



**2016-17 Monitoring Report Review Team Planning Lunches**

**Access, Support & Completion** (Michaela Jackson; Brendan Glaser; Marisa Geier, Rosie Leno, Mary Kate Marthaller, Cliff Hicks, Betty Hayes, Andrea Gillaspy, Margit Brumbaugh, Brian Sharp, Rick Swee, Angie Rogers, Chris Bailey, Wendy Hall, Chad Meadors, Nolan Wheeler, Leah Moore, Kendra Sprague)

Strengths	Opportunities/Threats
<ul style="list-style-type: none"> <li>• Academic Early Warning</li> <li>• Additional support/services for Vets</li> <li>• New Student Orientation</li> <li>• Retention calling</li> <li>• Canvas advising tool</li> <li>• Tutoring</li> <li>• Support for students with disabilities</li> <li>• Running Start enrollment, particularly online</li> <li>• Customer service from faculty and staff</li> <li>• College 101</li> <li>• Innovation</li> <li>• Student engagement and activities</li> <li>• Open Educational Resources</li> <li>• Fitness Center</li> <li>• Wellness activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increase the number of students receiving tutoring, possibly through rebranding, making it mandatory, having tutors visit classrooms, etc.</b></li> <li>• Increase promotion of support services available to students (to students and faculty/staff).</li> <li>• Increase marketing to high school students in Tech Prep.</li> <li>• Continue to increase collaboration between Instruction and Student Services to reduce students getting the “run around.”</li> <li>• Replicate concept of athletic study tables for other student groups.</li> <li>• Increase reverse transfers.</li> <li>• Continue to streamline/improve advising.</li> <li>• Continue to improve services and processes for Vets.</li> <li>• <b>Increase diverse student populations, particularly in regard to increasing number of Hispanic students coming from K-12.</b></li> <li>• Increase job placement activities.</li> <li>• <b>Re: ctcLink and Satisfactory Progress Standards for FA—we need to follow DOE rules but also encourage student retention and completion. We currently operate under both state and federal standards but ctcLink only incorporates the state standard, which is higher (this would result in more FA suspensions for us).</b></li> <li>• Increase digital literacy through optional 1-2 credit course for students who need it.</li> <li>• <b>Increase completion rates for students of color.</b></li> <li>• <b>Install campus maps (way finding).</b></li> <li>• Increase opportunities to bring younger kids on campus.</li> <li>• Increase student engagement to support their comfort level with different areas of campus.</li> <li>• Build support for home stay program for international students.</li> </ul>

<ul style="list-style-type: none"> <li>• Instruction-Student Services collaboration</li> <li>• Many student resources available (i.e., Student Support Services)</li> </ul>	<ul style="list-style-type: none"> <li>• Bring back support program for young male students.</li> <li>• <b>Increase outreach to Woodland.</b></li> <li>• Reduce the number of smokers on campus edges (creates an image issue).</li> <li>• <b>Increase diversity in hiring.</b></li> <li>• Increase integration of ABE students into campus (solve issue of needing to keep books in dedicated classrooms).</li> <li>• <b>Integrate basic “how-to” module at the beginning of every on-line course.</b></li> </ul>
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**Professional/Technical & Customized Education** (Connie Ramos, Darlene deVida, Liz Engel, Jim Stanley, Jill Yates, Randy Byrum, David Rosi, Karen Joiner, Tamra Bell, Brendan Glaser, Chris Bailey, Angie Rogers, Wendy Hall)

Strengths	Opportunities/Threats
<ul style="list-style-type: none"> <li>• Increased enrollment in several areas since 2008</li> <li>• Industry partnerships, community support</li> <li>• People, faculty (skilled, experienced)</li> <li>• I-BEST enrollment growth due to testing</li> <li>• New I-BEST certificates (business, retail management)</li> <li>• Co-op Ed</li> <li>• Curriculum, course sequences</li> <li>• Do a good job with cohorts going through pathways</li> <li>• Technical Advisory Committees</li> <li>• MEDA adjunct position expansion</li> <li>• Credit for Prior Learning</li> <li>• Can-do attitudes</li> <li>• Collaboration around providing alternatives for students who can't get into nursing</li> <li>• Faculty knowledge of ancillary programs and services</li> </ul>	<ul style="list-style-type: none"> <li>• Increase opportunities for students to recover credits (retention).</li> <li>• <b>Increase transfer pathways in non-traditional, prof/tech (i.e. business management) areas, including applied baccalaureates.</b></li> <li>• Increase opportunities for prof/tech students to obtain peripheral information such as through a class taught by tradespeople working in the field.</li> <li>• Changing financial aid rules have negatively impacted enrollment.</li> <li>• Need more time for faculty collaboration, particularly knowledge sharing around degrees available.</li> <li>• <b>Need more faculty involvement in U-Center partnership agreements (i.e., BTEC, Healthcare Administration with Warner).</b></li> <li>• Vocational Building is outdated and inadequate (addressed in Master Plan).</li> <li>• Inadequate time for faculty to collaborate and discuss things like pathways (addressed in Academic Master Plan).</li> <li>• A full-time counselor to work with at-risk students would be helpful.</li> <li>• Application of concepts learned in math and English courses to prof/tech programs is an issue for some students; there could be an opportunity for better alignment.</li> <li>• <b>We have outstanding needs for resources (space and equipment) in some programs. Need approximately \$200,000 for new equipment; some of the need could be met with grants, but no one has the time to write them.</b></li> <li>• Faculty need opportunities to upgrade their skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• We should be looking at one year+ certificates to meet the needs of the community (vs. degrees).</li> <li>• Looking at increasing co-op opportunities in diesel, in order to expose students to more modern equipment.</li> <li>• Increasing regulations are a threat, including federal, state, specialized accreditation, Gainful Employment, etc.</li> <li>• Need to entice more experienced applicants to apply for teaching positions at LCC.</li> <li>• Need a grant writer for LCC.</li> </ul>
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**Basic Skills & Pre-College** (Chris Bailey, Kyle Hammon, Angel Ruvalcaba, Sue Homme, Theresa Stalick, Rachel Mystic, Brendan Glaser, Terri Skeie, Tyler Iddings, Nolan Wheeler, Kendra Sprague, Becky Connolly, Angie Rogers, Wendy Hall)

Strengths	Opportunities/Threats
<ul style="list-style-type: none"> <li>• Creative &amp; innovative faculty</li> <li>• Pre-college English reform (2 full-time tenure-track faculty hired)</li> <li>• Revision of placement exams and subsequent increase in students placing into college level</li> <li>• Increased communication with students about placement exam</li> <li>• I-BEST: enrollment and testing</li> <li>• Early adoption of HS21+ program and multiple modalities</li> <li>• Partnership with Goodwill</li> <li>• Accessibility of Basic Skills (including evening options)</li> <li>• Early adoption of college and career readiness standards</li> <li>• CEO student transitions to college programs</li> <li>• Pre-college math reform, including new non-STEM pathway</li> <li>• Integration of MyMathLab into ABE classes</li> <li>• High School Transcript Agreement, including updates</li> <li>• Collaboration with K-12 (ongoing in math and starting in February for English) re:</li> </ul>	<ul style="list-style-type: none"> <li>• Increase opportunities for students to transition from Basic Skills to pre-college.</li> <li>• Increase curriculum alignment between Basic Skills and pre-college (articulation agreement).</li> <li>• <b>Increase math boot-camp enrollment (promote new online option and get the word out before students take placement test).</b></li> <li>• Facilities improvements needed for Basic Skills and CEO areas.</li> <li>• Work on scope and sequence from pre-college to English 101 and 102.</li> <li>• Look at non-native English speakers in English courses (should be flexible but maintain standards).</li> <li>• Look at students moving into prof-tech programs who have completed pre-college sequence but aren't meeting program standards.</li> <li>• <b>Identify more qualifying students who could start out in Basic Skills, particularly if they have missed financial aid or enrollment deadlines (these students earn extra SAI points if they move on).</b></li> <li>• <b>Identify ways to get more students to take advantage of support activities, such as making them mandatory or assigning credit.</b></li> <li>• <b>Identify alternative for placement in English with Compass going away (such as directed self-placement).</b></li> <li>• ctcLink is a potential threat; concern regarding change fatigue overall.</li> <li>• <b>Deliver active shooter training/information to students, possibly by showing video the first week of classes.</b></li> <li>• Provide active shooter training for faculty and staff.</li> </ul>

<p>curriculum and Bridge to College classes</p> <ul style="list-style-type: none"> <li>Contextualized instruction for GED preparation</li> </ul>	<ul style="list-style-type: none"> <li>Look for formal interventions to redirect students for whom the pathway they've selected isn't working (case manager, Guided Pathways, Completion Coach are possible approaches).</li> <li>Create a transfer agreement between Math and ABE.</li> </ul>
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**Transfer** (Chris Bailey, Traci Fuller, Jenny Smith, Maggie Stewart, Louie LaPierre, Kat Everman, Dawn Draus, and Angie Rogers)

Strengths	Opportunities/Threats
<ul style="list-style-type: none"> <li>Tutoring</li> <li>Helping students make transitions</li> <li>Faculty advising</li> <li>New facilities (HSB, Fitness Center)</li> <li>Student support</li> <li>New Student Orientation</li> <li>Canvas Advising tool</li> <li>University Center and transfer opportunities</li> <li>Faculty and staff</li> <li>International Program</li> <li>STEM student advising (particularly WSU transfers)</li> <li>Full-time faculty hiring process</li> <li>Library and research assistance</li> </ul>	<ul style="list-style-type: none"> <li>Some international students struggle with terms used in courses such as Biology due to the language barrier; they should be encouraged to go to tutoring.</li> <li>Explore the connection between course outcomes and grades; students should be meeting course outcomes regardless of grade received.</li> <li><b>Some students are not prepared when they start hybrid and online courses; possibly require a (mandatory) online boot-camp before starting.</b></li> <li>Clearly identify hybrid and online classes during the registration process to eliminate any potential confusion.</li> <li>Look for opportunities to provide transfer information to students earlier in the process.</li> <li>Expand transfer class (offered by TriO) to include non-TRiO students.</li> <li>Eliminate inefficiency and redundancy (where possible) for Running Start students going into STEM fields (they are required to be in the DTA program, which results in extraneous credits for STEM students); also look at relation financial aid implications.</li> <li><b>Increase communication to students about financial aid rules and restrictions</b>, for example, some students who self-pay at the beginning later find out that they no longer qualify for aid because they have accrued too many credits.</li> </ul>

## 2016 Monitoring Report Review Team Planning Lunches

**Institutional Excellence & Community Enrichment:** Chris Bailey, Hiedi Bauer, Linda Clark, Nicole DiGerlando, Brendan Glaser, Jeanne Hamer, Nadine Lemmons, Gitta Makinster, Angie Rogers, Leah Sanchez, Kendra Sprague, Rheannon Van Cleef, Nolan Wheeler, and Marie Wise.

Strengths	Opportunities/Threats
<ul style="list-style-type: none"> <li>• Openness and involvement in the process (i.e., monitoring process)</li> <li>• Infrastructure and facilities (HSB, pavilion, AAR remodel)</li> <li>• Professional development for faculty and staff</li> <li>• Making students feel welcome and part of the community, and offering them assistance</li> <li>• Community satisfaction is high</li> <li>• Student satisfaction with Instruction</li> <li>• Student success fund: thinking outside the box to help students move forward</li> <li>• Instruction and Student Services collaboration to support students</li> <li>• Northwest Voices</li> <li>• Salal Review</li> <li>• Community Conversations</li> <li>• Wellness Committee and activities they provide</li> <li>• Increased support from Foundation the last 4-5 years</li> <li>• Community support for University Center (it benefits the community)</li> <li>• Music program: concert and show attendance has increased, and Carnegie opportunity</li> <li>• Hiring more faculty</li> <li>• Increased Security presence on campus</li> <li>• Developing smoking cessation plan</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways to increase campus participation in classified trainings. Increase supervisor support for staff to attend trainings.</li> <li>• <b>Increase diversity presence on campus.</b></li> <li>• <b>Increase diversity trainings on campus, on all levels.</b></li> <li>• Look for ways to make the Diversity &amp; Equity Center a dedicated space for students. Explore ways to staff the Diversity &amp; Equity Center.</li> <li>• <b>Explore ways to mitigate economic barriers as a result of less support from the Foundation due to the current market decline.</b></li> <li>• English faculty need more release time to work with K-12 partners.</li> <li>• Investigate how to better support faculty professional development.</li> <li>• Look for ways to focus more resources to online communication and web content development in student success areas.</li> <li>• Investigate ways to improve the search engine function of the website.</li> <li>• It's hard to navigate the website. Look for ways to create opportunities for employee feedback and involvement in the website transition process.</li> <li>• Main Building renovation is going to be complicated due to space issues. Explore ways to mitigate the impact.</li> <li>• <b>Create an intranet for faculty/staff.</b></li> <li>• Look for ways to improve space issues in Student Services areas (i.e., TRiO, WorkFirst).</li> <li>• Look for ways to improve layout of Admin Building.</li> <li>• <b>Safety is a big issue. Continue efforts already underway to increase safety on campus.</b></li> <li>• Explore ways to de-ice walkways and parking lots during inclement weather in a timely manner given resource constraints.</li> <li>• Because LCC is a community campus, an increased presence of Security is needed.</li> </ul>

<ul style="list-style-type: none"> <li>• Stabilization of Integrated Studies</li> <li>• English faculty working with K-12</li> <li>• Early Head Start and Head Start: huge impact in community, helping families overcome barriers</li> <li>• Improvements to network infrastructure</li> <li>• New website: more usability, more functions, more information available electronically</li> <li>• Completed first financial statement (final statements were opinion-free when audited)</li> <li>• Morale on campus is getting better</li> <li>• Community perception of college is great (word-of-mouth)</li> <li>• Community response to Rural Outreach Program is phenomenal</li> <li>• Students coming from out-of-state to attend Nursing program because of LCC's reputation of supporting students</li> <li>• Multicultural Club and Diverse Sexualities &amp; Genders Club have strong attendance and work working with local community</li> <li>• Diversity &amp; Equity Committee: has financial support to continue efforts, received training on areas related to diversity</li> </ul>	<ul style="list-style-type: none"> <li>• People smoking on the sidewalk in front of campus is an issue.</li> <li>• Work is needed on some facilities on campus (i.e., Transitional Studies and CEO areas).</li> <li>• Look for ways to give more support to IT and web functions.</li> <li>• Morale is still a little tough, especially with staff as they are short-handed.</li> <li>• <b>A higher expectation of customer service skills is needed, particularly for work study students sine they are often the frontlines. Create a Customer Service 101 Bootcamp for work study students covering topics such as phone etiquette, attire, and follow-up questions.</b></li> <li>• Explore ways to increase awareness of where things are located on campus.</li> </ul>
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