



## 2015-16 Monitoring Report Review Team Planning Lunches

### Transfer

- More marketing of opportunities available through University Center.
- Hold more activities like the transfer fair with more colleges from outside the region.
- Analyze and simplify class schedule.
- Develop more career pathways in academic transfer areas.
- Simplify the range of opportunities available to students re: schedule planning.
- Reduce confusion between business management (non-transfer) and business administration (transfer) programs. Same for other disciplines with both transfer and non-transfer options.
- Continue to align LCC courses with university curriculum.
- Include BAS programs in transfer fairs.
- Implement accelerated learning options in developmental pathways.
- Increase the number of students transferring.
- Implement the new nursing DTA and increase the number of transfer nursing students.
- Hold more transfer workshops and involve more faculty.
- Increase professional-technical student enrollment in COLL 101 through embedded content or other methods.
- Increase awareness of STEM and other transfer pathways at universities other than WSU.
- Expand hours of test proctoring center.
- Support transfer faculty/advisor engagement with career opportunities and career pathway information.

### Access

- Get more veteran students to self-identify.
- Increase outreach to high school students particularly about the University Center and Professional-Technical opportunities.
- Provide more help for Career Pathways (Tech Prep) students who are transitioning.
- Ensure that online services are as robust as face-to-face services for eLearning students.
- Increase visibility of online services.
- Ensure that strong monitoring systems are in place for students needing a little extra help.
- Make sure academic/retention coaches have crisis intervention (as well as academic planning) skills.
- Identify more opportunities for career planning early in college career, since lack of an academic plan makes it more likely that a student will drop out.
- Expand career pathways information beyond existing channels of New Student Orientation and First Year Seminar such as by integrating it into courses.
- Find more ways to teach soft skills (particularly challenging in online and hybrid environments).

- Continue to innovate and look for niche students.
- Expand case management opportunities whenever possible.
- Increase access to Open Educational Resources and ensure that materials are printable.
- Revisit our approach to reading given the proliferation of electronic resources/books.
- Provide workshops on note-taking from online sources or e-books.
- Look at multiple strategies to help students access needed books and or reading material, including textbook rentals, Open Educational Resources, library reserves, Student Success Fund support for textbook purchases, etc.

#### Institutional Effectiveness

- Increase efforts to promote Career & Employment Services to the community.
- Establish a Learning Communities graduation requirement for AA-DTA students.
- Improve ticketing and tracking processes for music and drama performances (coordinate/standardize and communicate processes within in order to prevent confusion and image problems).
- Increase alumni outreach efforts.
- Increase departmental engagement in maintaining web content.
- Continue efforts to identify host families for international students.
- Continue to expand Open Educational Resources for students.
- Continue to support veterans.
- Expand (Bookstore's) book fund for students.
- Expand textbook rental program.
- Establish green space when IOB comes down.
- Improve communication with community on where to go within LCC through better signage/way-finding.
- Increase effectiveness of and participation in Professional-Technical Advisory Committees.
- Increase communication to the community about what we do at LCC, such as through tours or other events (Salmon-bake, etc.) that bring people to campus.
- Establish campus community conversations highlighting different departments, processes, etc.
- Involve more front-line employees in decision-making.
- Reduce the need for "work-arounds" by paying more attention to core processes.
- Increase attendance at staff trainings/staff professional development events.
- Establish an internal web-site.

#### Basic Skills & Pre-College

- Recruit FT faculty that can make pre-college their major focus.
- Take offsite testing/expand High School Transcript Agreement to Oregon schools.
- Look at math placement test again and make any needed improvements.
- Develop alternative pre-college math pathway to prepare students for statistics and Math 107.
- Align pre-college curriculum with Common Core.
- Develop on-line math boot camp.
- Identify more people to be involved with changes (math).
- Review advising practices re: referring students to self-paced courses.

- Continue to improve integration of Transitional Studies with the rest of the campus; increase connectivity of Transitional Studies students to campus activities.
- More tenured faculty in Transitional Studies.
- CEO: emulate innovative high schools to be more learner centric, including workplace mentors, etc.
- Increase rigor of high school diploma program with switch from 20 to 24 credit graduation requirement.
- Improve space in Transitional Studies to increase connectivity between classroom and lab courses.
- Continue alignment of curriculum between Transitional Studies and rest of the college.
- Create new opportunities for credit recovery with elimination of self-paced learning.
- Move to adopt College and Career Readiness Standards.
- Offer First Year Seminar as an elective course for Transitional Studies students.
- Increase marketing of Transitional Studies opportunities.
- Encourage Opportunity Scholarship students to participate in early testing (Ed Talent Search is already working with them).
- Improve space for Transitional Studies.
- More FT tenured faculty in Transitional Studies.
- CEO: sign agreement with Kalama; explore formal agreement with Rainier.
- Continue to develop new student orientation program for Transitional Studies students.
- Align start and end dates for Transitional Studies with the rest of the college.
- Continue collaborative work on shared standards, etc., in pre-college English.
- Improve signage.
- Produce better campus maps.
- Offer more career development courses as late start (credit recovery) opportunities.

#### Professional/Technical & Customized Education

- Improvements needed with Prof-Tech Advisory Committees, including getting more people to the table.
- Adjust metrics for WABO to more accurately reflect what we're doing.
- Partner with other colleges to develop standard (common) courses in Computer Science and IT.
- Revitalize Fire Science program.
- Expand I-BEST to automotive area.
- Include discussions about background checks or other program criteria early in career planning as a pre-screening mechanism for students who want to enter specific programs but don't meet minimum requirements.
- Implement new nursing (DTA) degree.
- Strengthen partnerships with local school districts; create math boot camp for teachers to prepare for "highly qualified" certification.
- Continue to increase outreach activities to high school students regarding Professional-Technical programs.
- More space for Welding Program.
- Prepare for purchase of new servers for Computer Science labs.
- Define career pathways for BAS programs.

- Create more seamless transfer pathways for Professional-Technical students (such as Operations Management @ EWU).
- Include more vocational programs in transfer fairs.
- Develop our message about Professional-Technical transfer options in light of the fact that many funding sources don't support transfer.
- Integrate career planning across the institution; don't limit to Career Services.
- Publicize our articulations more.
- Continue to work collaboratively in Workforce/Career Services area.