

7/28/2015 MERIT Retreat

In attendance & Representing Group:	Absent:
<p>Katie Winder - Representing Progression Council Ann Buchele - Workforce Council and MERIT Chair Pam Gordon - Achieving the Dream Sally Widenmann - MERIT member; Dean of Instruction Justene Malolsh -Accreditation and presenting report card data Justin Smith - MERIT member; Institutional Research Andrew Feldman - Academic Affairs Executive Council Bruce Clemetson - Vice President, SA, MERIT Member & Progression Council Dave Henderson - Vice President, F&O, MERIT Member Richenda Hawkins - Diversity and Civic Engagement Council Christy Stevens - Mentoring Assessment Coordinating MAC Jen Clark - Admin</p>	<p>Bev Dunigan - Classified Association Darci Dance - Faculty Association</p>

Meeting notes:

- **Justin and Justene - Report cards**
 - How they work
 - How data was collected - or unable to be collected
 - VFA - voluntary framework for accountability might begin for all Community Colleges in Oregon, but is planned for LBCC & Lane at a minimum
- **Council updates from last year**
- **Bruce (Progression Council)- Changing the Student Entry Process**
 - Tour of New Student Center
 - Customer relation survey is new to LBCC
 - Putting values messages into promotional materials
 - Website is having updates to make it easier to function (pathways) and “Ask me” tab
 - Data indicated lots of students applied but never got passed the application fee, so the fee was moved to first time registration fee
 - Reading placement tests have been moved out of the admissions process, and we have added screen readers “Read Write Goal” to all campus computers
 - DG is mandatory
 - Advising has been added as a graded element of DG to help reach target goals
 - Entry Dashboard to track daily data from new student center
 - Placement test having been moved on the website has helped. Metadata tells us that the page is being found by more students than ever before, and they are finding what they need more accurately and quickly
 - Math 65 is seeing more students than MTH 20 and 60 in previous years because of preliminary changes in placement testing methods for math
 - What is not working:

- All campus entities need to know this exists and how it works so we are not re-creating something that already exists and is working
- **Richenda - Cultural Richness DCE**
 - Have spent a lot of time establishing baselines for collection of data - survey exists so that we can measure objectives
 - B - "Students will improve their ability to interact with values, opinions, and/or beliefs different than their own as a result of their experiences at LBCC"
 - D - "Individuals will feel welcome and included at LBCC"
 - Worked with faculty senate to get a statement for course syllabi saying that LB courses have a goal of achieving cultural richness
 - Leadership LBCC inclusion and cultural fluency with 20 participants from last year to work on objective F (for employees)
 - F - "Employees completing training will demonstrate attainment of Cultural Literacy Outcomes"
 - Javier is working on getting the data compiled for trained employees in the new Leadership LBCC passing post-assessment so it can be added to the report card
 - The Navigating Difference section of the training has trainers from Washington. Three of our faculty members will be trained and then will be providing these trainings for LB employees
 - Currently we do not have a way to measure objective E
 - E - "Employees will improve their ability to interact with values, opinions, and/or beliefs different than their own as a result of their experiences at LBCC"
 - We will be adding questions to the Value survey (once annually for all employees) so data can be measured
 - What is not working well:
 - Objective A - "Students will display a high level of civic engagement"
 - We pulled numbers out of the air to create this and people think this is an unreasonable number, Objective A has not been a focus and it is hard to measure how many students go to extra activities and to collect info on community service
 - While it is difficult to collect this data, we don't want to re-create things that already exist
 - For next year would like to focus on employee training - not all of our faculty and staff feel that they are well prepared to teach cultural richness, not just objective F, but more focus on E where all employees are improving
 - With this, faculty have expressed concerns with contracts and how to measure this
 - Spend next year designing and then during the following year take time during inservice days to focus on cultural competency ex: 3 hours for fall inservice then refresher times throughout the year, 1 hour during winter and another 3 hour session during spring (ANN WOULD LIKE A GROUP TO DISCUSS HOW INSERVICE DAYS ARE SPENT)
 - Objective A "Students will display a high level of civic engagement."
 - Civic engagement - resources are expended, but there is no tracking of it. Perhaps part of the problem is because students are "in charge". Students are in charge because they are the ones who are available on nights and weekends
- **Ann Workforce and Economic Vitality Council Update**
 - Viewed the webpage
 - Created a set of standards- rotating members, how many times to meet, etc
 - Ultimate goal - make sure LB is responsive to industry and initiative
 - President Hamann had different workgroups
 - Created standards for advisory committees
 - Academic Affairs work group

- Job placement work group - focus on students getting their career job
 - Business Partnership incumbent workers - businesses don't know who to call here at LB, work on getting one place to call, with answers
 - CTE program effectiveness - more rigorous look at program review data for programs who want help becoming better
 - High school connections - Progression Council already does this, and this will be moved into Progression Council's area
 - Adult Basic Skills transition - help adult students transition into college with a path and support
- No work was originally done on the report card, now different work groups have been assigned to areas in the report card to assure we are meeting the standards
- **Christy - MAC team**
 - Last year reviewed 100 level courses
 - Andrew - this year adding 200 level and CTE review
 - Developed Mentoring and Assessment coordinating website
 - Developed the COE
 - Note - smart catalog helps with assessment
 - Many people not on MAC have helped
 - Andrew - next steps
 - overall plan worked well
 - have to tie to state's general education outcomes
 - get everyone to use the same vocabulary - this has helped
 - paid for Strategic planning online software but do we continue to use it? - probably better off without it
 - challenge - closing the loop part of assessment - make time for shared learning on outcomes
 - re-arranging inservice days
 - creating a culture of continuous improvement and getting all faculty to report - we are at about 48%, need a change in faculty behavior surrounding assessment
 - There is the possibility to create a list of non-reporters so deans can follow up with them "offenders list"
 - The "this too shall pass" attitude is what is believed to have prevented folks from reporting
 - **When creating part time faculty contracts, where does assessment fit in * note for ANN**
 - Deans' and Administration's message to faculty about reporting - should include why we do it and why it is valuable
 - Andrew has been doing faculty forums on Fridays so that faculty can discuss results and what to do with them from what is reported - example MTH 65 decided to work on module 4 outcomes
- **Pam Achieving the Dream**
 - Have seen a huge cultural change across campus with a willingness to look at data and determine what is best for students/departments, etc
 - Advising continues to have problems = Banner and Advisor track
 - We need to fix Banner, focus on only a few things, back to basics and encourage use of money for purchase of Degree Works
 - Initiatives have been institutionalized, but they need new blood in order to be carried on, how can we bring in new people when previous folks burn out

- ALP went from WR 95 to now include WR 115 which skewed the data but was a great move for the college and helped move along completion of writing students
- Placement - changes have been good. We have seen increases in completion of gateway courses. We applied to be a leadership college for Achieving the Dream which would make us presenters, and would be required to share with other colleges and continue to improve in these areas, would have to accomplish % achievements
- Next year, more emphasis on overseeing the initiative and creating campus wide connections
- What does not work - need to be more aware of who is working on what and who is already doing things on campus so we are not doing things that are already being done elsewhere
- 8 strategic objectives from last fall - we can't forget.
 - #7 is completed (LBCC Association Agreements)
 - #3 is nearly done (Student Success Pathways that Work for Students) - everything that can be done prior to getting Degree Works is complete
 - President Hamann's vision - same 6/8 objectives will remain in tact - remind everyone of this
 - Should MERIT be the group that submits recommendations to the councils who then report back to MERIT - to help prevent work from being done twice, and encourage collaboration with all folks working on the same thing
 - How to grow faculty leaders without burnout - give opportunity to serve in different capacities (ANN) Faculty leader falls under #1
 - Due dates for faculty - do not have everything due in week 10 - (DEANS)
 - Allow committees to make decisions rather than suggestions
 - Too few faculty members on committees, the non teaching faculty are always in every single opening and they don't have course release for this
- Recommendations to share with councils
 - **Progression** - educational attainment (lots of work on #3)
 - OBJECTIVE F - changing/adding to focus on #3
 - No work being done on Fall to Fall retention - supported with advising and what we will do
 - second year drops off to 49% on the best year which is 10% below the national average how do we move advising from first term to continuous
 - focus on "and then what" - this is how we tie in the 4 themes
 - Helpful from MERIT - Progression said unanimously that SENSE should happen again, now MERIT bring all people involved together to look at past and what we can do better = spring data analysis back
- Industrial CTE recruitment particularly industrial - **Workforce Council**
- G cultural richness with recruitment and retention of minority students particularly hispanic students
- minority students who complete WR 121 and MTH 111 in College Know is significantly lower than caucasian students
- E - actionable item - students should start with 15 credits and keep going - progression council should look at this - who can we encourage to take 15, vs who is good where they are now
- **Every council should review their report cards this year by**
 - Industrial CTE recruiting - one change will be to measure this better. Because our community wants trained folks to be able to work. Employers have asked to double our output.
 - (or "D" in Economic Vitality) (ANN for workforce council)
 - Build a successful pathway from high schools into the CTE programs
- **DCE** - cultural richness
 - E - more comprehensive training and reporting

- B - all students supplemental resource and measure with SESE - how will we raise our SESE scores - have a faculty group for increasing these scores NOT from DCE doing the work
 - look at past scores and how to increase, group will report back to DCE - look for faculty who teach DPD and cultural diversity courses
 - Think about students that are underrepresented feeling comfortable and wanting to stay is dependent on their interaction with staff and faculty - so staff and faculty training in this area is important
- THESE ARE NOT DIFFERENT OR NEW they are moving forward on things that have already been worked on
 - WITHIN F to F retention *ADVISING* takes a huge role
- Accreditation - this year - get the information out to the college
 - example: disconnect between self study and actual
 - college knowledge to remind of mission and vision etc
 - Small steering committee Justin Sally and Ann, MERIT will oversee and create stories and reading etc, Justene will edit
- Sally - general timeline - self study is 13 months out till we submit to NW then in Oct they come to campus to visit. Let's help people understand what accreditors do here - they are reps from other NW colleges that visit us
- Christy - they will ask faculty about the 4 themes - what they are, and how do they affect your work, do you know them ISI will get new faculty posters with the 4 themes - peer to peer process
- Membership of MERIT - keep group as small as possible but with the right people - add Academic Affairs Exec Council Member that is faculty (ANN) have this be Roger Mauer who is the same Faculty Senate person - Sheryl Caddy will talk with Ann about who

Jen will do meeting dates for the year -

Other Business:

How to define and restructure objectives and initiatives - pair down and combine and take out "normal work" from objectives - specify who is the champion while allowing workgroups to do the work

- **FALL to FALL retention**
- **"D" in Economic Vitality - "Programs will respond to the changing needs of industry and community employers"**
- **"E" in Cultural Richness, specific focus on training and reporting - "Employees completing training will demonstrate attainment of Cultural Literacy outcomes"**
- **Assessment with focus on Cultural Literacy and DPD**

Next meeting:

Action items:

All committees review report cards by the first day of fall term. Get revisions to MERIT with a rationale to IR. Keep objectives the same - goals can change for anything that is problematic only.

Action items specific for Ann:

- *ANN - Jen needs to know who is faculty that we will need to pay
- *Make a group to discuss how inservice days are being spent
- * growing faculty leaders ideas

*Due dates not in 10th week for faculty

*next DD meeting, discuss too few faculty on committees - ideas "terms" on councils

Documents used during the meeting:

Agenda (Below)

Cultural Richness Report card

<http://www.linnbenton.edu/files/dmfile/Cultural%20Richness%20Report%20Card.pdf>

Economic Vitality Report card

<http://www.linnbenton.edu/files/dmfile/Economic%20Vitality%20Report%20Card.pdf>

Educational Attainment Report card

<http://www.linnbenton.edu/files/dmfile/Educational%20Attainment%20Report%20Card.pdf>

Minutes prepared by Jen Clark

clarkj@linnbenton.edu

Agenda:

9:30 Welcome

9:35 - 11:00 Review Report Cards - 30 minutes per theme - Justin Smith

11:00 - 12:30 Presentations

12:30 Working Lunch - Overview of last year's 8 strategic objectives

1:00 - 3:30 Synthesize and discussion data from the morning; MERIT goal building; Accreditation