

Initiative Report for LLC 2009-10

Faculty Training to Prepare for First Year Experience

Summary:

The English Department requests 320 hours of curriculum development time to support twenty English faculty in building capacity to align the composition curriculum with the College Success curriculum in the First Year Experience. This money will support a two-day seminar for faculty to learn the On Course curriculum and build a library or bank of resources to use in teaching the FYE.

Description

Inspired by the model for curriculum development at Portland State University's First Year Experience, we propose a two-day, 16-hour Faculty Development seminar focused on building the English Departments capacity to teach Writing 115 and Writing 121 classes within the First Year Experience (FYE) program. Faculty working in the seminar commit to teaching in the FYE and to being a departmental resource for new faculty teaching in the program in coming years.

The focus of this seminar will be developing instructor familiarity with the College Success curriculum, since this is the core FYE class that will be paired with composition. While we will spend time working with the On Course curriculum (the CG100 curriculum currently adopted for use), our focus will be on developing resources for the composition classroom. These resources, when paired with student work occurring simultaneously in the College Success class, will enrich and reinforce students learning in the FYE program. (This is the classic paradigm for learning communities: learning in each class is reinforced in the other class, with deep learning as the goal.) One product of this seminar will be a developing library or bank of resources to share with other faculty: discussion topics, reading assignments, writing assignments, classroom activities, assessment and student self-assessment resources.

Some of the topics covered in CG: 100/College Success that would also be fruitfully covered in a paired composition class through reading, writing and discussion are:

Self-assessment

Accepting personal responsibility

Learning How to Plan and Commit to Your Plans

Discovering Self-Motivation

Self-Confidence

Time/Self-Management

Employing Interdependence

Gaining Self Awareness

Self-Respect

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.**

1. This initiative is a new initiative. It is linked to the ongoing development of the compositions program goals to help students learn writing skills needed for college. The FYE is one key to increasing student engagement, which the college has been tracking with the CCSSE.

2. How does it continue the achievement of those goals?
The program is linked to increasing student retention and success in both composition and also student retention at the college.

1. Improved retention and success, the key goals of the FYE, are linked to cost savings for the college. In addition, when students succeed in the course, they do not have to repeat the course, which increases overall productivity.

2. This initiative is not a continuation of last years plans.

Describe the resources needed:

16 hours of CD money for 20 full-time and part-time English instructors. (They will meet over the summer.)

Total amount is 320 hours

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.

We expect that after this seminar, 20 faculty will have gained enough familiarity with the On Course curriculum, that if and when they are assigned a section of composition within the FYE they will be able to reinforce the learning occurring in CG100, with the outcome

of improved academic and social integration on the students part, with the final outcome of improved retention and success. A second outcome of this seminar will be the production of a resource library that will be available to the approximately 50 + English department (contracted and part-time) faculty who may be assigned to teach in this program in coming years. Assignments, readings, activities, etc. will populate the resource library.

Department Priority:

1

Unit Resources:

Faculty who participate will coordinate the meeting time during the summer for this seminar. The department will offer room space. Several faculty will meet before the seminar to plan the seminar. The Title III director will make copies of On Course available to faculty. We will use college resources to develop a Moodle site for the resource bank. In addition, faculty involved in the seminar will meet during the year to update the resources and assess how the bank is functioning, adding to it as needed.

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**

WR 115 and WR 121 would form learning communities with CG 100 (College Success) in the FYE Curriculum

20 Instructors will be involved on a self-selection basis (full-time and part-time)

The courses have been through the 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)**

The WR 115 and 121 courses are well-developed; the money is to support the faculty in aligning the writing courses with CG 100 and creating a shareable resource bank or library that all writing instructors who teach in the FYE would be able to access.

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

WR 115 and WR 121: Begin summer 2009 and complete the resource bank by December 2009. The training of other faculty would be ongoing work by the core who develop the integration of the two writing courses and the supporting resource bank.

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

1. Increase retention and success of first year students in WR classes
2. Participate in Title III work by creating opportunities for students to study in FYE courses and learning communities
3. Develop innovative courses and approaches to meet students learning needs and support their success

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

NA

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

By year 4-5 of the Title III grant, the goal is to have 500 FYE students enrolled in writing classes.

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.

Students will experience a more integrated approach to learning writing; a larger proportion of them will stay in school for their first year and complete their classes with passing grades (retention and success).

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.

The combination of the more integrated approach to learning and the highly trained faculty will allow the learning community to provide support and resources to all students in the FYE writing courses.

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.

Successful students in the FYE will be more involved in college life and stay in college longer, allowing them to participate in the sustainability values that infuse Lane.

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.

NA at this time

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.

320

Can this initiative be partially funded?

Yes

Partially funded curriculum development HOURS requested:

15

Explanation of effect of partial funding:

It will be difficult to include a critical mass of part-time instructors who actually teach more composition courses/year than the full-time instructors.

Funding Request: Technology Fee