

AACU Roadmap Project Fall Planning Questions

Submitted on January 10, 2011

1. How do you see your campus moving forward with this project?
You have already identified programs at your institution that are used to promote student success. What future steps would be necessary to make successful programs more pervasive? What opportunities exist for creating a cross-cutting strategy with multiple interventions? By the end of this project, what do you hope to have accomplished?

For the current academic year, Lane is committed to a college-wide focus on a new Lane Strategic Direction of “Optimal Student Preparation, Progression and Completion” (<http://www.lanecc.edu/research/planning/StrategicDirections.htm>). This Strategic Direction was approved by the College Council and Lane’s Board of Education last spring and will span 2010-11 through 2014-15. Faculty and staff across the college will have opportunities to advance their learning and research in a coordinated and focused manner. This sort of focus on a key issue for the college is essential for understanding the elements of student success, how those different elements of success are achieved, and how the elements can be effectively coordinated.

Activities for the current year include:

- **Student Success Immersion Series** – “Quality Progression and Completion at Lane Community College” – a series of campus-wide discussion and study sessions.
- **ASA 102 Student Success:** This is the second course in a series of leadership classes for Lane managers. It will focus on quality progression and completion that is fiscally sustainable.
- **Student Success Conferences** – Dr. Cliff Adelman will be the featured presenter at two upcoming conference to be hosted by Lane. Information about the conferences is posted at <http://www.lanecc.edu/studentsuccess/conferences.html>
 - a statewide Research and Planning Conference with a focus on Learning about Student Success through National Research (Jan. 20th)
 - Lane's Students Success Conference: A Focus on Quality Progression and Completion that is Fiscally Sustainable (Jan. 21st).

A major and on-going project that directly relates to the Road Map project at Lane is Lane’s Title III Strengthening Institutions project—*Engaging Students*, which aims to develop an integrated, comprehensive first-year experience. We are midway through this five-year project, and the focus has been to improve persistence and completion through multiple, early interventions. Substantial progress has been made over the past two and a half years, with numbers of faculty and staff across campus being more engaged in implementing a number of strategies to improve student success.

Some of the activities during the next two and a half years that will increase the pervasiveness of successful cross-cutting strategies and interventions at Lane are being directed and funded through this Title III project and include:

- **Ensure all students are appropriately oriented** to the college, its programs of study, resources to enhance success, and college policies and practices. Lane is now providing year-round orientation activities to all new students, and is seeking ways to extend orientation through first-term classes, recognizing that students need college context to learn successful behaviors that lead to degree completion.
- **Provide quality advising** to all first-year students, with clear plans developed to certificate and degree completion and on to career opportunities. The Counseling/Advising department is exploring use of the Moodle Learning Management system to create Advising pages with advising and planning resources available to all students at all times. Moodle allows on-line forums, where questions can be asked and answered with all students benefitting from the answers. More efficient ways to advise and register students are being explored.
- **Increase first-year learning communities** which provide a linked disciplinary class (Writing, Math) with a College Success class that teaches specific success strategies and extends orientation over an academic term. This is the ideal way to integrated curricular and co-curricular for students, as counselors teach the College Success curriculum and help students get started on career and academic plans.
- **Develop and support “right to succeed” activities** for first-year students, ensuring students begin at the academic level they are prepared for and progress in a trajectory that supports a successful academic pathway.
- **Improve communication and policies/practices** that support student success, especially through the student portal

- **Creating More Pervasive Impact of Student Success Practices through Faculty Development**

In the area of faculty development, we have taken a multi-pronged approach to implementing best practices for student success across instructional courses and programs.

- **Building Capacity for College Success Course Offerings**
We have been working to build capacity and expertise among faculty who teach College Success, the anchor course for our First Year Experience learning community. This increased capacity will allow us to build our goal of 25 First Year Learning Communities (“Fast Lanes to Success”) by 2012. In addition to hiring and certifying more faculty to teach this course, we have produced a home page in Moodle, our learning management system, with teaching resources for all College Success/On Course faculty.
- **Supporting Integrated Curricula (Learning Communities) and Infusions**
We have also developed means by which faculty across disciplines can infuse the principles and strategies featured in the College Success class into their own courses. This occurs in several ways. First, some faculty teach Writing and Math classes that are linked in learning communities to the College Success class. We offer curriculum development for these faculty to integrate their curriculum with the College Success curriculum for the highest learning impact. We also offer ten-hour curriculum development “mini-grants” for faculty outside a learning community framework to develop “infusions” of college success principles and strategies into their courses. This year, we are focusing on “time management” as the theme for infusions: faculty across

campus have developed assignments, activities, discussions and study groups aimed at improving students mastery of time management, a key principle in the College Success/On Course curriculum.

- **Teaching Conversations on Various Topics Related to Student Success**

These individual faculty development grants are complemented by various group development activities aimed at building consensus around campus about what constitutes student success and how to better support it. For the past two years, we have sponsored five teaching conversations around focused topics related to student retention and success. Titled “Tea and Topics: Talk About Your Teaching,” these conversations engage faculty in key student success issues. Examples include: “Curricular Infusions”; “Student Success in Online Learning Environments”; “Staying Connected and Ensuring Integrated Curriculum and Collegiality in Learning Communities”; “Developmental Education and Student Success”; and “Writing Across the Curriculum.”

- **Workshop and Moodle Online Resource Site**

Groups of faculty across campus also attend a Faculty Development Workshop/Retreat for two days in September prior to the start of classes. Faculty work in discipline- and cross-discipline-groups to create and share assignments and hands-on strategies for improving active and collaborative learning in their classes. They also learn more about issues related to student success such as the causes of student motivation and persistence, recent research on college readiness and how students learn, etc. More than 120 faculty currently are registered for the Moodle Student Success Resource site, where articles, teaching assignments and activities and useful links are continually being added.

- **Capstone Faculty Development Group Activity**

The capstone faculty development activity occurs in April. Last year, a certified *On Course* College Success workshop facilitator led more than 40 faculty through multiple active and collaborative learning strategies that they can adapt and adopt for their classes. This year, the co-directors of the Washington Center for Improving Undergraduate Education will come to Lane’s campus to lead a two-day workshop on Integrated Learning and Student Success for more than 50 faculty from across campus. Following these group workshops, faculty are supported through curriculum development for developing and sharing assignments and strategies in their disciplines and for participating in new and ongoing learning communities sections aimed at improving first-year-students’ success.

- **Future Plans: Faculty “Experts” and Faculty Learning Communities**

Next year, we plan to further develop the expertise of faculty across disciplines in student success principles and strategies by supporting disciplinary “experts” and faculty learning communities to work more deeply and broadly in customizing and infusing college success into their disciplines. The goal is to develop groups of faculty whose members

can support one another in innovations and best practices for student success across campus and eventually serve as resources for other faculty seeking to develop their pedagogy and classroom practice to improve student success.

2. What evidence supports your work to this point? How do you plan to build critical reflection and research into your project plan going forward?

Evidence that supports Lane's work related to the Roadmap project is gathered in several ways, including the following:

- The **Title III Evaluation plan** provides a comprehensive report of how new first-year students at Lane progress. We examine data elements such as persistence term-to-term; persistence year-to-year; graduation rates; transfer rates; how students in Learning Communities rate on these factors;
- **Engagement Measurements** including the CCSSE and SENSE, and customized engagement measures to see how students in Learning Communities do as compared to Lane's general student population
- **Faculty and Staff Surveys** measuring perception of student engagement
- **Student Satisfaction Surveys** measuring students' levels of satisfaction with Lane's processes and services
- **Assessment of Student Progress on Core Abilities of Communicates Effectively and Thinks Critically**

Critical reflection and research will be occurring this year through the Student Success conferences hosted by Lane, the Student Success immersion series, and the Student Success leadership class.

3. Based on reflection, observation, and assessment of your current student success programs, how would you prioritize your current needs: 1) Extending existing strategies, 2) Integrating disparate interventions, or 3) Developing a new model to govern existing strategies?

Lane needs to extend and more effectively integrate efforts that have been implemented to guide and support Lane students in achieving success. We especially need to better understand the fiscal impact of our different efforts. Such an understanding will contribute to decisions designed to enhance student success in an environment of declining resources.