DEVELOPING A COMMUNITY COLLEGE STUDENT ROADMAP:

FROM ENTRANCE TO ENGAGEMENT IN EDUCATIONAL ACHIEVEMENT AND SUCCESS

Monthly Report

Institution: | Lane Community College
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Brief summary of recent activities (e.g., inquiry activities, team discussions, campus developments, etc.):

General Education Outcomes:

Assessment Team met April 20th and considered the new Honors Program and assessment issues related to it – i.e., an outcomes/sequence assessment of core Honors courses, assisting with the program in monitoring achievement of its mission and goals annually and over an extended period, and promoting and facilitating a follow-up study of program effectiveness for transfer students. The Assessment Team will also host a workshop during the Spring Conference May 6th to discuss Lane's Core Learning Abilities – their purpose, value, meaning to students, alignment with core abilities at other institutions, and possible revision.

Professional Development for faculty and staff:

Integrative Learning Workshop -- In April, more than 80 faculty and staff attended a two-day Integrative Learning Workshop on Lane's campus, facilitated by Gillies Malnarich and Emily Lardner, co-directors of the Washington Center for Improving the Quality of Undergraduate Education (http://lanecc.edu/lc/fresources/AprilWorkshop.htm). In this hands-on curriculum development workshop, faculty developed assignments that embedded college success strategies and facets of college readiness into their discipline-based courses. This workshop will be followed up with support for deeper work over the summer, and will continue at the third annual September Workshop for faculty to work in discipline teams on integrative learning.

Spring Conference: On May 6, 2011 over 400 faculty and staff gathered together for an all day inservice. The focus of the inservice was *Quality Progression and Completion* and *Technology* which are two of Lane's six strategic directions.   During the plenary, the president and vice president talked about the work related to progression and completion as well as Liberal Education from a state and national perspective. A group of faculty and staff prepared a set of 16 questions related to student success, liberal education, integrative learning, and assessment and conducted a fun activity for the large audience with the use of cell phone polling technology. This activity was designed as a learning activity to get these ideas out there to a larger audience.

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Successfully completing degrees and certificates:

Developing Lane's mad and GPS: On April 5, 2011 the two leads on the *Degree Completion: Maps and GPS* project unveiled to the 50 participants of the *Student Success Study Series* the work they had completed thus far as it relates to notifying students regularly on how many more courses they need to complete to be eligible for their degree. The principle here is that if the degree completion pathway if transparent to the student then it empowers them to persist in their journey to completing their degree. The *Degree Completion: Maps and GPS* project is a technological systems programming project to automatically generate an email to student every term with a status update. Note: This is a stop gap measure with the ultimate goals that Lane will have a system that enables students to know where they are in the degree completion pathway in "real time".

Engaging Students Steering Committee: A team from the Counseling/Advising department working on Title III strategies and goals met twice to develop a time line and plan for implementing mandatory orientation for all new students by the 2013-14 academic year. The Committee also discussed work of advisors and counselors who are meeting weekly to plan for a staged registration system and to plan and develop improved advising systems.

Lane's *Success and Goal Achievement (SAGA*) group met and identified a need for assessing students' technology skills. The group had a presentation on an instrument in which students can self-assess their technology capacities and abilities. Some members of SAGA are volunteering their on-line or hybrid classes to pilot the instrument in the fall.