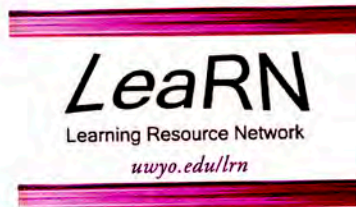


LeaRN

Learning Resource Network: Partnerships for Academic Success



Proposal developed by the Academic Success Center Development Team

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Executive Summary

The Vice-President for Academic Affairs met with development team members April 7, 2003, charging the group to plan an academic success center, a need identified in UW's Moving Forward planning documents. The charge included four tasks:

- 1) Define goals and outcomes for an Academic Success Center (ASC).
- 2) Recommend roles and relationships between the ASC, the Ellbogen Center for Teaching and Learning (ECTL), libraries, student support services, and academic advising.
- 3) Identify the programs, centers, laboratories and activities that should be physically located in the ASC.
- 4) With guidance from Maggie Farrell, Dean of Libraries, describe component space requirements, location and layout, equipment and personnel needed by the ASC.

Comprising both Academic Affairs and Student Affairs, the development team included faculty, student affairs personnel, and the dean of libraries. The team met from May-August 2003. Team members considered internal documents, discussed related research literature, investigated websites of other universities, and formulated a philosophy and purpose from which goals, activities, and assessments would flow. Three members of the team also attended the American Association of Higher Education's (AAHE) Summer Academy in July. At the academy, they further developed the proposal and sought feedback from AAHE leaders and attendees who represented a range of higher education institutions across the United States.

To anchor the proposal, the development team discussed current research about the way people learn. At the same time, the group examined learning environments structured to support learning for all students, especially those who face the greatest academic challenges because of preparation and socio-economic factors. Based on these premises, the development team created a vision that focuses on 1000 and 2000 level academic experiences. The vision, which bridges Academic Affairs and Student Affairs, puts all of its energies into understanding more about student learning and providing examples of ways to assess learning that will be useful to students, faculty, student affairs personnel, librarians, and other information literacy experts. The name of the center reflects the philosophy and vision: Learning Resource Network: Partnerships for Academic Success (LeaRN).

LeaRN fulfills its promise through a model of distributed expertise. It is not enough that students be ready for university-level work, the university must be ready for students. While numerous academic and personal development programs exist to assist students, they are disconnected and often do not involve faculty. Moreover, few programs exist where they are needed the most: in high-risk 1000 and 2000 level courses where students and faculty come together. Consequently, too few students are served. According to the Office of Institutional Analysis, over the last five years, the average percentage of full-time first-year students placed on probation after their first semester is 18%, a higher percentage than comparator institutions. Put another way, nearly one in

five full-time first-year students did not achieve academically during the first semester. The statistic reveals enormous personal cost and unacceptable institutional cost.

A distributed expertise model creates a university-wide network of people and resources representing academic departments and student development offices. The model explicitly includes the UW Libraries in the resource network. The LeaRN hub will be located on the third floor of Coe Library, in a space identified by the Dean of Libraries that will need appropriate renovations. The hub will feature a classroom that may be used by faculty and students for initiatives such as supplemental instruction, learning communities, and freshman interest groups or for focus on writing, oral communication, quantitative reasoning, or information literacy.

LeaRN's distributed expertise model aims to build faculty involvement, join expertise, improve communication, invite collaboration, and engage more students than those currently served in existing programs aimed at academic success (e.g., learning communities, freshman interest groups, Student Educational Opportunity). The model presents a bold concept of partnerships and networks for the University of Wyoming and has the potential to significantly enhance the learning and overall university experience of lower-division students. LeaRN will provide examples of ways to assess student learning, share results, and use results constructively and realistically.

An information and referral reception space positioned prominently on the third floor of Coe Library will anchor all LeaRN activities. Some LeaRN projects and activities will be located in selected 1000 and 2000 level courses and the residence halls, but connected to one another, through LeaRN. To achieve the kind of communication and resources necessary for such a network, the LeaRN coordinator and advisory council will develop high profile strategies and classroom-based projects during LeaRN's inaugural year. LeaRN will connect to an enhanced Writing Center, Math Lab, and Oral Communications Lab, another set of learning networks requiring considerable discussion and planning with the respective departments. LeaRN nodes will be developed in student advising and counseling offices to create the necessary connections between academic success and personal development, again with discussion and planning including personnel already directing those offices and providing services. Finally, LeaRN will feature a significant interactive component using a range of existing and developing technologies. Such technologies put LeaRN resources in the hands of Outreach School students and any student not physically on the Laramie campus.

LeaRN will be developed over a period of time during AY 2003-2004 by an implementation team that includes academic and student affairs personnel and students. Among its decisions, the team will make recommendations about the Coe Library space renovation. Approximately \$310,000 has been allocated to LeaRN from the recently announced Department of Education Congressional Award, available September 1, 2003. The money will be used to technologically equip LeaRN as well as enhance the Writing Center located in Coe Library, the Math Lab located in Ross Hall, and classrooms in other university buildings. The Disabilities Lab and Student Learning Center will be enhanced as well.

As LeaRN initiatives are launched, UW faculty, students, and staff will be invited to use resources distributed throughout UW, available to all students, but most visible in the 1000 and 2000 level courses where they are needed the most. A LeaRN coordinator will spearhead development, communication, and assessment of these resources,

collaborating with faculty and staff already engaged in learning community and freshman interest group initiatives as well as supplemental instruction, tutoring, advising, and programs for first year students. LeaRN will be administratively lean, requiring minimal relocations and reassignments. Existing student support services will remain under divisions where they are currently assigned. Students will play key roles in the development of LeaRN through advisory council participation. One-third of the LeaRN Advisory Council will be represented by students. Students will team with faculty, student affairs personnel, and librarians to design, implement, and assess LeaRN initiatives.

The complete document includes a guiding philosophy and purpose. LeaRN goals, strategies, formative and summative assessments, timelines, and persons responsible are identified in a detailed matrix that provides examples of ways the goals might be achieved. See Appendix A. The document also includes sections describing the use of Coe Library space, budget guidelines, implementation timeline, advisory council charge, selected references, and several additional appendices.

Coe Library relocation and renovation plans are extensive. For that reason, some LeaRN activities will begin May 2004 with faculty and staff workshops while the formal opening of LeaRN offices will occur AY 2004-2005, but no later than November, 2005.

The planning team documented its work, including meeting minutes, on a website located at www.uwyo.edu/lrn. All of the documents related to the team's work are public and available for examination. Over time, this web address will be developed into the LeaRN home page.

Table of Contents

Rationale: Why Does UW Need a Learning Resource Network? Why Now?.....	6-7
Guiding Philosophy	7-8
Purpose.....	8-9
LeaRN Planning, Assessment, and Implementation Matrix.....	9
Creating a Place and Space for LeaRN.....	9-10
Staffing	10-11
LeaRN Advisory Council	11
Budget Considerations	11-12
LeaRN Budget Categories	12
2003-2005 Implementation Time Line	13
Selected References	14-15
Appendices	
A. Planning, Implementation, and Assessment Matrix	
B. Job Descriptions, LeaRN Coordinator, Office Associate, Information and Referral Receptionist	
C. Congressional Award Budget, Coe Library Technology Enhancements	

Rationale: Why Does UW Need A Learning Resource Network? Why Now?

This vision of a Learning Resource Network: Partnerships for Academic Success (LeaRN), which bridges both Academic Affairs and Student Affairs, focuses its energies into understanding more about student learning and providing examples of ways to assess learning that will be useful to students, faculty, librarians, and student affairs personnel. A confluence of three factors makes the planning and implementation of LeaRN central to student learning, development, and success for the 2003-2008 planning cycle.

First, faculty, administrators, and student affairs personnel are evaluating data that show too many UW students fail to engage in learning. According to the Office of Institutional Analysis (OIA), over the last five years, the average percentage of full-time first-year students placed on probation after their first semester is 18%, a higher percentage than comparator institutions. Put another way, nearly one in five full-time first-year students did not achieve academically during the first semester. According to OIA, at the close of the Fall 2002 semester, 21% of the full-time first-year students ended the semester on probation. An additional 2% withdrew from the university following the drop/add period. OIA's analysis of retention data (students returning after the first year) reveals that in Fall 2001, full-time first-year students showed a 77% retention rate: nearly one in four full-time first-year students did not return. National data are also demonstrating problems with learning for entering students. For instance, in August, 2003, ACT data indicate that 74% of entering students are underprepared for science courses. These data indicate that students in the first and second year of university work are particularly vulnerable. At the same time, those who teach first and second year students face enormous challenges and receive too little instructional support.

Second, a variety of recruitment and retention efforts such as freshman interest groups (FIGs) and learning communities provide powerful examples of collaboration among faculty, student services personnel, and librarians. Such collaborations are essential as their central aim is to engage students in experiences that increase learning and academic engagement. However, too few students participate in these and other similar programs.

Third, Moving Forward III identifies the assessment of USP as an important goal. We agree that the goal is important and believe that LeaRN activities and assessments described in this document will assist the USP Committee to develop reasonable assessments. The FIG and learning community initiatives involve USP courses for first and second year students and other, more advanced courses. In these programs as well as others, assessment remains post hoc and uncoordinated. Given a focus on student learning in the first and second years of university work, LeaRN will be poised to support and initiate multiple projects that provide models of ways to assess student learning.

The Moving Forward planning documents identify the need for an academic success center. As development team members, we believe it important to acknowledge such a need has been discussed at UW since the mid-1990s, producing an array of proposals and much discussion. Many, especially Student Affairs personnel, have expended time, energy, and good intentions on these efforts. The discussions have centered around complex student learning and development issues, a feasible organizational structure, and an agreed upon purpose that the university community,

especially faculty, would support. This proposal brings to fruition these discussions by identifying a philosophy, purpose, place, and timeline for LeaRN to come fully on board by fall semester, 2005.

Guiding Philosophy

The academic legacy of a University of Wyoming education is a desire to learn over a lifetime. A curious, thoughtful, and life-long learner is able and willing to work hard, knowing when and how to identify successes and challenges. Life-long learners are able to work independently and collaboratively. They know when and how to seek assistance, whether from a colleague or an electronic database. Able readers, writers, and communicators, life-long learners navigate complex information networks via ever-evolving computer literacy. Above all, life-long learners enjoy the fulfillment and satisfaction of being self-directed, engaged, and successful. Such learners are poised to thrive intellectually, socially, and emotionally.

A university education creates opportunities to develop habits of mind that will transfer to experiences well beyond the university. We believe that all students need to develop such habits in the first two years at the university. Habits of mind are developed in and out of classroom settings by faculty and lecturers supported by librarians, student services personnel, and others. Carefully structured instruction and curricula provide the foundation for opportunities to learn.

With support, all students must accept responsibility for meeting their academic goals. In and out of classroom instruction should be based on the premise that teaching must flow from what we know about the way people learn. The following research-based findings point us toward best practice in classroom, small group, and one-on-one learning environments:

1. People learn from others and thrive in learning contexts that promote communities rich with connections and support. Learning is thus psycho-social and socio-cultural. These contexts include not only classrooms but also one-on-one tutoring, peer mentoring, supplemental instruction, learning communities, internships, practica, undergraduate research assistantships, service learning, and a wide range of co-curricular experiences.
2. Learning requires that teachers attend to curricula that promote connections and avoid rote memorization of disjointed sets of facts and skills.
3. Learning thrives when students are able to incorporate past experiences, value systems, and personal goals into academic experiences. LeaRN programming and practices must be sensitive to the diversity that makes the University of Wyoming a rich and complex environment.
4. Learning benefits from formative assessment, i.e., a continuous cycle of feedback. For students to learn, goals and objectives must be clear, timely, and measurable.
5. Learning increases when teachers promote a sense of community that, in turn, increases students' opportunities and motivations to interact, receive feedback, and learn.

6. Learning is both labor- and time-intensive. Too often, students do not know how to create the time to learn deeply. Every student, no matter how capable, sometimes needs assistance and may need additional time to achieve mastery.
7. Learning increases when the appropriate resources and networks are easily accessible: books, supplemental instructional and curricular materials, computers, electronic networks, software.
8. Learning increases when students take advantage of intense, one-on-one assistance that might be academic and/or psycho-social. At some time during his or her UW experience, every student may benefit from resource mentoring such as advising and academic counseling.
9. In complex university learning settings, we expect faculty, student affairs personnel, librarians, and others to learn as much as students.

Purpose

LeaRN's primary focus is student learning in 1000 and 2000 level courses. These courses, constituting most of a student's general studies, occur at a time when academic success is the most fragile and challenging for students and for those who teach them. LeaRN will initiate, coordinate, and assess services and programs that lead to and support student success university-wide, but mainly for selected 1000 and 2000 level courses. Although the 1000 and 2000 level courses are key to every student's successful entry into a major and eventual graduation, they receive too little attention at the departmental and college levels. LeaRN will address this problem by making learning and teaching in the lower division courses highly visible to the university community. LeaRN will raise visibility and enhance learning through a network of partnerships that will include substantial student leadership. These partnerships will also join the knowledge and skills of Student Affairs and Academic Affairs in powerful learning opportunities for students.

This purpose will be examined continuously over the next five years and re-framed as warranted in 2008.

Goals

1. Identify and address issues of concern in 1000 and 2000 level general studies courses and spearhead collaborative efforts with colleges, departments, faculty, and student affairs personnel for projects that include ongoing evaluation and research.
2. Initiate opportunities/programs for faculty, students, and student services professionals to work together to improve student success, including probationary students. This goal might include the creation of opportunities for faculty and students to be in dialog about teaching and learning.
3. Design collaborative opportunities to improve student learning and skills in all classroom contexts. This goal might include such areas as information literacy, writing, quantitative skills, self-assessment, oral communication, and technology.

4. Communicate with students, parents, families, faculty, staff, and K-12 constituencies about issues, information, and topics related to student success. This goal includes resource mentoring.
5. Coordinate and improve communication among existing programs now housed in distinct administrative units (e.g., Academic Affairs, Student Affairs).
6. Assess 1000 and 2000 course learning outcomes formatively and summatively.
7. Assess the effectiveness of all LeaRN programs formatively and summatively.

LeaRN Planning, Assessment, and Implementation Matrix

The development team has created a matrix that shows how each of the seven goals listed above might be implemented in short and long term strategies. See Appendix A for examples that include formative and summative assessments, timelines, and people responsible.

Creating a Place and Space for LeaRN

The LeaRN model presents a bold concept of partnerships and networks for the University of Wyoming and has the potential to significantly enhance the learning and overall university experience of lower-division students. LeaRN will provide examples of ways to assess student learning, will share results, and will use results constructively and realistically. LeaRN is based on the philosophy that the entire university community contributes to student successes. Therefore, it is impossible and unwise to locate all of the LeaRN partners in a single space. LeaRN will be visible through a referral and learning-teaching center that will pull together initiatives and direct students, faculty, staff, and information literacy experts to appropriate resources.

Information and referral reception space. Information and referrals for students, faculty, student affairs personnel, and UW librarians will be central to the success of LeaRN. An information and referral reception space on Coe's third floor will be one of the first physical manifestations of LeaRN. Here, students will be able to ask questions and receive information. From this central hub, LeaRN's distributed expertise model will invite faculty involvement and join expertise across units, especially those in Student Affairs and the UW Libraries. LeaRN will improve communication, promote collaboration, and engage more students than those currently served in existing programs aimed at academic success (e.g., learning communities, freshman interest groups, Student Educational Opportunity). Mapping out network specifics, including the relationship of LeaRN to home academic departments for the Writing Center, Math Lab, and Oral Communications Lab, falls to respective department heads, the LeaRN coordinator, and advisory council during the inaugural year.

Coe Library. Because the model explicitly includes the UW Libraries as a key player in the resource network, the LeaRN hub will be located on the third floor of the Coe Library. In addition to the information and referral reception space described above, the hub will feature a classroom that may be used by faculty and students for initiatives

such as supplemental instruction, learning communities, and freshman interest groups or for focus on reading, writing, oral communication, quantitative reasoning, and information literacy. Equipment and space will be provided for students and faculty to experiment with technology in support of teaching and learning. Additional space throughout the Laramie campus will support LeaRN such as the Math and Communication Labs, the Writing Center, and Coe Library classrooms. The LeaRN network must also include university classrooms.

The Dean of Libraries has identified the northwest corner of the third floor of Coe Library for LeaRN. The space is currently occupied by library faculty and staff. To enable the construction of LeaRN, the fifth floor stacks will be shifted to other floors to permit the remodeling of the fifth floor for library faculty and staff. Upon completion of the remodeling, the third floor can be equipped for LeaRN.

Electronic infrastructures. It is critical that LeaRN occupies virtual space with a website devoted to services and contacts for students in locations other than Laramie (e.g., UW/CCC, online, clinical experience sites). In fact, we anticipate that the website will be the first and perhaps the most important way students seek information about LeaRN resources. Regardless of a UW student's location or the way he or she communicates with the Laramie campus community, LeaRN must provide learning assistance. The committee's working website at www.uwyo.edu/lrn will be developed into the LeaRN homepage.

Staffing

LeaRN staff. The development team recommends that LeaRN be staffed by a full-time coordinator, a full-time office associate, and an information and referral receptionist. The coordinator must be a credible spokesperson for learning, teaching, and assessment, with an academic home and formal teaching duties. The coordinator, office associate, and receptionist can expect to interact with students and faculty daily.

In addition to the development of programs, the coordinator can expect to provide leadership for formative and summative assessment of LeaRN initiatives. A key role of the coordinator will be collaborating and communicating with numerous UW units, many of which are engaged in programs related to students' academic success. For this reason, the development team does not envision that Student Affairs personnel or others be relocated to Coe Library. Existing student support services will remain under divisions where they are currently assigned. Over the 2003-2008 planning and implementation cycle, we anticipate that LeaRN will provide numerous opportunities for undergraduate assistants, graduate student interns, and work-study students. See Appendix B for the job descriptions.

Students. Students must play a central role in the planning, implementation, and assessment of LeaRN activities. Currently, students are partners in several student success initiatives. For example, students tutor and participate in supplemental instruction projects. This student role must increase.

Faculty/Staff Associates Program. For the purpose of building faculty and staff networks, some LeaRN activities will be carried out through a faculty/staff associates program.

Advisory Council. The LeaRN coordinator, in collaboration with the Vice President for Academic Affairs and the Vice President for Student Affairs, will appoint an advisory council, at least one-third of whom will be students.

LeaRN Advisory Council

The LeaRN Advisory Council will provide support for students, faculty, and staff at the instructional and curricular levels to strengthen the learning process. The responsibility of the members will be to build connections among Academic Affairs, Student Affairs, and other divisions of the university to ensure LeaRN goals are met. Working with the coordinator, the Advisory Council will provide oversight and create a plan for assessing LeaRN efforts.

Students and representatives from key areas on campus that have major linkages with the goals of LeaRN will serve on the advisory council. Council members may include Student Educational Opportunity, the Writing Center, Math Lab, Oral Communication Lab, UW Libraries, faculty who regularly will teach the intellectual community courses outlined in USP documents, Office of Multicultural Affairs, Residence Life and Dining Services, and faculty from 1000 and 2000 level courses.

Specific charges to the advisory council in the inaugural year include:

- Examine the matrix prepared by the LeaRN development team and recommend 3-5 high-profile projects for inaugural year activities.
- Recommend ways that the Writing Center, Math Lab, and Oral Communications Lab report to and/or connect with home academic departments and LeaRN.
- Recommend ways LeaRN might coordinate with and promote student services and support programs.
- Assist with the planning of the third floor Coe Library space, including the information/referral reception space, working with the Dean of Libraries, the ECTL director, and LeaRN coordinator.
- Assist the coordinator in planning May-December, 2004 workshop series.
- Assist the coordinator in planning LeaRN grand opening.
- Create a working document that recommends advisory council responsibilities and relationship to the coordinator, including the creation of staggered terms.
- Develop faculty/staff associates program under the leadership of the coordinator.

Budget Considerations

The Vice President for Academic Affairs did not charge the planning team to develop a budget. Therefore, the budget considerations listed on the next page identify categories of anticipated expenditures. They also identify a recently announced congressional award for technological enhancements. Federal monies have been awarded to the University through the University Libraries that will provide technology based

learning resources for students and those who work with them. The amount of \$310,000 will be available for use by LeaRN during a September 1, 2003 – August 31, 2004 period. See Appendix C for LeaRN's Congressional Award Budget Narrative.

Coe moving and renovation costs are not provided in this document.

LeaRN Budget Categories			
Expenses	Congressional Award	Existing Money	New Money
Salaries <i>Coordinator Office Associate Senior Information and Referral Receptionist</i>			
Centers <i>Writing Center Math Lab Oral Communications Lab</i>			
Programs <i>Supplemental Instruction; Learning Communities; FIGs and First Year Programs, including Learning Communities WOW, Passport to Success, Student Learning Center, Faculty/Staff Associates Program; Incentive Grants</i>			
Marketing, Meetings, Materials, Brochures			
Technology			
Travel			
Office <i>Copying, postage, phone</i>			
TOTAL			

2003-2005 Implementation Time Line

May, 2003 – September 2003	Development committee creates a LeaRN document for the university community to review.
September, 2003	University community comments on the document to the Vice President for Academic Affairs. Information from the LeaRN document is incorporated into the 2004 academic planning documents.
October, 2003 – April, 2004	Hardware and software for classrooms are ordered.
November, 2003	LeaRN Advisory Council appointed.
January, 2004	LeaRN coordinator, office associate, and information and referral receptionist hired.
January - May, 2004	LeaRN Advisory Council meets to prepare for May 2004 events and advise coordinator.
January-May, 2004	LeaRN staff and council develop a May 2004 workshop series and initiate orientation activities for UW community. Staff build and maintain the LeaRN website and develop informational materials.
May, 2004 – May, 2005	Short- and long-term LeaRN programs roll out.
May-September, 2005	Remodeling is completed.
September, 2005	LeaRN fully operational.

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<http://www.brevard.edu/fyc/> (homepage, Policy Center on the First Year of College, a national initiative)

<http://www.universitycollege.iupui.edu/frameindex.asp?LostChild=http://uc.iupui.edu/STAR/home.asp> (homepage, Indiana University-Purdue University Indianapolis Academic Success Center)

Appendix A

Learn Planning, Assessment, and Implementation Matrix

Learn Guiding Philosophy

- 1 People learn from others and thrive in learning contexts that promote communities rich with connections and support. Learning is thus psycho-social and socio-cultural. These contexts include not only classrooms but also one-on-one tutoring, peer mentoring, supplemental instruction, learning communities, internships, practica, undergraduate research assistantships, service learning, and a wide range of co-curricular experiences.
- 2 Learning requires that teachers attend to curricula that promote connections and avoid rote memorization of disjointed sets of facts and skills.
- 3 Learning thrives when students are able to incorporate past experiences, value systems, and personal goals into academic experiences. Learn programming and practices must be sensitive to the diversity that makes the University of Wyoming a rich and complex environment.
- 4 Learning benefits from formative assessment, i.e., a continuous cycle of feedback. For students to learn, goals and objectives must be clear and should be measurable.
- 5 Learning increases when teachers promote a sense of community that, in turn, increases students' opportunities and motivations to interact, receive feedback, and learn.
- 6 Learning is both labor- and time-intensive. Too often, students do not have enough time to learn deeply. Too often, students do not know how to do the hard work that demands time. Every student, no matter how capable, sometimes needs assistance and may need additional time to achieve mastery.
- 7 Learning increases when the appropriate tools are easily accessible: books, supplemental instructional and curricular materials, computers, electronic networks, software.
- 8 Learning increases when students take advantage of intense, one-on-one assistance that might be academic and/or psycho-social. At some time during his or her UW experience, every student may benefit from resource mentoring.
- 9 In complex university learning settings, we expect faculty, student affairs personnel, librarians, and others to learn as much as students.

Learn Planning, Assessment, and Implementation Matrix

Learning Goal Statement 1: Identify and assess issues of concern in 1000 and 2000 level courses and spearhead collaborative efforts with colleges, departments, faculty, and student affairs personnel, for projects that include ongoing evaluation and research.

Philosophy underlying goals strategies, and assessment methods: (why you do what you choose to do).	Project Strategies: Strategies you will use to achieve the goals/outcomes.	Formative Assessment Methods: Evidence along the way.	Summative Assessment Methods: Evidence of achievement.	Timeline	Person(s) Responsible
Philosophy statements 1, 2, 5	LRN, in conjunction with academic deans and department heads, selects 1000 level courses that enroll 80+ students to analyze enrollment and grading information for the purpose of finding patterns.	A process is created, with the help of Office of Institutional Analysis (OIA), for doing the pattern analysis. The analysis is tested, adjusted, and then run for a semester. A committee from the departments reviews the results and identifies areas of concern.	Based on the committee's analysis, the departments and faculty involved implement changes in the course syllabi and evaluation, with a follow-up analysis.	Fall 2004	OIA, departments, LRN Coordinator
	Create a joint project between LRN and one faculty member who teaches a large enrollment course to study and describe successful students in this course.	The project is implemented, the description is written, and the description is published to students through course materials.	The description becomes a self-assessment instrument for students. Students are interviewed about their changes in behavior. Grades are compared before and after the project.	Spring 2004 - Spring 2005	Depts, LRN

LeaRN Planning, Assessment, and Implementation Matrix

Learning Goal Statement 2: Initiate opportunities/programs for faculty, students, and student services professionals to work together to improve student success. This goal might include the creation of opportunities for faculty and students to be in dialog about the teaching and learning.

Philosophy underlying goals strategies, and assessment methods: (why you do what you choose to do).	Project Strategies: Strategies you will use to achieve the goals/outcomes.	Formative Assessment Methods: Evidence along the way.	Summative Assessment Methods: Evidence of achievement.	Timeline	Person(s) Responsible
Philosophy statements 1, 6, 7	LRN develops a one-day Summer 2004 syllabus and assignment workshop for faculty, lecturers, adjuncts, and TAs who teach courses involved in FIGS and learning communities. The workshop will focus on increasing learning by creating a learning focused syllabus with supporting materials.	Workshop attendance and evaluation data. Creation of syllabi.	Student/faculty interviews. SI implementation. Analysis of grades	May 2004 - May 2005	LRN Coordinator
Philosophy statements 1, 6, 7	Librarians will develop services that meet info literacy needs at the time that students need it. Librarians will work individually with students in analysis of their research assignment and together will draft the information strategies necessary to support the assignment. Librarians will investigate software and services that are real time and assist students when they are working on their assignments. Librarians will engage students outside of the libraries such as the Union, dorms, and other student centers.	Librarians will log contact with students on a daily basis in and outside of the libraries.	LRN advisory council members interview faculty and students.	Spring 2004	Information Literacy Coordinator with Reference Librarians

LeaRN Planning, Assessment, and Implementation Matrix

Learning Goal Statement 2: Initiate opportunities/programs for faculty, students, and student services professionals to work together to improve student success. This goal might include the creation of opportunities for faculty and students to be in dialog about the teaching and learning.

Philosophy underlying goals strategies, and assessment methods: (why you do what you choose to do).	Project Strategies: Strategies you will use to achieve the goals/outcomes.	Formative Assessment Methods: Evidence along the way.	Summative Assessment Methods: Evidence of achievement.	Timeline	Person(s) Responsible
Philosophy statements 1, 6, 7	LRN develops a one-day Summer 2004 syllabus and assignment workshop for faculty, lecturers, adjuncts, and TAs who teach courses involved in FIGS and learning communities. The workshop will focus on increasing learning by creating a learning focused syllabus with supporting materials.	Workshop attendance and evaluation data. Creation of syllabi.	Student/faculty interviews. SI implementation. Analysis of grades	May 2004 - May 2005	LRN Coordinator
Philosophy statements 1, 6, 7	Librarians will develop services that meet info literacy needs at the time that students need it. Librarians will work individually with students in analysis of their research assignment and together will draft the information strategies necessary to support the assignment. Librarians will investigate software and services that are real time and assist students when they are working on their assignments. Librarians will engage students outside of the libraries such as the Union, dorms, and other student centers.	Librarians will log contact with students on a daily basis in and outside of the libraries.	LRN advisory council members interview faculty and students.	Spring 2004	Information Literacy Coordinator with Reference Librarians

LeaRN Planning, Assessment, and Implementation Matrix

Learning Goal Statement 3: Design collaborative opportunities to improve student learning and skills in all classroom contexts. This goal might include such areas as information literacy, writing, quantitative skills, self-assessment, oral communication, and technology.

Philosophy underlying goals strategies, and assessment methods: (why you do what you choose to do).	Project Strategies: Strategies you will use to achieve the goals/outcomes.	Formative Assessment Methods: Evidence along the way.	Summative Assessment Methods: Evidence of achievement.	Timeline	Person(s) Responsible
Philosophy statements 6, 7, 8	<p>LRN in conjunction with the Math Department and client disciplines (such as engineering and statistics) creates a task force to redesign the math lab, beginning with current infrastructure.</p> <p>Librarians and faculty in selected USP course will develop assignments that draw upon critical analysis of information.</p>	<p>LRN Coordinator reports that task force is meeting regularly and is constructing key documents, including a mission, budget, advisory council, plans for remodeling space, and technological support.</p> <p>The institution dedicates necessary resources (money, staffing, assessment plans) to the development and implementation of the math lab.</p> <p>Faculty and librarians will evaluate the assignments to determine if students used the appropriate information tools and applied the information to the assignment. Develop assessment measures of students' info lit skills prior to the class and upon completion of the info lit modules.</p>	<p>Math lab opens for business. Data on use are collected and analyzed. Students are interviewed about the services.</p> <p>Librarians publicize work with USP courses and the success of students involved in information literacy activities.</p>	<p>March 2004</p> <p>Fall 2004 - 2006</p>	<p>Math department, task force, LRN</p> <p>Information Literacy Coordinator working with national library standards.</p>

LeaRN Planning, Assessment, and Implementation Matrix

Learning Goal Statement 4: Communicate with students, parents, families, faculty, staff, and K-12 constituencies about issues, information, and topics related to student success. This goal includes resource mentoring.

Philosophy underlying goals strategies, and assessment methods: (why you do what you choose to do).	Project Strategies: Strategies you will use to achieve the goals/outcomes.	Formative Assessment Methods: Evidence along the way.	Summative Assessment Methods: Evidence of achievement.	Timeline	Person(s) Responsible
Philosophy statements 1, 3, 5, 7, 8	At new student orientation during the summer, UW personnel communicate expectations of academic success to students and their families.	Orientation evaluation asks parents and students (separately) to list three things they learned that they didn't know they needed to do to be successful in their first year at the university	Examine NSSE data for increases on what students report about time on task.	June, 2004	New Student Orientation Program - Sara Axelson
Philosophy statements 1, 3, 4, 9	At the annual Principal/Counselor Student Conference (PCS), conduct a roundtable on student learning with high school counselors, principals, and UW personnel discussing high school preparation in relation to UW expectations.	Ask each participant in the roundtable to develop a paragraph of the outcomes of the discussion that they intend to take back to their schools and implement. Capture the essence of the paragraphs in a document that will be distributed statewide in high schools and used by the LRN Advisory Committee at UW.	Each consecutive year at PCS for a period of 3 years, conduct the same roundtable to gain longitudinal information about high school preparation in relation to UW expectations.	March, 2004 - March 2006	Learning Resource Network Advisory Committee and Admissions - Sara Axelson

<p>Philosophy statements 1, 3, 4, 9</p>	<p>Via the Associated Parents of the University of Wyoming, (APUW), conduct a survey with the parents of current students where we pose questions to the parents on their views of how their students engage in success strategies.</p>	<p>Disseminate survey outcomes to 1000, 2000 level faculty and LRN Advisory Committee members and other Student Affairs personnel as a means to connect parent perceptions of their respective student success strategies.</p> <p>Share survey outcomes with parents of new and continuing students via Student Affairs annual newsletter to parents.</p>	<p>Annually as survey is disseminated to parents, compare longitudinal survey results and share with appropriate entities on campus to understand parent views of student engagement in success strategies over time.</p>	<p>October, 2004</p>	<p>Associated Parents of the University of Wyoming in cooperation with the LRN Coordinator and Kim Reichert</p>
<p>Philosophy statements 1, 2, 4, 5, 7, 9</p>	<p>Develop a package or "tool kit" for high school teachers to share with students on success strategies in high school to prepare for college.</p>	<p>Use the outcome information from the Parent Survey in #3 and the high school counselor and counselor feedback from the roundtables in #2 along with the expertise of Student Educational Opportunity (TRIO programs) and the LRN Advisory Board to develop the kit.</p> <p>Disseminate kits to high schools and survey high school teachers, counselors and students on the usefulness of the tool kit.</p>	<p>Annually survey high schools to see if the tool kits are being used. Track the number of tool kits ordered over time.</p> <p>Survey resident first time freshmen to see if they utilized the tool kit while attending a Wyoming high school.</p>	<p>Available for use by high schools in September of 2005</p>	<p>LRN Advisory Council in cooperation with Student Educational Opportunity (TRIO)</p>

Learn Planning, Assessment, and Implementation Matrix

Learning Goal Statement 5: Coordinate and improve communication among existing programs now housed in multiple administrative units (e.g., Academic Affairs, Student Affairs).

Philosophy underlying goals strategies, and assessment methods: (why you do what you choose to do).	Project Strategies: Strategies you will use to achieve the goals/outcomes.	Formative Assessment Methods: Evidence along the way.	Summative Assessment Methods: Evidence of achievement.	Timeline	Person(s) Responsible
Philosophy statements 1, 2, 8, 9	Initiate a faculty/ staff/ student (20-25 participants) study group dialogue around the topic of student learning in 1000/2000 level courses.	Individuals are identified and invited to be participants. Books (<i>Making the Most of College, Light</i>) are purchased and circulated. The group meets on a regular basis. The group develops and implements plans for a campus-wide project related to student learning. Self assessment/ reflection is conducted to determine how well individuals perceive their communication and relationships to be growing.	Pre-Posttests are administered to the study group to determine whether a common language was developed over time. Participants project their growth to others on campus through the campus-wide project.	2004 - 2005 (15 mo)	SA/AA co-project
	Through LRN incentive grants, new partnerships are created to propose joint programs to achieve LRN goals. [SA, AA, students]	Grant criteria are established. Grants are advertised, and projects are selected. Grant recipients attend at least 2 progress meetings.	Grants are completed as proposed. A survey is developed to assess the depth of the partnerships. Survey results inform the next round of grant proposals.	2004 - 2008	Faculty, SA personnel

<p>Philosophy statements 1, 3, 7, 9</p>	<p>Student Affairs personnel (Student Educational Opportunity, Center for Advising and Career Services, etc.), deliver programs related to academic success, within select courses where faculty have asked for their support.</p>	<p>SA personnel records data about the number of classes where assistance is requested. Students are surveyed at the end of the success strategy sessions to determine the usefulness of the presentations. Faculty are asked whether they believe the presentations were helpful and how they might be improved for the future.</p>	<p>At the end of the course, students are again surveyed to determine the effectiveness of the sessions in relation to the student's self-assessment of their performance in the course. Course performance of sections where the program was offered versus not offered may be evaluated.</p>	<p>Fall 2004</p>	<p>Student Affairs personnel, LRN Coordinator, Faculty</p>
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LeaRN Planning, Assessment, and Implementation Matrix

Learning Goal Statement 6: Assess selected 1000 and 2000 course-based student learning outcomes formatively and summatively.

Philosophy underlying goals strategies, and assessment methods: (why you do what you choose to do).	Project Strategies: Strategies you will use to achieve the goals/outcomes.	Formative Assessment Methods: Evidence along the way.	Summative Assessment Methods: Evidence of achievement.	Timeline	Person(s) Responsible
Philosophy statements 4, 7	USP/LRN task force identifies selected 1000/2000 courses for outcomes related to reading.	USP committee reviews learning outcomes.	Implementation and review of portfolio system.	Fall 2004 - 2005	LRN
	USP/LRN task force identifies selected 1000/2000 courses for outcomes related to oral communications.	USP committee reviews learning outcomes.	Implementation and review of portfolio system.	Spring 2005 - 2006	LRN/USP

Learn Planning, Assessment, and Implementation Matrix

Learning Goal Statement 7: Assess the effectiveness of all LRN programs formatively and summatively.

Philosophy underlying goals strategies, and assessment methods: (why you do what you choose to do).	Project Strategies: Strategies you will use to achieve the goals/outcomes.	Formative Assessment Methods: Evidence along the way.	Summative Assessment Methods: Evidence of achievement.	Timeline	Person(s) Responsible
Philosophy statement 4	Promote a culture of assessment and reflection through self-assessment. All development groups include the process of reflection in their work. LRN and USP create assessments for all LRN activities.	Examination of task force activity and reports by LRN director and others. Disseminate results of assessments to all stakeholding groups	Yearly review of goals and projects LRN program evaluation, including a review of probation, retention, and graduation rates for 2003 - 2006	2005 - 2006 2008	LRN coordinator-roundtable of advisers; external reveiwer LRN Coordinator and advisory council

Appendix B

Job Descriptions

LeaRN Coordinator

(to be fully developed by the advisory council)

Doctorate preferred. Minimum of three years higher education teaching experience required. The successful candidate should have program development experience and be able to communicate program goals to stake-holders, generate enthusiasm and support for LeaRN programs, and lead others in collaborations that involve curriculum, instruction, and assessment. Working with students is a central feature of LeaRN. The coordinator may elect to teach up to three credit hours a semester as part of the position. The coordinator can expect to convene an active advisory council and develop a faculty/staff associates program.

Meeting LEARN goals will require significant technological infrastructure, including the use and/or development of online assessment tools, instructional technology innovations (e.g., the Classroom Response System), websites, and student and faculty portals. The successful candidate should be comfortable using and assessing technology in service to learning.

The coordinator will supervise personnel, including student interns and be responsible for budget planning. The coordinator will report to [Academic Affairs, the Dean of UW Libraries, the ECTL Director, or Student Affairs].

Salary range. \$52,000 – 65,000; (9 months, with option to add 1-2 months per academic year). Full-time and benefited.

Office Associate Senior

(to be fully developed by the advisory council)

The successful candidate must have the knowledge, skills, and abilities to assume responsibility for the tasks listed below:

- Manage multiple priorities and deadlines in a busy office that's university-wide.
- Excellent writing skills and the ability to produce a range of documents.
- Interact with students working in the center as well as students using the center or seeking information about LeaRN resources.
- Demonstrate the ability to use a full range of computer skills, including Windows XP, Microsoft Office, and Front Page and/or Dreamweaver for web page development.
- Manage a budget that will include faculty/staff incentive grants.
- Marketing responsibility in collaboration with the director and advisory council.

The office associate senior will report to the LeaRN coordinator. Salary range. \$28,000 – 38,000 (12 months). Full-time and benefited.

Information and Referral Office Assistant Senior
(to be fully developed by the advisory council)

The successful candidate must have the knowledge, skills, and abilities to assume responsibility for the tasks listed below:

- Maintain an up-to-date data base about the range of resources available to students.
- Communicate with campus offices about assistance available to students and the role of LeaRN as a resource hub.
- Interact with students, faculty, librarians, and staff using LeaRN or seeking information about LeaRN resources.
- Interact with students working in LeaRN as interns or work studies.
- Communicate effectively both orally and in writing with a wide range of individuals and constituencies.
- Perform patron relations and receptionist duties and make appointments.
- Schedule meetings and room arrangements for conferences, seminars, workshops, or special functions. Maintain calendars and schedule appointments
- Demonstrate the ability to use a full range of computer skills, including Windows XP and Microsoft Office Suite.

The Information and Referral Office Assistant Senior will report to the LeaRN coordinator. Salary range. \$20,000 – 25,000 (12 months). Full-time and benefited.

Appendix C

Learning Resource Network: Partnerships for Academic Success (LeaRN)

Budget Narrative

Indirect Costs	\$24,800.00
VideoConferencing University Multipoint Control Unit Goal – place videoconferencing capabilities within LeaRN to provide off-campus services for students, services to our Outreach Centers, and the ability to provide teleconferences facilities.	\$36,709.00
Student Lab upgrades/improvements Goal – improve student assistance facilities with state of the art technology and updated software and equipment. Funds will be directed toward the Writing Center, Math Lab (Academic Affairs) and the Disability Lab, and Student Learning Center (Student Affairs).	\$35,000.00
LeaRN Student Class Project Lab Goal – build a new student center providing equipment and support in the use of technology for reports, research, and learning. Lab will be located in Coe Library.	\$39,500.00
Classroom Improvements Goal – improve and update classrooms that support student and faculty use of technology including library classrooms in support of information literacy. Install videoconferencing technology in support of outreach education and academic support. Funds will be directed toward the Classroom Building CPS software, Ag 41, and Coe Library #115 and Eclassroom.	\$64,185.00
Technology Equipment Goal – provide technology equipment for faculty instruction and training to improve instruction. Faculty need instruction and support in the use of technology and ECTL will evaluate effective methods of instruction.	\$27,400.00
Workshops/Training Materials Goal – Conduct workshops and training with instructional materials for faculty in the use of technology and teaching.	\$20,985.00
Personnel/contractual Assistance Goal – to install equipment and coordinate networking among the LeaRN partners and to provide initial training and support of new technology.	\$61,421.00
Total LeaRN Budget	\$310,000.00