

Where Do You Find Yourself in this Work?

“We provide educational experiences, support services and institutional structures that enhance student learning and success.”

Helping students

- In preparation on entry level students coming into programs
- How to work with students in CTE programs who fall short of AAS degrees due to math, science and writing requirements. -Many students leave to go to work without their degree and only need 6 additional credits.
- I am working on how to increase the number of transfer students earning degrees before they transfer to a 4-year institution. More specifically, we are focusing first on engineering transfer students. A majority of these students complete more than enough credits for a Lane degree, but do not apply for a degree from Lane before they transfer.
- As a math instructor I see 2 intersecting division level concerns that could potentially be in opposition: (1) Need for high standards for grades, less extra credit, fewer accommodations like notes on tests, etc. (2) Need to support student success and completion. I hope I can be instrumental in making the intersection of these 2 concerns productive and complementary.
- As a faculty member, I am thinking more broadly about the role my course serves in a student's overall degree goals, and things I/it can help with in terms of encouraging students to persist in the goals.

Prepared by: Carol McKiel, Craig Taylor,
Sonya Christian. January 11, 2011

Helping others: providing tools and/or data

- Assisting with needed data, possibly with needed analyzer, and also with critical evaluation of research and data- i.e. the notes and details of different performance indicators for community colleges.
- The library is integral to student success, but how do we prove that? We are a hybrid of support service and an instructional unit. Our contributions to student success are more visible in other programs that collect FTE and grads- The library is also (unreadable) with supporting life-long learning and information learning and information literacy for all staff, students, and faculty. This rather (unreadable) change is directly related to PPC.
- Looking at data to see when we are the most successful, connecting with other programs nationally for success stories, and looking at my work on AARC to focus on what can be done better.
- Writing grants to fund the work.
- I am focusing primarily on the data and reporting side of the work, with some ideas regarding online teaching and learning.

Establishing a culture of or identity within the system

- A linking piece among my teams & leading effort in Science Division.
- My background has included some consideration of students completion and success issues, but it is clearly a multi-faceted topic, and I am open to viewing new facets, grappling with them and sharing the facets and perspective with others.
- Right at the crossroads. Enabling participation, eye towards completion-clarity what it means to complete. Jump starting early participation in a caring, supportive, small steps, transitional way. Back to navigate system...clarity what it means to complete/degree & certificate needs.
- My office is involved in many ways to promote these ideas-I will be involved as an advocate in creating a culture that values and speaks these ideas and concepts with their work and interactions with students.
- Progression and completion and pathway are synonymous. It's the reason for my work.
- As a member of the learning council, this topic is important to our work with the learning directions as well as the college strategic directions. I am interested in expanding the definition of progression and completion beyond the credit arena. As a student of adult education, I hope to tender some of my knowledge to the discussions.
- As a participant in other areas of the college-recognizing that each course/encounter a student has in the college does not/should not take place in isolation-that all of their experiences should help them keep moving forward in pursuing their goals.