SAGA

SUCCESS
AND GOAL
ATTAINMENT

The Success and Goal Attainment Committee (SAGA) is a group of staff and faculty from many disciplines at Lane with the focus on improving student success.

Student Success Initiatives Involving SAGA

FYRED UP! A First Year Experience Program: A "Fundamental" Redesign

With the recent focus on a "Fundamental Redesign of Instruction" it's important to recognize that many faculty and staff at Lane have long been working on a "fundamental" redesign of the way students begin their college careers.

The FYRED UP! First Year Experience is a new program at Lane that integrates instruction and student services with the aim of increasing student retention and success. Following in the twenty-year tradition of the Transitions to Success program, FYRED UP! is built around a core learning community that students take their first term: a College Success course, an Effective Learning course and a Writing course together form the "Fast Lane to Success" community. FYRED UP students also have access to peer-mentors, individual and group advising, and year-long follow-up with mentors and instructors to keep students engaged and help them successfully reach their degree goals.

We know from the national literature and Lane's own Transitions program that first-year programs have a positive impact on student engagement and learning. Over the past three years, the FYRED UP! Project Team has laid the ground work for establishing a larger-scale first year experience at Lane. The college is currently seeking grant support from the Department of Education to expand the program beyond its current maximum capacity of 64 students.

This year for the first time, FYRED UP! received a grant from the Strategic Learning Initiative (SLI) to create electronic portfolios for Fast Lane students. This project is in its pilot stages, but is highly promising. For sample eportfolios at other colleges, go to http://eportfolio.citytech.cuny.edu/ and http://www.eportfolio.lagcc.cuny.edu/links.html

For more information about FYRED UP! visit the SAGA website (lanecc.edu/saga) or contact Anne McGrail, Learning Communities Coordinator, at mcgraila@lanecc.edu (X3317) or Mary Parthemer, TRiO Director, at parthemerm@lanecc.edu (X3133).

what's inside?

What is SAGA?

2007

The Success and Goal Attainment Committee (SAGA) evolved from the Success and Retention charter authorized in the 2000-2001 Enrollment Management Plan.

The purpose was to coordinate success and retention efforts, summarize efforts made, understand barriers to success and retention, bring data to the developmental and decision-making process, determine criteria and target areas for success and retention, establish the extent of college-wide and community involvement, identify resources critical in moving success and retention efforts, benchmark with other institutions and glean best practices from literature.
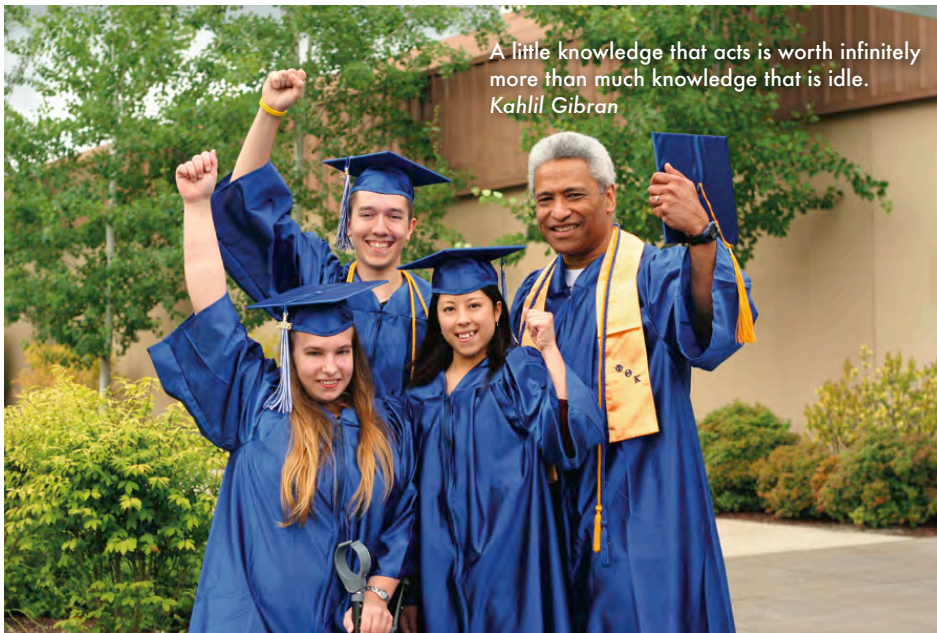
A little knowledge that acts is worth infinitely more than much knowledge that is idle.
Kahlil Gibran

Supplemental Instruction News

Supplemental Instruction (SI) targets high-risk, difficult courses with instructor, peer, or tutor-led study sessions or discussion groups in order to increase student success and retention in those courses, and SAGA identified it as one of six best practices. SI has received funding through SLI (the Strategic Learning Initiative) and has received an Eldon Shafer mini-grant. The Academic Learning Skills Department piloted two sections of the transfer-level credit course, EL113: Content-specific Study Skills, in Fall '06 – one for Psychology 201 and one for French and Spanish 101. An additional section is currently being developed for Global Health. Liz Coleman of Tutoring Services coordinated SI for accounting classes in the Fall as well. In addition, the SI committee plans to target at least two additional "gatekeeper" courses this year. For more information, contact coordinator Adrienne Mews.

College Success: Back On Course (fall '06)

"This class was very beneficial. I knew I needed help, I just didn't know how to go about it. I had lost confidence and self-esteem with school. This class showed me how to put action into my thoughts to raise my confidence and self-esteem." - Fall 06 Back On Course student

Four sections of o one-credit class called Back on Course (BOC) were piloted in Fall 2006. BOC was collaboratively developed by Financial Aid, Counseling and Enrollment Services and aimed to assist students who had aid suspended achieve "good standing" with Financial Aid and get "back on course" to academic success. Over 600 students per term (697 in fall '06) lose aid because they did not complete requisite percentage of credits they were enrolled in and/or GPA. Often these students leave Lane at that point, discouraged and lacking confidence, and with limited financial means to continue their education (63% of W'07 BOC students reported that they would not have been enrolled at Lane without this opportunity, while 19% would have enrolled a at a reduced credit load).

While in Back on Course students discover and implement strategies becoming more self-directed, self-motivated and self-confident learners. They learn important college policies and begin using resources that support their success.

Outcomes from the pilot are promising!

* Post-test scores measuring self-perception on eight On Course principles (self-responsibility, self-motivation, self-management, interdependence, etc) increased by a mean of 10 points per student (scale 0-80). The greatest increase was in the area of self-motivation (average increase of 15.12 points/student).

* In an end-of -term survey, 100% of the BOC students stated they had improved self-management by learning strategies to establish goals, monitor progress, and use a calendar system.

* BOC students (100%) recommended that other students who had their financial aid suspended take Back on Course as a way to improve their academic progress.

* 68% of the students that completed BOC achieved a good standing by completing 75% of credits attempted and a 2.0> GPA.

Note that 100% of students who enrolled in BOC and quit attending by the 3rd week, did not achieve good standing.