

## Student Affairs Council

### Meeting Notes from November 10, 2008

#### ATTENDANCE:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> KATE BARRY     | <input type="checkbox"/> FIORA STARCHILD-WOLF          |
| <input checked="" type="checkbox"/> MARV CLEMONS   | <input checked="" type="checkbox"/> TRILLIUM STARCHILD |
| <input checked="" type="checkbox"/> BARB DELANSKY  | <input type="checkbox"/> KATHY THOMAS                  |
| <input checked="" type="checkbox"/> SHARON FOSTER  | <input type="checkbox"/> VACANT – STUDENT REP          |
| <input checked="" type="checkbox"/> MARY PARTHEMER | <input type="checkbox"/> VACANT – FACULTY              |

#### OUTCOMES:

#### DISCUSSION: (Notes provided by Sharon Foster)

#### AGENDA

1. Approval of Agenda
  
2. Approval of Minutes
  
3. Update from College Council
  
4. Inter-Council Communication

#### Discussion:

Marv moved to accept and Kate seconded. Agenda approved.

#### Discussion:

Trillium called for a consensus model, thumbs up or down, everyone agreed.

#### Discussion:

- College council has not approved Student Affairs Plan which was given to College Council in 2005.
- Trillium said it should be presented again and may be approved Thursday, Nov. 13<sup>th</sup>.
- College Council will let us know which policies to work on.

#### Discussion:

- Marv sent out an e-mail to Council Chairs and Administrators to see if they would be willing to work with us on a plan to enhance inter-council communication.
- Currently, each council seems to have its own agenda and appears to work in isolation.
- Few College Policies are the exclusive domain of any one Governance Council.
- Often council activities overlap and have a direct impact on the work of councils other than their own.
- No overall plan appears to exist for how councils can and should communicate and work together.
- Duplication of effort, resulting in inefficient and ineffective use of time and resources is the result when those asked to report to councils must do so to each council individually, rather than addressing all relevant councils at the same time.

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### OUTCOMES:

4. Inter-Council  
Communication -  
continued

5. Title III

### DISCUSSION:

- Notes prepared following reports to councils should be shared with other councils.
- Council agendas should be shared with other councils prior to meetings so guests from other councils can attend if the agenda reflects issues of interest to their councils.
- An "All-Council" event could be planned and implemented at the beginning of each Fall Term so overall priorities can be discussed and general college-wide goals can be identified. Each council would prepare a work-plan, similar to what is done currently, that meets specific priorities of that council, yet aligns with and moves the overall college-wide goals forward.
- A similar follow-up event could be planned and implemented at the end of Spring Term, or during Summer Term, to review progress, realign goals, and pre-plan the agenda for the Fall Term event.
- Everyone seemed to agree that Margaret Robertson's e-mail expressed that it would be too cumbersome to look over agenda before each meeting.
- Governance manual lays out comprehensively that notes from each council meeting should be posted on the website but the councils have not followed through. Student representative could collect minutes from each council. Trillium will collect notes from all councils and keep in notebook which would be very helpful when a new chair is elected.
- Student Affairs Council would like to have a joint meeting with Learning Council and Faculty Council about the Title III grant in winter term. Trillium will pursue.
- It was suggested that Student Government also be included in the Title 111 presentation.
- Is there compensation for being a council member? Never an offset for managers. There is compensation for faculty if chair but unaware of anything for classified.
- Kate will ask Sonja to post the notes to the website.

#### Discussion:

- A Department Education grant awarded to strengthen our institution not to create services.
- Provide funds to develop how to do things better, differently and by proven practices that are effective.
- Started developing in 2005, funds rejected in 2006, missed by .3 tenths % for the 2007 grant. We are funded in 2008 \$2,000,000, \$400,000 a year for five years.

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OUTCOMES:	DISCUSSION:
5. <u>Title III - continued</u>	<ul style="list-style-type: none"><li>• 2003 conference with Vincent Tinto, an expert in student retention. Came back with a plan to get started.<ul style="list-style-type: none"><li>○ Research and literature review on best practices of retention.</li><li>○ Lane has a 51% drop out of students in their second year.</li></ul></li><li>• Seven proven Practices of student success:<ul style="list-style-type: none"><li>○ Title III: Engaging Students Program – <a href="#">Table 1</a> (attached)</li></ul></li><li>• Goals for Lane’s Comprehensive, Integrated FYE – <a href="#">Table 11</a> (attached)</li><li>• What are the Academic Program Objectives and time-lines after five years? – <a href="#">Tables 12, 13, &amp; 14</a>. (attached)</li><li>• Specific Major Tasks in Title III: Engaging Students Program – <a href="#">Tables 15 &amp; 16</a> (attached)</li></ul>
6. <u>Work Plan</u>	<p>Discussion:</p> <ul style="list-style-type: none"><li>• Draft plan looks OK</li><li>• Ensure Student Affairs policies support the goals of Title III</li><li>• Move 2007/2008 goals forward as indicated on the draft plan.</li><li>• Focus on accreditation and add Title III.</li><li>• Trillium asked for an end of year report summarizing what was accomplished annually so that the incoming Chair knows the history of the council. Council agreed to add the report to the plan.</li><li>• Work on the next five year plan since it will expire in 2009.</li><li>• Set time-lines for the plan</li><li>• Continue reviewing our policies.</li></ul>
7. <u>Other</u>	<p>Discussion:</p> <p>Diversity plan input – The council will do this by e-mail.</p>
8. <u>Next Meeting/Adjournment</u>	<p>Discussion:</p> <p>Next meeting: December 8, 2008, 1 – 2:30 p.m. in the LCC Boardroom.</p> <ul style="list-style-type: none"><li>• Finalize work plan with timelines</li><li>• Accreditation</li></ul> <p>Meeting adjourned at 2:30 p.m.</p>

**Table 1**

<b>Table 1. Key Elements of FYE</b>	
<b>Component</b>	<b>Description</b>
Learning Communities	Linked classes in which faculty coordinate syllabi and assignments. Fast Lane Learning Communities teach students inner and outer skills for college and life success, as well as provide a core cornerstone to their education (Writing, Math, etc.).
First-Year Experiences	Students from a wide variety of backgrounds with diverse goals and varied needs are best served through customized first-year experiences.
Advising Services	Students are oriented to college life and academic programs and participate in career and academic advising. Educational plans are developed from beginning to degree.
Supplemental Instruction	First year students are encouraged to study with others, creating opportunities for more time on task with course content, especially in gatekeeper classes.
Early Alert and Intervention Systems	An effective system that detects academic and personal problems before a student begins to fail and responds with individualized interventions
Campus Climate	Improved student engagement and success by evaluating and improving the institution's systems, policies, and processes—including those related to better communication including through the use of a portal
Active and Collaborative Learning Strategies	Active involvement in learning provides opportunities to think about and apply that learning in different settings. Through collaboration with others to solve problems or master challenging content, students develop valuable skills.

**Table 11**

<b>Table 11. Goals for Lane’s Comprehensive, Integrated FYE</b>
<b>Academic Programs</b>
<p><b>Goal 1A:</b> Improve student engagement, learning and satisfaction, as well as the fiscal sustainability of the institution, by increasing the number of students enrolling in, and successfully completing, a comprehensive, integrated FYE learning community. This will lead to improved persistence to the second year, improve transfer and graduation rates, and enhance Lane’s fiscal sustainability by lowering attrition.</p> <p><b>Goal 1B:</b> Improve student engagement, learning, and satisfaction, and the fiscal sustainability of the institution, by developing a holistic approach to student learning through strengthening and integrating co-curricular activities (e.g., orientation, advising, tutoring, peer mentors, supplemental instruction, etc.) with curricular activities.</p> <p><b>Goal 1C:</b> Improve student engagement, learning, and satisfaction, as well as fiscal sustainability of the institution, by systematically assessing the FYE and using assessment results to improve practice.</p>
<b>Institutional Management</b>
<p><b>Goal 2A:</b> Develop policies, practices, and procedures that effectively address students’ needs in the first year and beyond and which improve the fiscal sustainability of the institution.</p> <p><b>Goal 2B:</b> Strengthen technological infrastructure to support communication with students; ease admissions and registration; improve data acquisition for assessment and improvement of FYE; and provide students with a web-based portal to help them plan, track, and reach their academic and career goals. Two-way interaction between students of same major and target them with certain information they need to be successful. Identify career path and what academic path will lead them there.</p>
<b>Fiscal Stability</b>
<p><b>Goal 3A:</b> Improve the fiscal sustainability of the institution by improving the persistence of first-year students to the second-year and by ensuring completion of their goals of graduation and/or transfer.</p>

## Tables 12, 13, & 14

<b>Table 12. Title III Academic Program Objectives over five years</b>
1.1a By September 30, 2013, increase the fall-to-fall persistence rate of first-year students from 47% to 57%. This represents an increase of 21% over the baseline figure of 47%, the average of fall-to-fall persistence rates for cohorts of first-year students from the four-year average of fall 2004 through fall 2007.
1.1b By September 30, 2013, increase the fall-to-fall persistence rate of first-time, full-time degree-seeking undergraduate students from 53% to 61%. This represents an increase of 15% over the baseline figure of 53%, the average of fall-to-fall persistence rates for cohorts of first-year students from the four-year average of fall 2003 through fall 2006.
1.2a. By September 30, 2013, increase the percentage of full-time Lane students who graduate within three years from 9% to 16%, an increase of 77% over the baseline Graduation rate cohort (IRAP 2003/04).
1.2b. By September 30, 2013, increase the percentage of part-time Lane students who graduate within four years from 7% to 14%, an increase of 100% over the Fall 2004 baseline (IRAP, 2008).
1.3a. By September 30, 2013, increase the percentage of full-time Lane students who transfer within three years from 10% to 18%, an increase of 80% over the average Fall 2003 and 2004 baseline (IRAP, 2008)
1.3b. By September 30, 2013, increase the percentage of part-time Lane students who transfer within four years from 6% to 14%, an increase of 133% over the average Fall 2003 and 2004 baseline (IRAP, 2008).
1.4. By September 30, 2013, increase the percentage of first-year students participating in FYE learning communities from 6% to 39%.
1.5. By September 30, 2013, increase the percentage of first-year students who access orientation services designed to meet their academic goals from 49% (IRAP, 2008) to 100%
1.6. By September 30, 2013, increase the percentage of first-year students who participate in academic advising to 100% in order to develop intentional first-year academic plans that consider their individual goals and needs.
<b>Table 13. Institutional Management Objectives</b>
2.1. By September 30, 2013, at least 65% of Lane students will indicate satisfaction—a key success component—on the biennial Student Satisfaction/Opinion Survey with communication about important college information and their ability to conduct critical college transactions online.
2.2. By September 30, 2013, increase from 0% to 90% of new credit students using student portal tools to facilitate their academic and career planning and success and goal attainment.
2.3. By September 30, 2013, 75% of all departments will use student aggregate data from the portal in master planning of classes, learning communities, and FYEs.
<b>Table 14. Fiscal Stability Objectives</b>
3.1. By September 30, 2013, increase student FTE by 4% by retaining students who would have left Lane in their first year or because of disqualification from financial aid.

## Tables 15 & 16

<b>Table 15. Specific Major Tasks in Title III <i>Engaging Students</i> Program</b>
<ol style="list-style-type: none"><li>1. Expanding first-year Learning Communities (LC)—especially <i>Fast Lane to Success</i>, the pilot LC linking the student’s first writing class; College Success built on student empowerment principles; and Effective Learning, which teaches critical learning and study strategies</li><li>2. Increasing awareness, knowledge, and skills to enhance student success in both curricular and co-curricular learning activities;</li><li>3. Developing policies and procedures that enhance and support the success of first-year students, i.e., ensuring all credit students take placement tests and enroll in the appropriate writing classes within their first two terms; requiring all new students at Lane to participate in comprehensive orientation services to bolster their ability to succeed; intervening with students who are struggling (i.e. financial aid probation) to help get them back in good academic standing; providing easy registration processes for LCs, etc.;</li><li>4. Improving communication with students about important college information and providing the ability to conduct college business using technology;</li><li>5. Increasing the capacity for first-year advising and comprehensive orientation; and</li><li>6. Providing continuous feedback assessment loops for ongoing FYE improvement.</li></ol>
<b>Table 16. Methods Involved to Accomplish Tasks Listed in Table 15</b>
<ol style="list-style-type: none"><li>1. Providing curriculum development opportunities to expand LCCs;</li><li>2. Providing institutional and departmental professional development opportunities to expand awareness and increase knowledge and skills;</li><li>3. Examining existing policies/procedures and determining gaps to ensure that first-year students are supported effectively at Lane so they succeed in completing their academic goals;</li><li>4. Developing technology (improved interactive Web site, student portal);</li><li>5. Building an orientation and advising model based on best practices and developing capacity to provide more services in groups;</li><li>6. Developing the capacity for effective assessment of engagement, learning and satisfaction.</li></ol>