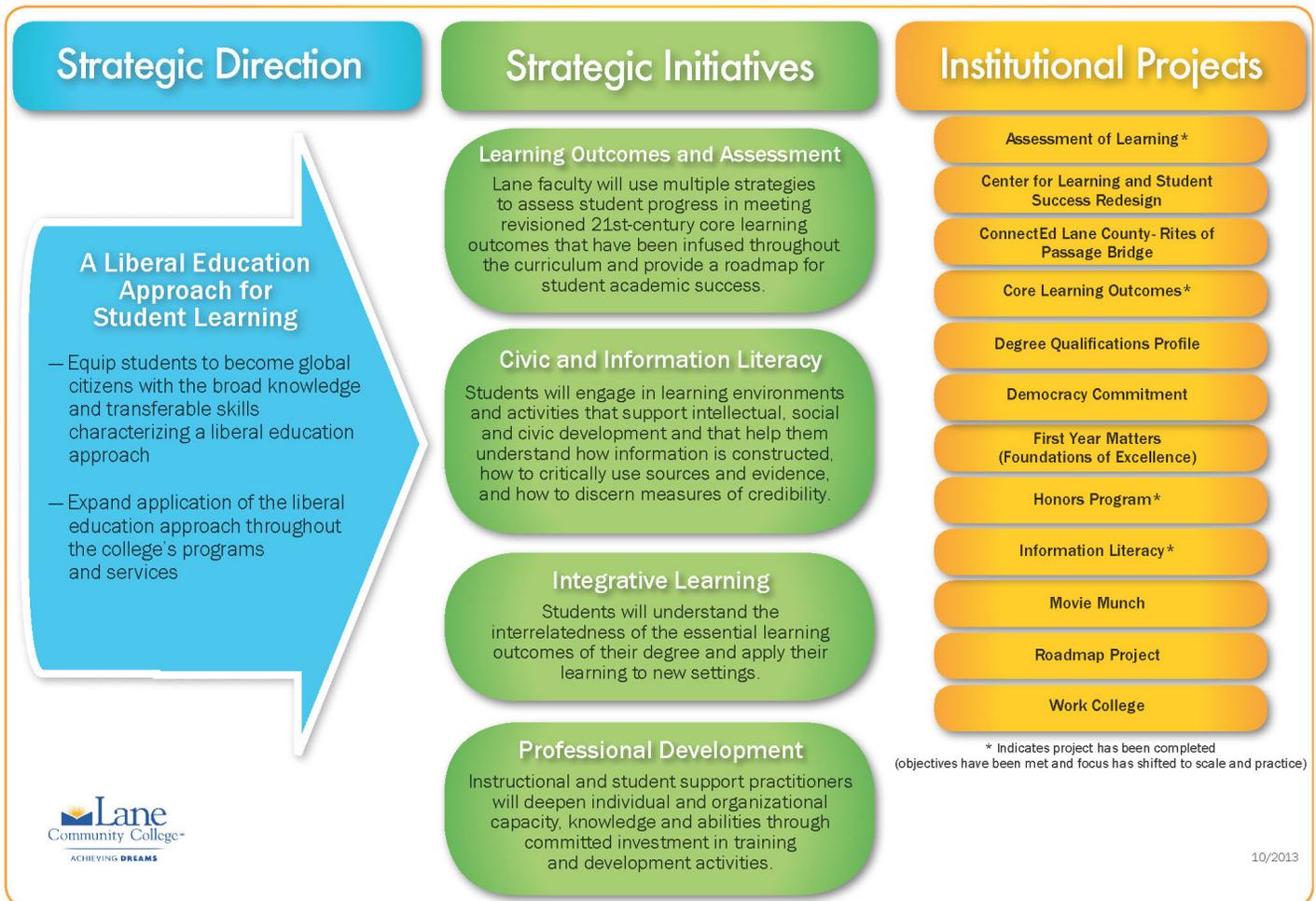


A Liberal Education Approach for Student Learning

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Equip students to become global citizens with the broad knowledge and transferable skills characterizing a liberal education approach

Expand application of the liberal education approach throughout the college's programs and services



Overview

Liberal education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity and change. ~ AAC&U, Liberal Education for Everyone, 2008.

Our world is increasingly interdependent and complex, with rapidly changing demographics, institutions, and workplaces. The explosive growth of information and knowledge requires intellectual tools and dispositions that are dynamic, responsive and transferable. The liberal education approach can empower our students to become global citizens, capable of communicating across borders and critically analyzing the evolving issues and problems they face. Such an approach supports respect for individuals, cultural differences, and alternative views.

Through a liberal education, students are encouraged to address ethics and values, cultivating civic and personal responsibility and engaging critical themes across languages and cultures. A liberal education is inherently adaptable and broadly applicable across all learners and social environments; it provides students with a vital set of critical thinking tools to challenge the disempowerment often produced in contemporary economic, political, and social institutions. Liberal education aligns with Lane's transformational vision and comprehensive mission. Source: [Lane Community College Strategic Plan](#).

To achieve the goals and objectives of a liberal education approach for student learning, work has been focused and organized around four strategic initiatives: ***learning outcomes and assessment, civic and information literacy, integrative learning, and professional development.***

In addition to reviewing and assessing project level outcomes and results, leads of liberal education projects use institutional data and evidence to assess progress toward strategic goals. For example, evidence that the college is making progress on the objectives of the Liberal Education Approach for Student Learning Strategic Direction includes the establishment and integration of new Core Learning Outcomes (represented in Figure 2), information literacy utilization rates, and student perception data such as Learning Communities' Student Learning, Engagement and Satisfaction Survey. The college will continue to develop and refine data and analytical capacity in evaluating liberal education initiatives and their impact on overarching student success indicators.

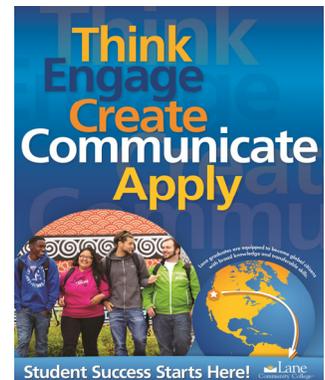


Figure 4:
Core Learning Outcomes

Completed Projects

During the 2012-2013 academic year, the college successfully completed several institutional liberal education projects by achieving objectives, shifting focus toward scale and practice, and successfully integrating the work into ongoing college programs and services.

Assessment of Learning

Leads: Christina Howard, Kate Sullivan, Sarah Ulerick, Molloy Wilson, Christine Andrews, Siskanna Naynaha

Lane is committed to creating, supporting and sustaining a culture of assessment and continuous improvement to advance and support student success. In the fifth year of General Education

Assessment, the Assessment Team moved forward with its efforts to re-envision learning and learning assessment through Lane's new Core Learning Outcomes (CLO). The Assessment Team surveyed faculty on current methods and outcomes of CLO assessment at the classroom, discipline, and institutional level. The anonymous data submitted by 75 faculty from 23 disciplines included qualitative feedback on methods and challenges to systematic core learning outcome assessment. Faculty reported a broad range of methods to communicate and assess core learning outcomes, with discussion cited as the most widely utilized CLO assessment method. Qualitative data led to intentional assessment project design where 26 faculty (full and part-time) from eight discipline teams developed rubrics to assess at least one core learning outcome. The final rubric projects provide evidence of a cultural, faculty-led shift toward increasing visibility and active assessment of our new core learning outcomes.

Assessment Team work in the 2012-2013 academic year culminated in acceptance to the AAC&U Institute on General Education and Assessment where a core team of faculty and management drafted a Core Learning Outcomes Assessment Action Plan for mapping and assessing core learning outcomes across general education disciplines. This plan provides a solid framework for strengthening and deepening learning outcome assessment and program improvement as an ongoing and recursive process at the college. www.lanec.edu/assessment

Core Learning Outcomes

Leads: Christina Howard, Kate Sullivan, Mary Brau

Lane's Assessment Team created the Core Learning Outcomes to help students understand the abilities needed to become global citizens, capable of communicating across borders and critically analyzing the evolving issues and problems they face. A final version of the Core Learning Outcomes was presented during fall 2012 inservice, followed by an October 2012 Strategic Directions Conference, "Core Learning at Lane". During the conference, faculty reviewed best practices and shared examples of infusing quality student engagement in learning through core learning outcomes. Additionally, the Assessment Team presented CLOs to Faculty Council, Learning Council, College Now staff and in faculty meetings within departments. Assessment Team members presented workshops at our fall in-service and our spring conference to persist in the college's commitment to faculty professional development in integrated learning through visible CLOs in courses and through CLO rubrics generated by Lane faculty discipline-project teams.

The shared CLO framework is evidence of faculty and staff-led efforts to develop transferable skills for Lane students through curricular and co-curricular learning at Lane. CLOs are posted on the Assessment Team web page and more than 200 posters featuring the five CLOs have been distributed across campus. College leadership is providing opportunities for infusing core learning outcomes in outreach, marketing, and publicity activities to further inform our stakeholders of the value of a "liberal education approach for learning."

The Core Learning Outcomes Assessment Action Plan is systematic in its methods to move us forward toward mission fulfillment. Goals of increasing visibility and ownership, linking courses to CLOs, and student CLO assessment will result in outcomes that support the commitment to our liberal education strategic direction. www.lanec.edu/assessment/core-learning-outcomes

Honors Program

Leads: Ce Rosenow, Katie Morrison-Graham, Susan Carkin, Lida Herburger, Elizabeth Pratt, Jennifer Hare

Lane's Honors Program provides students with a transformative learning experience centered on scholarly inquiry, academic rigor and intellectual growth. Through challenging coursework, honors seminars, experiential learning and a capstone project, honors students develop their critical thinking skills, creativity and intellectual curiosity.

In 2012-2013, the Honors Program continued to increase the selection of courses available to Lane students. In addition to the required inquiry and capstone seminars, course offerings increased from six to thirteen, with additional offerings coming online in 2013-2014. A Cooperative Education course was made available beginning summer 2013 to allow honors students to meet the program's experiential learning requirement.

Twenty students finished the Invitation to Inquiry Seminar and seven students completed the Capstone Seminar during the 2012-13 academic year. In conjunction with Cooperative Education and IE3, the college is now able to offer a study abroad section for honors students. In partnership with the International Program, a Scholars International floor was created at Titan Court to provide a scholarly, internationally-focused living space for Lane students.

The loss and retirement of key Honors personnel necessitated recruitment of some new leaders and the creation of a Transition Plan for 2013-14. With the energetic leadership of our Faculty Coordinators and the ongoing engagement of our Leadership Team, the Lane Honors Program continues to grow. www.lanecc.edu/honors

Information Literacy

Lead: Marika Pineda

The information literacy program is designed to enhance the pursuit of knowledge by preparing students to think critically and use information effectively and by helping faculty infuse information literacy into their courses. Led by Library faculty and staff, the program consists of face-to-face instruction sessions, reference services, and an Information Literacy Toolkit.

Students on campus have ready access to librarians at the reference desk, a traditional point of one-on-one instruction. Through the information literacy program, virtual reference services are available 24/7 through an [online chat system](#). A chat widget is available for embedding in Moodle so that students have access to live research help at the point of need. To further support information literacy efforts, librarians create online research guides for subjects and courses.

Librarians have developed an Information Literacy Toolkit to support faculty in embedding information literacy instruction into their courses. Instructors can incorporate toolkit content – short video tutorials, quizzes, widgets, and handouts – into Moodle. In 2012-13, the quizzes in the Information Literacy Toolkit were accessed 2,378 times. Another infusion resource is “one-shot” sessions where library faculty are invited to teach information literacy to any class at the request of the instructor. Librarians taught approximately 240 sessions in 2012-2013, serving 5,000 students in this modality.

To help Lane instructors stay current on evolving topics, Lane’s librarians facilitated a conversation on “Copyright and Fair Use in the Digital Age: Evolving Understanding and Responses” to more than 20 faculty at *Tea and Topics: Talk About Your Teaching* in May 2012. Information Literacy development and outreach efforts will continue and be scaled up as part of collaborative planning efforts within Academic and Student Affairs programs and services.

Continuing Projects

The following institutional projects will continue into the 2013-2014 academic year:

Degree Qualifications Profile

Leads: Sarah Ulerick, Siskanna Naynaha, Kate Sullivan, Christina Howard, Phil Martinez

To succeed in the contemporary workplace, today’s students must prepare for jobs that are rapidly changing, use technologies that are still emerging and work with colleagues from (and often in) all parts of the globe. But the press toward helping many more students earn degrees has not been grounded in any consistent public understanding of what these degrees ought to mean. The Degree Qualifications Profile (DQP) focuses on what students should be expected to know and be able to do once they earn a degree at any level regardless of a student's field of specialization. The DQP focuses on five dimensions of learning: Applied Learning; Civic Learning; Intellectual Skills; Broad, Integrative Knowledge; and Specialized Knowledge. The DQP seeks to align learning outcomes with these dimensions.

Lane’s DQP team is comprised of faculty from general education and career technical areas, managers, and information technology staff. Collectively team members link with multiple academic divisions and disciplines, executive leadership of the college, Faculty Council, Learning Council, Institutional Research and Planning, statewide organizations, and colleagues at the University of Oregon to identify synergies among Lane’s ongoing efforts to use learning outcomes to guide teaching and assessment of learning. During 2012-2013 Lane’s DQP work plan focused on Institutional Engagement, one of three threads of the statewide project.

Work to date includes mapping Lane’s new Core Learning Outcomes to the DQP framework and exploring opportunities to also map program and course outcomes to DQP. The team hosted a campus Mapping Summit to share their work in progress and their findings. Mapping work was presented statewide and with members of the National Institute for Learning Outcomes Assessment at the Spring DQP Teleconference. Work was initiated to link student affairs co-curricular activities to core learning outcomes; this work presents exciting opportunities to apply the Core Learning Outcomes and DQP frameworks to high impact co-curricular activities. Although progress on broader faculty professional development was delayed due to time and resource constraints, this will be a focus for the team in the current academic year. <https://www.oregondqp.org/>

Democracy Commitment

Lead: Brett Rowlett

The Democracy Commitment (TDC) is a national initiative providing a platform for the development and expansion of community college programs, projects and curricula aiming at engaging students in civic learning and democratic practice across the country. The goal of TDC is that every graduate of an American community college shall have had an education in democracy.

This includes all students, whether they aim to transfer to university, achieve an associate degree or obtain a certificate. After becoming one of the original TDC signatories in 2011, Lane has increased civic involvement awareness and opportunity in partnership with student government, cooperative education, service learning and the Honors and Work College programs.

A continuance of TDC's first signature initiative, Engage the Election: 2012, the 2014 version focuses on the midterm elections. This initiative encourages member institutions to host engaging events through which both students and the community can have open, civil dialogue surrounding issues that are often overlooked outside of a Presidential election year. While many argue that the midterm elections are more important than the designation of our nation's highest executive, TDC recognizes that media outlets do not give these particular election cycles the visibility and exposure deserved. In response, The Democracy Commitment proposes a lofty, yet attainable goal, coined "2-3-4." By November 2014, TDC wants to have expanded its network to 200 community colleges nationwide, to represent 3,000,000 students, and support community colleges in registering 400,000 new voters. Lane's voter registration, engagement and turnout efforts in 2012 was one of the most successful of any of the community colleges nationwide, and we are working with TDC to share best practices with other member institutions as well as looking for ways to improve upon our success. In providing helpful toolkits, coordination assistance, and the generation of local and national resources from partner organizations to staff, faculty, and administrators, The Democracy Commitment believes the initiative will help students in American community colleges be more engaged in the 2014 election. www.lanecollege.edu/studentsuccess/DemocracyCommitment

First Year Matters (Foundations of Excellence)

Leads: Mary Parthemer, Lida Herburger

In 2011-2012, Lane participated in Foundations of Excellence (FoE), a year-long, comprehensive, guided self-assessment and improvement process centered on improving the first year of college (first year experience) for Lane students. The centerpiece was a set of aspirational principles that are termed Foundational Dimensions. FoE task force members from across campus used local expertise and multiple forms of evidence to guide intellectually substantive and collegial discussions about the campus' level of excellence in the first year, producing and submitting an evaluation report and resulting action items and priorities.

In 2012-13, Lane joined the inaugural group of colleges that participated in Foundations of Excellence (FoE) Implement, a year-long advisory service for institutions from the Gardner Institute providing feedback, counsel, expertise, and support to develop an implementation plan derived from completed FoE self-study processes. Lane's FoE team developed a template to more effectively describe the required work to actualize the nine recommendations that emerged from the First Year Matters at Lane self-study. During the 2012-2013 academic year, work focused on two activities: (1) clearly identifying Lane's first-time and first-year students, and (2) developing a First Year Philosophy. Both a faculty/staff-focused version and a student-focused version of the Philosophy Statement were adopted. The First Year Philosophy for Students is disseminated to all new students during New Student Academic Advising sessions.

During 2013-2014 the First Year Matters team will continue to work through the priorities identified in the FoE Action Plan.

Roadmap Project

Leads: Maurice Hamington, Lida Herburger, Jessica Alvarado, Barbara Breden, Mary Parthemer, Sarah Ulerick

In recognition of work supporting community college student success, Lane was selected as one of only 12 community colleges to participate in the Roadmap Project by the American Association of Colleges and Universities (AAC&U). Lane was invited to apply for a continuation award and will participate in the project for another three years. The centerpiece of Lane's project is a student Guide to Personal Success (GPS) that ties together core learning outcomes, high impact practices and degree progression and completion policies, procedures and structures that optimally support student progression and completion.

The GPS will integrate three components in a systemic and cultural change for teaching and learning at Lane: 1) Learning: Using Core Learning Outcomes (CLOs) as guiding principles for liberal education and guideposts for a student's academic journey, 2) Engagement: Empowering students with high impact practices (HIPs) to advance their learning and success, and 3) Navigation: Developing transparent processes and tools that support integrated practices for student progression and completion.

For the coming year, the project team will focus on making high impact practices and CLOs visible to students and increasing faculty understanding of high impact practices via a workshop to be held during winter term. www.lanec.edu/aacuroadmapproject

Work College

Leads: Dawn DeWolf, Dennis Carr

The Work College project is designed to enhance student success by increasing paid student employment opportunities on campus. The project vision is to create a cohesive, visible and robust system for student employment that also offers development of skills, abilities, habits, and attitudes that prepare students for the successful transition to life, work and career after college while also helping them pay for their college education. In fall 2011, the project team completed an inventory of current student employment practices. In winter 2012, survey results and a study of national best practices were used to identify and explore options for improving part-time work opportunities for Lane students, especially on main campus. The Work College team concluded its 2012-13 work with the completion of two documents: a comprehensive student worker inventory and a draft proposal for increasing and improving student employment at Lane.

The student worker inventory documents 12 distinct ways that students work for Lane. The inventory includes information about whether or not student workers enroll for credit and pay tuition related to their employment, how students are paid, eligibility requirements for each type of job, benefits to the student and benefits to the college. The proposal for increasing student employment cites seven specific recommendations for moving this initiative forward. Several of the recommendations are procedural with no budget implications while others require Lane to invest resources. Together these two documents identify the complexity, challenges and opportunities associated with student employment at Lane.

New Projects

As part of our continuous process of reflection, review and planning to achieve liberal education strategic direction goals, we have embarked upon several new projects and areas of focus as described below.

Center for Learning and Student Success Redesign

Leads: Michael Levick, Jen Klaudinyi, Audrey Mills

Members of the Academic Technology team are intensively participating in planning for the college's redesigned learning commons, or the "Center for Learning and Student Success." Our goal is to create a center that integrates learning services with a flexible design that contributes to information and digital literacy for students, as well as the campus community at-large.

The redesign presents an opportunity to further integrate academic technology into the everyday learning experiences of students and the faculty's instructional design. Current priorities include moving the Academic Technology Center into the Learning Commons, centralizing the student technology help desk (SHED), building a media-rich creation studio accessible to all students, housing an expanded academic Testing Center to support the growth of online courses and serve additional instructional departments, and designing flexible and technologically-rich learning spaces to facilitate student success for years to come.

As described in the Optimal Student Preparation, Progression and Completion section of this report, ConnectED Lane County is a local coalition of school districts, institutions of public higher education and early childhood partners. The aim is to increase the number of local high school graduates who are successful in higher education and life by creating a seamless and streamlined transition between early childhood, K-12 and higher education through partnerships and relationships with educational, community and business partner organizations.

Lane Community College has partnered with Springfield School District to develop a grant-funded Rites of Passage (ROP) "Wrap Around" Program to extend the summer program experience into the classrooms at the high school level throughout the academic year, thus providing a seamless transition to post-secondary education at Lane. The coursework will be an extension of the history, literature and life skills courses Lane teaches each summer. The first ROP bridge classes are planned for Springfield High School starting January 2014. <http://connectedlanecounty.org>

Movie Munch Film Series

Lead: Phil Martinez

The Movie Munch Film Series was started during the 2012-2013 academic year to support liberal education objectives of civic and information literacy and integrative learning. Social Science faculty select movies that touch on academic and social science issues and then host a monthly film screening over the lunch hour. The faculty provide a brief synopsis of the film's academic importance and facilitate a discussion and question and answer session after the showing. Based on positive student and faculty feedback, the series will continue into the 2013-2014 academic year.