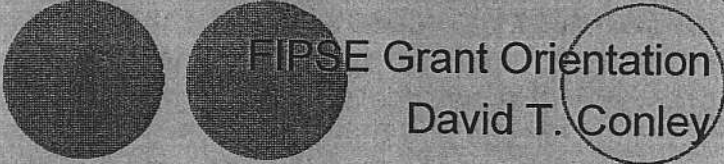




Creating Linked Courses



FIPSE Grant Orientation

David T. Conley

Terri Heath



Participating Partners

- 8 high schools, 4 community colleges, and 2 universities
 - Participating districts
 - South Lane, Springfield, Fern Ridge, Corvallis, David Douglas, Beaverton, Hillsboro
 - Participating community colleges
 - Lane, Linn-Benton, Portland, Mt. Hood
 - Participating universities
 - University of Oregon, Portland State University
- 2 strategic partners committed to disseminating the results nationally
 - College Board
 - Education Commission of the States



Key Project Activities

- Develop and disseminate both a *template* and a *process* to create course frameworks in five disciplines
 - English, mathematics, science, social sciences, and second languages
- Two-stage process
 - Analyze and adapt existing courses to focus upon critical knowledge and skills contained in the Knowledge and Skills for University Success standards developed by Standards for Success and licensed to the College Board
 - Create new seminar-like courses that emphasize the habits of mind necessary for postsecondary success



Development Process: Phase I

- Analyze the content of selected exit-level high school courses in relation to the Knowledge and Skills for University Success (KSUS) standards.
- Analyze the content of selected entry-level postsecondary general-education courses in relation to the KSUS standards.
- Determine the alignment that exists currently between the selected exit-level high school and entry-level university courses by identifying the KSUS standards they address in common and those addressed by one but not the other.
- Commission design teams of high school and postsecondary faculty charged with developing alignment templates that specify recommended course changes at the high school and postsecondary level needed to enhance alignment and student success.

Development Process Phase I

- Employ CEPR staff and selected content-expert consultants to apply the templates to existing course outlines for all classes from participating institutions
- Conduct a workshop in which participating faculty receive and review the modified course outlines and accept or adapt the suggested changes contained in the modified course outlines, utilizing the KSUS standards as the framework for any changes they make
- Implement the courses at all participating institutions
- Evaluate their effectiveness and modify the templates based on experience teaching and evaluating them

Development Process Phase II

- During the second and third years, develop a second set of templates for seminar-like courses at the high school exit level and college entry level designed specifically to connect the high school and postsecondary experiences more closely and yield diagnostic data that can be used at each level
- Implement the revised templates with an expanded set of participating institutions
- Implement the seminar courses at selected participating institutions
- Continue with evaluation activities annually
- Work with key strategic partners the College Board and Education Commission of the States to promote and disseminate the strategy nationally

Participant Roles

- **Key developers** are the core development team
 - They design the courses
 - Involvement is from 3 to 10 days per year, depending on the individual
 - Not every site needs to have someone participate at this level
- **Reviewers** are faculty from participating institutions
 - They will be trained to analyze content from existing courses against the KSUS standards to determine degree of alignment existing currently
 - They will use the CEPR Alignment and Challenge Audit methodology
- **Implementers** teach the courses
 - They are provided support to prepare and teach the course
 - Each site needs at least three implementers, five preferably

The Analysis Process

- CEPR staff collects key course documents
- Participants rate their courses against KSUS standards
- External experts also rate the courses
- Key developers take results of analysis and build more aligned courses
- Reviewers recommend changes to courses
- CEPR staff oversees all aspects of process, including meetings, analysis, course development activities, training

Partner Obligations

- Designate a formal liaison person to the project who will facilitate all organizational interactions between the project and individuals within the organization
- Work with project staff to identify a small cadre of instructors or others with curriculum development skills who will participate in planning and teaching these courses
- Agree to offer these courses for a period of three years, including at least one year beyond the end of the grant period
- Provide data necessary for the evaluation of this project as requested

Conditions

- The courses as envisioned will not require significant new resources
- Because the courses are designed as adaptations of existing courses, the professional development required to incorporate such modifications into existing practice will be reasonable
- Web-based meetings and training will be used extensively to minimize costs and maximize replicability
- The grant does not pay for the instruction of the courses, only the development of the template and new curriculum



Evaluation of Perceptions

- Students' perceptions will be gauged through a matched-pair design, whereby incoming students who participated in the high school course sponsored by the project will be paired for evaluation purposes with an equivalent incoming student who did not.
- Selected students will be surveyed at three points to determine the specific ways in which the project course or courses or their equivalent regular high school course prepared them for college success or failed to do so.



Evaluation of Perceptions

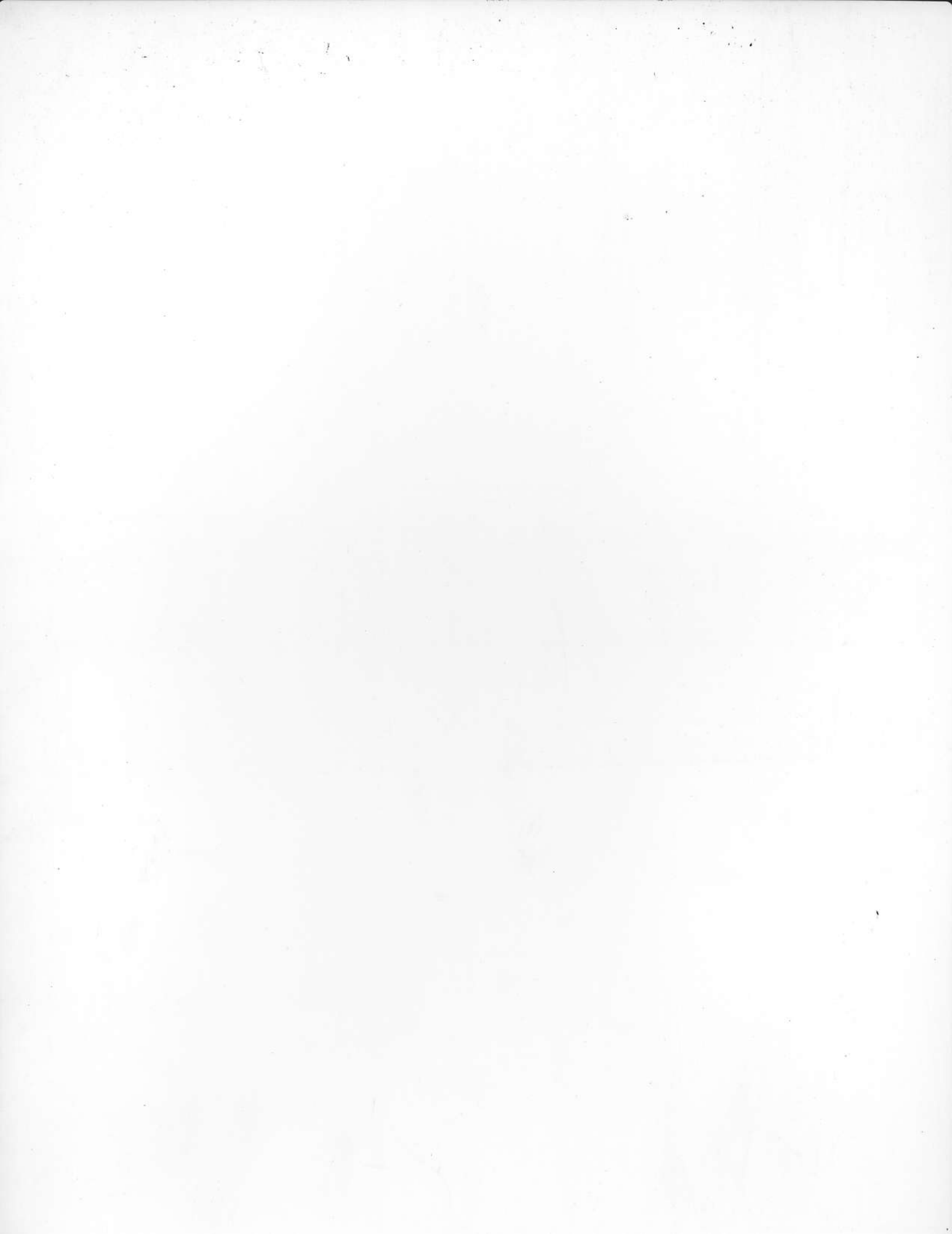
- College instructors will complete survey instruments that ascertain their perception of differences in knowledge and skill level, if any, of students who participated in project courses and those who did not.
- They will also be asked if the diagnostic information the courses generated in high school and college has been of value or resulted in any changes in the way they teach.

Evaluation of Effects

- The *effects* evaluation collects data on:
 - the relationship between grades students receive in the high school courses designed by the project and in articulated entry-level courses
 - the first-year GPA of students in the articulated courses versus the overall freshman class and, for a sample of students, in comparison to the matched pairs surveyed
 - differences in retention rates between the matched pairs at the beginning of their second year of postsecondary study

Year 1 Timeline

Timeline:	Milestone:
Pre-year 1: Summer 2004	Identify members of course template development team Hold a preliminary planning meeting
Year 1: Fall 2004	Begin analysis of existing course content using Alignment and Challenge Audit methodology Begin course-planning process. Curriculum development team works with CEPR and College Board staff to generate initial design specs
Year 1: Winter 2005	CEPR processes input from analysis of existing courses and initial design specs to produce draft course templates for initial review by curriculum development team at two-day workshop CEPR incorporates results from workshop into revised curriculum. CEPR produces revised draft curriculum.
Year 1: Spring 2005	CEPR finalizes instructors who will pilot individual elements of the curriculum during the coming academic year. Elements to be field tested include scoring guides, specific assignments, standards-based analytic frameworks, research projects, placement data External validity evaluation of courses conducted
Year 1: Summer 2005	Curriculum development team finalizes revisions to curriculum CEPR organizes three-day workshop for all faculty who will teach courses in the next academic year



0279

Questions and Suggestions

- How can we make this project succeed on its limited budget?

Abstract

This project addresses the problem of poor articulation between high school college-prep classes and entry-level college courses. It is predicated on the notion that high school programs of college preparation and success in entry-level college courses should be connected as closely as possible, and that content and cognitive expectations can be carefully calibrated between high school and college to increase student success. Since the first year of college is the point at which the largest number of students experience failure, improvements at this crucial transition point can be expected to result in overall increases in college retention and graduation rates and reductions in remedial education.

The project will develop and disseminate both a template and a process to create course frameworks in five disciplines that can be used to improve articulation and continuity between high schools and colleges at the local, system, or state level. The courses will provide high schools and colleges a reference point for designing curriculum and will also generate placement data useful to instructors in entry-level general-education courses. The project employs a two-stage process, first to analyze and adapt existing courses to focus upon critical knowledge and skills, then to create new seminar-like courses that emphasize the habits of mind necessary for postsecondary success. Courses use as their common reference point the Knowledge and Skills for University Success standards developed by the Association of American Universities.

The project is designed to produce results that are broadly generalizable. Courses are cost-neutral, linked to national standards, and developed in a broad range of educational settings. A total of 8 high schools, 4 community colleges, and 2 universities in two states have committed to participate and to offer the courses beyond the end of the grant period. Two strategic partners, the College Board and the Education Commission of the States, are committed to disseminating the results nationally to high school and college educators and education policymakers.

0279-11

FIPSE involvement

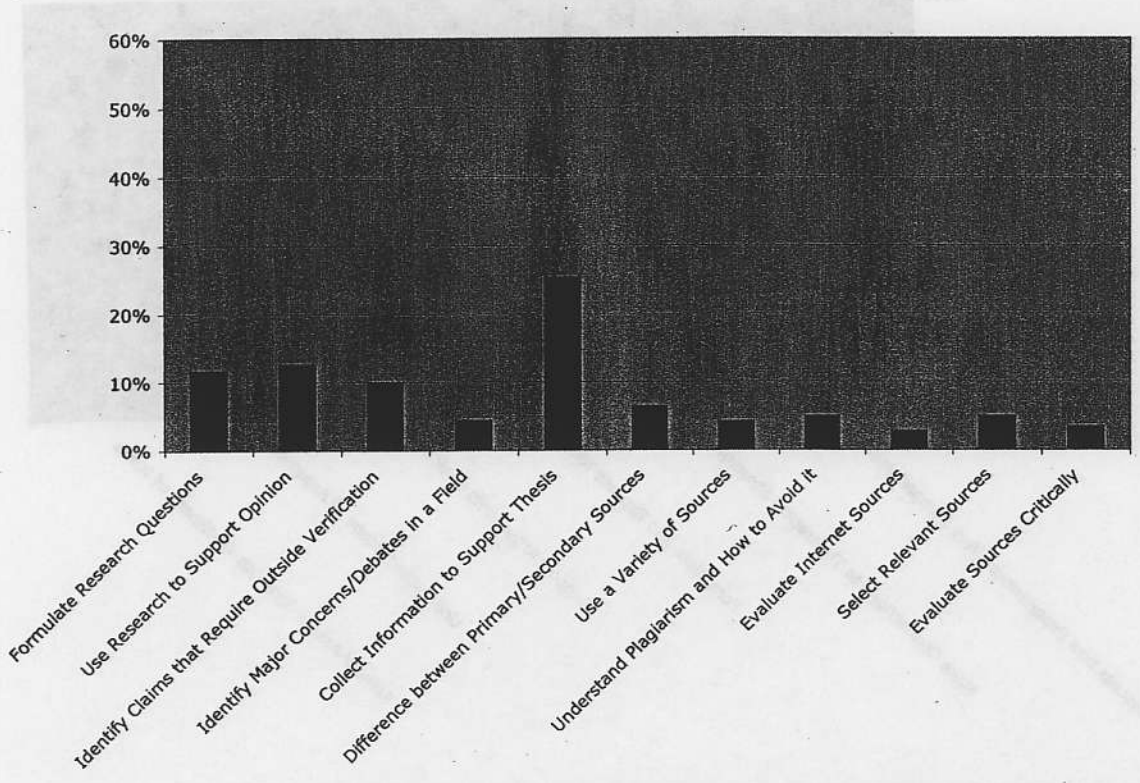
Role:	Description:	Number:	Commitment:	Compensation:
<i>Key developers</i>	Core development team members. They develop and review the course templates	A total of no more than 10 per discipline	3 to 10 days total, depending on level of involvement	\$200/day or actual cost of substitute not to exceed \$150.
<i>Reviewers</i>	Faculty from participating institutions who will be trained to analyze existing course content and artifacts against the KSUS standards to determine degree of alignment existing currently	5 per discipline	Hourly, depending on number of courses submitted for review. Likely a total of 16-24 hours total. Work done online at convenient time	Hourly compensation for work done outside contract time @ \$25/hr
<i>Implementer s/revisers</i>	Faculty who implement course templates. They will receive training and support from project staff and will be expected to participate in online discussion and evaluation activities.	Ideally, one per discipline from each participating partner	Submit current course for review. Receive revised course template from project staff. Participate in 2-day workshop in summer to make course changes. Receive help from Implementation Supporters	\$200/day or actual cost of substitute not to exceed \$150
<i>Implementation supporters</i>	Consultants will provide ongoing support to faculty who are implementing the courses, drawn largely of participating faculty, but may also include others with expertise in the content areas, such as recently retired faculty	4 per discipline , 2 in Eugene cluster, 2 in Portland cluster	3-10 days total. Available to assist implementing faculty, participate in summer workshop	\$200/day or actual cost of substitute not to exceed \$150

05-13

0279-12
0279-110

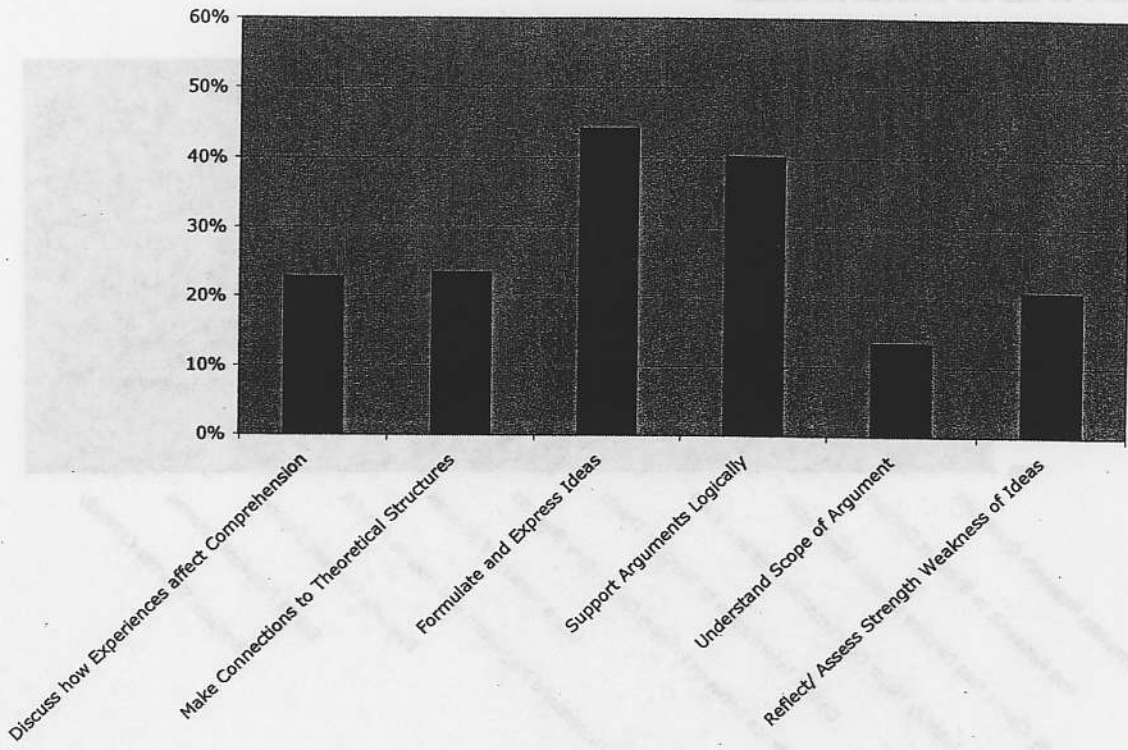
Figure 1: KSUS Critical Thinking Skills

Figure 1: KSUS Research Skills



The ability to think critically is a key component of success in our university. Faculty members and the USD community are committed to providing students with the skills and knowledge necessary to succeed in the 21st century. The Faculty of the Liberal Arts and Sciences is committed to providing students with the skills and knowledge necessary to succeed in the 21st century. The Faculty of the Liberal Arts and Sciences is committed to providing students with the skills and knowledge necessary to succeed in the 21st century.

Figure 2: KSUS Critical Thinking Skills



The ability to think critically is a key expectation of entering students among university faculty members and the BSD documents submitted give evidence that this skill is being taught within the English curriculum. The ability to formulate and express ideas and support arguments logically appear in 40% or more of the documents. This appears to be a strength of the BSD English curriculum.

0279-15

Course Name/Number					
Course Name/Number					
Course Name/Number					
Course Name/Number					

