

Strategic Initiatives Summary Guide 2019

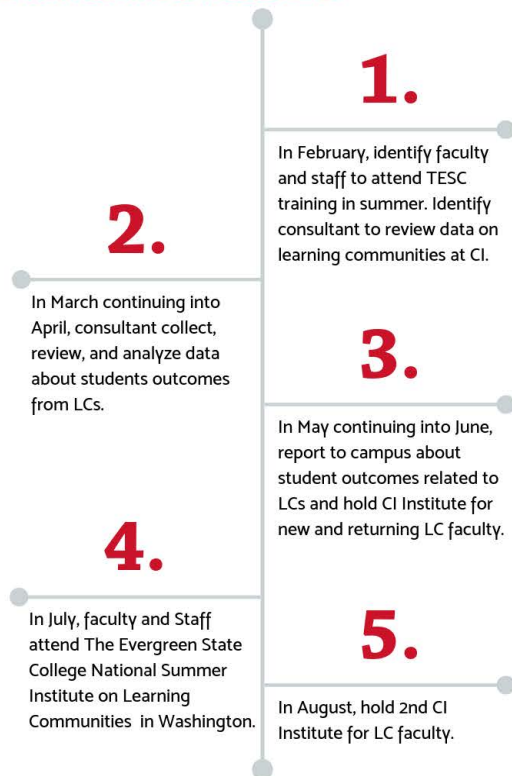
Champion:

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Abstract (150 Words):

CI will sustain and enhance Learning Communities (LCs) and Living-Learning Communities (LLCs). LCs/LLCs align with Mission Pillars, link two or more GE and/or major-requirement courses, and have embedded peer mentors trained in academic success support. LC/LLCs aim to build a sense of belonging for students, and support students in developing their critical thinking skills and establishing their major pathways. This proposal will:

SUSTAIN & ENHANCE LEARNING COMMUNITIES



1. Strengthen the infrastructure of First Year Communities model (already in place and beyond capacity without dedicated staff or permanent budget);

2. Build the capacity of faculty teams to collaboratively integrate culturally-responsive pedagogy and student success strategies into the linked courses;

3. Enhance LC/LLC interventions through collaboration with Academic Affairs and Student Affairs for 18-19 cohort in Spring (252 students) and expected AY19-20 cohort (300 students); and

4. Analyze historical and current outcomes data and lay groundwork for expansion or redesign of LCs/LLCs in AY 2019-20.

Strategic Initiatives the Project

Addressed:

Educational Excellence

1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.10, 1.11

Student Success

2.1, 2.4, 2.10, 2.11

Inclusive Excellence

3.3, 3.5, 3.6, 3.7, 3.8

Capacity & Sustainability

4.8, 4.11

Baseline Data/Current Status:

- At this time the collected data indicates that FTFT from 2014 that participated in a Learning Community had a 4 year retention rate of 70.5% and those that did not participate in a Learning Community were retained at a rate of 60%. These numbers do not take into account selection bias. Spring 18-19 participation 252 students.
- Faculty & Staff have attended TESC Center Institute Training two times prior.
- Faculty Institutes at CI to prepare faculty to teach in learning communities have been held two times.

Measurable Outcomes:

1. Prepare faculty & staff to teach in and support learning communities.
2. Enhance and grow Learning Communities and Living Learning Communities through collaboration with Student Affairs and Academic Affairs by increasing the number of students participating.
3. Analyze historical and current retention data to guide expansion and/or redesign of LCs/LLCs.
4. Improve marketing and communication efforts to admitted students about Learning Communities.

Timeline:

1. In February, identify faculty and staff to attend TESC training in summer. Identify consultant to review data on learning communities at CI.
2. In March continuing into April, consultant collects, reviews, and analyze data about students outcomes from LCs.
3. In May continuing to June, report to campus about student outcomes related to LCs and hold CI Institute for new and returning LC faculty.
4. In July, faculty and staff attend TESC Center Institute in Washington.
5. Finally in August, hold 2nd CI Institute for LC faculty.

Metrics:

Assess faculty and staff capacity to implement LCs through pre and post surveys (May/July and August, 2019 respectively).

Identify strengths and weaknesses in terms of staffing, logistics, collaboration, training. (December, 2019)

Enrollment at census (September) in LCs and LLCs compared to previous year. Using consultant analysis of historical data as baseline (developed in April/May), evaluate changes in enrollments, first-term academic success (GPA), and second-term retention of Fall 2018 LC/LLC cohort; disaggregated by major, first gen, ethnicity, gender, level of preparation (Spring 2020).

Increase and improve marketing and communication through survey feedback from LLC students, faculty, and staff, and evaluation of melt rate at census (September).