<u>**Faculty Inquiry Group Proposal Form**</u>

Please complete the form below to apply for FIG funding. Please limit your proposal to 2.5 pages or less.

1) Facilitator Information:

Name: Aliscia Niles   Department: ABSE
Daytime Phone: Email: nilesa@lanecc.edu

2) Member Information (4 minimum, 8 maximum, including facilitator)

Please list names, departments and email addresses of participants.

Aliscia Niles, ABSE, nilesa@lanecc.edu

Julie Pfaff, ABSE, pfaffj@lanecc.edu

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3) Briefly explain the topic, issue, question, concern, project, and/or problem that the group will address.

This FIG proposes to examine integrated credit/non-credit models in adult basic education that are successfully supporting enrollment and completion of underprepared students. Such models include Integrated Basic Education and Skills Training Program (I-BEST) in Washington which is used in academic transfer classes so students can brush up their skills as they learn college-level content toward a degree. The FIG will research, compare, and evaluate such hybrid models in basic education in order to explore the potential efficacy at Lane in our effort to increase access and equity at our college.

Following nationwide trends, we continue to see an increase in underprepared students seeking a better life at our community college doors, at the same time, a disinvestment in developmental education programming. Though Lane's mission statement declares, "Lane is the community's college," an alarming percentage of underprepared students do not find a path at Lane.

A brief glimpse at national, state and local data helps us better understand why we are seeing this large number of underprepared students. In the article Developmental Education in Community Colleges by Thomas Bailey, at the national level, 60 percent of incoming students are referred to at least one developmental course. At the state level, Oregon has the third-worst high school graduation rate in the nation. Only 76.7 percent of students in the state received a diploma within four years in 2017, according to data released by the state Department of Education. And, finally, looking at our own county wide data, over 16% of our community live in poverty.

A growing, and concerning, national trend, indicates that community colleges are greatly reducing and even eliminating developmental education programs. These programs are often the only onramp to college for

under-prepared students. This, at a time when we see an increase in students who need basic skills development prior to entering their degree programs, literally cuts off entire pathways to under-prepared students, while decreasing access and equity at the community college level.

This FIG will provide us the opportunity to explore best practices in integrated basic education models at a time when our community most needs our support, and best support our college mission: Lane is the community's college: we provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success

4) Briefly explain how investigating this topic will help to improve teaching and learning in your department/s and/or at Lane.

Exploring and evaluating successful integrated basic education and credit/noncredit hybrid models will provide a better understanding of teaching strategies, research findings, and best practices for participating instructors, as well as team teaching models, collaborative planning, and wrap-around support services in order for underprepared students to gain literacy, work, and college-readiness skills so they can move through school and into living wage jobs faster.

5) Provide a tentative outline of planned activities, meetings and/or topics.

 Meeting Schedule

Meeting #1 Introduction of FIG including purpose and outcomes, overview of credit/noncredit models for student success

Meeting #2 I-Best Model Show Case: Review and Evaluate Washington's I-Best Models, and college showcases, evaluate data

Meeting #3: Review and Evaluate other integrated credit/noncredit models, evaluated data

Meeting #4: Efficacy at Lane: Discuss what a hybrid model might look like at LCC including advantages and disadvantages

Meeting #5: Write up Conclusions and Outline Next Steps

6) What do you see as potential outcomes of this FIG?

 The FIG participants will research, evaluate, and discuss hybrid models in order to assess whether or not this type of programming will help us increase access and equity to our most under-prepared students, in terms of both academic rigor and student success strategies.

7) Please indicate the term/s you are willing to run the FIG.

Fall 2019

8) Please share any additional information you feel we should know.
 This is a cross-collaborative FIG that brings together Lane's developmental education departments including noncredit (ESL and ABSE), ALS, Tutoring, and the LLC in the areas of Reading, Writing, Math, and English Language Acquisition, and Perceptual Learning Skills, in order to best support students across a continuum of academia.

9) Provide a brief overview of proposed budget.

Honoraria of $300 per participant, 7 members total = <mark>$2100.</mark>

Electronic Signature:

By typing my name here, I confirm that I have read and understood the program guidelines.

Aliscia Niles