2011 Institute on
High Impact Practices and Student Success

LANE COMMUNITY COLLEGE ACTION PLAN

BACKGROUND

Success is more than getting a certificate or a degree; it reflects what is included in that certificate or degree. It communicates the quality of the curriculum, a curriculum that causes students to grow and inspires them to take risks: a liberal arts curriculum. Lane believes that a liberal education is appropriate for all students, even more so for those who are academically under-prepared. Lane believes in the moral imperative that community colleges offer a liberal education to all students and provide the necessary support structures. Our Roadmap work will customize the Lane Guide to Personal Success, what we are calling the Lane GPS, to meet the needs of all students in identifying and documenting success on their personal journey.

A natural springboard for this work has been our Student Success Study Series launched in Winter 2011, bringing together more than 50 leads from college committees and councils to create an integrated understanding of how our institution can function best. The act of engaging this large group of institutional leaders toward the goal of mapping interconnections, systems, and relationships, has the potential to make them better "tour guides" by helping them understand our interconnected landscape, and revealing strengths, weaknesses, and barriers to student success. Our *Institutional Roadmap* has been charted through this work.

From the suggestions of the various teams and committees in the Student Success Study Series, the Roadmaps Team has identified several key strategies to provide Lane students with tools for knowing where they are and how they are doing on their roadmap to personal success.

THE PROBLEM

Lane's instructional and student services initiatives and activities have often functioned in isolation. However, Lane's new Strategic Directions provide broad themes to direct work and initiatives throughout the college. Among the six Strategic Directions are *Optimal Student Preparation, Progression and Completion* and *A Liberal Education Approach for Student Learning*. Our Roadmap strives to bring together our student engagement and success emphases with a renewed attention to core learning outcomes into a common identity and purpose: *Liberal Education for Student Learning and Success.* Thus, we look to

- *Our Core Outcomes as guiding principles for this overarching goal*
- *Focused High Impact Practices (HIP) as empowering strategies to confirm the goal*
- *Degree Progression and Completion processes as the underlying mechanisms that support these integrated practices*

PROJECT DESCRIPTION AND GOALS

> **Content goals**

1. ***To develop an implementation plan for Lane's institutional map and Lane's Guide to Personal Success (GPS)***
Based on our experiences at the HIP Summer Institute, we possess a more student-centered vision of our implementation than we did a few months ago. We are describing the "institutional map and Lane GPS" in terms of the students intellectual and experiential growth on the journey through college experiences that we provide.
2. ***To develop the specific components of the institutional maps***
Again, based on our Institute experience, the work we will initiate focuses on re-visioning the college's general education core learning outcomes and raising the visibility of HIPs. Both of these activities will contribute to a powerful common language across the college, one that both guides and informs students about their progress.
3. ***To infuse professional development for faculty and staff***
We will incorporate numerous professional development structures and opportunities already in place at Lane, including day-long conferences linked to the college's new Strategic Directions.

> **Process goals**

Use GPS to tie together components:
1. ***Core learning outcomes:***
   • Revise current learning outcomes that cut across the college
   • Make outcomes visible to students, faculty, and staff
   • Provide faculty and staff with knowledge, skills, and strategies to help students meet the outcomes.
2. ***High Impact Practices:***
   • Assist faculty, staff and students in identifying, supporting, and implementing high impact practices to increase student success.
3. ***Degree progression & completion:***
   • Select and implement a degree audit system
   • Extend online advising and initiate mandatory orientation

BARRIERS TO ACCOMPLISHMENT

• Existing high workloads
• "I'm too busy and tired"
• Time and resources: barriers or excuses?
• Lack of focus (with so much going on, many overlapping initiatives)
• Human resources and technical resources, infrastructure
• Could be money needed--degree audit system
• Buy-in on "new" initiative
• Turf, ownership of current practices
• Many key players, and many initiatives in process

OPPORTUNITIES FOR SUPPORT

• $10K from Roadmap Initiative/AAC&U
• Funding from First Time Enrollment fee
• Increase in First Time Enrollment fee toward HIP initiatives
• Achieving The Dream (ATD) proposes a model for data extraction that is useful in determining effectiveness of initiatives
• IRAP inclusion in Roadmap retreat

COMMUNICATION STRATEGY

1. Mandatory new student orientation:
      • Market HIP and their importance at orientation: *Orient students to learning at Lane.*
      • Introduce students to a *liberal education culture* and *core outcomes.*

2. Conferences
      • Present to SAGA and Assessment Teams: Need to have allies and good critics (Some members are also on the Roadmaps team)
      • Tell everyone/anyone/anywhere about Roadmap goals: bringing disparate elements of college into unified vision/goals.
      • Bring liked/trusted faculty and other champions into goals.
      • Engage across campus with groups practicing HIPs; encourage further development and acknowledge and support this value-added concept.

3. Follow-up/ongoing efforts
      • Celebrate successes along the way and tie them to the GPS construct.
      • Use "appreciative inquiry" to foster growth of HIPs that have an impact on student engagement, retention, and completion.

4. College environment
      • Explore possibilities for restructuring space to create center for coordination of HIPs, Assessment, and Degree completion initiatives
      • Develop video clips of HIP activities to educate students and campus community about their nature and impacts

TEAM ACTIONS AND TIMELINE

Action	Purpose/Details	When
Roadmap team retreat	• Share the Action Plan and takeaways from the Institute with the larger Roadmap group • Solicit feedback on Action Plan	June 27, 2011
Establish monthly team meeting times	• To sustain momentum • To monitor obstacles and progress	Ongoing

Develop pre-conference alliances and champions to support and plan conferences	• To ensure that key stakeholders have ownership in the core outcomes and HIP conferences • To ensure that conferences are engaging, productive, and inspiring	2 months before each conference
Promote an inquiry model to examine data	• To determine what is working well and how to further develop these programs and improve others to meet the gaps. • To develop evidence based programs. • To involve departments as partners in this evaluation.	Summer, 2012

RECOMMENDED TIMELINE FOR CAMPUS WORK

Action	Purpose	Who	When
Core abilities conference	• To re-vision Lane's core learning outcomes • To inspire faculty and staff to embed core outcomes across initiatives, activities, and curricula • To provide hands-on opportunity for curriculum/activity re-visioning • To develop mechanisms for supporting student use and awareness of core outcomes • To articulate outcomes in language attractive and relevant to students.	• Instructional and Student Affairs • Faculty, staff, leaders, and students	November, 2011
HIP conference	• To identify Lane's key HIPs • To engage faculty and co-curricular staff in professional development surrounding the value of HIPs • To introduce conversation about how students will track and reflect on HIP participation		Spring, 2012
Create *Getting Started* navigational roadmap for new students	• To create clarity in the entrance path to the college • To introduce HIP and progression and completion resources and tools	• Enrollment Services • Counseling and Advising • IT	Summer, 2012

Degree progression and completion initiatives	• To provide access to degree progress information in real-time • To provide degree completion status update • To inform students of degree qualifications or certificates completed	• Enrollment Services • Counseling and Advising • Richard Freund	Summer, 2012
Required new-student orientation	• To leverage technology: further development of online advising and orientation • To introduce core abilities as an orientation module • To introduce new students to the significance of HIPs in their education	New CIO project? • ATeam rep • Mary Brau • Dynamic faculty ES/Counseling	Fall, 2012
Provide online and real-space clearinghouses of HIP opportunities	• To advertise transparently HIP opportunities • To improve visibility and participation	IT personnel ASALT	Fall, 2013
Summer GPS Institute	To bring together three dimensions of Roadmap: outcomes, HIPs, degree progression and completion	• Roadmaps Team • Progression and Completion groups	TBD

EVIDENCE OF SUCCESS

1. Conferences
    • Attendance/breadth of participation in conferences
    • Indications of interest in continuing this work
    • Faculty, students, and staff adopting the language of core mission, values, and outcomes
    • Priority for data gathering through IRAP
2. Degree progression and completion
    • Improvement in persistence rates
    • Title III/Student engagement/CCSSE data
3. Student Learning Outcomes Assessment
    • Participation in projects
    • Data results/targeted synthesis indicators
4. HIP development
    • Tracking student participation in existing HIPs
    • Tracking increase in faculty participation in HIPs