

Initiative Report for MCC 2009-10

Encontrando Su Poder: Finding Your Power Spanish Leadership Class for the Women's Center Transiciones and Multicultural Center Multigenerational and Gender Program

Summary:

This initiative proposes to develop the a third class, that is a hybrid, in Spanish for the existing Women's Center (WC) Transiciones program that serves as a retention program for Lane's Spanish Speaking population. This class would facilitate a collaboration with the Multicultural Center (MCC) in creating a multigenerational program for Spanish speaking communities at Lane Community College.

NOTE: this initiative is co sponsored with the Transiciones, Women in Transitions Program.

Description

Develop curriculum for a hybrid format that would serve students who have finished Transiciones core classes (Transiciones and College Success in Spanish), the MCCs Puertas Abiertas Summer Academy participants (both youth and parents), and English as a Second Language students. This class would be the second stepping stone for students who are coming from the Puertas Program and ESL Program. We are requesting curriculum development money for the development of this course as a hybrid 2 credit and non-credit option so that students who have earned entry into LCC may take the course as a credit option and those who are starting off may take the course as a non-credit option. The class will encourage student leadership and retention by discussing issues that minority populations face when entering into higher education and strategies for success based on anti-oppression work.

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.

This initiative is co-sponsored with, and derived from, on-going efforts in the Womens Center through the Transciones program for Spanish speaking women, Transciones parallels the Women in Transitions program and this proposed initiative for curriculum development will provide opportunities for Spanish speaking men and women an entry point for credit classes at Lane.

This proposal continues the Womens Program department goal of further development of the Transiciones under the Transitions learning community, and provides a model for additional course development through the Multicultural Center. Transitions and Transiciones faculty have been engaged in continuous improvement of the curriculum to meet students' needs.

Transiciones faculty redesigned curriculum in summer and fall of 2008 to be more in line with Women in Transition in English and other Transiciones programs throughout the state. By having more class time the information that students receive is more complete and gives better guidance as for planning their next steps.

In addition Women in Transitions redesigned their courses in 2005 to meet student needs. The core 2 to 6 variable credit Life Transitions/Career Planning courses were redesigned as four credits of Life Transitions (including one credit that functions as supplemental instruction) and three credits of Career/Life Planning. This change was first implemented in summer 2005 and resulted in increased student learning, simplified program planning for students, and increased FTE. Curriculum development funds were also used in 2005 to develop new diversity curriculum for the core transitions classes A new segment of the Transitions learning community, a writing class, WR 115, linked to the core Life Transitions course was first taught fall and spring terms 2006.

Womens Program and English faculty facilitated the development of a second term to the Transitions learning community. They obtained Learning Communities Leadership Team curriculum development funds to implement a term of Transitions 2 linked with WR 121 in spring 2007. This also fostered program alignment with other developing First Year experiences.

In fall 2007 faculty added a new option to the Transitions curriculum, a College Success class for Transitions students that was linked to Strength Training for Women. This continuous faculty work has resulted in a curriculum that provides a solid foundation for student persistence and success. This proposal seeks to further meet student needs through offering the program in a format that incorporates distributed learning. There is a need for these classes to be offered in a distance education format, on-line access to the

program curriculum would allow students to choose the time of day or night that best supports their learning.

Following the success of a prior initiative to develop a hybrid WIT class, the combination of in class and on line experiences for Spanish speaking students is expected to provide increased access, recruitment and retention for this population

Describe the resources needed:

100 hours of curriculum development to create the new class.

\$2656

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.

Outcomes expected:

Increased FTE by a minimum of 2%

Reach new populations of students

The supportive format will encourage Transiciones students to continue in their career paths with LCC as well as become familiar with CTE careers.

We expect increased persistence and completion. Base line data will be collected and used for tracking student success and persistence over time.

Department Priority:

1

Unit Resources:

Jim Garcia, full time faculty in MCC will assist Judith Castro, PT faculty for Transiciones in the development and implementation of this 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**

College Success: Encontrando Su Poder: Finding Your Power

Judith Castro, James Garcia

College Success, College Success WIT, and Transciones have all been through the curriculum approval process. The development for this class will focus on the special needs of the Spanish speaking population for high school and adult students who are coming from the Puertas Abiertas Program and ESL Program.

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)**

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

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

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

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

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.

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.

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.

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.

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?

No

Partially funded curriculum development HOURS requested:

Explanation of effect of partial funding:

Funding Request: Technology Fee