

# Student Affairs Council

## Meeting Notes from March 14, 2005

**ATTENDANCE:**

- |                                                   |                                                    |
|---------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> ROXANNE ATTER            | <input checked="" type="checkbox"/> TONY MCCOWN    |
| <input type="checkbox"/> SONYA CHRISTIAN          | <input checked="" type="checkbox"/> MARY PARTHEMER |
| <input type="checkbox"/> DEBBY GANSER             | <input type="checkbox"/> SUSAN REDDOOR             |
| <input checked="" type="checkbox"/> DONNA KOECHIG | <input checked="" type="checkbox"/> DAN TIMBERLAKE |
| <input type="checkbox"/> SHIRLEY LUKACS           | <input type="checkbox"/> _____                     |
| <input type="checkbox"/> THEYA MCCOWN             | <input type="checkbox"/> _____                     |
|                                                   | <input type="checkbox"/> _____                     |

**OUTCOMES:**

**DISCUSSION:**

**AGENDA:**

1. Review Committee Assignments to Student Affairs Council:

2. One-Time Cost Savings Ideas:

2. Strengths:

Discussion:

See attached chart.

Discussion:

- Get rid of all committees and limit new membership of committees to 15
- Cut off admission deadline
- Deadline for financial aid so students and staff are not processing work when there is no money to distribute
- Don't allow students to add classes up to the end of the 8<sup>th</sup> week
- Don't require using the travel agency and give staff travel p-cards
- Less paper, more electronic
- Less use of plastic ware in the cafeteria
- Focus on recruiting and retention of students at Lane Community College Focus on energy management saving opportunities
- Encourage use of College Health Center by employees
- Explore possible admissions fee. Could eliminate placement test fee and some of the line in Enrollment Services.
- Email for all students instead of phones, letters, etc...
- More fully utilize the Banner student module, especially recruitment component
- Reduce duplication in various areas; look at more efficient systems & processes

Discussion:

- **Strengths from the Accreditation Report**
  - High Energy
  - Good Morale
  - Dedication to the college, students and professions
  - Work hard/enjoy
  - Integrated instruction & student services in SF!
  - Student Health Center
  - Timely processing of Financial Aid
  - Intercollegiate Athletics and recreational sports

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### OUTCOMES:

### DISCUSSION:

- Active ASLCC/participation in governance and committees
- Processes are well written and available on COPPs
- Women's Program (Award)
- International Program
- Managed recent changes (move, Banner, budget deficit, governance)
- Counseling and advising model/computerized tracking system

- **Strengths from SAGA Report:**

- Learning Communities (LCs)
  - Mid Point development
  - Expanding to more program areas esp. Prof/Tech
  - Inc "pure" LC's
  - Have data – Maurice
  - Very interested in FYE
  - About five years old
  - SLI project
  - Faculty – initiated, not institutional-instituted
- First Year Experience (FYE)
  - EOAR: Testing, Program Orientation, Advanced Registration, Orientation to Library Services.
  - Transition to Success (1<sup>st</sup> term learning community)
  - TRIO 1<sup>st</sup> year commitments
  - Women Starting College Workshop (1 @ 1/2 hours)
  - Puerto Abierto (high school – L.C.C.) Puentes al Futuro (SLI – 1<sup>st</sup> year)
- Supplemental Instruction\_(SI)
  - Math Resource Center
  - TRIO
  - Tutoring
  - Library – 3ir. Class
- Academic Advising (Ac. Ad.)
  - EOAR
  - Disability Services
  - NSIS (New Student Information Sessions)
  - Student Orientation Web Page
  - Outreach Center
  - ESL Advisor
  - CORE Connection
  - Transitions Advisor
  - Program Orientation
- Early Warning System (EWS)
  - Placement testing \*(weak – BANNER)
  - Academic and Financial Aid letters

## Student Affairs Council Meeting Notes Page 3

### OUTCOMES:

### DISCUSSION:

- Policies and Procedures (P/P)
  - SLI
  - Center Innovation Connection
  - Study Tips – Testing Center web page.
  - Diversity Coordinator & Training & Team
- Supportive Learner Environment (SLE)
  - Reading together
  - Multi Cultural Center
  - Women’s Center
  - Student Life and Leadership
  - Student Health
  - Student Planner
  - Early Childhood Center
  - TORCH
  - Strategic Directions
  - Complaint Procedures
  - Disability Services
  - Recreation / Sports
  - International Student
  - Express Lane / Web
  - Substance Abuse Coordinator
  - Clothing Stash
- Center for Learning Advancement (CLA)
  - CORE Connection
  - GED Prep
  - ESL – College transition
  - Adult Skill Development – Math
- **Strengths from Student Service Directors**
  - Service Comprehensive
    - Comprehensive range of services- legal, health, Multicultural Center, Women’s Center, clubs...
    - Breadth of services available to students
    - Comprehensive offerings
      - Disability Services
      - Financial Aid
      - Enrollment Services
      - Quality
      - Etc.
    - Amount of service provided
    - Student Services: that we have extensive program offerings like Women’s Center, Advising, Health Center, Student Life and Leadership Development, Disability Services, etc.

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OUTCOMES:	DISCUSSION:
	<ul style="list-style-type: none"><li>▪ Express Lane—improved for students, accessible; one of the few in the nation that is accessible. Student component implemented so well</li><li>○ Holistic Approach<ul style="list-style-type: none"><li>▪ Focus on whole student—services designed around that concept</li><li>▪ Putting students (whole) first!</li><li>▪ Integrated services, holistic, fits students' needs, not one size fits all</li><li>▪ Coordination to assist students with problems, i.e., counseling, faculty, WC, DS, PS, SH may all be assisting one student as a team</li></ul></li><li>○ Collaboration<ul style="list-style-type: none"><li>▪ Unusually effective collaboration among units</li><li>▪ SS collaboration mutual referral</li><li>▪ Collaborative approach to problem solving among SS Directors</li></ul></li><li>○ SS Program Nationally and State Recognized<ul style="list-style-type: none"><li>▪ Expertise, transition to success<ul style="list-style-type: none"><li>• Disability Services (Nancy)</li><li>• FERPA (Helen)</li><li>• Training in Financial Aid</li><li>• Counseling model &amp; intake</li></ul></li><li>▪ SS Directors hold state and national leadership positions in professional association and are recognized as sources of expertise by peers.</li><li>▪ Disability Services: National leader with systems/information/resources regarding transition from high school to college.</li></ul></li><li>○ One size doesn't fit all—Diverse group<ul style="list-style-type: none"><li>▪ SS has services for diverse groups—supported</li><li>▪ Programs for diverse/special populations<ul style="list-style-type: none"><li>• ROP</li><li>• Transitions</li><li>• Multicultural Center Activities</li></ul></li><li>▪ Services and programs for students of color and all students regarding diversity issues is excellent elsewhere</li></ul></li><li>○ Integration of Student Services and Instruction<ul style="list-style-type: none"><li>▪ Student Services—integrating everything into one building</li><li>▪ Integrating service delivery system—not divided into core and non-core services</li><li>▪ Integration with instruction</li></ul></li></ul>

## Student Affairs Council Meeting Notes Page 5

OUTCOMES:	DISCUSSION:
	<ul style="list-style-type: none"><li>○ Recruitment and retention<ul style="list-style-type: none"><li>▪ Excellent recruitment/retention/non-traditional programs<ul style="list-style-type: none"><li>• TRIO</li><li>• ROP</li><li>• Transitions</li><li>• Access</li></ul></li></ul></li><li>○ Staff (Quality and Student Focus) Quality<ul style="list-style-type: none"><li>▪ Professionalism and competence of employees</li><li>▪ Cohesive, innovative, skilled, honest SS Director Team</li><li>▪ Rapport with students</li><li>▪ Student Services: open, direct, warm communication</li><li>▪ Quality of personal caring—staff really care about students</li><li>▪ SS: This group has a high level and wide range of exceptional skill and expertise</li><li>▪ High quality staff (classified, managers, faculty, student)<ul style="list-style-type: none"><li>• Competent</li><li>• Dedication to students</li><li>• Good people!</li></ul></li></ul></li><li>○ In our Building 1/Space<ul style="list-style-type: none"><li>▪ Centralized location with easy access to all departments</li><li>▪ Building #1</li></ul></li><li>○ Commitment, systemic action to diversity<ul style="list-style-type: none"><li>▪ Active, immediate response to racial incidents</li></ul></li><li>○ Departments<ul style="list-style-type: none"><li>▪ Student Health<ul style="list-style-type: none"><li>• Student Health Clinic is outstanding</li><li>• Student Health—high quality, caring, affordable, comprehensive health care</li></ul></li><li>▪ Students First Services<ul style="list-style-type: none"><li>• R4 level of performance from SFS personnel</li><li>• SF! personnel's efforts to be all things to all people</li></ul></li><li>▪ Enrollment Services<ul style="list-style-type: none"><li>• Enrollment Services and Student Financial Services—The changes we have made to our credit policies and the effect it is having on lower student debt.</li><li>• Our ability to receive feedback and incorporate this into change</li><li>• Ability to use technology to improve service to students</li></ul></li></ul></li></ul>

## Student Affairs Council Meeting Notes Page 6

OUTCOMES:	DISCUSSION:
	<ul style="list-style-type: none"><li>○ Student Complaint and Code of Conduct<ul style="list-style-type: none"><li>▪ Learning focus of student conduct/discipline process</li><li>▪ Integrated/educational focus in student code/complaint processes</li><li>▪ Collaboration between Public Safety, faculty, etc.</li></ul></li><li>○ Student Life and Leadership Development<ul style="list-style-type: none"><li>▪ Stable, outstanding quality childcare programs</li><li>▪ Rites of passage</li><li>▪ Student fee system provides an array of services not found in other community colleges in Oregon</li><li>▪ As LCC functions independently within context—good support and relationship with upper administration</li></ul></li><li>○ Women’s Program<ul style="list-style-type: none"><li>▪ Transitions to success</li><li>▪ Learning community model success</li><li>▪ After the program the average GPA for the students is 3.35</li><li>▪ Persistence rates in terms of retention is higher than general population</li><li>▪ Support, utilization, transition to success, etc. better than other schools (more services than most)</li><li>▪ Comprehensive, integrated national model for Women’s programming (NAAWCC model program award)</li><li>▪ Seen as a national model</li><li>▪ “Really transforms lives”</li></ul></li><li>○ Disability Services<ul style="list-style-type: none"><li>▪ Over the past five years, Disability Services has evolved to be a regional leader in developing effective and innovative model systems</li><li>▪ Being used as consultant around state and nationally</li></ul></li><li>○ Counseling (TRIO, Human Development, Counseling)<ul style="list-style-type: none"><li>▪ TRIO—Great stats (persistence rates, CPA), model for rest of college</li><li>▪ Counseling/Advising—model program, a model that focuses on whole student (counselor-advising teams)</li><li>▪ Counseling and advising check-in system</li><li>▪ Dennis Day, counseling intake system</li><li>▪ Human Development (SS &amp; Instructional) combined psycho-educational model of delivering services</li><li>▪ EOAR—Summer registration and orientation early—alert to things, help before school starts. Takes pressure from fall registration.</li></ul></li></ul>

OUTCOMES:	DISCUSSION:
<p>3. <u>Weaknesses:</u></p>	<ul style="list-style-type: none"> <li>• <b>Strengths from Student Affairs Council</b> <ul style="list-style-type: none"> <li>○ Centralized tutoring, SRC &amp; MRC</li> <li>○ Desire to do what's right</li> <li>○ Students who are open to services/support/education</li> <li>○ Flexible Sequence Algebra</li> <li>○ Scholarship support to students</li> <li>○ Lots of creative energy across campus</li> <li>○ First Year Experience/Learning Communities</li> <li>○ Nice campus</li> <li>○ Professional &amp; caring faculty, staff &amp; management</li> <li>○ Fitness Education Center</li> <li>○ Women in Transitions program</li> <li>○ Strong technology &amp; student access</li> <li>○ ASLCC support</li> <li>○ Multicultural Center and its many diverse activities</li> <li>○ Timely &amp; appropriate institutional responses to racial incidents</li> <li>○ Quality student paper (TORCH)</li> <li>○ Reading Together Project</li> <li>○ Relationship with K-12 (Placement testing &amp; career development)</li> <li>○ Service Learning projects</li> <li>○ Accessibility to management</li> <li>○ Advanced registration</li> <li>○ Having most services together in the Student Services building</li> </ul> </li>   <li><u>Discussion:</u></li> <li>• <b>Weaknesses from Student Affairs Council</b> <ul style="list-style-type: none"> <li>○ Lack of clear expectations for student progress</li> <li>○ Wait in Students First! is too long</li> <li>○ Student dissatisfaction with some of the student service processes</li> <li>○ Unavailability of classes/programs</li> <li>○ Long phone wait times in Students First!</li> <li>○ Too much process</li> <li>○ Too little time to reflect, plan and assess</li> <li>○ Need to implement student core module of Banner more fully</li> <li>○ Lower cost for food in the cafeteria</li> <li>○ Cost of education</li> <li>○ Technology and access to technology need to align so most who do not have access can still participate and benefit</li> <li>○ On-line admissions</li> <li>○ Further integrate Instruction and Student Services with instructional faculty. For example, more instructional faculty on SAGA, more understanding/awareness of student</li> </ul> </li> </ul>

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OUTCOMES:	DISCUSSION:
	<p>affairs issues by instructional faculty, departments, operations and board</p> <ul style="list-style-type: none"><li>○ Lack of alignment between academic and financial aid standards</li><li>○ Resistance to increasing expectations of students</li><li>○ Lack of clear direction to under-prepared students</li><li>○ No required college orientation</li><li>○ No required advising for all students</li><li>○ Have more fun/work less. Cultural change to quality not quantity, reasonable work hours, meaningful “less with less”</li><li>○ Resistance to change</li><li>○ Way too much time in meetings/committees</li><li>○ More time for managers to plan, meet to discuss important issues, etc...</li><li>○ Committees are too large</li><li>○ No support for managers to fully participate on governance and implementation committees</li><li>○ Lack of coordination of efforts</li><li>○ Resources nearly maximized</li><li>○ Email as the standard method for communication among all staff including faculty and students</li><li>○ More &amp; clearer communication with high schools and at Lane regarding accommodations for students with disabilities</li><li>○ Fear of taking a stand</li><li>○ Cost of textbooks and assessment of necessity before changing textbooks in the same class</li><li>○ Greater use of travel p-cards</li><li>○ First Year Experience</li><li>○ More ways to help students get involved with other students</li><li>○ Need more comfortable sitting/meeting areas for students/student union</li></ul>