

# LEARNING COMMUNITIES



## NEWS



*A newsletter for Lane  
faculty and staff*

### **Fast Lane to Success Learning Communities Expand to 12 Sections**

More than five years ago, Fast Lane to Success began as a two-course learning community taught by Mary Parthemer and Judy McKenzie, and included CG100 College Success and EL115 Effective Learning. Since then, Fast Lane has grown to twelve sections and now links College Success with a host of classes tailored to suit first-year students' needs. In Fall 2009, Lane offered Beyond the Field, a "fast lane" for student athletes; Visualizing Success, a



"fast lane" for aspiring artists; Math Fast Lane with Math 60; and Fast Lanes with Speech and Writing classes, including two online sections.

Enrollment surges this year have also increased the numbers

in Lane's First Year learning community for Women in Transition (WIT). Like the WIT program, Fast Lane aims to empower students with critical life skills.

What makes Fast Lanes to Success so

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### **New "Pen and Page" Developmental Learning Community: Helping Students Start Out Right**

There's a natural connection between reading and writing skills, and Academic Learning Skills faculty members Elaine

Pray and Cristina Simoni are taking advantage of that in "Pen and Page," a new this learning community for

Reading 80 and Writing 80 students. Previously, these courses have been offered in a stand-alone sequence, so

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#### **Professional Development Calendar for 2010**

**Thursday, January 21,**  
2010 3-5 pm CML 205

"Fast Lane Tea and Topics Series": Conversation about Teaching in Fast Lane. See p. 3

**Friday, February 26,**  
2010, 2-4 pm, CML 205

"Fast Lane Tea and Topics Series": Diversity Infusion in First Year Learning Communities. See p. 3

**Thursday and Friday,**  
**April 22nd and 23rd,**  
2010, CML

#### **On Course Workshop**

Dr. Jonathan Brennan of Mission College leads a two-day faculty development workshop. Learn new techniques and strategies for active and collaborative learning. See story on p. 3

## *Learning Communities and the Engaging Students Program: Improving Student Retention and Success*

By now many faculty and staff have heard that Lane received a five-year, \$2 million Title III grant from the Department of Education. This grant is intended to strengthen institutions, and Lane is using the money to support college-wide efforts to improve student retention and success. In case you're still wondering what exactly these efforts consist of,

here's a quick list:

### **\*Learning Communities**

So far we have several customized options: Fast Lanes to Success with Writing, Math and Speech links; Women in Transition; Beyond the Field: College Success for Athletes; and Visualizing Success: College Success for Art Majors

**\*First Year Experiences** This is an umbrella term for im-



proving all the ways new students engage at Lane: with peer mentors, in learning com-

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## *Lane Begins New First Year Experience for Veterans*

Lane's Integration of Vets in Education (LIVE) program, funded by a national grant awarded to only 20 colleges and universities, is directed by veteran and Social Science faculty member Michael Samano. LIVE provides veteran students at Lane with a fully integrated first-year

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*The LIVE program helps First Year students who are vets to move from a "command" culture to a "choice" culture.*

experience (FYE) that builds on the college's current Title III *Engaging Students* program.

LIVE is designed to engage veteran students more fully in their learning and to assist them with the transition to college after military service. LIVE provides veteran students with support services tailored to their specific needs. A key difference between life in the military and life after service

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## *What are Faculty Saying about their Fast Lane Teaching Experience?*

"The Fast Lane learning community does not guarantee that all students will perform fabulously in one's writing class; however, the curriculum does translate to a very engaged core of students who use lessons from on course to improve their class participation and, what I refer to as, 'class citizenship.' Students often become very involved with each other's successes and demonstrate a keen understanding of how interdependence benefits everyone. Obviously, interdependent and collaborative students enrich any classroom." --*Kate Sullivan, English*

## Plan Now for Spring!

### Two-Day On Course Workshop to be Held April 22nd and 23rd in CML

#### Professional Development Opportunity for Lane Faculty

This Spring, Learning Communities and the Title III *Engaging Students* program are sponsoring a two-day *On Course* faculty professional development workshop. The workshop leader will be Jonathan Brennan, English faculty member and learning

communities coordinator at Mission College in California. Part-time faculty will be paid a stipend to attend. Limited space is available. If you are interested in attending, please contact Anne McGrail at [mcgraila@lanecc.edu](mailto:mcgraila@lanecc.edu). The workshop is intended to build Lane's capacity for offering First Year learning communities, in particular the Fast Lane to Success. For the

last couple decades, it has been widely accepted in the learning literature that increasing the

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Jonathan Brennan (Left) will conduct a two-day *On Course* workshop in April.

### Learning Communities Hosts Fast Lane to Success "Tea and Topics" Series



This winter term, two events are planned for faculty to gather together to talk about teaching in First Year Experience learning communities. If you are interested in attending, please contact Anne McGrail at [mcgraila@lanecc.edu](mailto:mcgraila@lanecc.edu)

**Thursday, January 21, 3-5 pm, CML 205**

**TOPIC: Informal Conversation about Teaching In Fast Lane to Success** Are you interested in knowing more about teaching in the Fast

Lane to Success learning community? If so, join Fast Lane faculty in an informal conversation about teaching. We'll talk about our experiences working with first-year students, how to build community, how to embed strategies for active and collaborative learning into all our classes—and we'll just get to know one another better. Take a break, take a moment to connect with faculty and enjoy some refreshment.

**February 26, 2-4 pm CML 205**

**TOPIC: Discussion: Common Ground and Diversity Infusion in the First Year Experience Curriculum** Fast Lane to Success learning communities are expanding to reach more than 500 students by

2013. This means that more than 24 sections of Fast Lane will be offered by up to 24 faculty. How can we ensure common ground in a learning community curriculum that is growing fast and involves so many different faculty teaching so many different courses? One key area of interest in this expanding program is how to foster diversity infusion. Join us as we begin what is sure to be a rich and ongoing conversation about how to best create an integrated yet diverse curriculum in Fast Lane for the best learning impact.

## Fast Lane Expands to 12 Sections (continued from p. 1)

successful? Fast Lane students spend the term learning how to create success in their lives by setting short- term and long-term goals, learning how to take purposeful actions toward their college and life goals, and overcoming self-defeating patterns in school and life, among other topics. Students are in cohorts and so develop relationships with peers while they work toward their degree with key discipline-area courses.

Faculty who have participated in Fast Lane report improved self-awareness among students, and a growing sense that students are learning to take responsibility for their own learning and achievement. In addition, Fast Lane introduces students to the many resources that are available to them: counseling and advising, Tutor Central, the library, financial aid, etc. Students' connections continue into subsequent terms with small groups taking other classes together.

Fast Lane faculty now number twenty-two, and include: Liz Coleman, Anthony Hampton, Sandy Jensen, Maria Kirwin, Beth Landy, Anne McGrail, Steve McQuiddy, Kim Morton, Mary Parthemer, Elaine Pray, Susan Reddoor, Hyla Rosenberg, Christina Salter, Jennifer Salzman, Stephen Selph, Jill Siegfried, Kate Sullivan, Cristina Simoni, Eileen Thompson, Drew Viles, Bill Woolum and Sherrill Wight.

This year, with support from the Title III *Engaging Students* grant, the Learning Communities Leadership Team is working closely with the First Year Experience Planning Team to develop more Fast Lanes to Success to meet students' needs. If you would like to teach in this learning community, would like to be added to the First Year Experience moodle site, or would like to know more, contact Anne McGrail at [mcgraila@lanecc.edu](mailto:mcgraila@lanecc.edu) or 463-3317.

## "Pen and Page" Developmental Learning Community (continued from p. 1)

that it takes a student two terms to complete. With this learning community, faculty are working to help students learn the key building blocks for their college reading and writing courses in one term. By taking the classes during the same term, students can benefit from a coordinated course of study that supports their work in each class while avoiding signing up for classes that they are still unprepared for.

Do you know of courses that would benefit from coordinated study in a learning community? We are particularly interested in developing learning communities for new students and for students entering a major. There is curriculum development support available for this work. If you're interested, email Anne McGrail at [mcgraila@lanecc.edu](mailto:mcgraila@lanecc.edu) or go online to [www.lanecc.edu/lc](http://www.lanecc.edu/lc).



### Prerequisites in Your Discipline?

There are many reasons why students take courses that they're not ready for: for example, they want to fill their schedule for financial aid, or they think the class sounds really interesting, or they're in a rush to take courses required for their program. The Success and Goal Attainment (SAGA) committee has examined this problem for some time and will be encouraging conversations in departments this year about how we might begin a process for suggested or required prerequisites for General Education courses. Portland Community College has undertaken campus-wide prerequisites for their credit courses. You can find out more about their process at <http://www.pcc.edu/registration/prereq.html>



## Learning Communities and First Year Experience Program (continued from page 2)

munities and other classes they're prepared for, orientation, advising, ongoing mentoring with faculty and peers, etc.

\*A supportive learning environment and welcoming campus climate, e.g., Student Orientation, Advising and Registration ("SOAR") and other activities across campus sponsored by Student Life and Leadership and other departments.

\*Appropriate Placement of Students, ensuring preparedness through prerequisites and developmental education.

\*Academic and Career Advising, e.g., guided planning for academic and career goals.

\*Early Warning and Intervention Systems, e.g., mid-term grades and counselor intervention

before students get in over their heads or just quit.  
\*Improving communication through the myLane web Portal, to ensure accurate and timely information that is critical for student success.

If you want to know more about the First Year Experience and the *Engaging Students* program, contact Carol McKiel or go to the Faculty Resources page of the Learning Communities website: <http://lanecc.edu/lc/fresources/FacultyFastLaneResources.htm>

### Lane's LIVE Veteran's First Year Experience (continued from p. 2)

involves the shift from a command structure, where choices are limited, to civilian life in which choices abound and can even seem overwhelming. Helping veteran students successfully make that transition is a goal of the program. For more information, contact Michael Samano, [samanom@lanecc.edu](mailto:samanom@lanecc.edu).



### On Course Workshop April 22nd and 23rd (continued from p. 3)

quality and quantity of students' involvement and engagement in their learning leads to increased commitment to their studies and increased success. It makes sense that when students devote their physical and psychological energy to their learning, they learn more deeply. At Lane, our educational effectiveness is related to our own ability to increase student engagement: this is the goal of the *Engaging Students* program. Learning communities are a natural way to increase students' engagement with each other, with faculty and staff, and with their subject in multiple ways.

So what are some of the hallmarks of student "engagement"? Engaged students are more likely to: Ask questions in class; Communicate with faculty outside of class, either in the hallways, in their office hours, by email; Discuss grades or assignments with instructors; Talk about career plans with instructors or advisors; Receive prompt feedback from instructors; Work outside of class with other students on projects; and Work harder than they thought they could to complete assignments.

Join us on April 22nd and April 23rd for a two-day *On Course* workshop that will help you to develop strategies for improving student engagement. To register, contact Anne McGrail [mcgraila@lanecc.edu](mailto:mcgraila@lanecc.edu) or visit the learning communities faculty resources page at <http://lanecc.edu/lc/fresources/fresources.html>

# LEARNING COMMUNITIES *NEWS*

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*Visit our website!*

<http://lanecc.edu/lc/>



## **Reading Together Hosts Visit by Poet Laureate Kay Ryan**

Thanks to the continued generosity and commitment to Reading Together of patron and community member Jane King, Lane is pleased to announce that Kay Ryan, US Poet Laureate 2008-10, will visit Lane on May 13th and 14th to speak to the college community and lead a student workshop.

"I'm thrilled that we'll be able once again to invite a writer to campus here for Reading Together. This is such a rewarding opportunity for students, and something to which I have long been committed," said Jane King, a Lane alumna and long-time member of the Reading Together Leadership Team.

In October 2009, Kay Ryan launched her project "Poetry for the Mind's Joy," an initiative through which she hopes to draw national attention to community colleges, as well as drawing the colleges' attention to poetry.



Poet Laureate Kay Ryan. Credit: Christina K. Hernandez

For more information, contact Eileen Thompson, interim Reading Together coordinator at [thompsonse@lanecc.edu](mailto:thompsonse@lanecc.edu).

## **Spring 2010 Learning Communities Offerings: Advising Starts Jan. 19. Registration Jan. 26**

**Please refer to the links for more information  
about these learning communities.**

### **Fast Lane to Success Courses: Writing 121 and CG100 College Success**

CRN 42647 WR 121 TR, 10:00 - 11:50 with CRN 42697 CG100 MW 10-11:20

CRN 42648 WR 121 TR, 10:00 - 11:50 with CRN 42698 CG100 MW 10-11:20

### **Courses: College Success and Career and Life Planning**

CRN 42538 CG100 TTh 1-2:20 with CG140 40727 TR 10-11:20

### **Reconnecting with Nature Courses: Biology 103 with Religion 243 and Political Science 297**

CRN 40207 BI 103G MWF 10:00a-11:50a with REL 243

CRN 40515 MW 3-4:50pm with PS 297 CRN 40412 MWF 1-2:20pm

### **Women in Transition Courses: CG220 Career and Life Planning with CG140 Life Transitions**

CG 220 CRN: 40797 M 10 am - 1:50 pm with CG 140 T

CRN: 40796 W, 10 am - 12:50 pm

CG 220 CRN: 41619 T 1 pm - 4:50 pm with: CG 140 T

CRN: 41618 TH 1:30 - 4:20 pm

CG 220 CRN: 41277 5 - 8:50 pm with: CG 140 T CRN: 41276 ONLINE

CG 220 CRN: 42263 M 2 - 5:50 pm with: CG 140 T CRN: 42264 W 2 - 4:50 pm

### **Biobonds Courses Bio112 and CH112 for Health Occ.**

CRN 41853, BI 112, MW 11:30a-1:20p and CRN 41854, CH 112, MW 2:00p-3:50p

CRN 40217, BI 112, MW 1:30p-3:20p and CRN 40228, CH 112, TR 1:30p-3:20p

CRN 40219, BI 112, MW 2:00p-3:50p and CRN 42464, CH 112, MW 12:00p-1:50p

CRN 40218, BI 112, MW 4:00p-5:50p and CRN 40229, CH 112, TR 4:00p-5:50p

CRN 40220, BI 112, W 5:00p-8:50p and CRN 40233, CH 112, M 5:00p-8:50p

CRN 42461, BI 112, TR 11:00a-12:50p and CRN 40230, CH 112, TR 9:00a-10:50a