course for university-bound students and the University of Oregon teacher in the ALS Department has agreed to collaborate on the rewrite of a variable-credit, online (or possibly hybrid) version of the course.

**Funding Request: Carl Perkins****Funding Request: Curriculum Development****1. List the following information**

- **Course Numbers (titles if not currently offered)**
- **Instructor Name(s) who will work on the curriculum development**
- **Whether each of the courses is in, or has been through, the curriculum approval process**

CG 215 - Transition to the University

Judy McKenzie

The course has been through curriculum approval process

**2. List each course number (or title) and the materials to be created for each class**

- **Instructional goals, objectives, syllabi and outlines**
- **Lab instruction packets**
- **Practice, quiz, presentation &/or demonstration materials**
- **Other (specify)**

CG 215: Materials to be created:

- Instructional goals
- Syllabi and outline
- Packet
- Podcast
- Online materials
- Moodle page

(All of the above to be developed for 1-, 2-, and 3-credit options)

**3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.**

CG 215 to be completed in time to be offered Spring 2009.

**4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?**

- Improve program articulation
- Increase student success and retention
- Respond directly to student needs

**5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.**

CG 215 - The primary goal of this initiative is to improve overall success for LCC students planning to attend university, which benefits all faculty by increasing student readiness and preparation for college-level work.

**6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.**

CG215 - Begin by offering Spring 2010 with 25. Could be offered more than once per year, depending on student response.

**7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.**

CG215 - Transition to University

- Increased readiness for university studies
- Increased access to this course
- Increased options for taking the course
- Transition courses as a best practice for university success for community college students

**8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.**

Studies show that community college students do not have a high success rate in university studies, which means that lower socio-economic groups (the highest demographic for community colleges) will end up being under-represented at the university level.

This course, as a best practice for university success, should increase that success rate, thus increasing the number of students from our demographics in university programs.

**9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.**

Practices which improve success improve the sustainability of community college programs by continuing to demonstrate the benefits of our programs. The course as it was designed was seeing a decline in enrollment. (2005-06, 17; 2006-06, 14 and 2007-08, 12.) It was not sustainable to continue to offer it in its original design. A revised version will better meet the needs of today's students.

This course, as a best practice for university success, should increase that success rate, thus increasing the number of students from our demographics in university programs.

**10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.**

CG 215 - Adding course material online will allow increased access and flexibility for students and more efficient use of time. Travel logistics (time, parking, schedule) between UO and Lane is currently a barrier.

Current direct instruction curriculum format has been difficult to fit into student schedules. Without providing options for varying enrollment level and type ( variable credit and/or hybrid/online options) and with the difficulty in marketing this course, it is unlikely that it can be continued.

**Hours requested for Curriculum Development funding:**

**Please enter the amount of one of the following:**

- **100 hours maximum for new development.**
- **70 hours maximum for course revision**
- **50 hours for 3-4 credit conversion**
- **other (use if multiple courses addressed in one initiative**

**Do not enter any characters other than numbers and a decimal.**

**How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.**

70

**Can this initiative be partially funded?**

No

**Partially funded curriculum development HOURS requested:**

**Explanation of effect of partial funding:**

**Funding Request: Technology Fee**