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LEARNING LOG

COLLABORATION. COLLABORATION? COLLABORATION!

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DETAILS

MAKING IT WORK, UNDERSTANDING WHAT WORKS, AND SHARING WHAT WORKS

TITLE

COLLABORATION. COLLABORATION? COLLABORATION!

SOLUTION

Developmental Education Reform and Supports for Learning

CAPACITIES

Policy;Leadership & Culture;Institutional Research

Owner

[Rolanda Burney \(/education/s/profile/005360000048RZSAA2\)](/education/s/profile/005360000048RZSAA2)

Record Type

Monthly-Current 2017



INSTITUTION

The University of North Carolina at Greensboro

REFLECTION

SITE INITIATIVE

The Frontier Set Summer Bridge program is designed to provide academic and social support to students in the Frontier Set cohort as they transition into college. Summer Bridge's ultimate aim is to decrease the number of historically disadvantaged students who drop out of college each year. Students enrolled in the Frontier Set Summer Bridge program will enroll in a variety of courses, including a first-year experience course, science, and English. At least one of the courses will be taken online to prepare students for different types of course pedagogy and to expose them to a variety of support services, such as the Online Tutoring Program, Writing Center, and the Digital Acts Studio.

PROGRESS TOWARD STUDENT SUCCESS

With the assistance of the Provost (Visionary) and the Vice Chancellor for Enrollment Management (Strategist), we met with faculty critical to the success of the Summer Bridge Program. The English Department Head, Director of College Writing along with the Biology Department Associate Head, and the Associate Dean of the College of Arts and Science are all on board with the project. Our discussions centered on identifying Biology and English faculty who could participate in the planning and execution of the summer bridge program. We've specifically identified their engagement as follows:

- Length of Engagement -- participation on the planning committee June 2017 through Spring 2019. We hope the engagement would continue for the duration of the program.
- Course Delivery -- some hybrid version (on-line/in person) model of their course taught during 2nd Summer Session 2018 (June 14-July 20); and tentatively another course taught during FY 2018.
- Program Philosophy -- students identified for the program are least likely to retain (predictive modeling deciles 3 & 4) and therefore would need compassionate, engaged faculty who were comfortable meeting the students "where they are" and committed to positively affecting their cognitive and non-cognitive success.

Additionally, we solicited their assistance in identifying and encouraging faculty around campus to participate in not only this program, but also other efforts regarding Student Success.

IMPACT

Early in the process we identified collaboration as integral to the program development process. Our goal is the give our planning team ownership in the process to leverage their investment in the program. Our Frontier Set colleagues at UTRGV advised that we have Faculty Champions, so we've

taken that concept and run with it. Both the English and Biology faculty seem excited about the opportunity to participate and build on UNCGs achievements in Student Success. We anticipate the impact of their engagement will be richer course delivery and increased faculty interest in Student Success programming.

INTERNAL/EXTERNAL RESOURCES ⓘ

The faculty are the internal resources critical to the progress of this initiative. More important than teaching the courses, participating faculty are charged with developing a possible hybrid course for this student demographic. Our initial conversations journeyed into course redesign and “bootcamp” models of coursework, ideas germinating from the conversations between the faculty and the Frontier Set staff. We are thrilled about the possibilities of this collaboration.

NEXT CRITICAL STEPS ⓘ

Once the faculty participants are identified they will join the rest of the planning committee which includes representation from admission, advisement, registrar, orientation, housing, and communications. Our goals is to finalize the programming outline, activities/reservations, and marketing plan by August 2017.

OPPORTUNITIES/CHALLENGES ⓘ

Both the English and Biology faculty identified faculty compensation as a challenge. Our Provost has committed to creative ways to address this challenge. And also we hope that the Frontier Set knowledge sharing and collaboration protocol, in the form of presentation opportunities, might incentivize faculty participation.

One solution that all faculty agree on is using Ph.D. candidates to teach the courses. We’ve agreed that the faculty will take ownership for designating who works with the program as long as the participants align with the program philosophy.

QUESTIONS/REQUESTS ⓘ

We would appreciate the opportunity to speak with other schools who are developing or have developed similar transition programs.

STATUS

Final


Completion Date ⓘ

5/19/2017

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Rolanda Burney (/education/s/profile/005360000048RZSAA2) (The University of North Carolina at Greensboro) updated this record.


May 19, 2017 at 5:35 AM (/education/s/feed/0D53600001z3mvCAB)

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Jon Young (/education/s/profile/00536000003BifDAAS) (Fayetteville State University)

At Fayetteville State University, our summer bridge is called LEAP, which is by invitation only. It targets high-achieving students with emphasis on those who seek a major in STEM. business.

nursing, or education (though other majors are not turned away).

I like the idea of including an online or hybrid course. At FSU, we have not done so, but will be interested in seeing results of your efforts. I don't know if this link will work, but here's the website:

<http://www.uncfsu.edu/fsu-leap> (<http://www.uncfsu.edu/fsu-leap>)

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