

Learning Communities/ Title III

NEWS

Learning Communities and Title III : Providing Faculty Development Opportunities to Improve Student Success



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In the past year, Learning Communities and the Title III *Engaging Students* program have supported multiple faculty development opportunities: last year, Learning Communities awarded more than 500 hours to faculty who developed new or existing learning communities or who infused success principles and strategies into their stand-alone courses. Creating customized first-year learning communities and infusing College Success curriculum into classes across campus are major tasks of the five-year, \$2 million Title-III grant project. Traditional approaches to student success have compartmentalized

academic pursuits in the academic affairs side of the college and student supports (personal development workshops, tutoring, orientation) in the student affairs side of the college. Supported in part by the grant Lane has undertaken institutional change efforts that integrate academic and social supports, helping students prepare academically and personally for learning and for achieving their goals. This edition of the *Learning Communities News* covers the range of campus activity occurring devoted to integrating academic and student affairs with the goal of improving student success.



Lane Instructor Joe McCully and others participate in April's *On Course* workshop



Above: Drew Viles (l) and Jay Frasier (r) take a break during the *On Course* workshop in April.

Faculty Spotlight: Siskanna Naynaha

Lane welcomes new faculty member Siskanna Naynaha, incoming Composition Coordinator in the English department. She comes to us from the University of Connecticut (UConn) at Greater Hartford where she spent three years as co-coordinator of the campus writing program. She has developed and facilitated faculty professional development workshops with a special focus on the teaching of writing; she has spear-

headed a campus-wide service-learning initiative in partnership with local community organizations; and she has developed the summer writing programs for Student Success Services in conjunction with the UConn Center for Academic Programs (CAP). (continued on p. 4)



September Workshop: Faculty Collaborate on Curricular Design and Course Infusions to Improve Students' College Readiness and Success

In September, more than 35 faculty from several disciplines, including English, Spanish, Math, Science, Coop, Counseling, Anthropology, Health Professions, ESL and Adult Basic and Secondary Education, attended a two-day curriculum development workshop facilitated by Anne McGrail, Learning Communities Coordinator and Title III Activity Director.

The workshop offered faculty an opportunity to connect within and across disciplines with the idea of improving student success. Over the course of two days, faculty engaged in multiple active and collaborative learning strategies to adapt for their classes; they discussed scholarly articles on psychosocial theories of motivation and college readiness, among other topics; they developed case studies for their courses, completed instructional design inventories, and tried out knowledge surveys to help students' metacognitive abilities. They also looked at ways to intervene during the mid-term "slump" and other curricular trouble spots. Guest presenter Sandy Jensen from the English faculty demonstrated her infusion of the *On Course* col-



lege success curriculum into her online writing class.

The workshop was well received. Faculty reported that they appreciated the chance to work with their colleagues in discipline and interdisciplinary groups, exchanging new ideas and practical strategies to improve student success in their classes. A moodle "sandbox" was created as a resource for faculty to share curricular infusion ideas.

FOLLOW-UP: At the next "Tea and Topics" on November 12 (in 19/241 from 3-5 pm): Join faculty from the workshop to hear about their successes and challenges with infusing college success ideas into their fall 2010 classes.



PHOTOS:

Above: Instructors **Lynn Tullis** and **Jennifer Von Ammon** share a humorous moment; right: **Sandy Jensen** kept a visual journal of the workshop; **Bobbi Phillip** considers a new strategy; Clockwise from left: **Amy Beasley**, **Art Peck**, **Gail Stevenson**, and others smile at Sandy Jensen's presentation; Math faculty worked together on assignments; **Nate Capehart** looks up from his reading.

Photo Credits: Russell Shitabata



Lane's First Year Experience (FYE) Learning Communities Continue to Grow

A key goal of the five-year, \$2 million Title III grant is to build capacity for offering First Year Experience (FYE) learning communities so that more than 500 new students each year will take a first year learning community by 2013. This involves growing our offerings from just four cohorts in 2008 to 24 by 2013. The college is well on its way to achieving this goal, with sixteen customized first-year learning cohorts registering this year (see sidebar list of different FYE learning communities offered this year).

The First Year Experience Planning Team and the Learning Communities Leadership Team continue to explore ways to reach all new students with a learning community experience. The infusion model of curricular integration begun last year is a key approach to extending the learning communities experience. In addition, we are exploring possibilities for offering first-year learning communities to majors and to extending college success curriculum to Career Technical programs, among other ideas. For more information, contact Anne McGrail mcgraila@lanecc.edu

Lane's First Year Experience Learning Communities at a Glance

Fast Lane to Success link a College Success Class to either a developmental or college-level writing class and/or an Effective Learning Class.

Math Fast Lane links College Success with Math 20.

Pen and Page provides a full course load in one term for new Reading and Writing 80 students.

Creating Success in the Studio and Beyond links a studio art class with a College Success class customized for art students.

Beyond the Field links a College Success class customized to the student athlete with writing classes for Writing 80, 90, 95, 115 and 121.

Success in College and Career links a College Success class to a Career and Life Planning Class.

Women in Transition, a long-standing learning community, also offers courses for new students

Visit our website: <http://lanecc.edu/lc/index.html>

Curriculum Development Opportunity: Help Your Students Manage Their Time and Link Short-Term Tasks to Long-Term Goals

Time Management is one of the most important skills that students need to succeed. And yet many students lack this skill.

Students in the Fast Lane to Success Learning Community have multiple opportunities over the course of the term to learn how to assess their habits and improve their self-management, including time management. One of eight college success principles, "self-management" is a skill that all students need to succeed in their courses and progress to their goals.

All students at Lane could benefit from explicit instruction in how to manage their time, set priorities, and link short-term tasks of homework, studying and class participation to long-term goals and dreams. While not all students can take the Fast Lane Learning Community, the Learning Communities Leadership Team and the *Engaging Students* program have made ten curriculum development grants available each term this year for faculty to develop assignments, activities, readings or other pedagogical strategies that give students in their disciplines opportunities to develop time- and self-management skills. Small infusions can have a big impact, helping students' avoid being over-

whelmed. The best infusions integrate key disciplinary concepts and constructs with success strategies. The fall term deadline for proposals is December 6th.

If you are interested in infusing your class with time management strategies, read more on our [website: http://lanecc.edu/lc/fresources/StudentSuccessPrinciples.htm](http://lanecc.edu/lc/fresources/StudentSuccessPrinciples.htm)



Students from the Fast Lane to Success Learning Community get to know one another well over the course of the term, often working on collaborative assignments.

Tea and Topics: Talk About Your Teaching



Following the success of last year's "Tea and Topics" teaching conversations, five more events are planned for 2010-11. The first of the year took place in October, when fifteen faculty engaged in topics

related to developmental education, including appropriate placement, readiness and preparation, and the struggles faced by students who test into precollegiate courses but who want to take a full load, including college-level classes. The college's strategic direction of "Optimal Preparation, Progression and Completion" provides a new urgency and focus around this issue.

The next "Tea and Topics" (November 12th from 3-5 pm in 19/241) will provide the opportunity for faculty who are developing college success curricular infusions to discuss successes and challenges with this project. If you are interested in developing your curriculum with college

success strategies and want to know more, come talk with your colleagues in this informal conversation.

Three other "Tea and Topics" conversations are planned for this academic year: Thurs., January 13 2011 from 3-5 pm we will talk about "Student Success in Online Learning Environments"; Friday, February 25th from 3-5 pm our topic will be "Getting and Staying Connected: Integrated Curriculum and Faculty Collegiality"; and on Thursday, March 10th from 3-5 pm, we will explore "Writing Across the Curriculum" at Lane.

2011 locations will be announced soon.

2010-11 Tea and Topics Dates:

Friday November 12th, 3-5 pm

Thurs. January 13th, 3-5 pm

Fri. February 25th, 3-5 pm

Thurs. March 10th, 3-5 pm

Only Connect: Integrative Learning and Student Success

Faculty Development Workshop in the CML Planned for April 21st and 22nd 2011

In April, all Lane faculty are invited to attend a two-day interactive teaching and learning workshop, "Only Connect: Integrative Learning and Student Success." Educational leaders and learning communities experts Gillies Malnarich and Emily Lardner of the Washington Center for Improving the Quality of Undergraduate Education will work with disciplinary and interdisciplinary teams of Lane faculty, applying new pedagogies of integration into their practice. This workshop will bring national conversations on student preparation and completion, integrative learning and student success to bear on our current teaching methods and programmatic aims. More information

will be forthcoming in winter term, with reading lists and workshop agendas posted on the faculty resources page of the learning communities website.

If you are unfamiliar with the work of the Washington Center, Dr. Malnarich's keynote to the California Learning Communities Consortium Retreat is a useful introduction. It is available here: http://www.callearn.org/docs/CLCC%20Keynote_4-2-09.pdf

Faculty Focus: Siskanna Naynaha

Her Forthcoming Book Focuses on 21st Century Learning Communities (cont'd from p. 1)

(cont'd from p. 1) Summer CAP at UConn is a jump-start program for first-generation college students as well as for students from groups that have historically been—and continue to be—underrepresented in American higher education. Siskanna is currently working on a book titled *Rethinking General Education: Pedagogical and Programmatic Approaches to Learning Communities*. She explores the intersections of contemporary composition

pedagogy and learning community theory. Of central concern is the question of how to build sustainable learning community program models that best serve the diverse needs of twenty-first century American college students while supporting institutional interests. The book is scheduled for release next spring.

Getting—and Staying— Connected: The Challenge of Mainstreaming Learning Communities

Faculty who have been involved in learning communities at Lane for many years will remember that the Learning Communities motto is “Get Connected.” Getting and staying connected—to students, to interdisciplinary curricula, to faculty colleagues—is a major benefit and also a challenge to teaching in learning communities, especially as they grow to meet targeted needs such as those of first-year students.

When the first Fast Lane to Success first-year learning community was developed by Mary Parthemer and Judy McKenzie in 2004, the College Success and Effective Learning curriculum was tightly integrated. When writing classes were added a couple years later, the six faculty teaching in the learning community met on regular basis, which helped ensure integration.

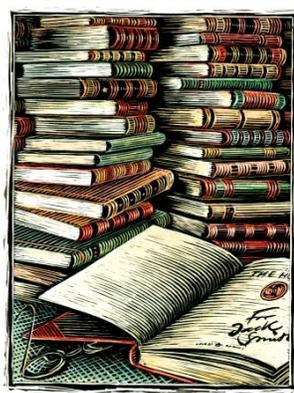
Now, with more than a dozen faculty teaching in sixteen first year learning communities such as Fast Lane over the academic year, sustaining a high level of curricular integration has become a challenge. Addressing this challenge will take a multi-pronged approach: first, gathering faculty together who teach in the learning communities each term is a great way to build collegiality and

check on integration. Second, the Learning Communities Leadership Team has begun an Integrated Learning Assessment Project whose goal is to develop and assess a single integrated learning outcome for each learning community on campus. Faculty teaching the College Success curriculum have access to a moodle page, where they share teaching resources and ideas. This may be another way that other faculty can share curriculum and help students benefit from integrated learning experiences.

Join us in February to talk about this topic: “Getting and Staying Connected: Integrated Curriculum and Faculty Collegiality” is the topic for “Tea and Topics” on Friday, February 25 from 3-5. We’ll talk about sustainable ways for faculty to stay informed about each other’s curriculum and to leverage the learning in each class to deepen the learning in the other(s). All faculty and staff interested in this topic are welcome to attend and join the conversation. Tea and cookies are on hand, and part-time faculty are paid a stipend to attend several “Tea and Topics.” Read more on our [website](http://lanecc.edu/lc/fresources/TeaAndTopics.htm):

<http://lanecc.edu/lc/fresources/TeaAndTopics.htm>

On the Learning Communities Bookshelf....



The national conversation about learning communities increasingly focuses on the role that integrated learning can play in student learning and success. These books are what we’re reading now:

College Knowledge: What it Really takes for Students to Succeed and What We Can Do to Get Them Ready. David Conley, Jossey-Bass, 2005.

How People Learn: Brain, Mind, Experience and School.

John D. Bransford, Ann L. Brown and Rodney R. Cocking, eds. National Academy Press, 2000.

Five Minds for the Future. Howard Gardner, Harvard Business School Press, 2007.

How Students Learn History, Mathematics and Science in the Classroom. M. Suzanne Donovan and John D. Bransford, eds., National Academies Press, 2005.

What the Best College Teachers Do. Kevin Bain, Harvard University Press, April 2004. (The main text for the T2T Teaching Seminar in Winter Term)

Teach Like a Champion: 49 Techniques that Put Students on the Path to College Doug Lemov. Jossey-Bass, 2010.

What Skills Do Your Students Need to Be Successful in Your Classes?

SAGA Subcommittee Plans College-Wide Faculty Survey for Winter Term

One key to student success is preparedness for coursework. Still, some students register for courses for which they are ill prepared, and struggle once the reality of what is expected sinks in.

There are many reasons why students take courses for which they're not ready: for example, they may 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; many register for whatever classes are left open. The same goes for online instruction: some students take online and hybrid courses because they are available and fit their schedules, but they may lack the technical and computer literacy skills to succeed in an online class.

While students may not be aware of expectations for courses, faculty too may not have thought about the wide variety of literacy, numeracy and other key knowledge content they assume students bring to their classes. In response to this, members of the Preparedness, Placement and Progression ("P3") subcommittee of the Success and Goal Attainment (SAGA) committee will be attending discipline and department meetings to administer a survey to fac-

ulty, asking what skills students need to succeed in their classes. These surveys are intended to prompt faculty conversations about assumed skill levels and to begin planning for interventions, which may include appropriate placement, suggested or required prerequisites, and even development of "brush-up" workshops.

In addition to providing data about placement and preparedness, this survey will lead to rich discussions among faculty about the varied skills students draw on in whatever discipline course they take: skills included in the survey are reading, writing, math, computer, thinking skills, information literacy, "college knowledge," and science.

The P-3 committee's work is one of many campus-wide conversations across campus that seek to engage faculty and staff in discussions about how best to improve student success, including progression and completion. On January 21st, the college is hosting a conference on progression and completion. The Key-note speaker will be Dr. Clifford Adelman, Senior Research Analyst for the Department of Education. His work on degree completion rates has been highly influential on educational policy makers. His book, *The Toolbox Revisited: Paths to Degree Completion From High School Through College* is available online here: <http://www.eric.ed.gov/PDFS/ED490195.pdf>

Notable Quotes on Metacognition

"The teaching of metacognitive skills should be integrated into the curriculum in a variety of subject areas. Because metacognition often takes the form of an internal dialogue, many students may be unaware of its importance unless the processes are explicitly emphasized by teachers. [. . .] Integration of metacognitive instruction with discipline-based learning can enhance student achievement and develop in students the ability to learn independently. It should be consciously incorporated into curricula across disciplines and ages (21)." (from John D. Bransford et al., eds., *How People Learn: Brain, Mind and School*)

Notable Quotes on Students' Self-Management

"Also contributing to student success is a set of academic self-management behaviors. Among these are time management, strategic study skills, awareness of one's true performance, persistence, and the ability to utilize study groups. All require students to demonstrate high degrees of self-awareness, self-control, and intentionality. Research on the thinking of effective learners has shown that such individuals tend to monitor actively, to regulate, to evaluate, and to direct their own thinking (Ritchhart, 2002)." (from David Conley, *Rethinking College Readiness* <http://ocrl.illinois.edu/Newsletter/2009/spring/9>)

Assessing Student and Faculty Engagement at Lane

Student Surveys of Learning and Engagement

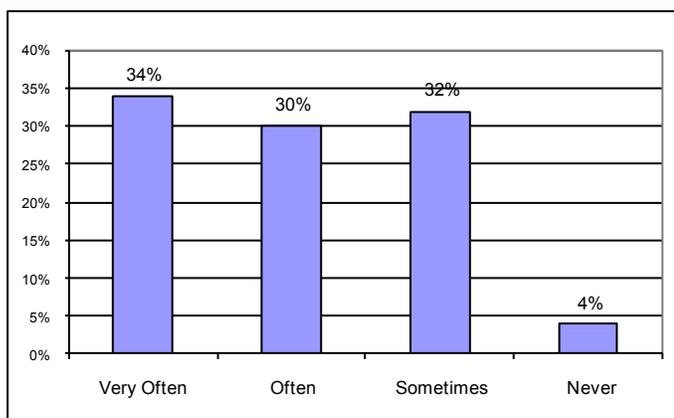
For the past three years, the Learning Communities Leadership Team and the *Engaging Students* program have collected survey data from all students participating in learning communities across campus (more than 1,000 students each year). The survey, based in part on the Community College Survey of Student Engagement (CCSSE), includes questions about how often students ask questions in class, come to class prepared, receive prompt feedback from their instructor, work with peers outside of class on projects or studying. It also includes questions about students' use of and satisfaction with school resources such as the tutoring center, advising, financial aid and scholarship resources, among others. These questions help assess Lane students' level of engagement, a key component of student success. The survey also includes questions about integrative learning, asking about the extent to which students' understanding in one discipline helps them with their learning in a linked class.

The survey is an indirect measure of student learning and engagement. This year, the Learning Communities Leadership Team is developing a direct assessment of integrated learning outcomes. If you are interested in learning more about this project, contact Anne McGrail mcgraila@lanecc.edu.

Answers to Two Questions from 2009 Faculty Survey of Engagement (194 respondents)

Left: How often do you encourage students to work on projects with other students during class?

Right: How often do you refer your students to tutoring?



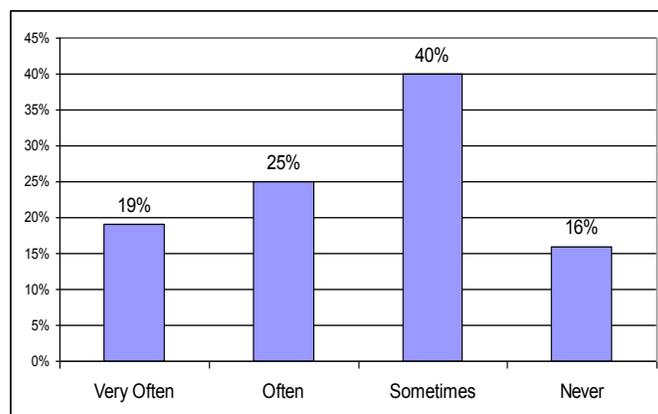
Faculty Survey of Engagement

This November, faculty are being asked to respond to an engagement survey in ExpressLane. Please take a moment to complete the survey. Survey available now!

For the past two years, the *Engaging Students* program and Learning Communities have conducted surveys of faculty to assess practices of learning and engagement college-wide. In June, 2009, 194 faculty responded to a survey that asked faculty to assess their use of engaging practices in the classroom. Practices such as using email to connect with students; discussing grades and assignment with students; encouraging students to work together on projects in and out of class, referring students to tutoring and helping students to cope with life responsibilities are among the questions asked on the survey.

The results of the survey are used to determine areas for development. Results from 2009, for example, show that 64% of faculty encourage students to work on projects in or outside of class either "very often" or "often." Collaborative student projects are important because such opportunities for social and academic integration are key to community college students' engagement and success. While tutoring also has a positive impact on student learning, only 19% of faculty referred students to tutoring "very often," while 56% of faculty referred students to tutoring "sometimes" or "never." Some faculty reported that tutoring was not available for their courses, either because they taught at night or online, and some wished to learn more about tutoring services.

Results of the survey are posted on the learning communities website: <http://lanecc.edu/lc/fresources/AssessingLearningCommunities.htm>



Learning Communities/Title III ACTIVITY AND CURRICULUM DEVELOPMENT CALENDAR

Events

TEA AND TOPICS SERIES:

Friday, November 12th 3-5 pm 19/241

TOPIC: "Curricular Infusions"

Thursday, January 13th 2011 3-5 pm

TOPIC: "Student Success in Online Environments"

Friday, February 25th 2011, 3-5 pm

TOPIC: "Getting and Staying Connected:
Integrated Curriculum and Faculty Collegiality"

Thursday, March 10, 2011 3-5 pm

TOPIC: "Writing Across the Curriculum"

T2T/FPD Course:

"New Dimensions: An Interactive Teaching Seminar"

Explore the practices and insights of highly successful teachers. Winter term, taught by Nadia Raza razan@lanecc.edu and Susan Reddoor reddoors@lanecc.edu

Lane Progression and Completion Conference

Keynote Speaker: Dr. Clifford Adelman. Friday, January 21st 2011 in the CML. Check with division deans for registration information. Find Adelman's book *The Toolbox Revisited* here: <http://www.eric.ed.gov/PDFS/ED490195.pdf>

Faculty Development Workshop: *Only Connect: Integrated Learning and Student Success*

Thursday and Friday, April 21st and 22nd 2011 CML

Led by Gillies Malnarich and Emily Lardner. Read notes from a talk that Dr. Malnarich gave earlier this year: http://www.callearn.org/docs/CLCC%20Keynote_4-2-09.pdf

Curriculum Development Deadlines for Learning Communities/Title III Work

Time Management Curricular Infusions. For more information see our website:

<http://lanecc.edu/lc/fresources/StudentSuccessPrinciples.htm>

Fall Term Due Date: December 6

Winter Term Due Date: March 7

Spring Term Due Date: May 30

New Learning Communities. For more information see our website: <http://lanecc.edu/lc/fresources/FacultyCDSupportLCs.htm>

Monday, January 31 2011 for Winter or Spring Work

Monday, May 9th 2011 for Spring and Summer Work

Fast Lane Faculty Handbook. More information forthcoming.

Monday, April 4th 2011

Learning Communities Assessment: Integrated Learning Outcome. More information forthcoming.

Monday, December 6

There will be other curriculum development opportunities following the April 21st/22nd workshop. More information forthcoming in 2011.

What is "Integrative Learning"?

From the (AAC&U)'s Integrative Learning Project:

"[Integrative learning involves] connecting skills and knowledge from multiple sources and experiences; applying theory to practice in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually. Significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as

learners address real-world problems, unscripted and sufficiently broad to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives."

http://gallery.carnegiefoundation.org/ilp/uploads/ilp_statement.pdf If you want to know more about integrative learning, see the AAC&U's Integrative Learning Project website: <http://gallery.carnegiefoundation.org/ilp/>