



# Strategic Planning Committee Minutes 2020-2021

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Note: the constellation of LCC's five monitoring report review teams make up the college's Strategic Planning Committee. In addition to data review, each team engages in strategic and operational planning every year. Planning meetings are facilitated by the LCC President and typically occur early in the calendar year.

## Transfer (February 4, 2021)

Attending: Angie Rogers, Wendy Hall, Annette Ward, Jim Stanley, Kendra Sprague, Melinda Harbaugh, Sue Orchard, Shawnee Randolph, Kristen Finnel, Illinca Slabu, Lucas Myers, Stefanie Gilberti, Karen Joiner, Jim Franz, Mavourneen Rister, Nolan Wheeler, Dawn Draus

## What should we be doing next year to promote our objectives in this area?

- The big thing I see for us moving forward is looking at why students aren't taking math their first year and how we can leverage the program maps and advising to address the issue. If doubling the percent of students starting in college level math whilst simultaneously cutting the length of the pre-college sequence in half can't move us past 1/3 making it to and through college level math in their first year, then we need to come up with further ideas of how the math department can address this guided pathways goal.
- Would be good to look at some of the demographics that are doing less well, such as males and Asians. There are equity gaps. Note: the equity and data portion of the Curriculum and Program Review process focused on course success is a good place to start. There is a separate dashboard for English and math that all faculty can access. Drilling down to the course level and disaggregating the data may help us identify specific problem areas.
- What can we do to connect students receiving need-based aid with more resources?
- Our rate of math completion in the first year is increasing, so that's a positive. We should be looking at the specific populations that are lagging behind to see what we can do to increase their success.
- The LCC Foundation Board is interested in how we help our students transfer to institutions outside of the state of Washington. There may be a misperception in the community about how well our courses transfer outside of the state.

- The Articulation and Transfer Council is working on the Music AA-DTA/MRP, to see how well it's working now that it's in place at most colleges. There may be classes that colleges can collaborate to share online, to increase access for students.
- Is there an opportunity to enhance our articulation agreements with institutions like WSU?
- After attending the Aspen Institute Guided Pathways session this week, it's clear that although we offer workplace experiences for our professional/technical students, we don't necessarily do this for our academic transfer students. We should be talking about cooperative education in our College Success course. Cooperative education can provide students with an opportunity to get work experience while they are still in school. There may be other places to make our students aware of Coop (other than College Success) as well.
- We have a large number of students who receive associate degrees but never move on to a transfer institution. Need to make sure we are helping our students meet their goals, whether it's to transfer, earn an associate degree, earn a certificate, etc. Meeting students where they are and building on that takes some work. Academic transfer and professional/technical programs need to be working closely to help students meet their goals, especially because a lot of our students don't really know what they want.
- Increasing our level of partnership with WSU would be invaluable. We send a lot of students there.
- Regarding students who transfer outside of Washington, are we doing everything we can to help pave their way? Is it enough to connect them to the right people at their transfer institution of choice? Being responsive to students who need things like syllabi (to help them get their credits transferred) can be critical.
- We should continue to work on Guided Pathways and look at results from our Curriculum and Program Review work (to make improvements).
- We are hopefully going to start the process of developing a pre-nursing associate degree. This will align with our nursing degree, of course, but will also smooth the path for students who end up getting an AA-DTA instead. With the new degree, students would only need 20 additional credits to receive an AA-DTA.
- From an advisor's standpoint, I would like to see more education for students who are potentially interested in transfer but don't necessarily know what they want to do. Sounds like there will be more information about the University Center integrated into College Success, which would be wonderful. May need to do more guerilla marketing directly with academic transfer students.
- Because some students view math as intimidating, there can be a tendency to avoid taking the required math class or classes. Without appropriate advising, the fact that it's a graduation requirement can come as a surprise to some.
- Transfer advising to help students understand how their credits will transfer before they actually go is really important. The intent of College Success is to help students map out their entire programs before they complete their first term at LCC. Talking with a university advisor (if they are academic transfer) is also part of the College Success curriculum. Researching how courses will transfer to their institution of choice is a part of that process.
- The academic transfer rate, currently at 40%, is low. However, students do well once they get there.
- The rate of people who get to college level math in their first year seems fairly low.

- Biology faculty have teamed up with WSU and Clark College to really explore that pathway. They are doing some workshops and series on how to improve the transfer process, how to align courses better, etc. Advising academic transfer students is labor intensive. It takes a lot of time to communicate with various universities and advisors to make sure everything lines up.
- With required math courses, many students want to put it off to their second year. We need to address this as an advising issue to make sure they take it in their first year.
- In terms of students who are need-based, a lot of times they don't necessarily understand how to navigate our system. They may need more help with navigation than some of our other students. It's the "nitty gritty" work by faculty and advisors that's going to improve those data points.
- Agree that the pre-nursing DTA pathway is going to be really helpful for students.
- For university students who need to get courses pre-approved (for transfer credit), students can contact the instructor and get a previous term syllabus. Syllabi are also available on our website.
- People who are raised in poverty are at a disadvantage since they don't come in with as many tools as some other students. We should do more to provide those students with the tools they need to succeed (including providing relevant training for faculty and staff).
- Looking at prerequisites for university classes prior to transfer is really important for student planning.

## **Basic Skills and Precollege (January 29, 2021)**

Attending: Terri Skeie, Nolan Wheeler, Catie Graham, Anne-Marie Klein, Barry Walther, Kristen Finnel, Sue Orchard, Serena Lampkin, Shiree Bent, Becky Connolly, Theresa Stalick, Chris Bailey, Ariana Muro, Angie Rogers, Wendy Hall, Dawn Draus

### **What should we be doing next year to promote our objectives in this area?**

- We are doing a good job with I-BEST and could be offering more I-BEST sections.
- We should continue the English co-requisite model (101 Plus model).
- We should look at how the enforced online approach (during the pandemic) has affected our precollege students.
- We need to make sure we have technology options available for students so they aren't dropping out due to technology barriers, whether they need Internet connectivity, devices, etc. On a related note, we should continue to push for increased broadband access across the state. Right now, we're relying on technology to communicate with students, so how do we have the initial contact with students if they're having technology issues? Could provide something specific for Transitional Studies (and other) students in the Wi-Fi Hotspot specifically to assist with technology. Need to make sure students are aware of that service. Also, evening and weekend hours might be useful. Many students could also use some extra in-person help accessing ctLink.
- Transitional Studies created a low-level technology course starting this winter, and it's available to everyone. They recommend it to people while they are enrolling.
- Faculty can use a "Module 0" unit in their classes to gather information from students about how much they know about technology (for example, do they know how to access LCC email, Google

drives, Honorlock, etc.) and provide feedback before the start of the quarter. If these modules are opened before the academic work begins, it can help students get started on the right foot. Also providing students with feedback videos (that they can rewatch) can help prevent them from dropping out.

- Transitional Studies has been working on establishing bridges with advising and precollege, to make sure that students have a place to go if they're struggling. Some students don't see it as a viable option, but we can work on increasing awareness about this option. Also, they just don't have the ability for students to register themselves in ctcLink. Other colleges sit with students to register one by one, but we don't have a solution for that.
- Computer literacy is a big issue for many of our students. Even after we go back to more face-to-face instruction, we will still have a lot of online activity. More instructors are incorporating the "Module 0" idea into their courses, but opening it before the quarter starts seems beneficial. Many students don't seem to take online or hybrid instruction as seriously as face-to-face instruction, and don't take advantage of the multitude of resources faculty provide for them. It makes it difficult to hold students accountable. Many students are still trying to do everything on their smartphones, rather than taking advantage of loaner devices.
- A lot of students aren't aware of our scholarship opportunities. We should do more to make them aware of these opportunities. "Module 0" surveys could include questions about campus resources such as scholarships, food pantry, etc. The new college success course contains information about campus resources. Transitional Studies students also need the information, and they are often around for a while before they get to College Success.
- We need to be strategic about advising students to take college level math in their first year. We are not where we should be with the metric. Success rates may be impacted by students who have been forced to take classes online due to the pandemic. We should continue to offer/develop assessments for students to make sure they're signing up for the best modality (for example, signing up for synchronous rather than asynchronous classes). And we should make sure we're offering a strategic schedule.
- We should work with community partners to make sure their employees are getting the education they need (to help with enrollment).
- Need to work to re-engage adults or recent high school grads who may have stopped out or deferred their plans to continue their education (outreach).
- We do a good job of meeting our students where they are, so letting the local high school population know what we offer (if what they're currently doing isn't working for them) is important.
- Should look at adding I-BEST opportunities in the future.
- We've been making a lot of progress with reducing the amount of people in precollege, so the fact that we're seeing some changes in success rates (with who has been left behind at that level of remediation) is important. Also need to keep working on determining who goes to precollege and who goes to BEdA.
- With Open Doors, we are doing as well as can be expected considering we started the program during the pandemic. The school districts have been really easy to work with. However, we still don't have partnerships in place with all K-12 districts.

- Would like to see a flow chart or other resource that contains details about when a student should be referred to precollege, and when they should be referred to BEdA.
- Would like to see more opportunities for students to experience the hands-on aspect of I-BEST opportunities, particularly for those who are not being successful in college level courses.
- The new vocational building will be beneficial for Transitional Studies students, especially in terms of making them feel like they're attending a "real college." Better classrooms can change the outlook of both students and instructors.

## **Institutional Excellence (January 22, 2021)**

Attending: Nolan Wheeler, Jason Arrowsmith, Hiedi Bauer, Kristen Finnel, Natalie Richie, Brandon Ray, Chris Bailey, Janel Skreen, Angie Rogers, Wendy Hall, Kendra Sprague, Robert Cochran, Marie Boisvert, Sue Orchard

### **If you were to focus on one thing moving forward, what would it be?**

- We should look for opportunities for more student engagement in some of our decision making processes. Need to get more students involved in our facilities planning, for example. With ctcLink, we've changed a lot of our enrollment processes and we should engage students to get their input on those as well.
- Art on campus - we need to make sure there is more multicultural representation.
- Would really like to focus on student retention as well as expanding into our corporate base and becoming a training hub.
- From a security perspective, we need to make sure our facilities are as safe and welcoming as possible.
- We made the Governor's list for design of the new vocational building, and should incorporate student input and equity into that process.
- One of the opportunities that COVID has provided us with is moving into the new century and presenting our cultural offerings online, or in a multimedia format. As the pandemic recedes and we return to campus would like to see ongoing modernization of our cultural offerings.
- Would like to retain some of the better practices we have developed during the pandemic, such as allowing teleworking and remote attendance at meetings (which has increased access and engagement).
- Would like to see more emphasis on professional development for staff, such as how to be more efficient in home workspaces. It would be refreshing to learn some things that are unrelated to ctcLink.
- We need to work with industry to assess and develop programs to meet their needs. Example: deliver a safety training conference during the summer.
- Number one priority should be student and employer satisfaction. We should continually review the data to make sure we're meeting the needs of our community and streamline any programs that are no longer relevant. We also need to make sure that all credits taken by students transfer.
- Would like to have a grant writer to support initiatives such as equipment for the new vocational building.

- The number of scholarship applicants, and the quality of applications, declined last year. The foundation is looking at what the barriers are with the scholarship application process itself, and are analyzing the demographics of those who are applying to ensure that we're not unintentionally excluding some students.
- Once audiences can return for live performances in the Rose Center, we will need to start thinking about some new tools in that space (such as new audio for the Wollenberg Auditorium and Center Stage).
- We live in a world now where everything is done with "one click." We can't control all of our processes, but we should do everything we can to make the online environment more efficient and effective for students.
- Would like to see a dedicated texting platform for relaying emergency information to students and employees.
- Need to work at identifying and addressing systemic and administrative barriers for students. We should focus on training and development for staff. A lot of our operational procedures and workflows are not written down. We might benefit from more cross-training. Could link the training to specific initiatives we are trying to push forward, possibly with incentives for staff and supervisors to engage in the training.
- We should be looking at all of our spaces and getting student input to ensure everyone feels they are represented and feel safe.
- We should continue to build our relationships with the Cowlitz Tribe, our Latino community, and the Ethnic Support Council. Let's look at all our systems to make sure we are not keeping people out of our pipelines.
- IT has a lot of ideas to promote working/attending remotely, but all take time and money (for example, using cloud services to update equipment and virtual desktops that would support the instructional process).
- Need to identify a place for the IT department to go when their building gets demolished.
- There is a perception that IT does not support students, which we should work on changing.
- After the vocational building would like to see a proposal to replace Admissions and Applied Arts and combine into one large building.
- Need new signage on the Administration Building.
- There is more demand than we have room for in terms of childcare. We can't expand the footprint, so will have to go up.
- Don Talley is in need of a facelift.
- Need to identify space for soccer and softball fields.
- As we design new spaces, we should make sure we incorporate "after hours" access to spaces students can use to study, hang out, etc.

## **Professional/Technical and Customized Education (January 21, 2021)**

Attending: Liz Engel, Karen Joiner, Ann Williamson, Dana Cummings, Nolan Wheeler, Leszek Cromwell, Anita Quirk, Angie Rogers, Kristen Finnel, Sue Orchard, Chris Bailey, Wendy Hall, Sarah Griffith, Stefanee Bunn, Elissa Loren, David Rosi, Nonnie Weaver, Jill Yates, Kendra Sprague, Connie Ramos

### **What are we doing well in terms of providing quality professional/technical education?**

- The Medical Assisting program has a strong advisory committee. The additional support for advisory committees provided by the Office of Instruction has been effective.
- Course success rates for professional/technical students have increased, and they are doing a little better than transfer students.
- Our program mix is strong.
- In terms of enrollment, it looks like nursing is down. It's really just a reflection of the additional cohorts we were able to add temporarily in previous years. We are actually doing a good job of maintaining nursing enrollments.
- Our flexibility is a strength. When something like a pandemic hits, we are able to make changes to keep our students engaged. Instructors have become more attentive with the increase in online instruction.
- Our placement rate in the workforce is well above the system average, and speaks to how well we prepare our students to go out into the field. Our recent agreement with Workforce SW to bring an employment navigator on board should further strengthen our success.
- We do a good job of serving the workforce needs of the community.
- We need to be creative in how we retain students in certain programs, like automotive technology, where people tend to leave early for lucrative employment opportunities.
- The adaptability of our instructors is impressive. During the pandemic, they were able to move courses online that many didn't previously believe could be delivered in that way.
- The fact that all groups are at or above mission fulfillment in terms of course success is a strength, and speaks to the support students receive from across the college.
- Faculty and staff are willing to meet our students where they are. Example: faculty being willing to put themselves at risk to ensure that students can get the lab classes they need (such as welding and nursing). Not everybody would be willing to do that. It shows how much our instructors care about students.
- After the pandemic, things are not going to go back to the way they were before. We have an opportunity to learn from the experience and better serve our students moving forward.
- Our manufacturing and trades programs have been very responsive to the needs of industry.
- I-BEST is truly one of the strengths of our professional/technical programs. They always go above and beyond to support students.
- Developing pre-apprenticeship pathway (Multicraft Trades) and better aligning with K-12 programs has been beneficial for our students.
- We are getting a great response from industry for offering instrumentation as a stand-alone class.

- The increased attention-to-detail with our advisory committees has been helpful.
- Our Chemical Dependency Studies program provides a pathway to a better life for many students, even if they end up switching to a different program.
- Our adjunct faculty have gone above and beyond with converting their classes to online instruction during the pandemic.
- Following the Governor’s directive in early May, it was a major effort to shift essential labs from online back to in-person instruction over a weekend. We were the only college in the system that actually managed the transition on the first day it was permitted.
- Due to the ongoing preparation of our nursing department, we were able to fully utilize the additional nursing allocation we received (unlike many other colleges, who had to return some of the money).
- Our “student first” mindset has been very evident over the past year.
- Our workforce department is working very hard to make sure that specialized programs such as Workfirst are still getting into the classroom and reaching students.
- Support for faculty from eLearning, Library and Registration has been great. The enterprise system coming online during the pandemic has been interesting, but the support channels available through Zoom have been helpful for problem solving.
- Students have done an outstanding job of dealing with a bad situation, of not being able to be on campus. We have students who can’t do anything with technology at home, and they have really stepped up. Hopefully we can leverage our creativity going forward.
- Our sense of campus community is a real strength. It’s essential that we built those relationships pre-COVID. We’re able to get the job done (during the campus closure) because of our pre-existing relationships.
- Employer satisfaction is high.
- Employment rates are well above the system average.

### **What are some opportunities for growth within professional/technical or customized education?**

- There is a misperception in the community about the education and training we currently provide, and what we can provide if needed by business and industry. We could increase awareness of our current program mix and flexibility for delivering customized content.
- We could improve on our current enrollments, but the belief is that we will come back as strong as we were before.
- Adding programs that will support the local workforce is an opportunity down the road.
- Headcount, headcount, headcount.
- Within ctLink, it’s a good and bad thing that students see other colleges in our system. While it might help students to stay on track by seeing what’s available at other colleges, we want them to enroll at LCC.
- Need to pay attention to the certification (professional development) needs of faculty.
- Faculty are encouraged by some changes they’re seeing with up-front advising, and would like to see a continuation of improvements to help students be more efficient in terms of progressing through their programs and into the workforce.



- Need to continue to work with students on learning how to be adaptable. Things change, and people need to learn to keep up especially since they are going into the workforce.
- Our students need to have direct exposure to the workforce while they are still in school. More and more employers are requiring real life work experience in addition to the educational credential. We need to create more opportunities for our students.
- We have a scheduling opportunity. During COVID, students engage the most during evenings and weekends. Being able to engage with faculty during those time frames could help with student engagement and retention.
- Technology is an ongoing challenge for some students, whether it's internet connectivity or just equipment shutting down at inopportune times, such as in the middle of a test.
- We've seen a steady decline in enrollment over the last ten years. The Great Recession was an anomaly, but there is no reason we should have declined since 2014-15.
- We should promote Running Start students taking vocational classes (which is allowable under current laws). This is especially needed for students attending high schools that are eliminating vocational programs.
- Clark College is going through some challenges, and we have an opportunity to help meet some of the needs of Woodland High School students (which is in our service district).
- We should continue to increase partnerships with high schools.
- With our proposed new BAS program in leadership and management, we should be able to increase the number of students across a variety of associate degree programs who stay long enough to complete a second credential.
- We should continue to offer a wider variety of courses online, post-pandemic.
- We should analyze the software programs we've purchased during the pandemic to see what we should continue, and what we should discontinue.
- We should look at scaling up online help across the college.
- At some point there are going to be a lot of dollars available for retraining, and we should be prepared to take advantage of that.
- We want to be on the cutting edge of any initiatives related to "free" college (from the new presidential administration).
- It's important that we continue recruiting and reaching out to under-represented students.
- We should continue to focus on diversity of faculty and staff on campus.
- One of the best aspects of our prof/tech programs is that they are hands-on. For purposes of recruiting and K-12 partnerships, the most effective approach is to bring people to campus (after the pandemic) to experience our labs. We should do more of this.
- We need to continue to look at the diversity of students in our professional/technical programs. There are real opportunities for recruiting and engagement.
- In terms of high school partnerships, we know that there is a better gender balance in high schools (in some programs) than there is at LCC.
- We need to look at "living wages" in regard to some of our programs, to make sure our graduating students are able to support their families. We also need to look at who's graduating, and what they're earning in order to identify potential equity gaps.
- We need to develop more internships opportunities for our students, not just in prof/tech. We should explore increasing the number of students we can have in the classroom, such as through

combining hybrid and online classes. Would provide more flexibility for students. Would also like to explore adding certificates to the pathway (Criminal Justice).

- We really need to think about post-COVID educational delivery, and what students are going to want and need.
- Enrollment in some Medical Assisting classes has been higher in online courses since COVID. A lot of students don't want to leave Longview/Kelso, so that's that limitation with job placement.
- The new Ability to Benefit expansion to co-enrollment with ABE High School+ could be a great opportunity.

## **Access, Support and Completion (January 14, 2021)**

Attending: Brianna Purdy, Byron Ford, Jennifer Houge, Kendra Sprague, Angie Rogers, Wendy Hall, Jagger Norris, Adam Wolfer, Nicole Faber, Chris Bailey, Mary Kate Morgan, Donovan Tate, Kristen Finnel

### **What do we do well in terms of student access, and supporting students?**

- New Navigator position connected to Kelso High School, and reaching out directly to students who are still in high school.
- We do a good job of providing well-rounded student support services, which helps with retention of students. Also being able to support them financially with extra funding, especially when we have students who are struggling.
- Zoom room through One-Stop has been especially helpful. Has worked well to invite students into the Zoom room while we are unable to help them in-person.
- Has been beneficial to have more data available during the onboarding process (due to IR, Navigate and ctcLink).
- The Navigator program has been a huge asset for us, and will continue to be moving forward.
- Getting technology into the hands of our students has been a huge plus during the pandemic (especially those who only had access to a handheld device).
- Running Start is doing very well, particularly in terms of reaching out to the high schools to keep things running smoothly.
- The Student Success Fund has been beneficial to students.
- We're good at not falling into the "wrong office" syndrome - where the conversation just stops when someone ends up in the wrong place. We do a good job of getting students connected to the right place.
- Initial system put in place to distribute COVID funding went well.
- Implementation of Navigate has helped students, particularly in terms of being able to track what's happening with a student account in a way that wasn't possible before. The ability to text was especially helpful, since it is part of the student record.
- We have a ton of available resources for students, and we're very collaborative.
- Running Start has experienced consistent growth, along with tutoring and faculty-student engagement. Disability participants have also been very consistent.
- Student Success Fund, one-on-one help with eLearning and technology are things we do well.

- Our K-12 partnerships are doing well. The majority of our high schools are increasing their post-high school enrollments.

### **What could we do better in terms of student access?**

- Understanding technology and being able to use LCC's technology systems when they enter college would benefit our students. We could do a better job of spreading the word about the resources available re: technology support through tutoring.
- It's challenging for us to get initial funding out to students when they need it at the beginning of the term (so they can get their books and get settled in before they feel like they need to drop classes). Note: this is primarily since the implementation of ctcLink, and it has improved since we went live.
- With the addition of data and technology, we still have a long way to go in ironing out the processes of using the resources to their full extent (to make our processes more efficient).
- Could do a better job of describing student fees on the LCC website.
- ctcLink has been an issue that hopefully will improve.
- Even the things we do well, we need to continue to do well (such as onboarding new employees to our culture, etc.)
- A lot of "old school" processes still exist, such as paper forms. We've upgraded some to fillable PDFs, but even that is old school. We've increased our digitization a lot, but more work is needed.
- Sometimes students don't know where to go, or don't know our resources. Sometimes students are struggling and are at a loss about where to go. A lot of our "hoops" may be stumbling blocks for students, and may cause them to go elsewhere.
- Would like to see our local high school graduate enrollment go up. Obviously Running Start enrollment is related to that, but could do more outreach (in addition to the components that have already been added).
- Would echo the need for more electronic forms, especially as it relates to accessibility.
- Incorporating the education process in onboarding to help get more students to enrollment is needed.
- We need to do more with adult re-engagement, which is challenging since they are not congregated in one place like high school students.
- Expanding our Navigator program could help increase access from our service district, particularly in south county. More support from the Navigator program in the more rural areas would also be beneficial.
- We should continue to increase our advocacy of the Washington College Grant, since many people in our service district would qualify for full funding.
- We should continue to maximize College in the High School and CTE dual-credit opportunities.
- There is a huge enrollment gap between male and female students, with females outnumbering males approximately two to one.

### **What could we do better in terms of supporting our students?**

- Need additional staffing in the One-Stop Center.
- We should add a Customer Relations Management (CRM) software tool to use with incoming students.

- Financial aid is still a massive undertaking for students, so whatever we can do to help would be good. This could include adding staff. Although we had some setbacks with ctcLink, we have mostly caught up from that. A focus may need to be more on the question side, in terms of supporting students who have questions.
- In terms of the disaggregated data, perhaps the biggest gap that we're seeing is with male students, both in terms of enrollment and in terms of success after they enroll.

### **What do we do well in terms of getting our students to completion?**

- The relationships between LCC staff and instructors, and students, is really beneficial.
- Expanding the programs we have available is a plus, such as the newer Bachelor of Applied Science in Teacher Education.
- The Student Success Fund, and other financial support, is beneficial to getting students to completion.
- Building relationships with students is key, to ensure that they have a broad net of support.

### **What could we do better in terms of getting our students to completion?**

- Getting each student on a plan that makes sense from the start would be beneficial. Anything we can do to make advising more sound from the start would be helpful. We do a really good job with advising in general, but need to make sure we're starting students off on the right foot.
- We need to continue to highlight our excellent faculty and staff to encourage students to build connections before they actually enroll.
- We should encourage students to build those relationships with faculty, and start off on the right footing. The new College Success course should help with that.
- Getting students on the right path is critical. We should do everything we can to alleviate any "leakage" of students who are not on the right path.
- For students who change programs, there needs to be a smoother way for them to immediately be assigned a new adviser. Sometimes students "just give up" if they stay in the wrong path for too long. Need to decrease the hurdles we put in their way; in other words, minimize the damage incurred by virtue of switching to a different field.
- Need to make sure students have a pathway in place, being sure to have the support available should they veer off the path.
- Although we met our initial fundraising goal for the Student Success Fund, we've realized that it's not enough so are continuing to increase that fund.
- Would like to know "why" for every student that leaves LCC. The sooner we can get the Advising Redesign up and running (including hiring more staff), the sooner we will be able to reach the goal of knowing why they leave, or maybe even keeping them here rather than losing them.
- Need to continue to increase awareness of resources available for students, including tutoring and advising.
- There is functionality available in ctcLink to identify students who are close to completion, who may have departed prior to graduation. We need to do more exploration with this, but it will take time given that we are still in our first year of implementation.