Student Population (from beginning of initiative):

- In the spring of 2011, the Link Coordinator worked in collaboration with the Office of Faculty Development to develop a Faculty Development orientation for new faculty.
- In the spring of 2012, the Office of Faculty Development was involved in the creation of a comprehensive orientation for new faculty.
- In the spring of 2013, the Office of Faculty Development was involved in the creation of a comprehensive orientation for new faculty.

FacilitatorDevelopment:

- An email is sent to all faculty members introducing the initiative.
- The initiative is presented at the beginning of the initiative.
- The initiative is presented at the beginning of the initiative.

Initiative Evolution:

- The initiative evolved from a pilot program in 2012 to a full-fledged initiative in 2013.
- The initiative evolved from a pilot program in 2012 to a full-fledged initiative in 2013.

Leadership:

- Dr. Kevin O'Connor, Dean of the College of Arts and Sciences.
- Dr. Kevin O'Connor, Dean of the College of Arts and Sciences.

Re:ACH on the Oswego Campus:

- DEL Vision was to expand the existing college-wide and develop an immersive learning community experience, known as "DEL Vision.
- DEL Vision was to expand the existing college-wide and develop an immersive learning community experience, known as "DEL Vision.

How the Initiative began:

- Since 1999, the DEL Vision has been developed with different versions of learning communities. In 2006 and through the academic year, the initiative began.
- Since 1999, the DEL Vision has been developed with different versions of learning communities. In 2006 and through the academic year, the initiative began.

History of DEL:

- The DEL Vision has been developed with different versions of learning communities. In 2006 and through the academic year, the initiative began.
- The DEL Vision has been developed with different versions of learning communities. In 2006 and through the academic year, the initiative began.

Academic Initiative Review (AIR):

Sponsor of Work (Senior Team Leader): Susan Lowery

Consortium and Title: Hofstra University, CEC, SUNY Oswego

Name of Initiative being reviewed: Link Learning Initiative
Communication between faculty and Success Coach is sometimes delayed.

- Some Life Skills courses prefer not to have one.

- A Success Coach

Instructor knowledge and interest in participating in the Life Development course

- Links being added without communication to the Office of Curriculum Initiatives

- Links being added after deadlines

- A certificate of completion from the Life Development course prior to teaching a LinC

- When components are not consistently being fulfilled and why?
  - An integrated curriculum throughout the semester
  - The same cohort of students in both courses
  - When components are consistently being fulfilled

- Real

Students completing a transfer degree must control and complete a Learning Community.

- Seger Island College: Learning communities offer a combined course curriculum centered around a common theme.

- Real

Within their first year, faculty are required to complete a Faculty development course prior to teaching in a Learning Community.

- ELSS and Integrative Studies: Communities in Origins Highlight projects integrate with three courses combined

- Kingborough Community College: CCC currently supports three Learning Community programs: Origins, Highlight, and Engage.

Other internal models:

- A Success Coach

- An integrated curriculum throughout the semester

- The same cohort of students in both courses

- A certificate of completion from the Life Development course prior to teaching a LinC

- Ideal

Model/Program Components:

- Unknown: 246
  - Multicultural: 101
  - Hispanic: 308
  - Pacific Islander: 16
  - Caucasians: 238
  - Asian: 22
  - American Indian: 1890

- African American: 1890

- All students (2005-2013): 18,173 (cumulative)

- LinC is an open-access initiative offered college-wide

- Unknown number of students who enrolled in LinC (2006-2013) = 4,804

- LinC offered (2006-2013) = 294 LinC Falls
5. Alignment with Strategic Plan: Improve on student success and progression data attached

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6. Internal and External Environmental Factors:
- Partner with the community: N/A
- Use of collaborative approaches and diverse research and classroom experiences in our shared governance model.
- Invest in professional development opportunities and leadership development opportunities in the effective learner.
- Learning agendas: Engage in learning and support systems to enhance outcomes for students and implement optimal learning.
- Build pathways: Design effective and efficient pathways to learning and educational progress for students and implement optimal learning.
- Support for students.

4. Resources:
- Full time administrator of the work, full time assistant faculty, Success Coaches, budget, faculty development course.

3. Program Goals:
- Experience, resulting in a higher connection and direction through college.
- Students who feel prepared in life after high school in a cohort.
- Approval from supervisors for their employees to become Success Coaches.
- Employee participation.
- Support from supervisors for their employees to become Success Coaches.
10. What is our plan to report evaluation findings? To be completed by data team (recommendations included) (decision making done through Senior Team)

9. What steps do we need to take to leverage collective and analytic data? Both campus and college-wide

- Consider feedback from faculty development course.
- Success and persistence data on courses offered at NC and within the front door alignment including the NE course.
- Interviews and/or focus groups with success coaches and students.

- Track or campus-based differences, how do they compare? Are there differences in students between campuses?

- Where can we have the biggest impact?
- How will we scale the initiative with new environmental factors?
- How is this initiative successful?
- How might we improve the initiative?
- What impact does the essential components have on student success?

8. What are the evaluation questions and criteria? (required and initiative specific)

- Learning Leadership Council
- Campus Presidents
- In-direct:
  - Don’t forget community partners
  - Faculty Development
  - Dean of Students
  - Center for Learning Support
  - Academic Deans
  - Faculty and staff who become success coaches
  - Faculty teaching within the front door alignment
  - Director of Curriculum Initiatives