

# Initiative Report for Counseling 2009-10

## Redesign Services: College Orientation(s) Curriculum Development

### Summary:

The Counseling and Human Development department requests funding to increase development of curriculum for a variety of orientations and interventions that will be delivered in multiple ways (on-line, written materials, small workshops, large workshops, credit classes) aimed at helping students develop the required knowledge and skills to succeed in college. There are two specific groups of students that will benefit from this initiative: (1) students new to Lane Community College (or returning after a significant amount of time) and (2) Lane students who are at risk of academic failure and suspension from the college.

### Description

The Counseling Department has engaged in staff discussions since spring 2008 about how to redesign services to increase student persistence and success. Although redesign discussions were driven somewhat strongly by dealing with overwhelming workloads due to staff shortages, staff have recognized through examining outcomes from recently developed Lane interventions (Fast Lane to Success, EOAR/SOAR, Back On Course, Beyond the Field) and national projects (Achieving the Dream, CCSSE Best Practice Community Colleges), that there are opportunities through redesign to greatly impact student retention and success.

*College Success: On Course* addresses student retention and success needs in the best practice areas of First Year Experiences and Campus Climate/Supportive Learner Environment. This initiative will provide curriculum development funds to create more sections of *College Success: On Course*, or to integrate the *On Course* curriculum into other classes. These class sections could be offered as stand alone classes, or paired with other classes as part of a Learning Community. **The intended outcome is increased student retention and success.**

Adopting *On Course* **improves student academic success and retention.** A number of colleges and universities that use *On Course* have improved the academic outcomes of their students in the range of 20-30%. Four years ago Mount Hood Community College provided an *On Course* Workshop to their faculty and staff. The following fall term they filled 35 sections of *College Success: On Course* with nearly 600 new students. Their persistence rate from fall to winter term increased by 27% for students who completed *On Course* compared with other new students who did not participate in the class.

Last year, CD funds were awarded to develop *On Course* at Lane. These funds were awarded to faculty in several different departments and used to develop several different

courses which either directly used or integrated the *On Course* curriculum. (1) Five Human Development Instructors collaborated with Financial Aid to develop *Back On Course*, a one-credit College Success class aimed at students who had their financial aid suspended. Students who enroll in *Back On Course* have their financial aid reinstated for future terms if they attain good academic standing (complete 75% of their enrolled credits with a 2.0 or greater). (2) Garry Oldham, Social Science faculty, integrated *On Course* curriculum into HS150, Personal Effectiveness for Human Service Workers. She reported the students gave the fall course good reviews and she observed that it worked well for them. She plans to continue to use the curriculum she developed.

If Lane offers more sections of *College Success: On Course*, a greater number of students will develop skills, attitudes, and abilities that will increase their success at Lane and beyond. The *On Course* curriculum is an empowerment model that utilizes active learning methods and facilitates students learning about how to be self-responsible, self-motivated, self-managed learners. The implications are great for not only their success at Lane, but in their future careers, and other parts of their lives as well. **Students report that it is a curriculum that helps transform their lives.**

Because the *On Course* curriculum has been developed and utilized in various ways by at least nine instructors, it is feasible that an instructor could use 30 hours of curriculum development to adopt and adapt the curriculum to provide a *College Success: On Course* class in their department. \$7,352 could provide the means for ten instructors to adopt and adapt the curriculum for use next fall. That would reach 300 additional new Lane students in just one term. Increased retention and success of students has long-term financial and other benefits for the College.

In February, 2006, an *On Course* Workshop was provided for 50 Lane faculty and staff. The *On Course* Workshop taught learner-centered ideas and strategies to use in classrooms and in student service areas. Faculty evaluated the workshop very highly, and many seemed eager to adopt the *On Course* principals into their subject areas. Feasibility is increased by having faculty who were introduced to *On Course* by having participated in the workshop.

The Counseling Department will put out the request for proposals for developing *On Course* curriculum. Various departments throughout campus would provide *College Success: On Course*, or adapted and revised courses that use *On Course* concepts.

At least an additional 300 students per year will directly benefit if the new sections of *College Success: On Course* are offered only in fall term. The possibility would exist to offer at least several sections in subsequent terms to new students. More students will indirectly benefit because of infusion of *On Course* principles and strategies into other curriculum and classrooms. It is possible more students would be impacted. For example, in 06-07 CD funds allowed four instructors 60 hours total to develop the *Back On Course* curriculum which benefited 86 students in fall term, and over 100 students in winter term. This is a much greater impact than what was anticipated in the request for funding previously.

**Adopting *On Course* improves student academic success and retention.** A number of colleges and universities that use *On Course* have improved the academic outcomes of their students in the range of 20-30%.

Why is *On Course* such a powerful intervention for improved student success? Before students can succeed in college, they need to become active and responsible partners in their own education. Additionally, many students need to master the challenges and conflicting priorities of their own complicated lives, including jobs, finances, relationships, children, and personal problems. In addition to presenting essential study skills, *On Course* offers students the opportunity to learn essential behaviors, beliefs, and skills for creating success in college and in life. *On Course* empowers students to take control of their lives by helping them apply eight essential success principles to their important decisions.

## **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.**

*College Success: On Course* Curriculum Development initiatives have been approved the past three years. These initiatives provided funds to create more sections of *College Success: On Course*, and to integrate the *On Course* principles and curriculum into other classes. Some class sections were offered as stand alone classes, or paired with other classes as part of Learning Communities. College Success faculty, Writing faculty, Human Services faculty, and Effective Learning faculty have participated in this *On Course* Curriculum Development effort in the past three years.

The achievements of *College Success: On Course* Curriculum Development initiatives are not only continuing in action but are also evolving to compliment the implementation of Title-III goals.

This is a continuation of last years initiative, and will allow a continuation of the instructional services mentioned.

Adopting and adapting *On Course* has improved student academic success and retention. In 2007-08, 18 sections of *Back On Course* were delivered and approximately 435

students enrolled in those classes. The *Back On Course* students were in suspension status with Financial Aid, and most would not have returned to enroll in classes at Lane the following term. *Back On Course* allowed them to enroll for the term following their suspension to attempt to get back in good standing with financial aid. More than 80% of the students who completed the class achieved good academic standing and were able to continue enrollment in Lane classes. Ninety-eight percent of the students who participated recommended this type of class to all Lane students and said they wished they had the information and skills prior to experiencing academic difficulties, because they believed it would have prevented the difficulties.

*On Course* principles and curriculum will strongly guide and influence the curriculum design in the current request for the new Orientation and Intervention Curriculum Development initiatives. This development will help prepare Lane for the Title-III initiative aimed at developing a comprehensive first-year experience.

The success of the curriculum will continue with further curriculum development funds. The plans have been recognized and awarded a 2008 League of Innovation award, because of its fiscal efficiency and productive retention numbers.

This is a continuation of an initiative from last year, and will grow with the program itself.

**Describe the resources needed:**

This request is for 100 hours Carl Perkins CD funds and 100 hours General CD funds. The Carl Perkins funds will help develop and shape a core curriculum for students in Professional Technical programs, and the general funds will help develop and shape a core curriculum for Transfer programs.

The resources requested are Curriculum Development (CD) funds (\$7,335) through Carl Perkins and the general Curriculum Development account to allow 10 faculty who take the February *On Course* Workshop the opportunity to adopt and adapt the *On Course* Curriculum to provide the *College Success: On Course* class within their department. There has already been a fully developed *College Success: On Course* three-credit class curriculum and a one-credit curriculum designed for Lane students. These requested CD funds would allow faculty the time to customize the curriculum to their discipline and to meet their students specific needs.  $200 \text{ hrs CD} @ \$28.21 + .303 \text{ (OPE)} = \$7,352$ .

**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.**

Intended outcomes include:

- Maintain the record number of students who participate in group orientation and advising activities at approximately 2,000 in SOAR during summer 2008.

- Provide workshops to at least 100 students per term (total-at least 300) during 2009-10, with the intent of experimenting and learning what's effective to continue development.
- Help new and struggling students develop knowledge and understanding of college policies and procedures, and learn to navigate the college system effectively.
- Facilitate increased awareness and use of Lane resources for success.
- Connect more students to Academic Advisors/Counselors for accurate and timely information about programs of study, class schedules, etc.
- Increased student persistence within classes, between terms and to completion of goals.

Measurements will include:

- Course/intervention participation and completion rates;
- Rates of success (course completion, GPA) in the following term;
- Student evaluations about their experiences and how they see it helping them
- Term-to-term persistence rates
- Year-to-year persistence rates

#### **Department Priority:**

5

#### **Unit Resources:**

The Counseling Department has allocated staff time this year to work on redesign efforts. Structure and systems for delivery are being worked out in these redesign meetings where all full-time faculty and staff are participating. The Department will utilize the requested CD funds to develop core curriculum that can be delivered in a variety of ways through the structures and systems that are being developed.

#### **Funding Request: Carl Perkins**

**Is this a Career & Technical Education program approved by the state and offered through Lane for credit?**

No

**If not a Career & Technical Education program, does your request provide considerable support for students enrolled in these programs?**

Yes

**Do you have an advisory committee that meets 2-3 times per year?**

Yes

**If request is for personnel, will funds be used to replace an existing position?**

No

**How will funding this initiative increase or sustain the academic achievement and technical skills attainment (GPA of 2.0 or better) of Career and Technical Education students?**

This initiative requires participating students to maintain a 2.0 GPA as part of completion of courses.

**How will funding this initiative increase or sustain the number of CTE students that graduate or receive a one year certificate from Lane and help prepare the students for employment?**

Measurable Goal #5 Professional Development.

Comprehensive professional development for technical, academic, guidance and administrative personnel will be provided to improve student performance. (Staff development funds must be tied to students improving their performance.)

This initiative will provide faculty the means to adopt a success curriculum that has been demonstrated in various colleges to improve student retention and success. The *On Course* strategies and principles can be infused into any curriculum, and so will provide more active learning methods for students even if the entire *On Course* curriculum is not adopted within a department.

#### **EQUIPMENT \$**

o

#### **COMPUTER HARDWARE \$**

o

#### **COMPUTER SOFTWARE \$**

o

#### **MATERIALS & SUPPLIES \$**

o

#### **CURRICULUM DEVELOPMENT (Hours)**

100

**PART-TIME FACULTY \$**

3676.00

**TIMESHEET STAFF \$**

0

**TRAVEL \$**

0

**Can this initiative be partially funded?**

Yes

**EQUIPMENT \$**

**(E) Explanation of effect of partial funding:**

**COMPUTER HARDWARE \$**

**(CH) Explanation of effect of partial funding:**

**COMPUTER SOFTWARE \$**

**(CS) Explanation of effect of partial funding:**

**MATERIALS & SUPPLIES \$**

**(MS) Explanation of effect of partial funding:**

**CURRICULUM DEVELOPMENT (HOURS)**

70

**(CD) Explanation of effect of partial funding:**

Although it would benefit more students to be fully funded for the request, it is possible to fund less than the full amount and have fewer new sections of *College Success: On Course*. Also, a request for the other half of the 200 total hours are being requested through Curriculum Development funds.

**PART-TIME FACULTY \$**

2573.00

**(PF) Explanation of effect of partial funding:**

Although it would benefit more students to be fully funded for the request, it is possible to fund less than the full amount and have fewer new sections of *College Success: On Course*. Also, a request for the other half of the \$7,352.00 is being requested through Curriculum Development funds.

**TIMESHEET STAFF \$**

**(TS) Explanation of effect of partial funding:**

**TRAVEL \$**

**(T) Explanation of effect of partial funding:**

**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 100 College Success, Back on Course
  - Mary Parthemer
  - Has been through Curriculum review process as it is a branch of the existing College Success course.

**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 100 College Success, Back on Course
- 
1. Instructional goals, objectives, syllabi and outlines
  2. Presentation & demonstration materials



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

- CG 100 College Success, Back on Course

Timeline is for the entire 09-10 year, as it is an evolving effort, responding to assessments of the course.

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

- CG 100 College Success, Back on Course
  1. Deep learning is provided by a well-designed educational experience.
  2. Empowering students to be the most effective learner.
  3. Intersecting the well-designed curriculum with an empowered learner provides academic success opportunities for the student.

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

- CG 100 College Success, Back on Course.

Several faculty members will teach the final product, providing diverse teaching opportunities that result in academically successful student experiences.

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

- CG 100 College Success, Back on Course

Approximately 450 per year.

**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.**

- CG 100 College Success, Back on Course
  1. Accept personal responsibility
  2. Discover self-motivation
  3. Master self-management
  4. Employ interdependence
  5. Gain self-awareness
  6. Adopt Life-long learning
  7. Develop Emotional intelligence
  8. Believe in self

**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.**

- CG 100 College Success, Back on Course

The curriculum will weave the sensitivity of diversity issues into homework assignments.

**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.**

- CG 100 College Success, Back on Course

The course will teach students to accept personal responsibility, gain self-awareness and develop emotional intelligence, all worthy inroads to absorbing personal sustainability habits.

**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 100 College Success, Back on Course

An online version of the course will be available.

**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.**

100

**Can this initiative be partially funded?**

Yes

**Partially funded curriculum development HOURS requested:**

**Explanation of effect of partial funding:**

Although it would benefit more students to be fully funded for the request, it is possible to fund less than the full amount and have fewer new sections of *College Success: On Course*. Also, a request for the other half of the 200 total hours and the other half of the \$7,352.00 (\$3,676.00) is being requested through Perkins funds.

**Funding Request: Technology Fee**