Student Success Leadership Team

AGENDA
May 29, 2012

Welcome	3:00 – 3:05 p.m.
Core Learning Outcomes	3:05 – 3:50 p.m.
Stretch Break	3:50 – 3:55 p.m.
2011-2012 Accomplishments	3:55 – 4:05 p.m.
2012-2013 Themes & Priorities	4:05 – 4:25 p.m.
SSLT Evaluation	4:25 – 4:50 p.m.

Next Meeting:
Tuesday, October 2, 2012, 3:00 – 4:50 p.m., Center for Meeting and Learning

Core Learning Outcomes

Quality

HIGH IMPACT PRACTICES

Work

Orientation & Advising

student

SUCCESS

College

Developmental Education Initiative

LIBERAL EDUCATION

Achieving the Dream

ABE to Credential

First Year Experience

Sustainability

EARLY ALERTS

Win-Win

completion

Right to Succeed

Oregon Adult Basic Skills Learning Standards

CORE ABILITIES

Title III

Engaging Students

Alternative Learning Environments

Roadmaps

Honors Program

progression

MANDATORY ACADEMIC PLANNING

Open Educational Resources

CAPP Degree Audit Automation

Contextualized Learning

Core to College

Foundations of Excellence

CASE: Credentials, Acceleration and Support for Employment

equity

Next Generation Learning Challenge

access

Personal Learning Environments

CAREER PATHWAYS

starts here

Degree Qualifications Profile

opportunity

Student Success Leadership Team 2012

Progression & Degree Completion

Developed Online Academic Advising Resources for all majors

Created prioritized action plan for improving the
First Year Experience

Students and faculty in ALS begin using Online Student Profile
to learn about learning styles, personality styles and
behaviors that impact student success
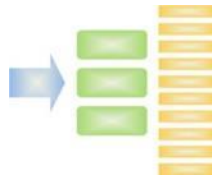
Offered 65 learning communities

Developed online SOAR orientation program

Offered PACE (Program for Academic and Career Exploration)
Pre-Bridge OPABS Course

Developed ATD intervention plan for
degree and certificate attainment

Enrolled first CASE Career Pathways cohort

Progression & Degree Completion

Began development of Student GPS

Developed plan for mandatory orientation
and academic planning

Admitted first cohort of honors students

Oregon Learning Standards in reading, writing and math
created to align with Common Core Standards
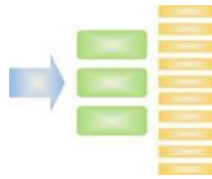
Offered Bridge Reading to CNA course

Developed student personal learning environments (PLEs)

Redesigned degree audit processes

Developed ATD intervention plan for preparation and prompt
attempts of program level math

Created plan for making degree audit (degree progress report)
available to students in self-serve

Progression & Degree Completion

Created general and program-specific Academic Planning forms for AAOT, AGS, AS, and various science and health professions majors

Created online application forms for Health Professions majors

Created Career Coach services

Implemented degree audit as end-of-term practice for all degree applicants; expanded to all credit students

Student projects: graphic and web design

Offered CASE outreach sessions in guided career exploration and school enrollment

Joined statewide developmental education initiative
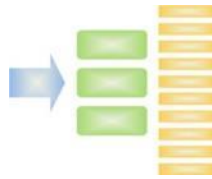
Research & Information Systems

Developed accreditation core theme indicators

Added new institutional researcher position

Developed SIS tools to facilitate batch processing of audits

Conducted Foundations of Excellence self study

Created Data Coaches team

Conducted extensive investigation of current student employment practices on main campus resulting in comprehensive inventory document

Compiled ABE to Credential progress measures (attendance, formal and informal assessment, ESL fluency assessments)

Developed student success data framework

Initiated a research study of work study students related to progression and completion using Achieving the Dream data

Participated in curriculum review by national HOPE Grant evaluators
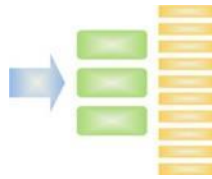
Research & Information Systems

Conducted student, faculty and staff surveys on the first year experience

Created and analyzed ATD longitudinal data set

Conducted ESL fluency assessments

Developed program review structure

Surveyed Learning Communities students

Developed International Students Information System

Gathered information on course alignment to Common Core State Standards with instructors from UO, TBCC, OSU, other CCs, and high schools
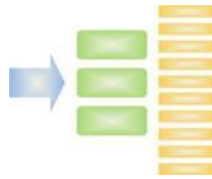
Incorporated Online Student Profile into student information system to allow student/instructor access

Conducted survey of active High Impact Practices (HIP)

Completed a Credit for Prior Learning survey

Research & Information Systems

Added Online Student Profile into myLane Student Success tab

Implemented CASE i-Tracs system to track participants school-work progress

Developed reports for finding degree completions

Created Data & Systems team

Began development of advice text for students
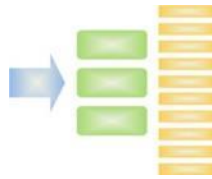
Professional Development

Fall In-Service: Student Success Strategy

Participated in statewide developmental education initiative

Created data coaches team

Hosted Active and Collaborative Learning faculty workshop

Held Oregon Pathways to Adult Basic Skills
faculty training workshop

Held monthly Tea & Topics faculty conversations on student success

Hosted statewide DQP conference with Dr. Cliff Adelman
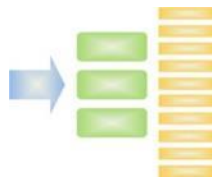
Hosted statewide Win-Win conference

Hosted ATD data conferences and workshops

Presented at and attended national ATD D.R.E.A.M. conference

Attended Foundations of Excellence Summit meetings

Presented at the AACC national convention

Hosted Math Summit with high school and college instructors
and ODE representatives

Professional Development

Conducted student success study series with Board of Education

Attended Conference on the First-Year Experience

Presented at and attended NACADA conference

Hosted Work College summer retreat

Presented at and attended SSRC conference

Attended AAC&U Student Success Conference

Provided curriculum development funding
for infusion of student success principles

Hosted fall High Impact Practices workshop

Attended Core to College workshop

Spring Conference: Mission Fulfillment

Hosted Diversity & Equity World Café and Student Luncheon

Launched online academic advising resources training

Participated in statewide DQP: WICHE meetings
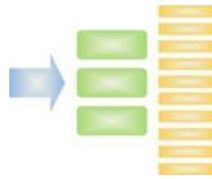
Professional Development

Hosted Core Learning Outcomes conference

Presented at and attended ORMATYC conference

Hosted campus DQP: Oregon Digital Initiatives conversations

Career Coaches enrolled in Career Development Facilitator certificate training

Presented at Oregon Student Success & Retention Conference

Participated in statewide conference for Career Pathways and Career Coach Communities of Practice
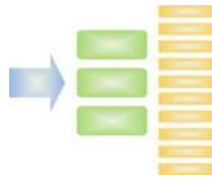
Attended Online Student Profile implementation workshops

Participated on Oregon Learning Standards steering committee and training team

Attended High Impact Practices Institute

Participated in Learning Circles and Learning Institutes

Provided faculty Oregon Pathways to Adult Basic Skills training

Connections & Alignment

Created Student Success Leadership Team

Developed student success strategy map

Developed Core to College partnerships with Oregon community colleges, University of Oregon and high schools

Integrated project work with Oregon Learning Standards

Presented to Board of Education

Presented to College Council

Mapped student success project plans
to accreditation core theme indicators

Linked Foundations of Excellence priorities to
early alert systems available through OSP

Oregon Learning Standards in reading, listening, speaking and math align with Common Core Standards and other frameworks

Hosted monthly DQP conference calls for statewide participants
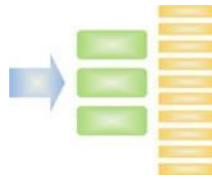
Connections & Alignment

Created new student success web site

Developed accelerated opportunity partnerships with ABSE, ESL, and WorkSource departments

Aligned Learning Standards implementations with Adult Education and Family Literacy Act Title II and EL Civics grant efforts

Presented to Faculty Council

Roadmaps and Title III: Engaging Students collaboration on production of student GPS

CASE outreach and program coordination with Counseling and Advising, Cooperative Education, Women's Center, Veterans Services, Salem Trade Act Representatives

Oregon Employment Department and Lane Workforce Partnerships

Presented to Learning Council

ASA and DRRC collaborations to streamline degree requirements

Quality HIGH IMPACT PRACTICES **SUCCESS** Work Orientation & Advising

College Developmental Education Initiative

student LIBERAL EDUCATION Achieving the Dream ABE to Credential

First Year Experience Sustainability EARLY ALERTS Win-Win completion Right to Succeed

Oregon Adult Basic Skills Learning Standards CORE ABILITIES

Title III Alternative Learning Environments Honors Program

Engaging Students Roadmaps MANDATORY ACADEMIC PLANNING *progression*

Open Educational Resources

CAPP Degree Audit Automation Contextualized Learning Core to College

Foundations of Excellence

CASE: Credentials, Acceleration and Support for Employment equity Next Generation Learning Challenge

Personal Learning Environments CAREER PATHWAYS access

Degree Qualifications Profile *opportunity* **starts here**

Student Success Leadership Team 2012

Themes & Priorities

Optimal Student Preparation, Progression and Completion (Quality Progression and Completion)

- Promote students' progression to goal completion by knowing our students and creating needed systems, processes and learning environments

- Support academically underprepared students' progression to college-level coursework by providing them with foundational skills, classes and support

Progression and Degree Completion

Students will participate in intentional experiences and support practices, particularly during their first year, that impact their ability to successfully progress in their educational pathway.

Quality

Students will engage in high quality, high-impact curricular and co-curricular courses, programs and activities that clearly define learning outcomes, integrate theory with practice and utilize diverse points of view.

**Research & Information Systems**

Faculty, staff and administrators will use data, systems, and technologies within an evidence-based culture to continuously improve practices and policies in support of student engagement and success.

Professional Development

Instructional and student support practitioners will deepen individual and organizational capacity, knowledge and abilities through committed investment in training and development activities.

Progression & Degree Completion
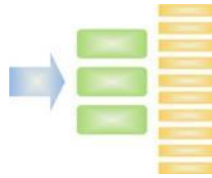
Students will participate in intentional experiences and support practices, particularly during their first year, that impact their ability to successfully progress in their educational pathway.

ABE to Credential: Accelerating Opportunity
- Increase recruitment and student services activities for students enrolled in ABSE and ESL into Career Technical Programs, Identify additional career pathways certificate programs that align with completion of ABSE and ELS bridge classes

Achieving the Dream
- Redesign math placement, Implement first-terms math attempt requirements
- Develop alternative learning environment systems
- Develop mandatory academic planning

CAPP
- Implement self-service CAPP
- Build CAPP awareness and training in orientation and academic planning

Core to College
- Align course content among participating schools
- Expand Math 95 articulation in high schools through College Now
- Develop and communicate a shared definition of "college ready" in mathematics
- Use SMARTER Balanced assessment to align college assessments

Progression & Degree Completion
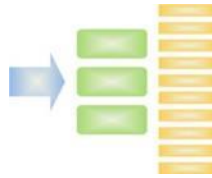
Students will participate in intentional experiences and support practices, particularly during their first year, that impact their ability to successfully progress in their educational pathway.

First Year Matters: Foundations of Excellence
- Develop a mandatory system of academic advising and educational planning
- Provide an extended orientation process across the first term and the first year
- Ensure appropriate preparation and placement

Honors Program
- Develop Honors first year learning community
- Expand honors courses and seminars

Mandatory/Online Advising and Orientation
- Expand orientation and advising content and functionality

Roadmaps
- Use curriculum development funds to update data-driven changes in the first year experience program
- Improve policies, procedures and structures that support student success

Work College
- Increase student employment on main campus
- Create shared vision for student employment on campus
- Explore scholarship development for student employment
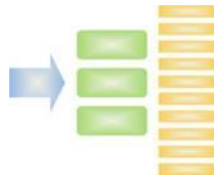
Quality

Students will engage in high quality, high-impact curricular and co-curricular courses, programs and activities that clearly define learning outcomes, integrate theory with practice and utilize diverse points of view.

DQP

- Begin statewide collaborative work to develop the Oregon DQP; initial focus areas are Broad Integrated Learning and Intellectual Skills

Honors Program

- Develop Honors capstone and experiential learning components
- Develop course and program level Honors assessment

Next Generation Learning Challenge

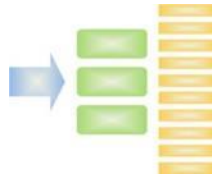- Increase mastery of core learning outcomes/core abilities

Oregon Adult Basic Skills Learning Standards

- Develop a clearly delineated continuum of skill development that guides goal-setting, curriculum, instruction, assessment and accountability

Roadmaps

- Recruit Roadmap members from underrepresented HIP areas
- Continue development of GPS, highlighting HIPs and core abilities
- Provide faculty-designed modules for infusion in each of the key disciplines

Research & Information Systems

Faculty, staff and administrators will use data, systems, and technologies within an evidence-based culture to continuously improve practices and policies in support of student engagement and success.

Global
- Continue developing and populating core theme indicators
- Link project-level outcomes and measures to core theme indicators
- Expand learning analytics capabilities
- Expand program review

ABE to Credential: Accelerating Opportunity
- Track CT career pathways student progress

Achieving the Dream
- Expand Data Coaches research activities
- Develop systems, processes and structures for accurate program of study identification

CAPP
- Analyze CAPP rules and implement first tier program planning software
- Implement improved list of programs for selection in Lane admissions

Core to College
- Use data to align Core to College course content among participating schools

Research & Information Systems
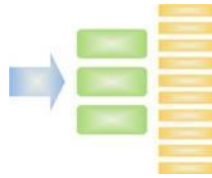
Faculty, staff and administrators will use data, systems, and technologies within an evidence-based culture to continuously improve practices and policies in support of student engagement and success.

First Year Matters: Foundations of Excellence
- Develop and implement college systems that support the first-year experience
- Develop common college definition of a first year student

Honors
- Develop Honors student progression tracking and reporting system

Mandatory/Online Advising & Orientation
- Integrate Moodle with Elluminate and SARS
- Evaluate and improve Moodle academic advising resources
- Auto Enroll based on major selection or change
- Develop web interface between counseling department, Moodle advising, myLane, and myMap

Work College
- Conclude investigation of work study students to establish base line
- Develop systems, processes and structures for increasing student employment on campus
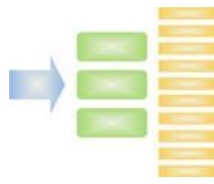
Professional Development

Instructional and student support practitioners will deepen individual and organizational capacity, knowledge and abilities through committed investment in training and development activities.

Achieving the Dream
- Develop data literacy and research and evaluation capacity
- Host campus-wide conferences and workshops

DQP
- Develop and host statewide meeting, linked to Lane's work on core learning outcomes
- Organize college-level faculty teams to engage with DQP

First Year Matters: Foundations of Excellence
- Focus professional development, training and campus events on the first year experience
- Identify, improve and promote the use of high impact practices

Honors Program
- Expand faculty resources; develop online training and resources modules

Mandatory/Online Advising and Orientation
- Develop ongoing training programs to support counselors and advisors

Roadmaps
- Host statewide Roadmap conference featuring Peggy Mackey
- Assist faculty, staff and students in identifying, supporting and implementing HHIPs to increase student success

SSLT Evaluation
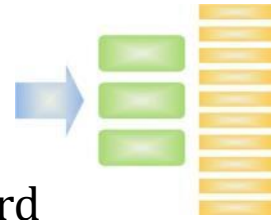
The purpose of the Student Success Leadership Team is to shepherd the work of the college as it relates to Quality Progression and Completion.
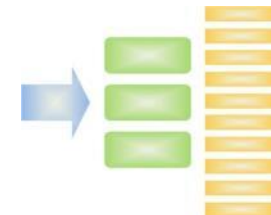
The Student Success Leadership team will:

- Establish connections with the projects, initiatives and ongoing work of guiding Lane students to success (quality progression and completion)
- Identify and communicate linkages between student success projects and programs
- Ensure strategic alignment and resource optimization of student success work
- Share student success information and outcomes with the campus community and other stakeholders
- Guide and support the ongoing work of student success projects and programs
- Wrestle with real issues that arise and courageously and collaboratively work to resolve them
- Help strengthen college systems to support student success
- Help each other keep a sense of the larger picture even as individuals or committees are working at a focused level

What's working? What isn't working? Ideas and opportunities for improvement?

Student Success Leadership Team

Thank you for a fabulous year!