

Student Success Leadership Team Agenda



Tuesday, March 6, 2012

3:00 – 4:50 p.m., Center for Meeting and Learning, Room 214

Welcome

3:00 – 3:05 p.m.

Achieving the Dream (ATD) Project

3:05 – 3:50 p.m.

Identify and develop student progression and completion priorities

Facilitated by Molloy Wilson and Ben Hill

Stretch Break

3:50 – 3:55 p.m.

Craig Taylor

Achieving the Dream (ATD) Project continued

3:55 – 4:45 p.m.

Facilitated by Molloy Wilson and Ben Hill

Wrap Up and Review Action Items

4:45 – 4:50 p.m.

Jen Steele

Next Meeting

Tuesday, DATE, 3:00 – 4:50 p.m., Center for Meeting and Learning, Room 214

March 6, 2012 SSLT Meeting

The focus of this meeting will be on identifying and developing student progression and completion priorities to be addressed by interventions in our Achieving the Dream (ATD) project.

Many of you participated in the February 22 & 23 data conference last week, the second in our three-conference series this year. At this conference, we used the ATD longitudinal cohort data to continue refining our understanding of emerging issues and priorities around student progression and completion. We also started to explore and discuss possible interventions—scalable and sustainable—that have the potential to improve the rates at which our students succeed.

ATD Construct and Timeline

Within the ATD project construct, we must develop an implementation plan by April 25. Our ATD project timeline is available at <http://www.tiki-toki.com/timeline/entry/27037/Achieving-the-Dream-Project-Timeline/>. Building upon our work of developing an evidence-based culture of student success, our ATD commitment is pushing us forward to:

- 1) Identify one to three priorities that we, as an institution, are committed to addressing.

Priorities that have emerged over our work these past several months, and have started to come into clearer focus as we analyze, discuss, and build understanding around our longitudinal and other data strands include:

- Supporting students in successfully completing program-level math requirements within their first three years
 - Supporting students in taking developmental math and writing requirements during their first year at Lane
 - Supporting students who are "false starts"; who do not successfully complete more than 8 credits during their first year at Lane
 - Ensuring placement processes, systems and outcomes support student progression and completion
- 2) Identify specific, measurable, feasible interventions to address these priorities. It is important to acknowledge that we have and will continue to develop numerous interventions that support the priorities we identify within our ATD project. These will only accelerate and support our overarching institutional mission fulfillment goals.
 - 3) Describe our engagement, professional development, implementation and scale plans for ATD priorities and interventions.

Our March 6 Meeting

Molloy Wilson and Ben Hill will facilitate this session. Molloy and Ben will be using our longitudinal cohort data and other data strands to provide context, analysis and a basis for understanding and discussion around emerging priorities.

Outcomes

We will identify and gain shared understanding of the characteristics of Lane students that fall within the emerging priority groups.

We will build consensus on priorities that we will address through our ATD project construct using criteria of 1) understanding of evidence, 2) potential scope of impact, 3) feasibility.

We will identify additional data needed to round out our understanding.

We will start to brainstorm, identify, and discuss specific interventions that can be built into our ATD project, using criteria of 1) strategic alignment, 2) scalability, 3) measurability, and 4) operational feasibility. Data coaches will lead us through additional data collection, analysis, and stakeholder engagement in developing interventions over the next several weeks.