



# 2018 Monitoring Report Review Team Planning Lunches

## Student Access, Support and Completion (January 8, 2018)

### Attending

Adam Wolfer, Michaela Jackson, Allison McCrady, Mary Kate Morgan, Chris Bailey, Sue Orchard, Brendan Glaser, Stacey Sowders, Nolan Wheeler, Melinda Harbaugh, Brad Benjamin, Clinton Howard (recorders: Angie Rogers and Wendy Hall)

### Strengths (areas in which we're doing well)

- Growth in Veterans, Disability Support Services, and Running Start.
- Visibility of services provided to students with disabilities and veterans.
- Running Start population has increased; program is doing very well.
- Students are feeling more comfortable about seeking support.
- Veterans are feeling more support.
- We can respond quickly when students with disabilities need help; we are getting better at that.
- We have a culture on campus of making sure that students don't feel alone. We are good at that, but we could be better. It's a value that keeps students here. Also a value we should have when we interact with our colleagues. Customer service focus.
- Having the tutoring center in the library has really helped remove the stigma of getting help, and more students are accessing the service. Our tutors have a good reputation on campus. Helps students feel connected. LCC has a culture of students working together.
- Having whole classes go to tutoring also helps remove the stigma.
- We've really added resources in our contract programs (including Running Start and CEO) and that helps strengthen those areas.
- Personal attention piece is really important. Everyone is really willing to make time for students who need help.
- Learning Commons overall has become a support center for eLearning, tutoring and research services. The facility is very good in that sense.
- Career Services gives a high level of service and is really good at identifying what students needs help with.
- We do a pretty good job of serving most students of color. We need to continue to work on that, but we are starting from a position of strength.
- We are seeing some issues with persistence and completion rates for male students.

- We do pretty well in terms of completion rates with a lot of student groups, need to work with some student groups such as part-time students.
- On College Navigator right now, males have a 28% completion rate and females are at 48%.
- LCC is willing to be innovative and collaborative. DSP is an example of great collaboration. The Food Pantry is another example of coming together to meet students' needs.

### Weaknesses (areas in need of improvement)

- We need to improve persistence and completion for males.
- We need to work on completion rates of our part-time students.
- We need to simplify things for students. For example, we used to start all classes on the hour.
- With Career Services, they provide a lot of good information and counseling but need to expand their mission to help move the exploration part earlier in the process (of a student's time here).
- People who are asking for attention aren't necessarily getting it; we need a systematic way of addressing that.
- Need to look at how we're connecting with students. ctLink is an impediment, but need to look at other avenues to increase communication with students.
- During the entry process for students, we have created some barriers for students that don't necessarily have to be there. Such as they date by which they have to enroll. They get some confusing messages. Although we've had some discussion, we can work on it more.
- Changing the time of a class can have a big impact on enrollment. We need to make sure we're offering the right classes at the right time, with the right modality. Need to make sure we're watching to see what students need. Need to look at alternatives such as hybrid which increase flexibility for students.
- Not all students have a safe place to go to study. Some students hang out on campus a lot because they don't have a safe place. Not all students have money to go to restaurants, coffee shops, etc. Not a lot of places on campus where students can be later at night, to get their studying done. We've expanded our hours somewhat, but needs more attention. In order to keep appropriate spaces such as the Library open, we need to have staffing resources. Would be really helpful to students if Library could stay open later. Currently Library closes at 7 and HSB closes at 10, so students just move from one space to another.
- Advising could use some work. For example, there is a lot of confusion between education and early childhood education. Our community childcare is a barrier to success. Students can't go to class if they don't have childcare. Our own childcare center can't meet demand. Infant/toddler care is the biggest need in the community. Adding one to two classes would obviously help.
- Planning is really important (advising). It's important to students and families that all credits transfer.
- Financial literacy is really important. If you're taking a lot of classes and burning through financial aid with classes that don't count toward the degree, can really negatively impact completion.
- Degree audit – on the one hand we're waiting for ctLink, but that system will not actually provide a specific degree audit program. We might not actually want to wait for ctLink to figure out student engagement software, etc. Will have to look for ways to solve these issues on our own.
- Surprising how many students don't understand that they have to pay financial aid loans back.

- We could improve some of our engagement with student services. Some of our specialized programs are able to give a higher level of engagement, but with general student population there may be room for improvement.
- We have to figure out how to better use technology to engage with our students.
- Financial literacy is huge. Getting the information to students can be challenging.
- Managing enrollment deadlines can be challenging.
- We have an opportunity to redesign the Student Center space to give it a friendly, coffee shop style atmosphere for students to spend time in.
- We know that students who spend more time here tend to succeed at a higher rate. The more we can do to engage our students in the community, the better.
- Clubs are a good way to engage students.
- Guided Pathways is going to help us streamline a lot of processes and reduce the number of extraneous classes students end up taking. Contextualized classes also help with engagement and retention.
- Persistence and retention are always going to be an issue. As we see a lot of faculty retirements over the next several years, need to make sure we are connecting new faculty with student services to strengthen advising.
- Signage on this campus is terrible. Needs to be improved.
- A lot of students don't know who their advisor is. Many students never even meet their advisor. If there is any way to strengthen those relationships, that would help improve student retention and completion.
- Distribution area (for classes) is on a list separate from the course descriptions, which can be confusing for students.
- There are lot of students advising other students, which may not be helpful.
- Through Guided Pathways, we will be removing the option of students retrieving their own pin numbers during open registration.
- Faculty advisors may need more than the training during in-service week. If we could do more to share best practices in advising, etc., that would be helpful.

### Emerging Trends

- Online courses, although we need to ensure they are high quality, really do address some of the barriers our student experience, like lack of childcare (it doesn't address Internet connectivity if that is an issue). We recently realized that when online course sections open up during registration, they fill first. Basically there is increasing demand/need for online courses. With that, need to ensure that other services are still available when online students (who may be working or have other responsibilities during the day) are available. Need to make sure that students have the computer skills they need to be successful in online courses, including Transitional Studies students.

## Transfer & Academic Preparation: Basic Skills and Pre-College (January 9, 2018)

### Attending

Brendan Glaser, Kyle Hammon, Natalie Richie, Becky Connolly, Sue Orchard, Anne Marie Klein, Angel Ruvalcaba, Theresa Stalick, Catie Graham, Michael Ann Watts, Katie Sully, Kendra Sprague, Terri Skeie, J. Haynes-Hughes, Clinton Howard (student), Steven Boyer (recorders: Angie Rogers, Wendy Hall)

### Strengths (areas in which we're doing well)

- In Language and Literature, doing a good job with looking at data and making improvements for students.
- Also in Lang & Lit, not afraid to try new things or scrap things if they don't work.
- Continual efforts for math and English preparation, including U-Prep.
- The Smarter Balanced and HSTA crosswalks have been really effective. Multiple measures have been great. Collaboration with English and Testing for DSP.
- In Transitional Studies, being focused on the student is a strength.
- Transitional Studies recently received nine commendations, including a strong team dynamic that serves students well (particularly in terms of customizing service for students). Also received a commendation for creating a front desk handbook for serving students. In terms of state monitoring, 70% of students went on to postsecondary education with a goal of 47%.
- Transitional Studies coordination with English and math departments is really helping students move on and be successful.
- Transitional Studies also has caring instructors that are willing to do what it takes. Also a high level of trust among instructors.
- Workforce education – a strength is in terms of collaboration that allows them to work with other areas of the college on what's best for the students.
- So much collaboration and innovation in this area of the college; it's a real strength.
- In the math department, have very committed and experienced faculty working on the pre-college pathway. Are really looking at the non-STEM pathways. Also faculty are very involved in statewide initiatives and are on the edge of what's happening.
- Math boot camp is another strength.
- Transitional Studies has really strengthened access to technology for their students. Now have more technology in the classroom as well as laptops that can be checked out. They offer a technology class for students who struggle.
- The math recovery class is another example of innovation and collaboration to help students succeed.
- We're student focused and good at identifying student needs.

### Weaknesses (areas in need of improvement)

- We can do better in terms of on-boarding students to help them find the best place for them at the time, given their financial aid need, etc. We will be addressing this with Guided Pathways (figuring out what's best for individual students).
- We added a lot of sections to the math rescue course and would have expected to see more enrollments in trailing courses in the winter. There may be gaps that we should address.

- We should monitor the proportion of Transitional Studies students who go on to postsecondary education.
- We need to increase the proportion of students who complete a college-level math course within their first year.
- We work really hard to create online and other options for students, but many really need to be in a math classroom. Need to work on advising pre-college students into classroom-based math classes. Math faculty and advisors really need to be working together.
- We should not be teaching Math 050 online.
- Workforce education might be a good place to get more HS 21+ students connected with college programs.
- Transitional Studies is still somewhat of a mystery on campus. Would love to expand understanding of the Transitional Studies program on campus. Data tracking, particularly with all the different articulation agreements, can be confusing. Also, very difficult to get the large cohort of adjunct instructors together.
- Accessibility to information is a challenge – a lot of students with disabilities in Transitional Studies. Have converted some information, but there are challenges. Also trying to increase the use of AER in Transitional Studies. Helps keep costs down.
- Would really like to work on getting Transitional Studies students to employment (this isn't in the Monitoring Report).
- Would like to recruit more students into Transitional Studies. ESL in particular is down. We currently have a navigator in that area that's doing good work. Have also streamlined a lot of classes that cuts down on FTE. Don't want to spread it out because that doesn't serve students.
- Transitional Studies – it's still kind of a secret what they do. Need to make sure that we are informing students about all of their options, including Transitional Studies.
- Testing – need to make sure that processes are consistent and data is entered. Currently a lot comes in over the summer and it isn't timely enough. Something they can definitely improve on.
- English 098 numbers are not where we want them to be. Those numbers are artificially low because the strongest students get moved to 099. Have really been working this year to strengthen the 098 courses. Need to work more with ESL and IESL instructors to help students move through the English curriculum.
- With Directed Self Placement, not all students are aware that with choosing pre-college they are also choosing College Success.
- It's taking too long to figure out what's needed in terms of College Success course. Just coupling it with pre-college English has not been successful enough. Need to figure this out and help students get what they need so they can move on and be successful.
- Online sections for English 098 students fill first, but those students are not necessarily going to be the most successful in that environment.
- Completion rates for male students are concerning. They are enrolling at lower proportions and completing at even lower proportions. We need to look at the root causes of this trend and identify some of the top reasons this may be happening.
- Long term, we need to figure out how pre-college and Transitional Studies fit into Guided Pathways. We may need to shake up the system.
- Need to figure out how to get students into college level math in the first year.

- Facilities – improvements needed for Transitional Studies and dev ed classes. Smaller class sizes tend to result in lesser ideal classroom settings, which doesn't help students who may already be struggling. Note: we are in the application pipeline for a new facility that includes Transitional Studies.
- Investigations class (for BFET and Workforce students) is similar to College Success but not offered for credit. Most students are there because of high barriers, but the course has been successful. Most recently, average GPA was 3.25. Would like to expand this option to more students.

## Workforce and Economic Development (January 25, 2018)

### Attending

Chris Bailey, Tamra Bell, Leszek Cromwell, Dana Cummins, Karen Joiner, Brendan Glaser, Ann Williamson, Nolan Wheeler, Hahli Rogers, Connie Ramos, Liz Engel, Kendra Sprague, Lynell Amundson, (recorders: Angie Rogers, Wendy Hall)

### Strengths (areas in which we're doing well)

- Welding enrollments look strong.
- Our nursing students are doing well with their boards.
- Kudos to our testing services for being so responsive, and bringing necessary employment tests to the college.
- I-BEST program is stellar.
- Corporate and Continuing Education does a good job of meeting needs in the community and can respond rapidly when needed.
- Work well with our community partners, such as the Economic Development Council.
- Our employment rates look good.
- Results from the graduate survey are strong, even with the increase in response rate.
- Programs have done a good job of keeping their curriculum strong, and are good at providing what students need for employment.
- Programs have done a good job with the equipment they have available.
- Medical Assisting has a really good technical advisory committee, which is important for curriculum considerations. It's a good mix of employers and medical assistants. Participation is excellent.
- We really focus on students and the student experience, and student success.
- Faculty are flexible and willing to help students with "extra" skills. They are also good at filling in for each other when needed.
- We have a really strong program mix, with a good variety given the jobs in the community.
- Kudos to the technical advisory committees.
- Kudos to our prof/tech faculty as well, who are willing to jump in and do research when needed such as with the new BAS.
- Everybody tries to stay on top of what's changing and shifting economically, such as what the job looks like today. Also making sure that certifications are recognized by industry.

- We do a good job of staying on top of our industry connections through our technical advisory committees.
- We have faculty that get out into the community, such as through visits to the industry site and talking with employees.
- In Cooperative Education, every faculty makes at least one site visit.
- Diesel Day last spring was great, both high school and college students visited employers.
- Education faculty attend staff meetings in the area to stay on top of what's changing.
- We have tried to assist local teachers with the need to keep up with STEM (Science, Technology, Engineering and Technology) requirements.

#### Weaknesses (areas in need of improvement)

- As technology changes, challenging to come up with the time needed to meet with employers.
- We need an equipment replacement plan.
- Want the space, furnishings and light available in HSB for everyone. Has made a positive impact on motivation and pride.
- Our vocational building needs to be replaced. We submitted a proposal in December and hope to receive a high score. Only 24 out of 34 colleges submitted. Will replace Science, Physical Science and Vocational.
- We have some outstanding programs in terms of assessment, but there are some in the prof/tech area that are not doing what they need to do. Would like to see more consistency across programs.
- We are making safety improvements in our facilities, would like to see that continue.
- If there's a new high demand, high growth program that requires a lot of space and equipment, we don't have the room for it.
- We are not funded the way we were in 2006-07. We're now funded about 75% on enrollment, so as enrollment decreases this is a significant concern.
- There is a perception disconnect in the community—between what we actually do offer, and what they think we offer.
- There are misperceptions about what we offer and what skills our graduates come out with. Getting the right information out to the community is a challenge, particularly related to how they can engage with us to get what they need to support their businesses.
- It's a challenge to get employers to commit to the things they say they want, once we have developed it.
- We should use our facilities more at night. There are a lot of lights on, but not a lot of space is actually being used.
- Keeping abreast of state changes is challenging in some areas, such as in education. Difficult to find the time to get away from campus.
- There is room for improvement in the offering of online courses. A BAS in business or accounting, available here but online, would be really helpful to the community. We need online pathways in addition to courses (for example, business).
- Online classes are filling fast, and are very popular with pre-nursing students. There is an increase in the number of online New Student Orientations.
- We have one of the only LPN-2-RN programs in the state, particularly one that is online.

- Corporate and Continuing Ed – would love to have an industrial lab to provide an industry-recognized certification for local employers.
- Equipment and technology replacement plan – systematic way to replace things.
- We need to continue to improve our career and academic advising across the board. Need to make sure we’re responsive to current trends.
- Also need to continue to assess student success in online courses.
- We need more childcare for our students. We currently have 126 on our waitlist.

## Opportunities and Threats

- BAS is an opportunity. Longview School District had 19-20 declines in the last few years alone because people didn’t want to live here. We really need to be able to grow our own teachers.
- We have an opportunity to watch the data in order to help us determine what BAS programs make the most sense for the area.
- Our University Center is an ongoing opportunity. We need to continue to promote the opportunities available.
- With the growth in online education, we need to make sure that we’re still providing the face-to-face opportunities for students who need them (even if it’s in hybrid form). Offering purely online courses is a threat in some cases.
- Student Services is looking at an entry survey for students to help identify potential services they may need (CSI – College Student Inventory).
- The declining state budget is an ongoing threat. Funding is not keeping up with inflation, which ultimately results in cuts.
- Potentially undiagnosed learning disabilities may be a threat.
- Our instructors don’t necessarily have training on the new Common Core math, and will be a threat since those students are beginning to arrive on campus. This is a potential threat.
- Many of our students are at-risk and in need of counseling. We are not staffed well enough to help them all. Would love to see support groups for students with anxiety and low self-esteem.
- Clark College is building a new vocational building in Ridgefield. This is a threat for us. Initially it was going to be a health science facility, but they shifted the focus to manufacturing. Many local employers already send people to Clark, and this facility, which is closer, may draw more people away. We really need more hands-on industrial lab facilities for employers.
- Many of our students are addicts or ex-felons, and self-identify as “unemployable.” May be an opportunity to provide more training for them to create their own businesses (entrepreneurship). We do have an entrepreneurship certificate through continuing education.
- Expanding I-BEST program from just certificates to also include associate degree programs is an opportunity.
- Another opportunity is the alignment work we’re doing with K-12. Pre-apprenticeship is a potential opportunity for students not wanting to obtain a college degree. This year, we are mapping K-12 pathways to available LCC programs (through Tech Prep, now called CTE Dual Credit). Many colleges aren’t offering Tech Prep anymore, but it’s a strength that LCC has maintained it (and it’s doing well).
- Opportunity and threat – we need to strategically address the challenge with the perception gap in the community.



## Institutional Excellence (January 29, 2018)

### Attending

Chris Bailey, Shannon Wachob, Jeanne Hamer, Mary Leach, Hiedi Bauer, Sue Orchard, Kendra Sprague, Robert Cochran, Serina Graham, Tiffany Stewart, Rich Hamilton, Rheannon Van Cleef, Nolan Wheeler, Marie Boisvert, Brendan Glaser, Brandon Ray, Nadine Lemmons, Kristina Dieter, (recorders: Angie Rogers, Wendy Hall)

### Strengths (areas in which we're doing well)

- Have improved communication about events on campus.
- We're doing well in terms of cultural enrichments, particularly Salal Review, Northwest Voices and Community Conversations. Also more faculty are publishing their work.
- Faculty professional development dollars are being well spent. We used to have funds left over at the end of the year, and that's not happening anymore.
- We've worked hard to improve our operations, particularly related to the student experience (retention and completion).
- The new academic early warning process is helping with student retention. We need to look at who's using it and how often they're using it.
- We've been building momentum around diversity and equity, particularly in regard to collaboration around campus. Equity is very important in terms of Guided Pathways.
- Professional development opportunities on campus for staff and faculty have increased, and more people are participating.
- Maintenance of our facilities is going well.
- Foundation is doing a good job with supporting the college.
- Identity of the visual arts on campus is growing, including the new iMac lab and having a student art show off campus (at Public Library).
- We are doing a good job with donor appreciation.
- We are doing well with emergency preparation.
- We are doing a better job at telling our story (in the community).
- Foundation is knocking it out of the park, particularly in the area of alumni relations.
- Have seen an increase in the number of retired professionals auditing our courses.
- National Theatre Live program brings additional community members into the Rose Center.
- Athletics teams are performing well, and can view them playing online now (our online program is better than many other colleges).
- We have put time and money into upgrading our facilities in recent years, supplementing state funding with local dollars when needed.
- Network stability has increased.
- We do an excellent job with training on campus.
- We also do an excellent job with waste management, including hazardous waste.
- Way finding on campus is improving in terms of additional signage.
- We do an excellent job with recycling on campus.
- We've been doing a good job at getting rebates this year.
- The level of kindness on campus has been improving.

- A number of people have stepped up to the plate regarding accessibility and e-signatures, particularly related to training and communicating the information to campus.
- Survey results show that the community feels positively about our campus.
- Faculty/Staff satisfaction is high, according to survey results.
- Health and Wellness Committee is very active; we are seeing growth in the number of people engaged with activities. Collaboration with ASLCC is really cool. This is important given the lack of overall healthiness in our community.
- Faculty and staff have been really creative with increasing support of students, such as Food Pantry (with ASLCC), Accessibility and AER.
- The Atomi program has been a good way to connect to the community through host families. Faculty have also become more engaged. We are also starting to talk about providing more international experiences for our students.
- Although we are still feeling the fallout from the recent false alarm, the support has been positive. Anger is not about what happened, but more about that we have to face this threat. Handling of the event is indicative of a culture that solves problems rather than being a culture of blame. The whole campus came together and responded well. This is a huge change in LCC culture. We learned from the experience, but we also did a lot of things right.
- In terms of faculty satisfaction and morale, moving away from all the one-year faculty contracts was a good thing to do.

#### Weaknesses (areas in need of improvement)

- Need to make sure we're measuring the Core Themes and Annual Priorities and communicating that out. We will be looking at our indicators after the accreditation visit this fall.
- Have been testing online help ticket system in IT. Could do a better job of communicating it out and getting more people to use it.
- International Program on the facilities side – the two apartments. We are putting the two apartment buildings in our maintenance system so that anyone who lives in the apartments can put in their own work orders. This will help Campus Services do a better job with maintenance at the apartments.
- We still have some infrastructure to install regarding emergency preparedness, specifically the uninterrupted power supply.
- Facilities – our score keeps getting better, but a lot of our buildings are not built to withstand a large seismic event should it occur.
- Finances – we are spending from our reserves but we need to start adding to it.
- Branding on the Administration Building is outdated, which is unfortunate given how visible it is (adjacent to the circle). Job applicants and donors often see Admin first, so if we can improve the look of the building it would help our image.
- Our bookstore is fairly underwhelming. Wish we could do more to that space to make it more vibrant. It's dull, and gear/merchandise doesn't turn over very much. Employees don't necessarily shop there anymore, even those who used to spend dollars there. If we could increase traffic, that would be good.
- We could be growing our student connections more to help turn them into alumni connections later.

- Don't take advantage of all high school groups coming in to the Rose Center for recruitment purposes. We have students sitting there for hours, and we could do more to leverage that. Just setting up a table in the lobby is sort of passive. Specifically the band competition in the spring and Science Olympiad.
- It would be nice to get visual arts more engaged with performing arts.
- We made some big strides bringing our hiring process up to date, but would be great to not have to wait for ctcLink to put our time and effort reporting online. There is possibly a tool available from Bellevue that we could use.
- The Foundation's role in supporting the college in the era of declining state funding is evolving, particularly with implementation of the College Success Fund. Support from the Foundation is becoming more important.
- We need to become more of a priority in the legislature, in terms of funding. We haven't been.
- In addition to the unfunded mandates from the legislature, we also have increasing infrastructure needs. Need to find a way to manage communication channels to ensure that people are getting the information they need.
- Technology – we need it, but it's really expensive. How do we implement what we need without busting the budget?
- Need improvement with our scheduling practices; it's grown confusing and unwieldy over the years. We've lost whatever standardization we once had. We will be addressing this through Guided Pathways.
- We have areas in need of equipment upgrades.
- We need to make sure that we are not over-reaching, and focus on the things we do really well.
- There is potential to tap into more faculty expertise for professional development purposes. Potentially through conference-like events.
- We need to finish the Main project.
- Seems like there are a lot of silos on campus. If we had a more purposeful way of making cross-silo discussions happen, we could make more magic happen.
- If we haven't mapped out the entire student life-cycle to identify pressure points, we should. There are a lot of hurdles for students to overcome, and we need to try to stop the "run-around" from happening as much as possible.
- Some Running Start students are not academically and emotionally ready for college. It can impact students later, if they fail, and also can hurt our reputation in the high schools. Could we offer a college success course for all Running Start students?
- Early mornings and late nights are problematic due to growing homeless population (Civic Circle). It is a safety concern. Have to advise our students to go out in groups. Have had to put a lock on the refrigerator in the nursing area because lunches kept disappearing.
- Infrastructure – classrooms in some buildings haven't changed in a long time. Would be great to update some of the computing classrooms if at all possible. We do replace computers, but we also need to talk about changing what's available in the space.
- Incorporate discipline-specific language in marketing and increase faculty outreach in high schools.
- Number of LCC graduates on the faculty is a strength we should promote.

## Transfer and Academic Preparation: Transfer (January 30, 2018)

### Attending

Chris Bailey, Merry Bond, Annette Ward, Lucas Myers, Traci Fuller, Jenny Smith, Brendan Glaser, Kyle Hammon, Kristy Gutierrez, Chad Meadors, Melinda Harbaugh, Clinton Howard (student), Dawn Draus (recorders: Angie Rogers and Wendy Hall)

### Strengths (areas in which we're doing well)

- We've done a good job of improving our placement options for students (math and English).
- We've adopted a number of "major ready" program paths.
- Science faculty have a lot of new tools at their disposal through the EDA grant, and are tying the new equipment into their curriculum more and more.
- We have done a good job with DSP, and the trend is up for high school transcripts being used for placement. The DSP is being refined again this year.
- For a college our size, we offer a strong array of transfer courses. Students pursuing the DTA have a lot to choose from. We also have a lot of good curriculum in STEM and performing and visual arts (specifically addition of graphics arts course and new iMac lab).
- Visual arts – we are taking a hard look at the curriculum and refining as needed.
- We are ironing out the wrinkles with our new associate in music degree.
- Enrollment in pre-nursing is off the charts. If we didn't have a great nursing program, they would be going somewhere else.
- As we're looking at Guided Pathways, see a lot of groups working on getting more students to completion, such as shortening the math pathway.
- TRiO program is amazing.
- New Student Orientation – incorporates advising, which can help students get into the right pathway from the beginning. Have seen a decrease in lines (at beginning of the quarter) which means that students are getting on board with fewer frustrations.
- The high school transfer agreement is going well.
- Transfer fairs have been really successful, very helpful for our students.
- Faculty make students feel important, make sure they know exactly where to go if they have a problem. Makes students feel like their success is important.
- eLearning is great.
- Guided Pathways work will be really important for our students.
- The first graduates just finished the new AN-DTA program. Students say they are all going right on to bachelor's program, but will be interesting to watch transfer rates.
- There is tremendous support for students in terms of preparation for transfer (from a student's perspective).
- We do a good job of preparing students for transfer.

## Weaknesses (areas in need of improvement)

- With online students (who have more transfer options available), it is challenging to get to know details about every potential transfer institution. It's good to have choices, but also presents a challenge for advisors.
- Need to offer more transfer courses, such as HIST 128 (World Civ III), that work well with our transfer partners (such as WSU).
- There are some courses that are only offered every other year, perhaps we can look at what it would take to offer them every year.
- Would be helpful to help WSU have more of a presence here, since that's the most popular transfer destination for our students.
- Many students need a year of foreign language to transfer, but it's not listed on any program planner except pre-dental hygiene. Students cannot get financial aid for their foreign language classes unless it's on the program planner (currently students can get Span 101 and 102 under the diversity requirement, but 103 isn't covered except with pre-dental hygiene). Recommended language could be "one year of foreign language recommended."
- Testing – are working on nailing down tracking of which "multiple measure" a student is using for their placement, since there are now many options. Many challenges remain.
- With growth in Hispanic population on campus, we are trying to really welcome a whole new demographic of student. There are gaps in what we're doing, as we currently just add on duties to employees who happen to speak Spanish. We need dedicated employees assigned to work with this population, as well as people who can help with translation, etc. Bi-lingual employees are doing a lot of extra work, and we need to invest more there.
- We have an opportunity to engage in more discussion about advising and online learning. We need to make sure we're offering the right courses in the right modalities to offer the courses our students need. Example: ceramics is 3 credits, but international students need 5. Can develop a 5 credit option for those students.
- HIST 128 is an issue for the AS-T students (it's only offered one a year).
- Many students need a place to study since some can't study at home, and campus isn't open 24 hours a day.
- Also, we need to look at transfer math since we haven't in a while.
- Need to revisit our schedule structure: simplicity, more uniform start times, better coordination so classes don't collide as much, etc. We have deviated from our block schedule that we started many years ago, need to really look at this again. Joint meetings between Instruction and Student Services are really needed to work on some of these issues.
- Quarter to quarter persistence is an issue, as is fall to fall persistence. Schedule work we're engaging with in terms of Guided Pathways will help.
- Need to make sure we have options for pre-nursing students who don't go into nursing. We've kind of failed them. Some can't leave to go elsewhere for nursing, and end up just waiting and waiting to get it.
- Better alignment with school districts and teachers, so that students are better prepared for the college classroom, is needed (beyond math and English, which is already happening).
- As faculty, not enough time for good professional development. Need to figure out the scheduling challenges to make it happen, including meeting with K-12 partners.

- Pathways need to be better clarified for students in terms of alignment and required pre-requisites for particular majors. Some students can't afford extra time either with their associate degree or with their bachelor's degree. Guided Pathways will be looking at this.

### Opportunities

- The field of healthcare creates a bottleneck for our students. We have an opportunity to create opportunities beyond nursing. An apprenticeship in behavioral health is one possibility.
- We are going to try putting transfer students together for spring orientations, so more transfer information gets to students right off the bat. Are also going to put all nursing students together (for orientation).
- Encourage students to be proactive about researching transfer options, right from the beginning. Not all students are thinking about this when they start out.
- We need more information about programs offered through the University Center. Which are online, etc. Can't sell programs if we don't know about them.

### Threats

- Institutional capacity is a challenge. Guided Pathways is going to require a lot of effort to pull it off.
- Funding is an ongoing threat. There is a bill pending for a 10% reduction in tuition, which could help enrollment but also creates funding challenges if not fully funded. Water and electricity, and other necessities, have increased in cost and state funding is not keeping up. Everybody loves community colleges, but we are typically not a funding priority. Increasing compliance requirements are also part of this picture. We need to find ways to be sustainable going forward.