

INNOVATIVE LEARNING PROJECTS FOR 2005-06

Marilyn J. Valentino

The Center for Teaching Excellence is pleased to announce **four** project winners for 2005-06 Innovative Learning Projects (see descriptions below).

This marks the **fifth** year and a total of **16** research projects. Since 2001, 109 faculty and staff and approximately 773 students have been involved in our projects. Counting next year's projects, those participant totals are raised to approximately **145 faculty and staff**, and **1783 students**. Every division in the College has benefited from these projects. In addition, past projects, like Crunch Week and the Math Projects, have continued to be offered, and others, like Communication Across the Curriculum, have been replicated in other disciplines. This is really proof that innovation teaching that improves student success is happening at LCCC.

Thanks go to all those who submitted projects and to the hard work of this year's screening committee: Susan Paul, Chair, and Mary Toma, David Astorino, Mollie Chambers, Pat Sedlak, Laurie Grimes, Jim McManus, Sherri Farabee, Jennifer Mellot, and Mary Gress. The committee analyzed each project on an 80 point scale according to how well it meets six criteria:

1. it supports the principles of the Learning College and Vision 21,
2. it impacts student retention and success,
3. it establishes clear assessment procedures,
4. it involves interdisciplinary teams,
5. its budget is allocated appropriately, and
6. it presents an overall design that demonstrates quality, merit, and efficiency.

The review process is interactive. The committee is able to ask questions of the project directors in an interview. Any revisions deemed appropriate are allowed to be made before final submission.

Now is the time to start thinking about planning a proposal for the 2006-07 cycle. The deadline will be early October. If you have any questions or would like to see past proposals, just e-mail Marilyn Valentino (mvalen@lorainccc.edu) or call her at Ext. 7103. She is also happy to help you think through and draft a proposal. For more information and forms, check our Center for Teaching Excellence intranet website.

Here are some descriptions of the winners for 2005-06!

FIRST Response

Project Director: Dorinda Smith

Division of Social Sciences and Human Services

A review of LCCC data on success and retention rates in specific courses indicates that more than one fourth of students in a given course will earn a D or an F or withdraw. The loss of time and resources for both students and faculty is staggering. Project FIRST Response will develop, test and promulgate a system to identify students, early in the semester, who are in danger of failing or withdrawing and to actively intervene in a manner to improve both success and retention rates.

Winning in Math

Project Directors: Dorothy Johnson and Mary Sultzer
Division of Programs for Student Success

Many students find that they have trouble reading math problems. Very often reading skills are the culprit. This fall semester project is a three-part workshop/pilot program open to all students to familiarize them with the techniques of reading a mathematics textbook and the strategies for deciphering word problems. The secondary goal is to infuse these successful strategies into all the developmental math courses.

Writing Across the Curriculum

Project Directors: Jonathan Dryden and Marilyn Valentino
Division of Arts & Humanities

Writing Across the Curriculum helps faculty in diverse disciplines first understand the theory and practice of learning through writing, and then design, develop, implement, and assess writing assignments in their courses to promote deeper critical thinking, improve mastery of subject matter, and strengthen writing skills. Participants in the program represent eight disciplines that require writing. Faculty will design more effective writing assignments and assessments to help students use writing to learn.

Writing Success into the Future

Project Director: Patty Mack
Division of Programs for Student Success

The grades students earn in their first year of college are the most accurate predictor of whether or not they will remain in school and complete their academic program. Writing Success into the Future is a course-embedded endeavor that will gather, assess, and make productive use of relevant student information in order to help DPSS students better address their individual obstacles to success, thereby improving their likelihood of remaining in college.