



2019 Monitoring Report Review Team Planning Lunches

Professional/Technical & Customized Education

Attending: Chris Bailey, Nolan Wheeler, Tamra Bell, Steven Tokarski, Stefanee Sorgenfrei, Jill Yates, Randy Byrum, Dana Cummings, Anita Quirk, Karen Joiner, Leszek Cromwell, Kenda Sprague, Lynell Amundson, Elissa Loren, Connie Ramos, Matt Quirk (observer), Angie Rogers (recorder), Wendy Hall (recorder)

Strengths

- Help students overcome obstacles - take students “by the hand” and walk them over to the right area - and make sure students have what they need
- Implementation of college success program helps students navigate their environment
- Early Warning system - used by faculty to help students who are struggling
- Question: what percentage of faculty use the early warning system?
- Not all faculty use AEW for positive feedback
- Faculty are very engaged with their students (example: when we had to close the welding lab) - faculty engagement is really high in the industrial trades
- See the level of faculty engagement in Transforming Lives
- Responsiveness to industry - we are able to move more quickly to meet those needs than we were in the past
- College is responsive to workforce needs of the community
- Really try to make sure our programs are relevant to the community
- Faculty engagement is exceptional in our professional/technical programs
- Student ambassadors, onboarding staff, Food Pantry, and PASS (Positive Academic Student Success) programs are really helping students be successful, especially in the first quarter. Through PASS, there are assignments that students do every week, helps

with engagement. Students with a first quarter GPA under 2.0 are recommended to the PASS program. Some students ask if they can continue in PASS even when they are off probation. Exploring college class is another option for students who may be struggling. Faculty can refer students to Lesh or Shane if they have students that are struggling.

- Tutoring Center, Math Achievement Center, I-BEST are all programs that support students.
- Enrollment in I-BEST is up this quarter.
- CSI (College Student Inventory - college readiness instrument) coaches - new program, really wonderful thing. Have an opportunity to see where students are off the path. Really helped when financial aid column was added (to the Google doc); helps catch potential problems. CSI calculates a score/feedback that helps direct students to the resources they need.
- ABE has skill building classes that have no impact on financial aid, but transition right into college level.
- We are doing a good job of meeting students where they're at (in terms of math and English placement). Also doing a good job of getting students right into the type of courses they are interested in (Welding, etc.) Manufacturing and business 100 classes are helpful.

Weaknesses

- Concerned about the ability of afternoon students in welding (and other industrial trades) to take academic courses (issue is the lack of availability of those courses in the afternoon hours). Examples: math, English. With falling enrollment, has been challenging to create enough sections to meet the need.
- Criminal Justice - need to revamp the professional/technical program so that we are more in line with what everyone else is doing in Washington state. This is in process, then it will go to the technical advisory program (to make sure it's in line with what they need). Need to add three courses - we are currently only offering two of the five core courses recommended by the Centers of Excellence. We need to eliminate the courses we don't need.
- Vocational Building - not being on the Governor's proposed budget for the new building means that our project is pushed out. It's not likely that we will make this biennium. Right now we're looking at six to seven years until completion.
- Challenge - how to update existing facilities that need it, balanced with not making too many improvements due to the building project. Example: power. We've got multiple machines on single outlets. Not ideal.
- Enrollment is a challenge. Students don't seem to want evening courses right now, but figuring out what they want, at what time they want it, is a challenge. Yet employers are calling for trained workers.
- No designated space for manufacturing training, even though it's a core need for the community. Don't have some of the key pieces we need for manufacturing training, such as customized training. Doesn't have a "home."

- Challenge - providing educational pathways that are prof/tech but at the same time academic transfer - very difficult to align both sides (examples: Criminal Justice, Chemical Dependency Studies). Extremely difficult to add courses that can be applied toward the DTA.
- We could do a better job of getting the word out about ABE. Could add auto to I-BEST, but it's a funding issue.

Opportunities

- Working on implementing pipe welding. Could become a certification process following the AAS.
- If we could identify a classroom in the Vocational Building that is prioritized for manufacturing, we could potentially add simulators using workforce funding. Could use a combination of online and simulators for training. Potential: Voc 116. Need to assess our Advanced Manufacturing degree - will influence what kind of equipment we purchase. Getting the physical space identified would help a lot.
- After the Criminal Justice degree revamp, will work with the advisory committee to see if there are any certifications that would be worthwhile.
- When we get design money for the new building, will be a good opportunity to look at our program mix (to determine if there are things we should be offering). Need to build in flexible space into the new building. Need to find a funding source for equipment in the new building. Equip the building adequately.
- Need to look at additional BAS programs and their feasibility, looking forward. Need to see what makes sense for this region.
- Continue to align our programs with K-12. Need to provide strategic workshops and support for scholarships related to vocational programs.
- Once the testing center moves over to Main, we have an opportunity to better serve students in the Admissions Center.
- Need to look at accessibility of space - you have to walk through labs to get to other labs (in AAR); will have an opportunity to revisit it when Main is completed in fall 2019. Creates an opportunity for new space to be allocated.

Threats

- Industry involvement - they say they want to be involved, but what do we really get from them? Sometimes we build it and they don't come. Particularly an issue with apprenticeships. Have gotten donations related to the welding competition in the past.
- WorkSource is saying there's not as much of a need for accounting - is a threat to our program. We may be able to help with that.
- Clark is finishing design work on their new advanced manufacturing facility in North Clark County (70,000 square feet). Currently only one building which is at a considerable distance from the rest of their campus.

- Centralia has really upped their game in terms of marketing - have been replicating what LCC is doing.
- Centralia is really improving their athletic program - trying to regain some of the FTE that comes to LCC because of athletics.
- State allocation is a threat - we haven't made up the reductions we took during the recession. We are almost out of reserves. People don't understand that capital and operating funding is totally separate, and misunderstand our financial situation when only looking at our construction projects.
- Keeping up with technology - artificial intelligence, how students interact with our website, how students interact with our faculty.
- Keeping up with modality - students want online/hybrid, right now they don't want to attend in the evening. We are focused on morning classes, but it doesn't work for everyone.
- CDL simulator would be beneficial (time, money, insurance).
- Lack of sufficient students placements in the field (in a variety of fields) is a threat.
- Need to keep our equipment current - don't have sufficient upgrade and replacement funds.
- Changing workforce needs - is a threat. Would be nice to have a crystal ball.
- Increasing mental health needs at LCC and beyond and the lack of services available to help students. The need and severity have increased.
- Lack of understanding from high school counselors and parents regarding the quality of training and jobs they can get through vocational programs. K-12 is open right now to more/better information about CTE pathways.
- There's a declining birth rate and declining student population; how are we going to adjust to that.

Institutional Excellence

Attending: Chris Bailey, Jason Arrowsmith, Nolan Wheeler, Brandon Ray, Linda Clark, Tiffany Stewart, Serina Graham, Edward Shrull, Sue Orchard, Kendra Sprague, Marie Boisvert, Hiedi Bauer, Jared Miller, Jeanne Hamer, Rheannon Van Cleef, Julian Rivas, Karen Joiner, Matt Quirk (observer), Angie Rogers (recorder), Wendy Hall (recorder)

Strengths

- Campus Services staff do a good job of keeping things looking nice.
- We've been updating technology and conference rooms, also looking at some video-conferencing technology. Have added almost a dozen cloud services. Implementing new technology such as EAB Navigate.

- Foundation has done a good job of supporting student success and has been instrumental in supporting student retention (i.e., student success fund and scholarships).
- Our campus is the jewel of the community.
- The strength of our student support, such as through the Learning Commons, creates a life-changing, learning-rich environment.
- Employee satisfaction and morale remain high.
- There has been great work through Machine Trades; also, Foundation has done a good job of supporting athletics.
- We really try to keep students at the center of all we do.
- We invest in our people -- students and employees, and create a warm and welcoming environment, hopefully for all.
- Faculty and staff are open to students who need help. Scholarship program is a blessing.
- Investments in safety of our students (and employees) is an example of investing in our people.
- Security staff do a wonderful job of handling situations on campus and ensuring that the campus is a safe and welcoming environment.
- Accreditation - praise for safety, assessment, library, and support of student success.
- Tutoring and eLearning Center is doing a lot of outreach to break down barriers.
- A lot of encouragement to work collaboratively.
- Food Pantry is a good example of supporting our students.
- Faculty do a good job of using data to make improvements for students in gateway courses (such as math).
- Food Pantry. A lot of support from faculty (around 80% of support comes from faculty).
- Welcoming environment on campus. Staff/faculty good at helping students get to where they need to go.
- We do a sensational job with cultural enrichment, such as music, drama, NW Voices, Salal, and Community Conversations. We do a good job of working with community departments to publicize our events.
- The Wellness Committee does a good job with faculty morale.
- Faculty Professional Development Committee does a good job of allocating funds.
- Conference style in-service week did a good job of tapping into our own talent.
- Have seen an increase of getting the word out about campus services and activities, such as flyers in the restrooms.
- Math restructuring efforts have spilled into Transitional Studies, which is helping students get on the proper path.
- The faces that are representing the campus - supervisors are doing a good job of identifying the qualities that we want on campus. Also hiring committees are doing a really good job.
- One impressive thing is the commitment from everybody to make this a student centric campus.
- Reputation of LCC throughout the state has really grown. Has really snowballed.

- LCC Athletics was the second year in a row we won the Athletic Director's Cup (reflecting excellence on the field) and are in second place with the President's Cup (representing excellence in the classroom).
- Music programs. Performances are phenomenal. We have a great facility and great talent.
- Compliments in the accreditation report in regard to facilities and grounds are strong, particularly compared to other campuses. Also emergency preparedness; other colleges are far behind us.
- Right now we have the strongest finance team we've had for a long time.
- We have the best Fitness Center in the state.
- We are more collaborative and less siloed than a lot of other colleges.
- We are up 10% in enrollment since 2007. Our overall market-share in the state has increased compared to other colleges.

Weaknesses

- Recruiting students is the responsibility of all employees.
- We are light on technical staff given the amount of technical projects we are engaged in right now.
- Need to look toward diverse populations for student recruitment, and other areas we haven't focused on.
- Need a new vocational building.
- Have seen an increase in the use of technology in class, can take away from instruction. Would be great to see boot-camps for technology.
- In terms of Cultural Enrichment, want to broaden the diversity of hiring, but at the same time we lack resources to fly people in or pay for relocation.
- New block schedule is challenging. There is no dedicated time for cultural enrichment. Would like to see that.
- In terms of facilities, need more flexible space (rooms with movable furniture).
- Accessibility in Main is an issue (being able to get to the second floor).
- Change fatigue - new VPI, Guided Pathways, Navigate, ctcLink, etc.
- More scholarships for arts - Salal, etc.
- Cultural enrichment - would like to capitalize on the Guided Pathways movement; there is an opportunity to increase the cultural enrichment of our students.
- Accessibility is an issue re: bus stop at the Rose Center parking lot (awkward). The trade off is a reduction in parking.
- We struggle with consistency of our procedures - we have an opportunity to make them more clear for students (and staff) to understand. Need to have more written procedures within our departments. Would help with smoother transitions when we have new employees.
- Having a global outlook and looking at ways we're preparing students to go into the world; need to look at that as well as our diversity efforts.

- Reputation in our Woodland school district could be better; we are not seeing those students choose LCC.
- Administration building is very visible to the public and is in need of beautification. Needs some improvements.
- Food Pantry - if we could add refrigeration, we would be able to provide more nutritious food to our students.
- We need to look at our overall planning process; our current process is not as smooth and integrated as it could be.
- Could potentially organize our various planning efforts around our strategic initiatives and put into one document. Would address issues related to coordination between different types of documents and plans. We can address this now that we've gotten through our accreditation cycle.
- Have an opportunity to take a deeper dive into equity and inclusion. Has to be proactive, strategic and sustained.
- Makes sense to continue to invest in our campus, including cosmetic improvements and signage.
- Need to continue to add more online opportunities.
- Hope we can continue to stay agile and responsive in terms of meeting the needs of our area's economy - to make sure we are leading rather than following. Example: endorsements from particular automakers for auto repair programs (Clark College has Toyota endorsement). Remain competitive.
- We have an opportunity with the new vocational building to seek additional resources to put into that area of the college. Need to focus on this over the next three years.
- We need to continue to explore partnerships - such as new agreement signed this week with WGU to be part of our university center efforts.
- Need to grow opportunities for high school students who may not see themselves in a traditional college setting.
- We need to do a more strategic job of offering and supporting new (technology and other) services to ensure that we can sustain our capacity (examples: aging servers, simulators, baseball turf).
- Need to look at providing more/better metrics related to professional development. How do we measure that more effectively?
- We currently only measure quantitative participation of under-represented populations - also need to look at qualitative (what is the quality of their experience after they get here)?
- Lack of state support is a weakness - have to change our budget.

Opportunities

- Vocational building - opportunity to really improve the facilities for those programs with the new building.
- Need to increase our marketing presence in Woodland (I-5), particularly with construction of new Clark College building in North Clark County. Currently there is only

one building planned (but more could come later). They get their construction money this biennium.

- More incentives for faculty to pursue professional-development after they've topped out the salary schedule (which is currently a disincentive).
- International program has grown but there is an opportunity further growth and diversification.

Threats

- Funding for long-term facilities and equipment needs
- Construction of new building in North Clark County (Clark College).

Access, Support & Completion

Attending: Chris Bailey, Shannon Wachob, Heather Wooldridge, Shain Wright, Ale Sanchez, Nichole Seroshek, Sue Orchard, Sheila Burgin, Kendra Sprague, Stacey Sowders, Byron Ford, Stephanie Peerboom, Melinda Harbaugh, Adam Wolfer, Brad Benjamin, Matt Quirk (recorder), Angie Rogers (recorder), Wendy Hall (recorder)

Strengths:

- The priority of the college is to provide holistic support for students, and we have implemented several things happening such as the student ambassador program.
- The Student Success Fund from the Foundation has helped students complete at a rate that is a higher than average. Could be a KPI on this topic?
- Running Start enrollment is up, and also an increase in dual completions (high school and AA completion)
- Default rates are being managed through the Office of Financial Aid.
- The Student Success Fund is very helpful.
- The new College Student Inventory is helpful in terms of helping students navigate the system (upwards of 80% of new students have completed it). Helps to identify needed interventions.
- The iPass program is helpful. Have expanded this to include warning, which comes before probation.
- The food pantry is helping students.
- Academic Early Warning also helps students.
- Student Ambassador program helps those students learn, grow, and development as leaders.
- Multicultural Grad Night was amazing and really helped with student engagement.
- Student Success grant has really helped some students who have reached their limit with financial aid or have run out of resources to complete their degree.

- Tutoring is going well. The collaborations in the Learning Commons remain strong. Highest day this quarter is 750 for visits, higher than animal therapy day last quarter. Shows that we're getting more students in, including some classes. Some faculty are doing their office hours in the Learning Commons.
- We are strong in terms of people who have great ideas, pulling in others to collaborate.
- The Foundation is very collaborative and has seeded many important student success initiatives.
- Internal collaboration is strong in support of students.
- Collaboration with community, K-12 is important and relies on our ability to collaborate internally.
- Programs in the career center have grown, in particular to help our underserved students.
- Resource Fair has been really helpful for underserved students, in terms of keeping them in school.
- A lot of great work happening to reach out to students.
- We do some great outreach to students; how can we invest in technology to help us identify students who stop out when they are fairly close to their degree?
- Do we need to offer more evening classes for working adults?
- We are working toward a "one-stop" philosophy in Student Services.
- Student Success Fund is great - just saw a former student, single mom, who is finishing up a very difficult pharmacy program (she used the Student Success Fund to complete at LCC).
- TRIO program coming into classes, advertising to students is successful.
- How much work the math and English faculty are doing to facilitate improvements is truly amazing.

Weaknesses

- In working with students on scholarships, communicating with students is difficult. Not sure they read email or listen to voicemail. We need text messaging system to better communicate with them.
- Have seen a drop in the number of veterans enrolling, but the opening of the new Veterans Resource Center there is an opportunity to bring them back.
- We have an opportunity to increase retention and completion rates for part-time students.
- We need more evening classes. Not all students do well with online classes.
- Scholarships should be available through an online application (vs. a physical application). This could create access issues since it's not available online.
- Online classes are not best for every students. Get questions about availability of evening classes all the time.
- We do a good job of letting students know about services during New Student Orientation, but we need a better way to communicate the availability of services to continuing students.

- Grade point requirement is an access issue for TRIO program. Is an internally set requirement that is written into the grant, could perhaps be adjusted.
- We lack a good tool to measure student progress toward completion. Could facilitate outreach to students who are not on track.
- Hearing that evening classes need to start happening. In the past, at least in some areas, evening and hybrid classes haven't filled. For some students, online is what really works for them. Challenge is funding evening classes that don't get good enrollment.
- Need to make sure our online students are getting all the same services as our on-campus students.
- Could we keep logs on the classes students are asking for?
- We do so much with so little, which is a strength. This is also a weakness. Often we ask one person to lead efforts that really require an institutional effort.
- We are currently at a point where our cost-per-FTE has finally exceeded our 2007-08 level, but we've had to take steep cuts in all areas. It's a problem we can't solve unless we increase enrollment or get more money through the legislature. Not a great situation to be in. People notice our beautiful buildings and think we're doing well, but it's like living in a mansion with no heat or food in the fridge.
- Very challenging to engage with prospective students in terms of technology. This is a big opportunity for us.
- LCC operates on a lot of institutional knowledge that isn't readily available to new employees, which can impact students.
- Communication is key to finding people to help with initiatives that will help students.
- We've had declining senior class enrollment over the past ten years, and we get about half of those students. If we can increase that college-going rate, it will increase FTE.
- We need more training for faculty on the issues students go through, such as being a first-generation students, or being a single parent. A lot of faculty don't have that information. We no longer have anyone in charge of faculty development (since Joan Herman left).

Opportunities

- To help strengthen the K-12 connection, the Multicraft Trades certificate will really help. We have a robust scholarship program that can really help with enrollment and recruitment. We've gone from about \$24k in scholarships to over \$300k in ten years.
- Woodland is an opportunity. We don't get a lot of enrollment there.
- Technology is an opportunity - being able to track students better would help (such as going from warning or probation back to normal status). Recognition is a great motivator - if we are not celebrating successes, we are missing an opportunity.
- Would like to see FAFSA nights that are open to the community, like WSU does. Have it open to all, including parents, so we can reach out and answer their questions. Hold on campus and promote it within the community. Have to show people that college isn't just for rich people, and that it's not hard to apply. Also myth-busting. Has to be a major strategy, because without the FAFSA we don't have enrollment.

- Program planners are often inaccurate and inconsistent.
- With Navigate, will have a good opportunity to bridge the gap between application and enrollment in classes.
- Can get more students into the Learning Commons. Can increase the number of faculty who bring classes in and/or hold office hours in the Learning Commons.
- OER is a strength; opportunity is to keep pushing that forward, and get more required textbooks into the library (on reserve). Would help students who are waiting for funding to get their books.
- Library is working on a wi-fi hotspot Chromebook initiative. Currently have devices for check-out that are always out, even though they have never advertised. Not all students have Internet at home; are working on a pilot using hotspots.
- With OER, creates inconsistencies (example: two sections of the same class, one with \$30 OER and another with a \$200 textbook). Have an opportunity to decrease inconsistency by using more OER.
- Great opportunity to expand on multicultural grad night and grow student ambassador program. Those students can support outreach to high schools as well as engagement on campus.
- Technology - need to make sure we can educate everyone about how to use it.
- Maybe we can figure out how to sustain a viable evening program (can a student even get a degree with all evening classes)?

Threats

- Budget.
- Prospective legislative bill has to do with funding for counselors on campus - trying to push for a full-time counselor for every 900 students.
- Running Start is a threat - high schools are putting up walls and making it more difficult for students to participate.
- CEO is also a risk since high schools are looking at budget deficits. Is not protected by statute (as with Running Start). The DiplomaPlus program is an opportunity to increase enrollment from high schools (post-graduation).

Transfer

Attending: Karen Joiner, Rachel Purcell, Annette Ward, Nolan Wheeler, Kristy Gutierrez, Kyle Hammon, Melinda Harbaugh, Lindsay Keevy, Joanna Mosser, Kendra Sprague, Amber Kiker, Dawn Draus, Jenny Smith, Matt Quirk (recorder), Angie Rogers (recorder), Wendy Hall (recorder)

Strengths

- We offer a lot of courses in support of the AA-DTA
- TRIO does a good job of supporting the students they serve (who have to meet certain criteria). They take students to visit universities; we are now partnering with ASLCC and opening the trips to other students as well. Trying to expand TRIO-type support to all students.
- Started college application days this year - invite any student planning to transfer in the upcoming year - with presence of universities - is helping more students get information directly and apply for their next step.
- Hold a transfer fair every quarter in the Student Center - attended by 20-30 colleges and universities.
- Doing a good job of keeping an eye on the courses we offer - making sure they transfer and are offered in a way students can participate (whether it's scheduling or online). Constantly checking in with student needs. Need to make sure we're providing the same level of resources to online students.
- Based on the transfer GPA, we seem to be providing what students need to be successful after transfer.
- Library offers information literacy instruction for classes in many different disciplines and tailor the content to what's needed. Students who have information literacy skills are much more prepared for transfer than those who don't. Teach 30-35 classes per quarter.
- This college manifests a growth mindset. Although we do things well, we never rest and ask ourselves how we can do better. Then we go out and find the resources to take action.
- GPA of students who transfer is indicative of the quality of education they're getting here.
- Use web and social to communicate transfer resources for students.
- C-Campus is a grant that we just received that helps with resources to keep parent students in school.
- We have small class sizes compared to universities.
- We provide quality education.
- We have quality facilities for our students.
- Learning Commons, tutors and transfer advisors are great resources.
- Faculty are very intentional about matching course level outcomes to more global outcomes that we're seeking.
- Faculty and staff cooperate well to integrate resources into the classroom, and encourage learning beyond the classroom.
- We make an effort to meet the needs of students where they are.
- The AN-DTA sets students up for success - to transfer to a bachelor's program, and begins with the implied expectation that they will go on to get their bachelor's.
- Summer institute - makes sure we are teaching our students to write papers and communicate.
- University Center having a presence on campus is good for students, in terms of knowing what their options are.

Weaknesses

- We have a lot of students transferring without completing their degree, or just not completing.
- We need to look at our courses to make sure things are transferring as we intend.
- Transfer Center is in growth mode, but that is kind of a weakness right now.
- Equal quality in advising is an issue - can explain some of why students are transferring early. Misadvising is a big contributor to students not getting the classes they need at the right time to complete and transfer as intended.
- Financial aid is also a contributor to students transferring early. Students have issues with timing (how long you've been here) - the normal stuff, but there are also students who transferred in credits which is complicated. Sometimes students get dropped from classes and they don't know - dropped for non-payment and they are waiting on financial aid. It's hard for advisors at other colleges (WSU) to encourage students to stay at LCC when things are much easier at their institution in terms of financial aid.
- Would love to be able to provide more support for faculty who are transitioning from teaching face-to-face to teaching online. Stronger resources. Training, collaboration with instructional designer.
- Advising - there is support available (advising institute), but there is not enough continuity in faculty advisors. Hard to get faculty in a room together, or take a course at the same time, etc.
- About 70% of our students don't have 45 college level credits within their first two years, and about a half leave the institution without completing or transferring. We don't have good self knowledge of what happens to those students - and can't ask them why they leave. Typically life gets in the way.
- Would be very useful to have a year-long schedule (or longer). For students who want to plan and complete on time, they need the tools to do so.
- Classes need to be more than just between 8 and noon, Monday through Friday.
- Transcripts and timing - for students who are co-attending with another institution through the University Center - students have to pay each quarter for transcripts, and sometimes twice if the transcript gets sent before all the classes have been posted. Transcripts sent from LCC are often delayed.
- Lack of coordination between LCC and University Center - hard for students to know where to get help and can get bounced back and forth in terms of Financial Aid - questions about who can provide which forms.
- Inconsistency among faculty advisers is an issue. There are a variety of issues; sometimes it's that advising loads are too high.
- Would like to have program maps available.
- Need course format and times to be more clear and accessible for students. Need to meet the needs of students. Make sure we're offering courses at times that best serve the needs of students.

- In terms of the resources and how things are communicated to students, if it's on the calendar it makes it onto the web, but some areas hold events and the information isn't shared because the web coordinator doesn't know. If there was a central location for this information, it would really help.
- Need texting platform.
- Can be challenging for LCC advisors to talk with students about graduate programs - don't necessarily feel qualified to help with that.

Opportunities

- Guided Pathways work - program planning in particular, having clear paths for each direction that students choose. Will help with advising.
- When students sign up for new student orientation, they ask for permission to text them. Have expanded that to send students reminders like tuition is due. Goes to a Google doc that has accessible formatting. Navigate may resolve some of this.
- Some other colleges have transfer specialists - our ed planners are basically orientation specialists and we don't have any people that specialize in advising transfer students. Would be great if there were a team of advisors who could be considered transfer specialists.
- Website - currently there is no information on LCC's website about how to transfer. This project is in process.
- Need a Transfer Guide for students including a checklist, but contains all the information they need to transfer. A web version of that - like an ebook - or institutional publication.
- Library is combining two adj positions for a FT BAS and OER librarian position. An opportunity to add to that level of support needed for transfer.
- New BAS program.
- English faculty are working on plans to shorten time to completion of first college level English class.
- Working on shortening the path for math - to get to college level math faster. Math faculty working on multiple options for placement. Moving to commonly numbered statistics course which should be helpful (summer).
- Laying out everything clearly for students on the web (Guided Pathways) will be really clear and helpful. And adding transfer resources to the web.
- Would be awesome to have a one-stop transfer specialist.
- Bill to fully fund the Opportunity Grant and State Need grant (Washington Promise) will really help our students.

Threats

- Budget and enrollment.
- Initiative fatigue is an issue.

- Financial aid - a lot of students who don't get or can't get a response from financial aid just don't come. We lost a lot of people between new student orientation and the first day of classes. Kristy has numbers.
- Cost of tuition at four-year institutions might deter students from transferring.
- Awareness of opportunities to pay for university tuition can also be a threat if students don't have the information they need. Education piece.
- Six years of lifetime Pell eligibility can hurt students if they use too much of that up while at LCC - especially if they've had time limit appeals. Pathways should help.

Basic Skills and Pre-College

Attending: Theresa Stalick, Anne Marie Klein, Maryanne Hirning, Karen Joiner, Terri Skeie, Chris Bailey, Shiree Bent, J Haynes-Hughes, Julie Bohannon, Kyle Hammon, Dawn Draus, Angie Rogers (recorder), Matt Quirk (recorder), Wendy Hall (recorder)

Strengths

- For the past few years, 20 percent of our high school graduates started in English as a Second Language. Doing a good job with getting them on track to graduate.
- Good collaboration between Basic Skills and the English and Math Departments, such as with articulation agreements.
- Impressed with Tutoring Center and outreach to English as a Second Language, Adult Basic Education and pre-college classes.
- Tutors are doing a good job of communicating with instructors about how their students are doing.
- English is doing a good job with direct self-placement and multiple measures. National recognition. Have 35 percent less students placing into pre-college with the new methods.
- Have strong advocates on campus for Basic Skills and pre-college.
- Have maintained our resources, such as the Math Achievement Center, even with budget cuts.
- Math faculty have great collaboration with Testing and Adult Basic Education.
- Math faculty look at data every quarter, and they stay on top of the data to inform student success efforts in math.

Weaknesses

- Serious concerns about students taking online courses that aren't ready for that mode of learning. We need to do a better job of preparing them before they are allowed to take online courses. Biggest area of concern for math: Math 078/079. Students take online

courses because it fits with their busy schedules, but they are not necessarily self-motivated learners.

- Online courses present challenges for programs such as Workfirst that require attendance for compliance.
- Some students struggle other courses, not just with online, because all/many courses because have some sort of online/technology component (i.e. Canvas, typing a paper takes some students hours). Students can't take typing classes because its not covered by financial aid.
- Individual quarter pass rates in English are not meeting mission fulfillment. Very excited about English 087 (prep for prof/tech students), but low enrollment led to giving the course up. Have been using I-BEST model instead, and are hoping moving forward to place more students directly into college level (English).
- Technological literacy - Basic Skills (as well as some other programs) are not allowed to offer stand-alone keyboarding classes, but it is a need for some of our students. Basic Skills is building contextualized English course to help students with technology.
- In Basic Skills, don't have a lot of options for students with disabilities - end up placing them in the same place over and over.
- Basic Skills - working on helping students see the benefits of getting a credential beyond high school.
- We've been maximizing efficiency of the schedule which means we're trimming low-enrolled courses, which means that late afternoon and evening classes are not as available (even though entry advisors say it is a need).

Opportunities

- Guided Pathways grant is allowing the opportunity to re-do Math 078/079 to make it more contextual. Will increase student understanding. Will prepare students better for the non-STEM pathway and statistics.
- Meeting student need for flexibility in scheduling is an opportunity - we have tried online for pre-college math, but not sure we should even have it. Perhaps there is a way to better support those students.
- Continued opportunities in collaboration and efficiencies.
- Guided Pathways is a good chance to look at how we're structuring (English) courses. English is looking at possibility of moving toward co-requisite model (start students in high challenge course, English 101, but also provide high support including taking another English class that supports their ability to complete the class). This model is growing in popularity across the nation. California and Florida are almost exclusively using this model. Success rates have doubled in many places.
- Articulations between Basic Skills and pre-college are helpful.
- Looking at changing the credits in pre-college math to get students to college level faster.

- Library - hopes to leverage their resources in the best way possible to support Basic Skills and pre-college students. With budget reductions, need to make sure we are using our resources in the best possible way to support student success.
- Basic Skills was approached by Longview and Kelso Schools to provide Open Doors, using the contextualized I-BEST pathways that already exist (as an alternative to Running Start, but would use same model.) Students would be able to stay until they are 21.

Threats

- Budget.
- Budget reductions have reduced course offerings, which has driven more students to take online courses. We need them in the classroom because they can be more successful there.
- English currently only offers one online section and it immediately fills (pre-college English), but success rates are much lower. Need to make it available for fully online students, but other students who don't need to be online sign up and can be less successful there.
- Budget scenario is a morale issue for adjunct faculty.
- Legislature is a threat in terms of watering down math and English requirements (by watering down courses and creating alternatives to graduation). For example, getting students around the SBAC requirement.
- The current (national) administration is a threat to our English as a Second Language population. This is a threat as well to our international student population. The threat continues on as ESL students make their way through our other programs (after ESL).
- With the budget, there's a potential for "us vs. them" mentality, which we need to work on.
- Longview School District currently only has a nine million dollar reserve, and they plan to use five million this year. The issue for us is that it will affect Running Start enrollment because they are going to work harder to keep those students. Our CEO program is an even bigger threat since it's not legislatively mandated. Reduced enrollment in either will affect our budget situation.