

AAC&U Roadmap Project
Application to the 2011 Institute on High-Impact Practices and Student Success
March 1, 2010

*In our work in and outside of the classroom,
and in our daily interactions with students and one another, we aim to empower all students;
we encourage students to grow, to take risks,
and to assume responsibility for succeeding in all aspects of their lives.*

(Lane's Strategic Directions: <http://www.lanecc.edu/research/planning/StrategicDirections.htm>)

Lane Community College (Lane) envisions education as a fundamental right for all students (from first-generation students, to veterans, to dislocated workers, to high school honor students) – access is viewed as a social justice issue. In addition to the universal access, all students have a right to success in their educational endeavors. Therefore, as the college develops programs and policies to support students, it is always with an eye to the unconditional view that the college's doors are open to all, and all have a right to succeed.

So what is success?

It is more than getting a certificate or a degree; it is what is included in that certificate and degree. It is the quality of the curriculum, a curriculum that gets students *to grow and to take risks*; i.e., a liberal arts curriculum. Lane believes that a liberal education is for all students; even more so for those who are academically underprepared. Lane believes that it is a moral imperative for community colleges to offer a liberal education to all its students and to provide the necessary support structures.

Lane's student success initiative is called *Student Success: A Fiscally Sustainable Focus on Quality Progression and Completion*. There are many projects that are moving forward under this larger initiative and the Roadmaps project will further integrate Lane's institutional curricular and student success activities.

The Roadmap Project

The metaphor of the "roadmap" allow us to bring together the many separate practices, policies, pedagogies and support systems that *students engage with* across the college. The college has the responsibility to:

- create maps that are a true representation of the collegiate landscape;
- change the landscape to make it more navigable (build a road, add a bridge, remove a wall); and,
- provide appropriate vehicles to get students through difficult landscapes.

It is a diverse student population that arrives at our towns (institutions) in different places with different skills. In addition to creating a map of academic paths and processes the college must

also provide each student with a *Lane GPS (Guide to Personal Success)* tour guide that helps them navigate the map, each in their own way.

During the upcoming three years of engagement with Roadmaps work, we will create a Lane GPS application that at all times allows students to navigate the academic landscape, including:

- the student's academic goals and next steps; and,
- organizational processes and support services (e.g. registration workflow, advising, financial aid).

For these organizational and academic domains, Lane GPS will answer basic navigational questions like “where am I?” and “how do I get there from here?” and “are we there yet?”

2011 HIP Summer Institute goals:

At the summer institute Lane's team will focus on three specific assignments:

1. To develop an implementation plan for Lane's institutional map and Lane GPS

For students entering the college at different levels of readiness (low basic skills, developmental education, or college-ready) how can Lane map out their engagement with courses and programs of study, with success strategies, pedagogies and policies? The roadmaps must clearly lay out a plan for student progress, facilitate participation in learning activities and ensure easy access to critical support services.

A natural context for this interdisciplinary work is the student success study series that was launched this year, bringing together more than 50 leads of the college committees and councils to create a more integrated understanding of how the institution can best function. The very act of engaging this large group of institutional leaders with the effort of explicitly mapping interconnections, systems and relationships, will make them each better “tour guides” by helping them understand what the larger interconnected landscape looks like, and will in the process reveal strengths, weaknesses, and barriers to student success. The “institutional roadmap” that will be necessary to create navigable “student roadmaps” will be charted through this work.

This work will customize the Lane GPS to meet the special needs of diverse populations, through making specialized services visible and accessible, allowing non-native English speakers and those with visual or other disabilities to access services more independently.

2. To develop the specific components of the institutional map

This work must relate general education learning outcomes to the Lane GPS for each student:

- orienting students to the core general education learning outcomes (core abilities) so that they are not only aware of a set of core abilities but establish personal goals to demonstrate proficiency in these areas
- energizing students to embrace the act and ends of learning, and using faculty/student/support staff awareness of learning outcomes as a catalyst in campus interventions to support student success
- developing the students' understanding of the core abilities and their connection to credentials, e.g. through the Degree Qualifications Profile framework for defining the knowledge and skills students need to acquire for certificates and degrees

3. To infuse professional development for faculty and staff

Meaningful professional development for faculty and staff as it relates to goal #1 and #2 stated above.

Integrative Learning Workshop led by co-directors of the *Washington Center for Improving the Quality of Undergraduate Education* in Spring 2011 will build a common understanding among faculty and student services staff of new research on student learning.

Contributions to local, regional, and national efforts:

Lane's faculty and staff are part of major state-wide initiatives, state-wide associations and boards that make policy decisions on curriculum, national associations like American Association of Community Colleges (AACC) and Association of American Colleges and Universities (AAC&U). Lane is a member of the League for Innovation in the Community College.

Points On the Map So Far: Some examples of what Lane has accomplished.

Orienting and Advising Students for Success:

- More faculty voluntarily participating in mid-term course assessments/self-assessments
- Implementation plan for a system of Academic Progress Standards (Financial Aid recipients as well as other credit students seeking certificates/degrees) that utilizes a

graduated system of interventions to help students progress successfully towards completion

- Utilizing College Success courses to provide advising tips and help connect students to advising resources
- Educational Pathways and other related work aimed at helping students to build credentials, including degrees and certificates

Liberal Education, Integrative Education and Assessment of Core Abilities:

- Mapping Lane's general education outcomes (core abilities) with new statewide outcomes of the Associate of Arts Oregon Transfer (AAOT) degree, as well as the Essential Learning Outcomes of AAC&U; this map provides the basis for our current focus on a strong liberal education model.
- General Education Plan for assessing core abilities, though we seek to make such assessments more vital to the teaching and learning environment, a motivating force for the educational stakeholders.

Building a "student success" culture by focusing on faculty, staff and student engagement:

- Cliff Adelman's visit to Lane in January 2011 presenting his major work, including *Moving into Town and Moving On*. This has helped create a shared language to talk about our key populations and factors associated with academic success and completion.
- Tea and Topics and other faculty development activities focused on pedagogy and improving the teaching/learning process. September Workshops continue to build faculty capacity to teach integrative learning.
- Lane has begun to administer CCSSE and SENSE surveys systematically. How can we use this data to track student engagement over time?