“Give Students a Compass II: Making GE Relevant”
Proposal for CI-Oxnard College

Enhancing Transfer Success with Sophomore GE Seminars

Contact person: Marie Francois, Director of University Experience Program, California State University Channel Islands, History Faculty
Developers: Jacque Kilpatrick, English Faculty, CI; Marie Francois; Janet Rizzoli, Articulation Officer, CI; Shannon Davis, Articulation Officer, OC; Chris Mainzer, Geography Faculty, OC; Carolyn Inouye, Dean, OC; Ed Nuhfer, Faculty Developer, CI.

1. Project Narrative

The curricular innovation outlined below has the primary goal of enhancing transfer student success through *imbuing high impact practices (HIPs) such as service learning and interdisciplinary learning* in Oxnard College (OC) General Education (GE) offerings to align transfer student preparation with the Channel Islands (CI) mission and outcomes-based GE program. In addition to the likelihood of better engaging students and getting them to transfer to a 4-year school, this project will facilitate successful transfer to CI where service learning/community engagement and integrative learning are mission pillars. Indeed, CI was recognized with the Carnegie Foundation’s 2010 Community Engagement Classification given every 5 years, with only 311 institutions nationwide having received this designation. Civic engagement competency and integrating perspectives across disciplines are GE outcomes at CI. With the majority of transfers from OC to 4-year institutions coming to CI, this proposal aims to put more service-learning/civic engagement into integrative classes in the GE menu at Oxnard College and to develop institutional capacity to support service learning and interdisciplinary teaching at Oxnard College.

The Sophomore Seminar project also facilitates the transition to an outcomes-based General Education program underway at CI that moves away from the current seat-time distribution model, while maintaining the option for students to transfer in to CI as GE certified and to transfer CI courses to other institutions that continue to use the current A-E subject-area distribution model.1 The Sophomore Seminar builds on UNIV 150 first year seminars being piloted in the University Experience Program under a Title V HSI grant in Fall 2011. A Transfer Year Seminar within University Experience is also under development with the Title V grant. Sophomore Seminar funding was not secured under the Title V grant.

At CI, all students – native and transfer – take 3 Upper Division Interdisciplinary General Education (UDIGE) Courses. An assessment of student success in the UDIGEs done during the initial WASC accreditation self-study at CI found that students would be better served by being introduced to interdisciplinary perspectives before taking the junior and senior level innovative courses. Thus, lower-division Sophomore Seminars

---

1 Subject area distribution GE categories: A = English Language Communication and Critical Thinking; B = Scientific Inquiry and Quantitative Reasoning (commonly referred to as STEM); C = Arts and Humanities; D = Social Sciences; E = Lifelong Learning and Self-Development.
will serve to prime students for greater success in upper division interdisciplinary GE coursework.

This model of tandem second-year seminars, with the built-in support apparatus described below, could be replicated by other institutions with a transfer relationship, adapted to local conditions.

**Tandem Spring Sophomore Seminars on OC and CI campuses**

CI and OC faculty will develop hybrid tandem interdisciplinary sophomore seminars, taught on both campuses, with shared peer mentors and community service learning projects. Oxnard College students who have applied in Fall 2011 for admission to CI in Fall 2012 would be recruited to take the Seminar in Spring 2012. The Seminars, developed and taught jointly by CI and OC faculty for students in their second year, will qualify in two traditional GE categories (for example, A3 Critical Thinking and D Social Science) and incorporate multiple GE Learning Outcomes. They incorporate hybrid digital and web-based as well as face-to-face learning, and are writing intensive.

Students enroll in the course on their own campus, and will engage students from the other campus in a shared project with the same community partner as well as in sophomore Dolphin Interest Groups (DIGs, paralleling the freshman Dolphin Interest Groups to be piloted at CI in Fall 2011 under Title V ISLAS grant). While each campus will offer its own Seminar, if scheduling permits the two courses will meet together monthly on the CI campus. While each faculty member will offer her/his own class, the syllabus and signature assignments and service-learning project will be developed jointly; faculty will participate in each other’s classes every few weeks. These interactions foster interdisciplinarity, promote faculty development of both faculty, build relationships between students and faculty across institutions, and orient OC students to the CI campus ahead of transfer. A trained student peer mentor-advisor (UE Associate) from the CI University Experience program will attend class on each campus once a week, will facilitate the use of e-portfolio for student reflection on learning, and will meet with students from both classes outside of class in Oxnard and at CI every 2-3 weeks in DIGs, supported by the Project Director and the Community Partner Ambassador. Ideally, the student Associates for the second and third years will be recruited from among successful transfers who are also veterans of the first Sophomore Seminar. Students will also interact across institutions through open web-based platforms, such as a blog or Facebook page for the course.

The Project Director will facilitate CI-OC faculty collaboration and seminar development for both campuses; follow course proposals/revisions to existing courses through GE and Curriculum committees on both campuses; work with OC transfer advisors to recruit students intending to transfer to CI; plan and oversee faculty development training and training of CI peer advisor-mentors; meet with cross-institutional DIGs (5-6 students in each); coordinate with CI Center for Community Engagement, CI-OC faculty team, Community Engagement Ambassador, and community partner regarding joint service learning project including identifying needs and potential
impact of the project; and coordinate with CI University Experience Program Director and Tk20 e-portfolio implementation team to integrate the seminar into CI campus initiatives. The Project Director will also coordinate the evaluation and improvement of the pilot Seminars, working with the Institutional Research Office and the Center for Community Engagement at CI and the Dean of Sciences at Oxnard (formerly of Institutional Research) to evaluate and revise the seminar using online pre- and post-surveys and rubric-based assessment. Surveys will measure the impact of high impact practices on both student learning and student engagement. Indirect assessment will include focus groups with students, peer mentor-advisors, Community Engagement Ambassadors, community partners, and faculty, as well as standard student evaluations administered by the CI and OC administrations. Analysis of assessment data will be done by the project director each year in conjunction with the CI University Experience Program, the CI Office of Institutional Research, CI Center for Community Engagement, and Deans and EVP for Student Learning at OC, and will be used to improve the seminars.

**Developing aligned inter-segmental GE curriculum that scaffolds integrated learning and moves beyond seat-time:**

In Year 1 two existing courses (one on each campus) meeting the same two GE categories (A3 Critical Thinking and, for the pilot, D Social and Behavioral Sciences) will be used as the vehicles to introduce the Sophomore Seminar. Tying the same two GE categories in each course will facilitate faculty inclusion of shared learning outcomes related to those categories and signature assignments to assess the achievement of those outcomes. Having two GE categories increases incentive for OC students to enroll in the Seminar, though under the standard CSU seat-time model, students can only “count” the Seminar in one or the other GE category in their GE certification of 48 units. Under the emerging outcomes-based GE at CI, students will be able to “count” their outcomes achievement beyond one traditional A-E category through demonstration of learning through rubric-based assessment of signature assignments and e-portfolio reflection on the learning accomplished in the course of achieving the outcome.

The A3 category/critical thinking outcomes are featured in the Sophomore Seminar due to its function within the CI University Experience program, with scaffolding of outcomes related to GE Goal 2 “Identify clear, logical, and creative arguments.” The Sophomore Seminar follows the UNIV 150 freshman seminar which includes GELO 2.1 “Reason inductively and deductively and from a variety of perspectives,” builds on 2.1 with the GELO 2.2 “Deliberate with others and present arguments clearly, logically, and creatively.” Critical Thinking is an essential learning outcome that should be engaged with and developed throughout a student’s career, not “met” by passing/sitting through a 3-unit course. This GELO 2.2 also reinforces the service-learning teamwork built into the seminar design.

Using the D category as the “disciplinary” GE for the pilot will serve the many students who transfer from OC into Psychology, Sociology and other Social Science
degree programs at CI. Should the pilot prove successful, sections incorporating STEM and humanities GE areas would be added.

A dedicated Sophomore Seminar course outline (likely within the IDS group) will be proposed through committees at OC in early Fall 2011 that will have at least 2 GE attributes (the two faculty on this proposal’s development team sit on the Curriculum and GE Subcommittees). Should the course not be through the approval process by Spring 2012, existing courses could serve to launch the Seminar at Oxnard College in Spring 2012. For example, IDS R102 Science, Technology, and Human Values (GE D, would revise to include A3) involves “critical study of the historical and socio-cultural relationships between science, technology, and human values.” Another example is IDS R110 Frontiers of Thought (GE A3 and D) with “in-depth examination and evaluation of ideas and research presented in pioneering works by contemporary scholars and thinkers, with selected texts from science, social science, mathematics, literature, the fine arts and public affairs. A particular theme or fundamental question may shape the organization and selected readings for a particular section of the course. Field trips may be required.” (OC Catalog)

At CI, a UNIV 250 Second Year Seminar proposal (GE A3, D, E) is being submitted as part of the University Experience program and outcomes-based GE program in Spring 2011 to the GE Committee and the Curriculum Committee. Course description: “Examining ideas and perspectives in a complex world, this sophomore seminar highlights interdisciplinary connections and ‘ways of knowing’ in scholarship while engaging students in real-world application of course learning and teaching objectives with service-learning activities that meet a community need and engage students in reflection about the service experience. Topical content and community-based projects will vary from semester to semester.” Should UNIV 250 not be through committees by Spring 2012, an alternative is to use a section of COMM/LIB 211 “Discerning Information in an Interconnected World” (GE A3, D) in Year 1.

CI Sophomore Seminars, whatever the topic, incorporate the following CI GELOs in addition to approved course-level SLOs:

1.1 Integrate content, ideas, and approaches from integrative perspectives across disciplines.
1.2 Take individual and collective actions which address issues of public concern.
2.2 Deliberate with others and present arguments clearly, logically, and creatively.
3.3 Explain the economic, legal, social, and ethical issues surrounding the use of information.

And a discipline cluster GELO:

7.1 Convey how issues relevant to social, cultural, political, contemporary/historical, economic, educational, or psychological realities interact with each other. [for the pilot years; in traditional D category]
5.4 Make connections between important/core/key concepts (or big ideas) in the natural sciences to describe/explain natural phenomena. [in subsequent years; in traditional B category]

6.3 Create original and imaginative works in philosophy, literature, language, and/or the arts. [in subsequent years; in traditional C category]

Meeting at least two traditional A-E category, OC Sophomore Seminars, whatever the topic, may incorporate the following OC GELOs and Institutional Learning Outcomes in addition to approved course-level SLOs:

- Interdisciplinary Studies: Applies more than one discipline’s approach to a topic, problem, or method. (ILO 10; maps to CI GELO 1.1)
- Understands the complexities of ethical judgment, leadership, social and/or civil responsibility as applied to social and ethical issues. (ILO 8; maps to CI GELO 1.2)
- Develop logical and rational thinking skills. (GE A3; maps in part to GI GELO 2.2)
- Demonstrate an understanding of human behavior, including social interaction and cultural, political, psychological, economic, linguistic, biological, physical and other contexts and variables. (GE D)

Collaborating faculty will include these core competency outcomes in the course syllabus and give assignments providing students the opportunity to meet the outcomes, with rubric-based assessment of outcome achievement through the assignment built into the grading of the course through the assessment portfolio.

In addition to its place in CI’s new University Experience program, the Sophomore Seminar will come on at the same time as sophomore-level courses (“Further Investigations”) in a scaffolded interdisciplinary undergraduate research series, SPIRaL (the pilot funded by the Keck Foundation beginning Spring 2012), in which students take GE courses focused on research at the freshman, sophomore, junior and senior level. OC students who transfer to CI would have the chance to take a junior level SPIRaL course (Advanced Investigations) for 3 units of the upper division GE required by the CSU.

The high-touch second-year courses supported in this proposal incorporate HIPs such as interdisciplinary and service learning, blend digital and web-based as well as face-to-face learning, and are writing intensive. The shared community-based service learning project could be adult literacy tutoring, English-language tutoring in indigenous Mexican farm worker communities, developing workshops focused on community health concerns and financial literacy for presentation in K-12 classrooms and/or at PTA meetings in the county; an oral history project with local hospice patients; data collection for a non-profit agency; or some other need in the community through which students can learn and serve. CI’s Center for Community Engagement maintains relationships with Community Partners, a total 36 in 2011, including Big Brothers Big Sisters; Boys & Girls Clubs; neighborhood libraries; FOOD Share; hospice centers; California Conservation
Corps; local school districts; Habitat for Humanity; Ventura County Homeless and Housing Coalition; land conservancies; health clinics; and other non-profit agencies. The CCE website is a comprehensive resource for service-learning courses, with a faculty handbook, links to model syllabi and projects, as well as to national clearinghouses for best practices.

While the OC faculty collaborating on these seminars have access to these web-based resources, OC does not have an office dedicated to community engagement and service-learning like the CCE; this grant project includes funds for sending OC faculty to a regional or national service-learning conference to learn about best practices, as well as faculty development of seminar faculty in teaching service-learning. These faculty will take the role of train-the-trainer back to OC to continue to build service-learning capacity at OC, within GE courses and beyond. Another aspect of institutionalizing service learning capacity at OC would involve the establishment of a training protocol for student Community Service Ambassadors at OC to assist in the considerable liaison work between faculty and community partners.

What success will look like:

Each year of the pilot, evaluation through pre- and post-surveys and analysis of student learning outcomes achievement through data collected in Tk20 (which will house signature assignment prompts, rubrics scored by the professor and a separate evaluator, and uploaded student artifacts) will be used to improve the Sophomore Seminar program. Student achievement of learning outcomes will be a primary indication of the success of this inter-segmental GE curricular project. A score of 3 (proficient level) out of 4 on rubrics will constitute “met;” many students will likely successfully reach this bar in the Seminar for one or another of the GELOs. Other students may need more time to reach the proficient level; OC students will be tracked through their transfer to CI as they become CI students. Ideally, they will enroll in the Transfer Seminar, which will continue to scaffold critical thinking and information literacy learning outcomes and continue to require students to reflect on their learning through e-portfolio. If they do not, their critical thinking proficiency will be assessed through other means.

Other equally compelling indicators of the pilot project’s success will be the degree to which students in the Oxnard College cohort who intend to transfer to CI successfully do so and succeed in their major classes at Channel Islands, and the degree to which students make connections between what they learn in one class with what they learn in others and in co-curricular events and activities through e-portfolio and through surveys and focus groups, as well as how school- and community-based learning relate to their lives beyond school. For the faculty, success includes broadened horizons stemming from interdisciplinary, cross-institutional, and community interactions, as well as acquisition and application of new effective teaching practices. Institutionally, success will mean that faculty and administration across the campuses embrace the project’s innovations, and help to shape it within a culture of evidence and student-focused learning, including putting resources behind the capacity to offer effective service-learning within the GE framework. A final indication of success would be the expansion
of this Oxnard College-Channel Islands pipeline to other community colleges in the CI service area, and ultimately adaptation of our innovative model by other institutions, including reconsideration by the CSU of its seat-time GE model.

**Sustainability and broader implementation of Sophomore Seminars:**

Ideally, second-year Seminars will become an expected experience for community college transfers as well as for second year CI students. Under the University Experience umbrella at CI, an emerging structure is available to foster its development. Following the pilot years, sections of UNIV 250 will be developed at CI with disciplinary cluster focus beyond social sciences within the interdisciplinary context – STEM, business/economics, education, and humanities. Assessment of these innovative GE classes that embed high-impact practices to “make GE relevant” to students that show their effectiveness will be used after 3 year pilot in proposals to OC and CI to budget for the expansion of the offerings of Sophomore Seminars. Developing the Community Engagement Ambassador corps through Federal Work Study will assist in sustaining the project by defraying those costs. The ISLAS Faculty and Staff Development Academy has increasing Title V funding over the life of this pilot, which can be leveraged to develop service learning capacity and outcomes-based teaching and learning.

Armed with evidence of the pilot’s effectiveness, CI will also look to expand the model through institutional and outside funding. In the next round of Compass funding, the CI University Experience director will apply to expand the project to include Moorpark College and Ventura College (who with Oxnard constitute the Ventura County Community College District) as well as other feeder schools such as Santa Barbara City College. The CI GE Task Force will be in regular conversation with those additional CC campuses as outcomes-based GE comes to take the place of traditional seat-time GE for CI native students. The degree to which transfers can both come in as GE certified under existing models and take advantage of the student-centered learning behind the use of SLOs, signature assignments, and rubric evaluation of outcomes will enhance their success as students.

**Key characteristics of sophomore seminars:**

- OC and CI faculty teams develop and use the same signature assignments that afford students in each section the opportunity to achieve SLOs, with such achievement measured using rubrics.
- Pre-and post-assessment of student engagement and academic skill level as well as the role of high impact practices in improving engagement and skill level will be embedded in the course syllabi.
- Faculty teaching the courses are trained with “writing across the curriculum” and interdisciplinary learning strategies to incorporate into their courses.
- OC and CI faculty teaching the courses get assistance from Service Learning specialists to incorporate community-based problem solving in the course syllabi.
Courses on both campuses engage students through e-portfolio, with reflection on student learning and documentation of achieving CI GE learning outcomes. Faculty and students get assistance with the e-portfolio process.

For OC students from the Seminars who transfer to CI, their reflection and assessment e-portfolios come with them as they continue engagement through e-portfolio in the University Experience program. Transfers would have the chance to enroll in new UNIV 350 Transfer Interdisciplinary Seminars (piloted in Fall 2012 under Title V grant) or UNIV 398 Advanced Investigations interdisciplinary research seminars (piloted in Fall 2012 under Keck grant) that would continue high-impact engagements and earn them 3 of the 9 GE units they must take at CI.

Courses incorporate hybrid features such as blogs, chat rooms and discussion boards to mitigate transportation and tight schedule issues for students not always able to get to the other campus.

At both campuses, students participate in peer study group learning communities, led by peer mentors; ideally these DIGS would continue to meet as a study/affinity/ cohort/posse group after OC students transfer to CI. Alumni of the Sophomore Seminars would be recruited into the peer-mentoring program in support of subsequent Sophomore Seminars on both campuses.

Policy and institutional implications of the proposal:

i. Moving beyond seat-time for GE: Breaking with traditional policy, students should earn GE credit at CI in both categories for the one course. Currently at CI, and across the country in community colleges and universities, a student might squeak by in a class perhaps only because by sitting in that class she will be able to check off a GE requirement that she may see as unconnected to her overall learning, her major, or her future in the “real world.” The instructor of that course (which is likely a great course) may spend one, three, or even seven weeks out of 15 on the disciplinary content or intellectual skill that qualified the course for that particular GE category. The instructor may or may not actually assess whether the students earning GE credit for the course learned that content or skill. And yet, students passing the class with a D earn a full 3 credit hour units toward their GE requirements (for the 1 to 7 weeks’ worth of GE content).

With seat-time linked to FTE funding models and workload and existing articulation patterns, there are few alternatives to this situation “inside the Title V box.” With the Sophomore Seminar that integrates disciplines and embeds assessing student learning of multiple disciplinary outcomes as well as communication, informational literacy and critical thinking outcomes that cross disciplines, the logical step “outside the box” is recognizing that students achieving the outcomes [defined as reaching level 3 on a 4 level rubric] have satisfied both of the GE categories tied to the course (as well as the
LEAP\(^2\) outcomes that defy being bound by those categories). The shift to outcomes-based assessment GE at CI accommodates embedding essential learning outcomes with multiple disciplinary outcomes in the same course. This project provides a pilot to work out how to do this alternative accounting of student learning that accounts for inter-segmental transfer.

An integrated system will manage a new vision of General Education, one that incorporates the essential learning outcomes (ELOs) outlined in Executive Order 1033 as well as discipline based outcomes, while also mapping courses to the traditional A-E categories to facilitate transfer in and out of CI. \(^3\) The new vision assumes that it is student learning that counts, and not seat-time in a course, whatever the discipline. In its ultimate expression, this vision will entail new CSU policy that reflects an understanding that 48 distributed units is not the only model to deliver general education, and indeed is no longer a functional model at a time when core outcomes such as critical thinking and intercultural knowledge are not bound by disciplines. These GE Learning Outcomes (GELOs) are “Core Competencies,” “Professional Competencies,” and “Citizenship Competencies” vital for any successful college graduate. As such, they should be embedded throughout any general education curriculum.

The emphasis of the new GE at CI is on students and making their general education relevant to their lives, to their majors, and to their ability to be life-long learners through incorporating high impact teaching practices and essential learning outcomes. Students will reflect on their learning in writing in their GE e-portfolio as they achieve SLOs and acquire core competencies. OC students in the Sophomore Seminar will begin this process before matriculating at CI, and then bring their e-portfolio with them. Once here, their transcript will reflect their composite scores on the GE outcomes related to their Sophomore Seminar, and will continue to do so for upper division GE courses. Students will, through the practice of learning to learn in a system that divorces “general education” from seat time, come to know that learning in one class relates to classes taken on other campuses and across disciplines and relates to real life problems and opportunities encountered outside of the classroom.

Today at CI and other CSU campuses, courses are coded in PeopleSoft with A-E subject-area distribution attributes. When a student passes the class (for example CHEM

---

\(^2\) LEAP is an initiative of the American Association of Colleges and Universities (AACU) to promote the incorporation of “essential learning outcomes” in liberal education: (1) Knowledge of Human Cultures and the Physical and Natural World; (2) Intellectual and Practical Skills; (3) Personal and Social Responsibility; and (4) Integrative Learning.

\(^3\) Subject area distribution GE categories: A = English Language Communication and Critical Thinking; B = Scientific Inquiry and Quantitative Reasoning (commonly referred to as STEM); C = Arts and Humanities; D = Social Sciences; E = Lifelong Learning and Self-Development.
105 Introduction to Chemistry), they are done with the required semester units in the GE category to which the course is attributed, even if they got a grade of D in the class (as in this context, as our articulation officer ironically pointed out, “D means done.”) If the student decides to transfer to another CSU, the B category completion for CHEM 105 transfers with the student. Under the outcomes-based GE program, CI will maintain this system in transcripts in case the student transfers and to comply with Title V’s mandate that students add up their GE in a distributed seat-time accounting. But CI will also track student progress toward achieving learning outcomes so that each individual student can account for their achievement of GELOs and so that data is tracked for assessment purposes and in order to demonstrate to the CSU that this outcomes-based integrated learning system is more efficient at promoting “generally educated” students in this 21st century than the traditional distribution model.

Using assessment e-portfolios (part of Tk20 comprehensive software package being implemented by CI), faculty will assess GE outcomes within the context of the regular grading for the course rating the signature assignment(s) with rubrics developed for each outcome. Scaling this process entails extensive faculty development at CI and feeder community colleges in how to design signature assignments, where such assignments fit into course design, and how to best do outcomes-based assessment to ensure inter-rater reliability. A development academy under the HSI grant will facilitate this capacity-building process. In the e-portfolio system, students will in effect have a digital transcript reporting the progress of their student learning as they move from course to course as well as a reflective record of their achievement of essential learning outcomes and disciplinary learning outcomes that constitute the new CI GE Goals and Outcomes. The university will also develop over time a digital database of signature assignments, student work, and scored rubrics demonstrating student learning for aggregate assessment purposes.

ii. Institutionalizing Service Learning at OC. While students have done service learning in the occasional course at OC (for example, beach clean ups as a class project) and the institution has a series of Institutional Learning Outcomes related to “Civic Responsibility and Social Interaction,” as an institution OC at this time does not have an infrastructure to support service learning and community engagement initiatives. Ideally, a Service Learning Center whether at a 4 year university such as CI or at an established community college such as Oxnard College would have: a) a full-time Service Learning Director with office space to oversee the development and management of service learning and civic engagement initiatives, including policy development, fiscal accountability, and internal/external reporting; b) a half-time Community Partnership Coordinator to serve as primary liaison for community partners to cultivate/sustain partnerships with faculty and students; manage information on service-learning placement sites; design and conduct presentations and workshops and disseminate information about volunteer opportunities through various media outlets; and assist Director with research and development of funding resources and grant writing; and c) trained student assistants (Community Engagement Ambassadors), positions often filled by Work Study students who share an office space, who serve as liaisons among service
learning community partners, service learning faculty and OC students; assist faculty, students, and community partners in service learning courses with the coordination and implementation of service learning activities in the community; assist service learners in problem solving regarding issues such as identifying an appropriate placement site, and coordinating service learners at community partner sites; assist community partners with pre-service orientation for service learners and assist service learners in learning from their service experiences by developing and facilitating meaningful reflection activities at community partners’ sites, as well as in service learning classes; play a significant role as peer educator on effective community participation through service; and serve as a source of information on faculty, student, and community partner perspective and feedback on service learning.

In the absence of this ideal institutional capacity at OC, a short-term strategy to promote the broader incorporation of service-learning into courses at OC is to provide funds to send a faculty member to a regional or national service learning conference to develop institutional leaders for service-learning, and lay the foundation for institutional support for a Center. Another aspect of institutionalizing the high-impact practice of Service Learning at the community college level is getting courses with service-learning components into the menu of General Education courses available to students so that they have incentive to take them, and so that they are less vulnerable to budget cuts.

iii. Intensive faculty development. The Sophomore Seminar project calls for intensive professional development opportunities for faculty on both campuses to promote a culture of evidence and a paradigm shift to student-focused learning through high impact practices. In the long-term, this entails enhancing resources available for individual faculty to be able to focus on learning best teaching and learning practices as well as how to best assess those practices. The expertise of the CI Faculty Developer in active learning, concept inventories, and assessing science literacy is an asset that will enhance CI’s ability to make the most of pilot project funding. The CSU Faculty Developers new “Learning Across the Curriculum” modules are another existing resource to bring to this project. The ISLAS Academy for Faculty and Staff Development (with limited but increased funding over the next 4 years under the Title V grant) will facilitate this process on the CI campus.

vi. Leverage recent grant funded student support programs and comprehensive information management software. As part of a Title V HSI grant, OC has piloted a Supplemental Instruction Program over the last two years. As part of another Title V HSI grant, CI is expanding Peer Mentors in academic advising, as well as University Experience Associates assisting in First Year Seminars. A grant from the Keck Foundation is fostering the implementation of an undergraduate interdisciplinary research program at CI. This Sophomore Seminar project builds on these recent grant-funded student support services to continue to strengthen the institutional capacity of both institutions. It also supports the development and implementation of multiple information gathering for evaluation and assessment (surveys, artifacts, outcomes-based
assessment) included in the Tk20 CampusWide software package recently acquired on the CI Title V HSI grant. Notably, Tk20 will facilitate pre and post survey administration and analysis as part of the evaluation and assessment of the curriculum innovations proposed here.

2. **An account of the political, administrative, and faculty governance structures whose advice and consultation would be invited.**

For Oxnard College, representatives of the Curriculum Committee and GE Subcommittee were involved in writing the proposal, and a member of the Dean’s Council and the EVP for Student Learning have reviewed them, discussed them in the President’s Cabinet, and presented them to the district Chancellor’s office. The following governance structures would be consulted further regarding implementation of the grant and policy implications:

- President’s Cabinet
- Dean’s Council
- Academic Senate (proposal not yet announced to this group)
- Curriculum Committee, and GE Subcommittee
- Ventura County Community College District (VCCCD) Chancellor’s Cabinet

For CI, the proposal was reviewed by GE Task Force members, the Office of Faculty Development, the Dean’s Office, the Provost’s Office, Finance, and the Office of Research and Sponsored Programs. The following governance structures would be consulted further regarding implementation of the grant and policy implications:

- Office of the Provost
- Chief Financial Officer
- Chief Information Officer
- Dean’s Office
- Office of Records and Registration
- General Education Task Force
- Senate General Education Committee
- Senate Curriculum Committee

Issues identified in the review process of this proposal that will need collaboration and consideration of new policy by those listed above include faculty and student presence on sister campuses, and developing service-learning capacity at OC.

3. **Resources required:**

The following budget spreadsheet breaks down the budget in three areas as requested by the Program Officer:

Part 1: Curriculum and Relation Program Costs;
Part 2: Faculty Development;
Part 3: Assessment and Research
4. **Timeline for Sophomore Seminar Pipeline Curriculum**

**Spring 2011**
- Project director identifies OC-CI faculty teams for Spring 2012 Seminar courses.
- New course proposals and exiting course modifications submitted to Curriculum and GE committees at CI and OC
- Beginning of collaboration/planning courses, signature assignment development.
- Faculty team collaboration with CI Community Partner Specialist and Ambassadors.
- Scheduling collaboration between Project director at CI and EVP at OC.

**Summer 2011**
- Outcome rubric development signature assignment development, course design, community service project planning
- Faculty development: High-impact teaching practices, service-learning training, outcomes-based assessment, rater-reliability rubric application.

**Fall 2011**
- Continued collaboration/planning of Seminars, including working with Writing Across Curriculum specialist for OC faculty and Community Engagement Ambassador.
- Hiring and training peer mentors.
- Recruitment of OC students applying to CI, through collaboration with the Transfer Center
- CI CCE and Community Engagement Ambassador work with community partners and CI/OC faculty to set up community project.
- Faculty and peer mentors trained in reflective and assessment e-portfolio in Tk20 system.
- Service learning institutionalization process begins at OC following regional/national Conference attendance.

**Spring 2012**
- Implementation of first Seminars, first cohort of 40 students (split between institutions), including shared service-learning project.
- Assessment of student learning outcomes embedded in courses through in-class formative assessment exercises, signature assignments assessed with rubrics, recorded in Tk20
- Assessment of student engagement through pre and post surveys
- Pre- and post-surveys/tests within course through Tk20
- Students in both seminars meet in mixed Dolphin Interest Groups

**Summer 2012**
“Give Students a Compass II: Making GE Relevant”
Proposal for CI-Oxnard College

Enhancing Transfer Success with Sophomore GE Seminars

- Faculty development/collaboration: Best interdisciplinary and service-learning teaching practices, outcomes-based assessment, rubric rater-reliability.
- Review of SLO assessment, improvement of course design and delivery and improvement of rubric assessment instruments.
- Focus groups with student and faculty participants to assess impact of HIPS (team teaching, service learning, intensive writing, e-portfolio, DIGs)

Fall 2012
- Continued collaboration/planning, analysis of direct and indirect assessment data to be used in improving Seminar design.
- OC faculty working with Writing Across Curriculum specialist.
- Hiring and training peer mentors.
- Recruitment of OC students applying to CI to enroll in seminar, through collaboration with the Transfer Center
- Service learning institutionalization process continues at OC.
- CI Community Partner Specialist and Ambassadors work with community partners and faculty to set up service learning project.
- Tracking of OC transfers from first cohort in UNIV 350 or UNIV 398 and major gateway courses.
- First cohort DIGs continue to meet

Spring 2013
- Second round of Sophomore Seminars, with second cohort of 40 students (shared between institutions)
- Assessment of student learning outcomes embedded in courses through in-class formative assessment exercises, signature assignments assessed with rubrics, recorded in Tk20
- Assessment of student engagement through pre and post surveys
- Pre- and post-surveys/tests within course through Tk20
- Students in both seminars meet in mixed Dolphin Interest Groups

Summer 2013
- Focus groups with student and faculty participants to assess impact of HIPS (team teaching, service learning, intensive writing, e-portfolio, DIGs)
- Faculty development/collaboration. Best teaching practices, outcomes-based assessment, signature assignments.
- Review of SLO assessment and indirect assessment, improvement of course design and delivery.

Fall 2013
- Continued collaboration/planning, analysis of direct and indirect assessment data to be used in improving Seminar design.
- OC faculty working with Writing Across Curriculum specialist.
Hiring and training peer mentors.
Recruitment of OC students applying to CI to enroll in seminar, through collaboration with the Transfer Center.
Service learning institutionalization process continues at OC.
CI Community Partner Specialist and Ambassadors work with community partners and faculty to set up service learning project.
Tracking of OC transfers from second cohort in UNIV 350 or UNIV 398 and major gateway courses; first cohort tracking continues.
Second cohort DIGS continue to meet.

Spring 2014
- Third round of Sophomore Seminars, with third cohort of 40 students (shared between institutions)
- Assessment of student learning outcomes embedded in courses through in-class formative assessment exercises, signature assignments assessed with rubrics, recorded in Tk20.
- Assessment of student engagement through pre and post surveys.
- Pre- and post-surveys/tests within course through Tk20.
- Students in both seminars meet in mixed Dolphin Interest Groups.

June 2014
- Focus groups with student and faculty participants to assess impact of HIPS (team teaching, service learning, intensive writing, e-portfolio, DIGs).
- Faculty development/collaboration. Best teaching practices, outcomes-based assessment, signature assignments.
- Review of SLO assessment and indirect assessment, improvement of course design and delivery.
- Final report on effectiveness of pilot project on student learning and student engagement.