

LLC 2010-11

Workshop for writing faculty to teach in the Fast Lane to Success First Year Experience Learning Communities

Summary:

Writing classes, especially 115 and 121, are key elements to the Fast Lane to Success Learning Communities in the First Year Experience. This initiative will provide the philosophical underpinnings, goals and instruction to the large and dynamic group of (largely part-time) writing instructors so they can participate in the Title III work to enhance student learning and retention.

Description

CD funding for a two-day summer workshop to build capacity for English department faculty to teach in the First Year Experience learning communities Fast Lanes to Success.

RATIONALE: One of the goals of the Title III grant is the expansion of the first-year learning communities and/or the infusion of the principles from the On Course text that frames the Fast Lane to Success and other First Year Learning Communities into our composition sequence. Last September 15th and 16th, 2009, Anne McGrail developed an introductory curriculum for a 2-day English faculty workshop focused on building expertise among the English faculty in the core principles for student success taught in the CG100 College Success course curriculum (a course taught by the Counseling faculty and linked with Writing, Math, Art, and Effective Learning classes). That 2-day retreat was attended by 17 English faculty; 1 Speech faculty; 5 ALS faculty; and Mary Parthemer and Susan Carkin. While this was a highly successful workshop (and gained kudos from the visiting grant administrator), we want to continue this work both inviting more faculty for an introduction and building the expertise of those who attended the first one.

Such workshops are a highly efficient way to develop curriculum and build faculty community around a new program. Last year, Lane was able to use the Curriculum Development funds spent through unit planning as part of the college's matching funds requirement for the Title III grant. If possible, we'd like to do this again. Currently there are 30 English department faculty who haven't attended the workshop. In coming years we plan to offer 24 sections of this learning community, and for scheduling reasons we need a pool of qualified faculty with familiarity with the curriculum and enthusiasm for the project. Learning Communities and the Title III grant will supplement whatever hours we receive through the Unit Planning Process, so that faculty in Math, ALS, Speech, Counseling and Writing will be supported for the necessary time and effort to develop this curriculum.

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.**

The initiative builds on last year's successful workshop that allowed Title III to exceed by a small margin its planned number of First Year Experience Learning Communities.

By adding to the pool of instructors who have trained in On Course materials, Lane advances its five year Title III goal of enrolling 500 students in First Year Experience courses.

Describe the resources needed:

CD support for 20 faculty * two 6-hour-day meetings + 4 prep/reading hours (16 hours) for FT and PT instructors = 320 CD hours + 10 hours preparation for lead instructors = 330 hours total

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.

Lane will be able to offer more First Year Experience courses than previous years, as more instructors will be prepared to engage the principles of On Course in their Learning Community classes. This furthers the goal of Title III and student success.

Department Priority:

8

Unit Resources:

Smart classroom, paper, copying, communication support

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**

This is a teacher-training request, ED 299
Anne McGrail
NA

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)**

Materials (book, website access) provided by Title III

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

ED 299
Begin April 2010, completed by June 2010

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

1. Faculty enhance ability to teach effectively in innovative learning community
2. Student learning and retention are enhanced.

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

ED 299. The First Year Experience program has at its core a set of common principles from On Course that act as a common ground for professional conversations across the curriculum.

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

ED 299 will provide expertise that will radiate out to multiple sections of First Year Experience courses. If 20 faculty attend, then that increases the potential for 20-60 more sections of FYE writing sections.

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.

The FYE program is successful in increasing the rates of student persistence and retention. Student success and increased graduate rates are positively affected by the First Year Experience curriculum.

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.

Because students advance in a cohort, deeper relationships can be developed among diverse students, leading to better, more complete understandings of individuals and their values and goals in life.

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.

Sustainability can be infused into any element of the FYE curriculum.

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.

The first FYE Learning Community in an online modality is occurring this term. We will learn how it functions soon.

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.

330

Can this initiative be partially funded?

Yes

Partially funded curriculum development HOURS requested:

250

Explanation of effect of partial funding:

Five less faculty would attend the workshop (15 instead of 20)

Funding Request: Technology Fee