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Academic Success: A Collaborative Case Study

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Academic Success: A Collaborative Case Study

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Challenge

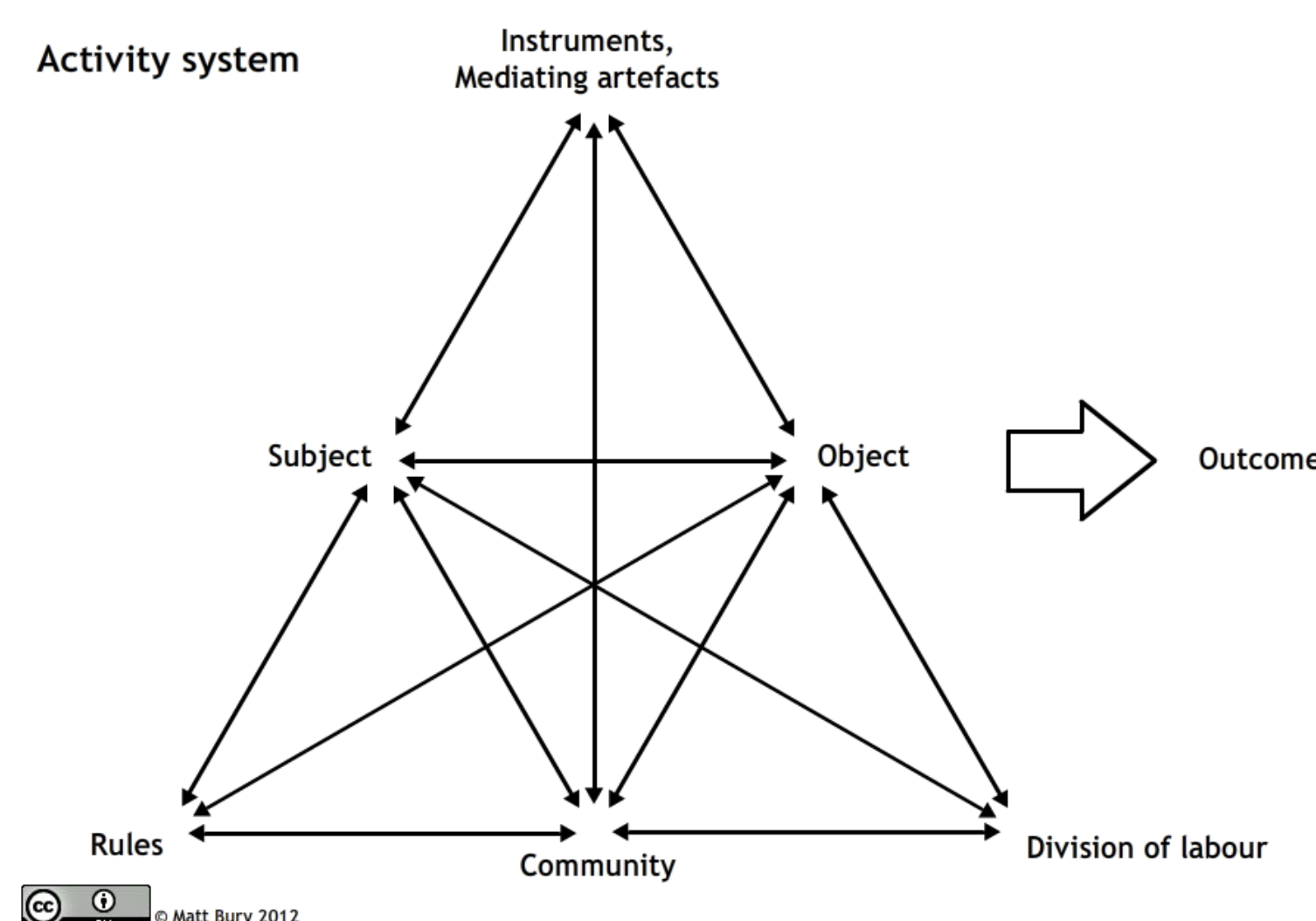
- Coordinate multiple initiatives of a large-scale, multi-year, interdisciplinary academic project funded under a federal Title III grant to promote undergraduate student retention and graduation.
- Apply a suitable framework to map grant initiatives and manage implementation.
- Facilitate collaboration among all active participants.

Solution

- Develop a holistic student-centered academic success framework and apply it at the **project**, **process**, and **performer** level.
- Lead ongoing formative assessment of activities.

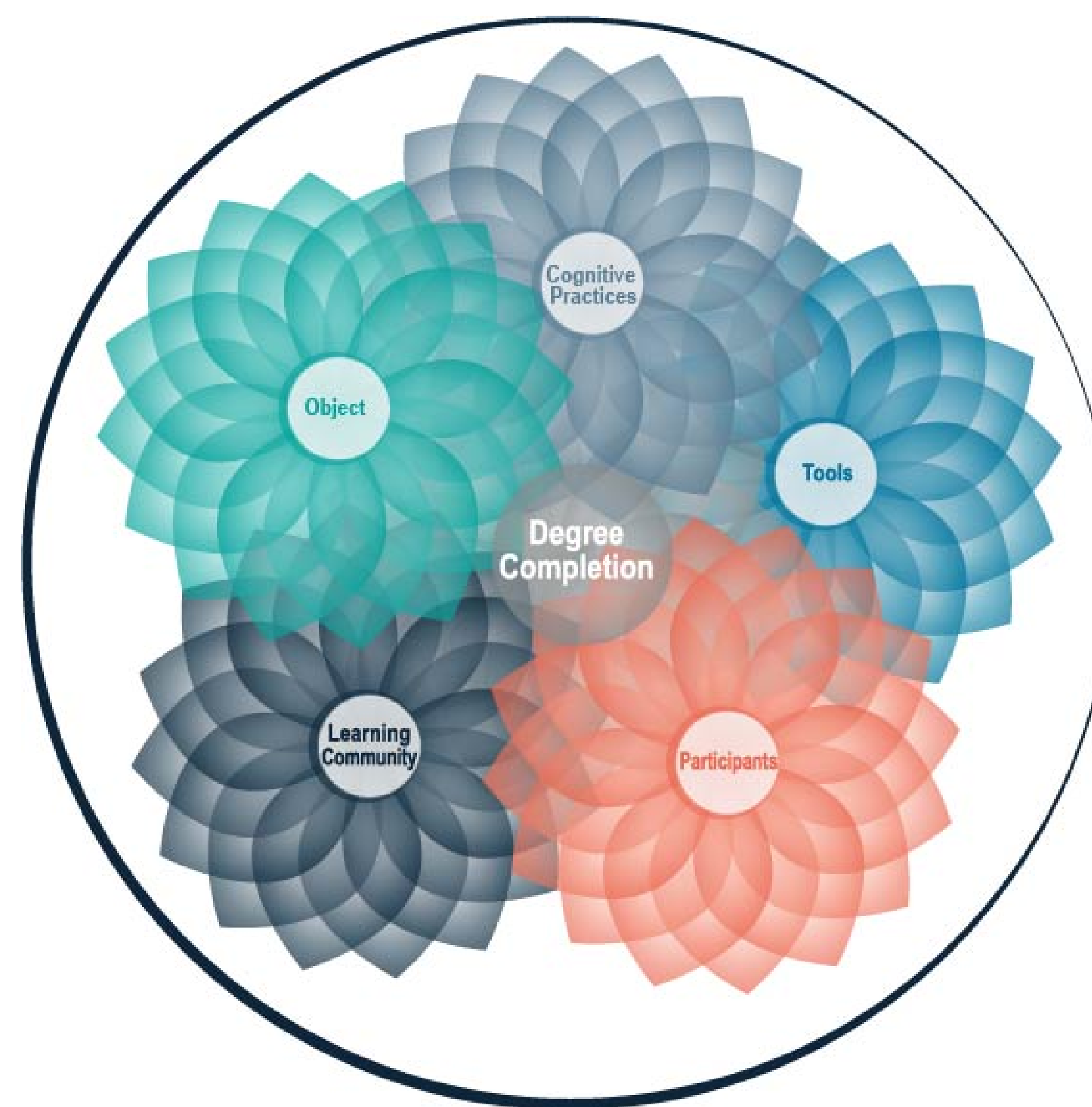
Guidance

- The Project Management Institute's process involves initiating, planning, monitoring/controlling, executing, and closing (Duncan, 1993).
- Contact theory for interprofessional education calls for equal status among participants, agreement on common goals, institutional support, positive expectations, and balance in the number of participants (Carpenter & Dickinson, 2016).
- Activity theory employs interaction, collaboration to achieve the outcome (Engström, 1987).



Success Framework

- Interactions among these kaleidoscopic elements contribute to degree completion (the desired outcome), which equates to academic success.



The Kaleidoscope

- Although the following interdependent elements in the kaleidoscope change shape and intensity over time, the focus always revolves around the center: student degree completion.
- **Cognitive Practices:** Actions/interactions to promote higher-level thinking
- **Tools:** Devices that mediate interaction
- **Participants:** All involved in the effort
- **Learning Community:** Groupings that facilitate learning
- **Object:** Undergraduate retention
- **Outcome:** Target—the problem space at which activity is directed—degree completion

Project Level

- **Goal:** Establish infrastructures that support collaboration for efficient, effective relationships and project outcomes.
- **Results:**
 - Formed multiple interdisciplinary teams to increase lines of communication: Governance, Grant Implementation, Early Alert Functional and Technical, Research, Design [Learning Community].
 - “Project implementation in terms of objectives, goals, milestones, staffing, and research matches proposed plans and is well within reasonable expectations when initiating a multi-disciplinary, cross-department initiative” (M. Preuss, May 2018, External Evaluation, p. 2).

Process Level

- **Goal:** Structure external- and internal-facing grant-related processes to meet project initiatives efficiently.
- **Results:**
 - **External-facing:** Proactive advising under way, new placement tests implemented, real-time data beta testing under way, four courses redesigned [Tools, Participants, Cognitive Practices].
 - **Internal-facing:** Budgeting and draw process refined, student assistant recruitment process developed, real-time data software for instructional designers developed [Participants].

Performer Level

- **Goal:** By 9/30/22, 25% of students in dev. ed. courses reach graduation (vs. 0.5%), and 90% of students in redesigned gateway courses obtain C or better (vs. 77%).
- **Results:** By 9/30/22, we anticipate that curriculum redesign will result in “higher levels of intellectual engagement” and lead to better learning outcomes and higher graduation rates (Walters & Bonet, 2016, p. 228) [Object and Outcome].

The contents of this poster were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.