



AAC&U Roadmap Project Success Strategies

Advising or Counseling

Academic advising is a developmental process that assists students in the clarification of their goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing and multifaceted, the shared responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary. Depending on the campus, a variety of staff and faculty could take on the role of the advisor. In addition, whether advising is required or not depends on the campus. (Definition based on ACT, American College Testing, [<http://tinyurl.com/2e7l4zc>], with modifications by the Roadmap Community.)

Developmental (Preparatory or Remedial) Courses

Developmental skills courses are designed for students who need additional basic skills training or academic preparation to enable them to succeed in regular college-level courses or programs. Such coursework is, depending on the campus, often required for those students who lack basic skills mastery in some identified skill area upon entry. Some campuses determined this through a college placement test. Another purpose served by the developmental skills training program and coursework is to assure that each student has equal opportunity to achieve academic success once admitted to the college. In addition, the fact that basic skills mastery by a student is critical to a student's life and employment success forms part of the basis for the program's existence and requirements. Campuses use a variety of terms to describe these kinds of course--"developmental", "preparatory" and "remedial" are only some of the most common terms. (Definition based on http://artemis.nmsu.edu/LAC/dev_courses.htm with modifications by the Roadmap Community.)

Early Warning Systems

Early Warning Systems works with with your course management system and automatically raises a flag for a student based on grades, assignment tardiness and online activity, according to thresholds that are centrally set by institutions. These systems recognize the importance of:

- easing the new student's transition into the college environment;
- early systematic identification of those students who may be academically at risk;
- early identification of students who may be having difficulties in the classroom and;
- establishing a common communication link between students and their instructors, faculty advisors, as well as between faculty and student support personnel.

Early Warning Systems are designed to institutionally support the faculty and academic departments in the identification of and communication with students who are having difficulty in the classroom or with the college experience.

(Definition based on <https://www.hvcc.edu/issr/ews.html> and <http://www.starfishsolutions.com/earlyalert.html> with modifications by the Roadmap Community.)

Eportfolios

An electronic portfolio, also known as an e-portfolio or digital portfolio, is a collection of electronic evidence assembled and managed by a user, usually on the Web. Such electronic evidence may include inputted text, electronic files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression, and if they are online, they can be maintained dynamically over time. Some e-portfolio applications permit varying degrees of audience access, so the same portfolio might be used for multiple purposes. E-portfolios,

like traditional portfolios, facilitate students' reflection on their own learning, leading to more awareness of learning strategies and needs. (Definition based on <http://en.wikipedia.org/wiki/Eportfolio> with modifications by the Roadmap Community.)

Faculty & Staff Development

Faculty and staff development supports faculty, academic staff and administrators in their ongoing quest for excellence in teaching, facilitating student learning, assessment, research, technology, outreach, and leadership. To accomplish this goal, a broad range of seminars and programs, services, and resources are offered in addition to supporting conference attendance and other off-campus development opportunities. (Definition based on <http://fod.msu.edu/> with modifications by the Roadmap Community.)

Faculty Mentoring of Students

A one-to-one relationship that occurs over a prolonged period of time. The mentor provides consistent support, guidance, and concrete help to a student who is in need of a positive role model. Students involved in the mentoring program may be going through a difficult and/or challenging situation, a period of life in which they need extra support. The goal of mentoring is to help students involved in the mentoring program to gain the skills and confidence to be responsible for their own futures. (Definition based on <http://tinyurl.com/26muhrm> with modifications by the Roadmap Community.)

Financial Aid

Financial aid is a catch-all term referring to any program that offers money to assist with the costs associated with being a student. This includes loans, veteran's benefits, tuition help, scholarships, living stipends, textbook costs, child care benefits, work grants, entrepreneurship support and more. Aid can come from any number of sources--state, local and federal government, the college itself, professional organizations, private charities and many others. Community College staff are often instrumental in helping students be aware of and take advantage of a wide variety of financial support options. (Definition based on <http://tinyurl.com/2cbrp3e> with modifications by the Roadmap Community.)

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year experiences, seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. Sometimes called "Cornerstone courses" (as a bookend to "Capstone courses") any of these programs place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research. In addition, many programs are designed to help students prepare for the transition from high school to college. Depending on the school, the course could last anywhere from two weeks to one full school year. Some larger universities go as far as to reserve sections of Dorm Rooms as well as the university itself and creates a "small college" feel in a large university setting by allowing all freshmen to do their first year courses in one section of the university. (Definition based on <http://tinyurl.com/y6k9452> and <http://tinyurl.com/2fc8t8f> with modifications by the Roadmap Community.)

High School Program/Dual Enrollment

These programs provide high school students an opportunity to get an early start in college by taking courses while still enrolled in high school. Early college programs may be designed in a number of ways, including: getting credit for both high school and college in one course, taken at the college or offered by the college at the high school with a college faculty teaching the course; high school students independently enroll at the college and take courses to earn college credit without any impact on high school requirements. (Definition based on <http://tinyurl.com/29oncb8> with modifications by the Roadmap Community.)

Honors

Although every Honors program is different, a typical Honors program consists of a sequence of seminar courses that

either supplements or substitutes for a student's general education or distribution requirements. Many Honors programs and colleges include a capstone project or thesis. Honors programs are available for students in most majors, and rarely require students to take more courses or credits than non-Honors students. Honors education teaches students to think and write clearly, to be excited by ideas, and to become independent, creative, and self-confident learners. Students who complete an Honors program or college typically receive Honors designation on their transcripts and/or diplomas. (Definition based on <http://www.nchchonors.org/whatishonors.shtml> with modifications by the Roadmap Community.)

Learning Communities

Although learning communities look very different in each school, the key goals for learning communities are to encourage integration of learning across courses and to give students "an academic place to belong". Students take two or more linked courses as a group and work closely with one another and with their professors. Faculty involved tend to work collaboratively and communicate across course and disciplines. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning. (Definition based on <http://www.aacu.org/leap/hip.cfm> with modifications by the Roadmap Community.)

Learning Outcomes

Learning Outcomes are statements of the observable/measurable knowledge, skills, values, behaviors, and abilities the individual student will possess and demonstrate upon completion of a learning experience or sequence of learning experiences (e.g., course, program, degree). (Definition based on <http://tinyurl.com/276che4> with modifications by the Roadmap Community.)

Learning Spaces

Learning spaces projects often seek to enhance the appearance, the comfort, and the utility of all campus spaces that are related to learning, including spaces in which learning takes place now, such as classrooms and laboratories, as well as spaces into which learning might be extended, or even spaces that support learning such as resource rooms, common spaces and faculty offices. All aspects of learning spaces, including lighting, furniture and carpet, room layout, technology and multimedia needs, and more are considered, but always with the goal of optimizing the space for learning. (Definition based on <http://tinyurl.com/27cfqq6> with modifications by the Roadmap Community.)

Orientation

Orientation educates students on the basics of course selection and the registration process, academic programs, and the services provided that can increase success. In addition, orientation often provides information on both defining educational goals and preparing for graduation or transfer to a four-year college. Orientation includes a variety of events, including welcome weeks. (Definition based on <http://welcome.glendale.edu/orientation/index.html> with modifications by the Roadmap Community.)

Peer Mentoring

Peer Mentors are experienced, energetic college students, who have exhibited success in navigating the academic rigors and co-curricular life and serve as positive role models for incoming first year students. Peer Mentoring assists first year students in making a positive transition to the college. (Definition based on <http://dsa.csupomona.edu/ssep/peer.asp> with modifications by the Roadmap Community.)

Rubrics

Rubrics are used to describe explicitly a set of expectations for student learning. They are used formatively to help students understand what learning is expected of them and how they should demonstrate their knowledge, skills and abilities, as well as to provide opportunities for formative feedback via self, peer and instructor assessment. They are also used summatively for purposes of evaluating student learning. (Definition by Elise Martin)

Service Learning, Community-Based Learning

Field-based “experiential learning” with community partners has become a popular instructional strategy—and often a required part of many courses. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. This approach models the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life. (Definition based on <http://tinyurl.com/y6k9452> with modifications by the Roadmap Community.)

Student Success Courses and Services

Student Success Courses are designed to assist students in learning college success strategies and life management skills. These courses focus on development of the whole person and help students identify personal, educational, and career goals as well as make satisfying decisions for transition to the workforce as productive members of society. The learning and self-management skills developed in student success courses can serve a lifetime. They do not lead to a major but are designed to provide students with the skills necessary for achieving personal, academic, and career success. In addition, many schools offer supplemental workshops, study skills workshops, final review sessions, and career exploration courses. (Definition based on <http://tinyurl.com/2dnnppf> with modifications by the Roadmap Community.)

Supplemental Instruction

Supplemental Instruction (SI) is an academic assistance program that utilizes peer-facilitated study sessions led by qualified and trained SI leaders. SI sessions are regularly-scheduled, informal review sessions in which students discuss course concepts, compare notes, discuss readings, and develop organizational tools. Students learn how to integrate course content and study skills while working together. SI leaders are students who have previously done well in the course and who attend class lectures, take notes, and act as model students.

Tutoring

Tutoring Centers often provide one-on-one and group tutoring for a wide range of courses, helping students learn test-preparation strategies, improve their test-taking skills and learn new ways to study and learn course content more effectively. Tutoring centers strive to help students build confidence, defeat anxieties, and develop a greater appreciation for education and learning by focusing on active learning, learners’ independence, and motivation. (Definition based on <http://tinyurl.com/2dfbr73> with modifications by the Roadmap Community.)

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions. (Definition taken from <http://www.aacu.org/leap/hip.cfm>.)

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry. (Definition taken from <http://www.aacu.org/leap/hip.cfm>.)