

Oregon Community College Research and Planning Conference

A Focus on Learning about Student Success through National Research

Evaluation Form

Thank you for taking the time to participate in the Oregon Community College Research and Planning Conference.
Your comments will provide valuable feedback and help us to better plan future conferences.

1. Rate the success of the conference.

	High	Above Average	Average	Below Average	Low
Conference Registration Process	13	7	4	1	
Conference Website	10	8	3		
Keynote Speaker	25	5			
Session I: Toolbox Revisited	24	3	1		
Session II: Moving into Town and Moving On	22	3	1		
Session III: Tuning- DQP and the CC	19	6	2		
Breakout Session I: Next Steps for Oregon, Policy and Research	8	2	1	1	
Breakout Session II: Toolbox Revisited	2				
Breakout Session III: Moving into Town and Moving On	1	4	2	1	
Breakout Session IV: Tuning- DQP and the CC	3	2			1
Facilities	17	8	1		
Food	17	6	2		1
Overall Conference	18	6	1		

2. What are your top takeaways from the conference?

- So many! Top conditions for degree attainment and inhibiting factors.
- Excellent keynote-Thank you!
- Pipeline is crap, certificates are questionable, # of credits earned per year important to success, Skills assessment is incredibly time consuming and complicated
- The technology links and blogging was exceptional. Change process for declaration of education intent, the sooner the better. Focus on attaining 20 additive credits in first year. The importance of making our learning expectation explicit in our promotional materials and web. Move specific data gathering questions.

Question Continued - 2. What are your top takeaways from the conference?

- Too many to list- My head is spinning but I learned a lot and have a lot to think about.
- Data on community college students
- Working on elements we can control (ie summer attendance, withdrawals). The transfer graduation rates are better than what we are often led to believe. Great potential benefits (ie student success) can be derived from data-based decision-making. We have some control over student outcomes (not demographic factors per se)
- Anxious to read DQP document on release next week.
- National perspective and new vision(s) for student learning
- Too many to list-Thank you! Great keynotes
- "Prescription," intentionality of things we can bring to our campus-→but are we; who will drive this?
- We all know about learning outcomes!
- Lots of great info.
- What to measure
- Pay attention to student movement and course taking
- Cliff Adelman was fabulous as a keynote speaker. Extremely valuable information
- Too many to list. Thoughtful, applicable, metaphor of "moving into town..." Excellent recommendation and info for us to take back to implement change.
- I got a lot to think about. I got some specifics to work on too.
- 20 yard line. Learning outcome specificity. 20% withdrawal students. Implementing policies.
- Sonya was great!
- Institution-retain/students persist! Difference between dead nouns and using active verbs in defining student outcomes. Becoming aware of the importance the "reading/writing" ability had on the success of student performance/outcomes for completing higher degrees. Thought it was math ability.
- Confirmation of certain thoughts and ideas about completion and persistence.
- Highly Valuable-Data, alignment certification/completion. Plan to explore degree profiles and Perkins program of study and assessments with program Capstone courses.

3. What recommendations do you have for the planning team?

- There was too much crammed into the day. It was all great, but having to be on such a strict timeline with little time to breath or digest was difficult.
- Bring Cliff back!
- Do more drive in conferences? Many rural schools benefitted from this format.

Question Continued - 3. What recommendations do you have for the planning team?

- Develop work groups around these concepts.
- Let's keep doing things like this!
- Do another one in 1 ½ years
- Make sure this conversation has stronger higher ed-OUS involvement. We will need to fund faculty to faculty conversations. Thank you for the stretching breaks!
- The second session was too fast. For me, handouts would have helped me track. He moved very quickly and I couldn't take notes fast enough.
- Session III would have been more effective if a draft of the DQP was a visual to help folks better imagine the work. Break out session 1 would have been better if there was some discussion of how Oregon can integrate this information with the work we've done (eg. gen ed outcomes) and are doing (eg. Milestones and [unreadable] prints)
- Looking forward to the state providing direction on next steps
- More of this, and more OUS participation. (I'm not sure we ever received meeting details-I had to track it down.)
- Have a longer day-a few more breaks needed.
- Keep this format, it was great
- Give purpose and structure to breakout sessions-waste of time.
- If breakout sessions are done again, more structure.
- Interaction exercises
- It sounds like Oregon specific topics (i.e. Pathways)
- Learn what Oregon has accomplished and how was it done to improve student success.
- Talk about statewide expectations

Thank you for completing the evaluation.