

## Student Success Leadership Team Meeting Notes

Tuesday, February 4, 2014, 3–4:50 p.m.

Building 1, Room 222

Present: Lida Herburger, Kathy Thomas, Aryn Bartley, Mary Parthemer, Ben Hill, Ce Rosenow, Tamara Pinkas, Roberta Stitt, Jen Steele, Liz Pratt, Maurice Hamington, Barb Delansky, Craig Taylor, Margaret Kimble, Susan Carkin, Carrie Brandt, Cathy Lindsley, Phil Martinez

### Welcome/Updates — Lida

- The Aspen Award: Lane is included in the first round, one of 150. The only Oregon college on the list. <http://www.aspeninstitute.org/policy-work/aspen-prize>

### New Framework for Student Success — Maurice

- Time to apply the things we've learned and adapt for the future. Goal to integrate the work that SSLT and SAGA has done. To be evidence-driven, engage in activities, move the needle along. Student success is the R&D of campus.
- Review PowerPoint/handout.
- The learning function will still be a part. This will foster moving projects forward.
- What is the Lane project. The teams are named for what they're focusing on not the name of the grant or initiative
- Note the Core Themes down the left side as a reminder to think in terms of these.
- Think about the transition process: a celebration at the end of the year and a kick-off event at the start of next year.

### Questions/Comments/Recommendations

- What about the next layer for the on-going work the college does on a day-to-day basis? – these are specific teams/projects that the college is focused on. We could have another one for current practices and one from the student perspective. This is an internal document. This is part of the annual review
- This will be easier for people to understand. Looking at discrete groups will be easier to recruit people to help. There is an end date. And it is linked to outcomes
- Some of the teams blend from one column to another.
- Is there any way to promote this to faculty to involve more of them? It is always the same few.
  - Be clear about the timeline and what's involved. In small depts., there may not be the capacity but they should be connected.
  - Think about someone's strengths, invite them to participate personally because of their strength. High-touch and being acknowledged.
  - State that this is not brand new, but growing out of meaningful work.
  - Clearly describe what has been accomplished, been implemented, been improved. We need to be sure we are tying into our work. Those with institutional memory are the ones to help us remember the history.

- This is much easier to read and understand. You can find your niche. Perhaps find the cross-links, create a network.
  - Perhaps have those things that have been institutionalized but in another color.
  - Is there a way to graphically represent where these are in their maturity matrix? Helps people understand some work has been done and there can be new projects. (early, mid, final stage – thermometer)
  - Outline in green what's being thought about. Light green what's forming.
  - Define college level priorities for addressing Student Success. The question if this is presented at spring or fall conference is does my project belong here and if so, where.
- Think about cross-pollinating. Mandatory advising: no co-op advisors were involved and now they're finding issues have cropped up with people outside of the college. Push the envelope for who needs to be at the table. Such as: Math: certificate programs, STEM,
- Connect in student and faculty/staff stories into these teams.
- Keep the new definition close to this (on webpage)

**Support:**

- Mary Parthemer will take care of first half. Lida will take the second half and support the Student Success Coordinating Team. Liz will provide support to them and build the new page.

**Accreditation – Standard 1 — Maurice & Ce**

- Review of website and introduction to drafts. After reviewing a draft, you can provide feedback, anonymously if you prefer. These are working documents until end of summer.  
The website: <http://lanecc.edu/accreditation>  
The discussion: <https://blogs.lanecc.edu/accreditationmeditation/>
- The purpose of the Student Success narrative in Standard 1 is to provide a high level overview that captures the essence of student success at Lane including some links and specific examples. It is not meant to be an inventory of all projects, processes and procedures.
  - Audiences: ourselves – opportunity to think about where we are, to reflect; Evaluators – the team of three will visit in October 2014. They will have read the self-study and will interview people on campus.
- Does this accurately reflect the unique richness of Lane's efforts around student success?
  - The new definition needs to be included: "Student success is the journey through which our students develop, progress toward and achieve their goals."
  - Title III section: add Noel-Levitz definition and culture shift
  - Note: Ce collected papers with notes.

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