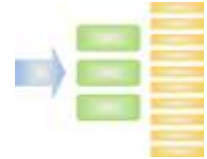


Student Success Leadership Team Meeting Notes



Tuesday, November 5, 2013, 3–5 p.m.
Building 4, Room 106

Present: Carrie Brandt, Tamara Pinkas, Gerry Meenaghan, Helen Faith, Marika Pinedas, Kathy Thomas, Lida Herburger, Maurice Hamington, Lynn Nakamura, Molloy Wilson, Craig Taylor, Helen Garrett, Dawn DeWolf, Aryn Bartley, Liz Coleman, Ben Hill, Beth Landy, Mary Parthemer, Randa Law, Margaret Kimble, Susan Carkin, Kerry Levett, Jerry DeLeon, Barb Delansky, Kathie Hledik,

Welcome & Announcements -- Maurice

Entrepreneurship meeting: lots of mention of student success

Accreditation: standard one, a section on student success. "It's confusing"

The Access Agenda -- Maurice and Lida

Homework: read pages 1-5 of monograph

General Impressions:

- Reminded of our language, right to succeed vs. freedom to fail. Trying to bring the shift in thinking
- Access agenda, we've talked about and described in lots of actions for several years. Struggles with having access for students, keeping it, creating pathways of success to prevent students from stumbling around
- Access is good as long as it's controlled, constructive and thoughtful way
- Joyce Romano, we have responsibility to set conditions for students and students can navigate system in rational manner. Improvement needed
- Sadly feels like Lane is behind the cart. We have not set our definition of SS. Those organizations have set their agenda and thrown money at it. We must define it for our students.
- Co-op worries about colleges making decision that affect everyone when cookie cutter isn't always best, such as late registration. Some things don't fit us well. We need to have broad inclusion. Think through lots of consequences to do no harm.
- What are the policies and procedures that will make this work?
- This could be our (cc) 15 minutes of fame, when we are the focus in higher ed. This may be a moment of transformation
- ATD coaches would like to see tangible outcomes.

What policies around access and registration at Lane are hindering student success?

- Accrue debt for never showing up for classes. Quantity: unknown. May prevent students from attending any school. May affect Lane's FTE. Students earn zero credits. Faculty are supposed to know the last date of attendance for a no basis for grade but many don't take attendance
- We test for writing and math and allow them into class with Moodle but we do not know if they are computer literate. Just as important as being able to read a textbook. If test, suggest classes or tutoring. Additional support for new students
- We test and have prerequisites for math and writing but not for other courses.
- Application process is more complicated/easier in other places. What would happen if we instituted deadlines, such as FAFSA? Help them be prepared.
- Chemeketa and/or PCC pay bill before term—encourages students to create a payment plan. Helen and crew have reduced unpaid balance, the purge. Is the threshold too low?

- When is access so deep in our DNA, it takes thoughtfulness to find the conflict. Proliferating different optional pathways. Are some of these options not good/are we offering too many options.
- Infinite chances, withdrawing from classes and retaking classes. We invite people to participate in destructive behaviors. The no-penalty w/d leads to stop-outs.
- Huge loan debt when classes repeated, leads to not finishing at university because they used up their loan allotment here.

Student Success Agenda -- Maurice and Lida

Handout: student success definition from SSLT October meeting

What is Lane's definition of student success?

What do we want a definition to do for us?

- Move us to one goal. Unifying
- An elevator speech to explain the signs
- We don't want SS defined for us by the state, Lumina, or other foundations: student degree completion (data only)
- Guides our work. How we make decisions. Does X help us or not?
- Having a succinct/working definition becomes part of the matrix balancing our desire to provide unlimited access. Prevents us from weighing too heavily on access for all but honors our mission/value.
- Enables us differentiate ourselves from anyone else's definition. Helps students find a good match. A strategic difference.
- Tells the world about us
- Why are we trying to define SS? Why are we not asking the students? How about a pop-up question when they go to register. Ask students on a wide scale -- *Sweet spot of leadership, responsive, not polling. Meshing, challenging, us pushing them* – We can completely miss the boat.
- The definition is in the eye of the beholder, whether us, students, the foundation, the community.

Data Moment -- Molloy

Program Declaration: transfer, career tech, non-degree credit, non-credit, unknown

- Are the students in the non-degree credit the ones about whom we should be concerned?
- Is that the appropriate program for that student? Non-financial aid category.
- We cannot treat students differently based on degree or no degree. Maybe those students are working on a degree at Lane.

Main reason for attending Lane, by Program Type

- Students in two columns on right (non-credit) are not clear about their goals.
- Students can pick only ONE main reason
- The non-degree credit students who have already taken credit classes change to a degree may test into guided studies.
- The goals may not align with program declaration

2011 Lane CCSSE: Reasons/goals for attending this college

- There is a separate registration for non-credit, ABSE. Can we make it easier because they have already provided lots of information on the first registration?

C4 Presentation -- Phi Theta Kappa students

Athena, President, Sigma Zeta chapter

Diane, Vice President of Sigma Zeta chapter

What is PTK? Scholarship, Leadership, Fellowship, Service

Founder's Day, November 19, 10am-1pm

- Ask students to commit to complete to their education by signing a banner
- Wear alma mater gear, lead by example
- Share: The Tassel's Worth the Hassle: share with students in classes.
- Step up and commit to complete -- C4 Community College Completion Corps

Why Lane? -- Student Panel

Robert, ASOT Business Management and Small Business Development certificate. Campus involvement: Communications officer for ASLCC and OCCA board

Michael, AAS in Environmental Science. Campus involvement: Learning garden, chair of Sustainable Food Committee, food pantry on campus: Rainy Day Pantry, Sustainability Coordinator with ASLCC. PTK member. OCCA communications work group.

Athena, human services major

Diane, business major. Plans to transfer to UO. Previously took non-credit classes as a landlord. Was challenged by her teenagers to go to school.

Why did you choose Lane?

Robert: Worked full-time to help family as a teenager, dropped out of high school. A decade later, recognized the need to get up-to-date. Lane is affordable, save money vs. 4-year university. Have friends in area.

Athena: Ready to give up on everything, no friends, moved with daughters. Someone told her about Women in Transition (WIT). Signed up in spite of feelings of failure. Because of WIT instructor, she is at this point. Excited to see the halfway mark. If you can't succeed at Lane, then you're not taking advantage of what's offered. They give you every opportunity—tutors, trio.

Diane: Asked the kids if they thought she could do it. They pointed out Lane; it's just like you. Saw the billboard on highway--Your Career Starts Here. Took time to research it.

Michael: 2010 laid off in Pittsburgh and hitch-hiked out here. Enrolled at Lane while living in tent. Once he found a place, he hit the ground running. Across state, he heard about sustainability program. Went to national conference sponsored by Learning Garden. Lane is sponsoring next one in Portland. Working to get students there.

What are your plans for after your time at Lane?

Robert: Own business: apparel, shoes, hats. No ceiling how much to earn or give back. Set up a charity to give kids a brand new pair of shoes on first day of school. Another to alleviate world hunger. Made good connections with non-profits. Create own brand of apparel. Will attend the Lundquist School of Business at UO, then earn a Master's degree at UC Berkley, and finally a Ph.D. Received lacerations in 2009. Mary Parthemer's College Success class provided belief in self.

Michael: Transfer to OSU for environmental science. Wants to set up a non-profit perma-culture school. Plans to earn both masters and doctorate. Took workshop through Learning Garden on fungi to help save earth, global climate change classes, learned about an algae that eats oil, a new lifeform in deep ocean. Wants to find an organism that can eat nuclear waste.

Athena: Work with children to move them from abusive to safe homes. Help other children know that someone cares and that they can have a goal, go to college, and succeed. This includes parents who are trying to get their kids back.

Diane: The kids she challenged have started college. Husband will retire soon. Wants to set up a business to charge for husband's services. Began in WIT, learned about TRiO. Originally goal was to marry and have kids. Now would like to transfer, start a business, and start a non-profit.

Earlier today, we were discussing the application, enrollment process. How was your experience when you first started?

Robert: Stepped through it. Challenge was tax reports. Spoke with information desk. Placement testing. SOAR and sit down with advisor. Student government is involved with the New Student Academic Advising Sessions. Planning next term's kick-off. Theme: field of power. Student clubs and unions.

Michael: Whole process was easy. Did odd jobs and saved up for a smart phone. Did everything with smart phone in tent. Attended SOAR (loved acronym). Thought it was bland and dry, no trips around campus, rush-rush, sit and listen to boring stuff. Joined student government and became engaged with new system. Students seem more relaxed but still need something engaging.

Athena: Entered through WIT. PTK went thru process and wrote a report for new student information system. Impressed with smoothness. Needs an easier name. Likes the computer system. Had gone thru SOAR with kids, then went through it herself.

How would you define success as a college student?

Robert: Gaining knowledge, principles to achieve dreams in life.

Michael: When you leave, you have the tools to achieve the dreams you really wanted.

Athena: Being able to go through each term and knowing the teachers are there to give the tools and take them into the future and use them. Yes, you can succeed with these tools and keep going.

Diane: Developing something better than I was when I started. Connecting with community, here on campus and off campus.

You may come here with a goal but open up your vision. We might feel that we failed because we wanted to open up the world to you. We want more from you.

Diane: That was it; it was never in her plan to go to college. Always wondering why are they asking these questions. Constantly challenged by teachers. What about a degree? What about UO?

Athena: Knew wanted to help others. Didn't know what to do. Needed to learn that she is a worthwhile person. Would rather be at Lane than at home. People have your back. Positive reinforcement from instructors and advisors. Being pushed. Disabled daughter is succeeding even beyond doctor's belief. Wake up, get out of your shell.

Michael: You have to make it seem like it's our idea. Originally he focused on sustainability but opportunities changed his path. Many business students don't have very detailed goals.

Robert: We can never grow our skills doing the same thing or doing the easy thing. Remember learning to ride a bike. Perseverance. DAPS principles in college success (Fall 2012) for setting goals: part-time job on campus by April. CES helped with resume. Interviewed with ASLCC. TRiO helped with cover letter and interview questions. Through his communication role, he was able to rebrand student government, work with Funk Levitz. Asked for internship designed for university. Opening doors. --- family, tutoring, support. Acquired more skills here than from real family.

Next Meeting

Tuesday, December 3, 2013 3–5 p.m., Building 4, Room 106