Lane Community College
Student Success Conference
A Focus on Quality Progression and Completion that is Fiscally Sustainable

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.

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1. **Rate the success of the conference.**

	High	Above Average	Average	Below Average	Low
Conference Registration Process	27	10	7	1	
Conference Website	13	12	8	2	
Context Setting	23	11	7	1	1
Keynote Speaker	27	16	3	1	
Toolbox Revisited Presentation (Keynote)	26	16	3	1	
Breakout 1: Toolbox Revisited (Academics)	18	7	1	1	
Breakout 1: Toolbox Revisited (Student Affairs)	19	5	2	1	
Breakout 1: Toolbox Revisited (Technology)	16	5	3	2	
Moving into Town and Moving On Presentation (Keynote)	26	11	4	3	
Panel Discussion I	9	23	7	3	3
Panel Discussion: Students	23	17	3		3
Stretching	24	8	6		1
Facilities	28	11	10		
Food	29	12	6		
Overall Conference	23	20		1	

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2. **What are your top takeaways from the conference?**

- Not much! I would have been interested in more group work! What about students in the professional/technical program? Is it Lane's opinion that all students are going to transfer?

- We need to look at ways other than just "the Lane way"

- Dr. Adelman can assist us in making the shift to what students are doing at Lane in 3 ways: 1. Look at our environment-do we meet students where they are and give them appropriate paths to move beyond. 2. Define a seamless path that begins before our college and extends far beyond and 3. Moves us to define our roadmaps in terms of measurable competences.

- I'm thinking about ways to prevent so many students from repeating new-credit classes because many of the students in ABSE (mainly due to learning disabilities) repeat classes. I'd like to see teachers narrow down these students skill needs and address them once and for all.

- Excitement about developing strategies for student success, identifying needs, and getting together to generate ideas.

- Input from keynote speaker and students

- Don't give out cheap diplomas, emphasize persistence, we need to get rid of NCR!

- Key factors in promoting student persistence

- Your daughter vs. your brother-in-law - think about different cohorts of data

- Focusing on new information to work on. Concrete changes we can make.

- Money and or resources (staff) needs to be dedicated to analyzing our data! We can't make good decisions w/o knowledge.

- Confirms some of what we already know. We're better than we think. Not all people want a degree. Some just want lifelong learning.

- Recognizing Lane as a community in the way presented by Dr. Adelman. Impressed with colleagues, very insightful. Excellent student panel.

- Too many to count

- Focus on summer school programs, data essays.

- Quality of persistence is the key. Definition of aspiration (want to) vs. expectations. Also what about our own expectations?

- Thank you for the "power" for my laptop! Great vision for the 2 year AAs that I'm developing right now.

- Depends on "so, what's next"?. Another day of good thinking. Yes. Will anything change because of this day? Definitions=transfer students, NNSE. Students must bear some responsibility-reduce withdrawals and repeats.

- Bologna process is ultimately very relevant model. Thanks for slides-it's so information dense, will reference it.

- Most of this information was review for me, but I appreciated Edelman's use of data. I do think the redundancy between studies was somewhat problematic. I think he lost part of the audience at one point when material was very much review.

- Curriculum intensity (not just in high school) is a key indicator of success. Stats aren't affected by what students look like but what they do. What students study in the summer can drive their fall enrollment decision. Stats R Poetry!

- Wonderful information, but we need to remember that "less is more." Too much compressed talk without interactivity.

- Connecting reading with Math. Shift from student demographic focus to where student is and where they want to go.

- We need people not computers to deal with new incoming students…how many have we lost?

- What students do, not who they are. Don't listen to what students "say" they are going for (objective)

- All community colleges need to work together to define common learning outcomes. Oregon should lead the way for a national system.

- Applying S.L.O. division-wide and seeking alignment inter/intra and collegiate. Lane's positioned as leaders-we have potential to make a leadership position-inspiring.

- How does assessment impact the student "learning" in Student Affairs.

- There are a lot of new things to focus on when determining student success/persistence. Momentum points.

- Adjustments in my curriculum. Realign to student preferences.

- Math sequence-free second course. Tuning.

- Lots of things…great info.-food for thought.

- We aren't doing as poorly as the media says. The student panel was wonderful. Thanks.

- Students made this count! Excellent-Excellent!

- Need to change our focus to helping students succeed by providing consistency from school to school, and by starting much earlier, ie. Middle School, High School.

- Adelman's insights, research, and content of student centered thinking-as opposed to institutional centered thinking-excellent!

- I realized I am not the only one so passionate about student success. Retention and removal of barriers!

- Ideas to keep students motivated.

- I'm glad someone is researching overall CC programs. More data on CC's. Ideas to make students stay at LCC. More interest on overall student progress. To add to classroom focus. Probably even the faculty needs to be involved beyond the classroom for student success.

- Better understanding of overall process and culture in CC atmospheres.

- Normal ideas about student success are not always correct.

- I liked the key points that were analyzed. This broadens my perspective as an instructor. I like that his research highlighted the fact that completion is not based on ethnic background, but more based on community. I do not like the fact that he excluded first nations and special need students from his analysis.

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

- Panel discussion I not needed, especially the academics. Panel Discussion I: Students, interesting but how did they connect to topic of achievement?

- Sped through presentation, not enough time to think and internalize data.

- A follow up with cam at CCWD. What is Lane going to do?

- Follow this very full day with key conversations-across disciplines and within disciplines. Reference this work in all aspects of our daily functions-this is not helpful, {unreadable word} info- but should inform our acts and decisions now!

- I think the session was too long or that there was too much time spent by Dr. Adelman, this heavy, often difficult to comprehend. I absolutely loved the second half, however.

- Lot to digest at 1 time…

- Excellent!

- How do we "Oregon" become the 1st state to define the benchmarks for 3 degree levels?

- Set key goals to establish the work needed to do the "tune" our programs. Make web navigatable.

- Wow, was a lot of info to process…Excellent keynote and expertise. Appreciated external expertise.

- Nice job! Thank you! Inspiring and challenging.

- I never find student panels useful, sorry.

- Was worthwhile, continue striving to be better.

- Take Adelman information and have a [unreadable word] on the implications for putting it into actions at Lane.

- The emphasis on improvement is wonderful but we need "people" power to accomplish our goals. If no new resources-then what can we accomplish with what we do have-What type of services-does the college want to "afford and pay for"

- Keep up the great work!

- Email string between Sonya, and Cliff not Germaine, waste of time. IRAP director doesn't have definition of student success…hm…

- Summer?

- Onward!

- I wish we'd focus on work sessions where departments can discuss how to implement some of the ideas raised by the presentation. Either that, or bring in the critical thinking guy from PSU to lead a workshop on how to understand and facilitate use of CT in our courses.

- Pay attention to Adelman's top recommendations and begin creating an LCC agenda for appropriate change. I think a panel following a provocative speaker deadens his effect-it [? unreadable] the dynamic in the room.

- Watch out for the preaching. Let information sink in.

- It was a blast of lecture, but great info.

- Earlier and more complete distribution of information

- This was an informational overload-too much data, too long lecture. Interactivity would have helped in retention of information. Whole case boils down to outcomes guides using action verbs and seeking alignment.

- Adelman spoke so fast it was hard to look at the implications for Lane. We needed to have some questions so we could discuss this data within Lane's environment. It would provide us with our next steps in a concrete way.

- After Lunch cookies (really), coffee old by 1:30?

- Great job!

- Team exercises-more interactive

- We need more talking and sharing time. Would have liked the data in advance

- Longer breaks; no time to process/digest data. Mostly like standing in a river and just having the data wash over you.

- Take Adelman's themes, ideas, and philosophy to heart. Implement. Take action.

- Require writing and math classes upfront. Academic advising required. Reduce barriers. Clean up web pages. Create community learning gen ed programs, so they find a consistent set of study partners. Move grade change deadline for audits and withdrawals from 8th week. Not allow students to change majors over and over without sound advising which incorporates all repercussions of doing so. Enrollment cap for students first term. 1st term orientation. Engage the students! We heard it over and over from Adelman and the students.

- More with student input to help teachers.

- Develop on incoming freshman team-focus is to welcome and pair up with incoming freshman. Will help orient new students and of retention of students.

- Encourage speakers to simplify presentations. Don't try to cover so much.

- I hope that you will use a summary of his findings, put that into a forum that we can use in our instruction on a daily basis. I also hope that these research findings influence future strategic direction and curriculum planning. I also think it is very important to be careful of filling every classroom at all hours of the day, just because we have increased enrollment. This can lower the quality of our instruction at LCC. One example would be lack of support for interesting laboratories and class activities. Lack of time to set up and take down laboratories in science classes. This lack of time to take down laboratories greatly reduces instruction quality. This, in turn impacts the reuse of community at our community college. This aspect of community was proven to be significant to community college enrollment.

Thank you for bringing in such a thoughtful speaker. Also, one last note: the research findings and assumptions were not always clearly defined. I think that a lot of information was presented, with little time to evaluate his findings in small group settings.

Overall, sitting for so long was difficult we could be more engaged to offer help to the college on this topic-but with more evaluation and sharing of the information given.

Thanks for completing the evaluation.