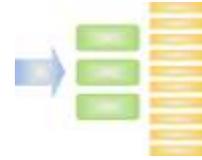


Student Success Leadership Team Meeting Notes



Tuesday, January 14, 2014, 3–4:50 p.m.
Building 1, Room 222

Present: Aryn Bartley, Barb Delansky, Ben Hill, Beth Landy, Carrie Brandt, Ce Rosenow, Craig Taylor, Jen Steele, Jerry De Leon, Kathy Thomas, Kerry Levett, Lida Herburger, Lynn Nakamura, Mary Parthemer, Maurice Hamington, Molloy Wilson, Phil Martinez, Roberta Stitt, Susan Carkin, Tamara Pinkas

Welcome/Updates -- Lida

OrgSync briefing. orgsync.com/login/lane-community-college Rainy Day Food Pantry video by Esli Becerra.

Innovation and Schafer Award nominations due February 12. Campus-wide email went out Monday. \$6500 to give away this year, \$1500 more than last year. Every nomination in the last several years has received something.

Definition of Student Success -- Lida & Maurice

"Student success is the journey through which our students develop, progress toward and achieve their goals.

Lane supports student success by providing high quality and accessible learning experiences, structures and practices to support our students in reaching their goals."

Discussion:

- **General consensus is to accept**
- "Journey through" perhaps a different words. The phrase is "journey through which"
- We haven't talked about Student Success at the college level; only pockets (groups) have discussed. Now it's percolating up. Example, Bldg 1 was known as "Students First" but has been rebranded as "Success starts here"
- Redundancy of "supports...to support"
- Leave off second sentence.
- What is a student? Who does this apply to? Very clear for students in programs. But about things done in places like SBDC.
- It's important to keep the Core Themes in front of us to remind us what Student Success is. It won't be a comprehensive mission statement. Like poetry, it won't cover **everything**.
- Everyone comes to Lane for a reason but for different reasons.
- We value the process and the outcomes and we are tying to the individual students' goals rather than to number of degrees.
- The journey leaves too much open; it's too nebulous.
- This capture the end destination is the goal. It does not define it by degrees and certificates. It's developmental because those goals may change whether life or desire. Reaching the goal is rarely two years in succession.
- Where will this be? Website, print materials, conversation. It may be good that it causes discussion.

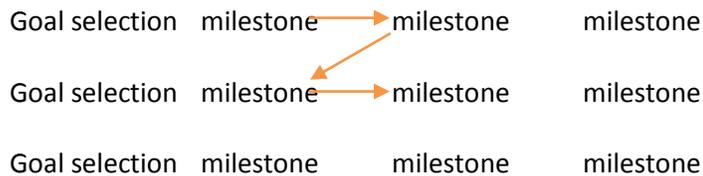
How Do We Measure Student Success – Craig

With this accreditation, we are being asked to work with this kind of thing. Last time, we could tell what we had. Now we have to talk about what our students have accomplished. Achievement Compacts said pay attention to how many students are earning degrees, certificates, GEDs and credits. Achievement sounds synonymous to student success. Measuring success depends on what the student's goals are. Survey asked to what extent did you accomplish your goals—80% said yes, some said somewhat, a few said no. Used to do this every year. The survey was sent to students who had graduated and on their way to graduate but were no longer enrolled at the college.

- Chemeketa asks a broad goal statement on their application and it moves the applicant to other section based on their answer.
- TRiO students have no clue. They have to learn what the degrees are. They can't answer the question "What are you going to do."
- Cram sessions: began with general advising session. Before breaking the group up, the leader explained what undeclared really means. If you know what you intend to study when you plan to do at the four-year school, then you are not undeclared. Students think undeclared means working on prerequisites. Some students realized they had declared the wrong major.
- Goal development is captured in this definition. A goal may be a moving target and may change. Goal development is supported and allows us to help students develop their goals. This may give us more ways of measuring success.

Even those students who did not complete a degree but did accomplish 60 credits, half of those felt they did achieve their goals.

← Insert Maurice's diagram →



- We're catching all of the parts not just the whole. Some students may have only one milestone; others may move from one goal to another with multiple milestones.
- Financial: do we define milestone as number of credits.
- Continue to pursue and ask students if they achieved their goals. Go deeper: take a student who comes here for a GED, then gets into the welding program and later realizes an interest in Engineering but doesn't complete.
- What about the student who wants to "find" him/herself.
- Counseling focuses on helping students define a program. We are trying to define this in a flexible manner without being defined by outside organizations. ... Our current application process does not have enough flags to track students, such as those from College Now.

← insert Maurice's dashboard →

- One place visual stop on myLane for students. Their goal would be in front of them. It would link to DegreeWorks and OrgSync.

Persistence/Retention -- Kerry & Lida

Homework was read pp. 5-10 and be ready to discuss the questions from Terry O'Banion monograph, p. 12

1. At which points in the pathway are we losing students?
2. What are we doing really well to help students gain momentum through the pathway?
3. What milestones should we establish along the pathway that we can use to examine our progress?

Think about understanding student enrollment in FTE:

1. Recruitment
2. Retention – students to complete goals

Taking a more purposeful look at enrollment. Need a better overall understanding of our students and their pathway so that we can set goals in retention.

The college retains students but the students persist.

Question 1: At which points in the pathway are we losing students?

- Low testing—developmental education
- Satisfactory Academic Progress (SAP) suspension
- Financial aid credit limit
- Accounts Receivable
- Run out of unemployment insurance
- TANF limits
- Unclear goals
- Family issues
- Can't get classes
- Academic Progress Standards (APS)
- Terms have too many exit points
- Lack of structured curriculum
- Self-sabotage
- Poor transition
- Underpreparedness
- Math
- Gateway courses: high enrollment; low success
- Underprepared for online courses
- Optional processes
- Unsatisfactory progress towards goal

Looking at the list, you can see when we do lose students and what led to the student's situation. Take a look at the list and determine what we can fix.

Question 2: What are we doing really well to help students gain momentum through the pathway?

- Learning communities
- Academic Progress Standards
- Mandatory advising
- Academic planning
- Personal counseling
- DegreeWorks
- Auto degree awarding
- Tutoring
- Faculty – student relationships
- Direct transfer degrees (two new pathways to BS at UO and OSU)
- Frontline office staff – student relationships
- College Success classes
- Retool Developmental Education classes
- Rainy Day Pantry, Clothing Stash,
- Scholarships (Foundation)
- Staged registration

- Financial literacy -- Revised subsidized loan process (loan rate is down 49%)
- Online catalog/class schedule
- Faculty Professional Development

Question 3: What milestones should we establish along the pathway that we can use to examine our progress?

- Goal identification and revision
- Complete first term
- Registered for second term
- Completed foundational skills: health/PE, math, writing
- Math in first term
- Math progression to requirement
- Complete fifteen credits
- Progression to goal completion

Would be nice to have concrete timelines especially for conduct code violations where progression towards the students goal could be enforced.

Would be nice to have a structured early alert system. We had a small grant that allowed us to learn about early alert systems but could not fund IT.

Conclusion: We should look at the Foundations of Excellence action plan.

Next Meeting: Tuesday, February 4, 2014, 3–4:50 p.m., Building 1, Room 222