MERIT Agenda 9/06/2019

TYPE OF MEETING:	Retreat
CHAIRS:	Ann Buchele
COUNCIL COORDINATOR:	Amber Vore
ROLL:	Rob Camp, Julene Hamilton, Kirsten Studley, Joyce Thompson-Graham, Justene Malosh, Katie Winder, Justin Smith, Sharla Joseph, Jess Winans, Jennifer Boehmer, Ann Buchele

AGENDA	INFORMATION/DISCUSSION	ACTION / DECISION
Loosen up activity		
Accreditation Update	Accreditation visit October 7-8, report will be sent to MERIT members soon to review. Breakfast at 9 am on October 7. NWCCU is changing standards, we will discuss this at a future MERIT meeting when the standards are updated on their site	
Institutional outcomes	Visit will include conversation regarding these outcomes.By year 7, we need these implemented and be collecting data on our work toward these. ● We can create a new group to go over these and create metrics, send to LInC and have it be a subgroup, or MERIT can take the lead on these. Other colleges often do portfolio to evaluate the work on these. Can these integrate into course outcomes? Yes, if course outcomes are connected at student level, then could roll into program outcomes and then institutional outcomes. Program outcomes would be expected to touch on these. Fall could be spent on research of what other schools have done around this. Eastern has had success around this work. Subgroup of LInC - need some higher level leadership as well. ● ODDS member, Kristi Murphey, Deron Carter, Katie Winder	
VICE - ending this innovation council	A member of VICE will be moved to each innovation council, and will help keep an equitable lens on the councils work. As members shift, this person should have met certain standards of training to	

	represent this equity work. OSU is working on Social Justice course, and may open a section for community college. Jane Waite has taught the (slightly different) initial training for deans and at last years' Faculty Development session. Johnny Lake is also working on a way to offer him coming to the classroom for help with how to navigate this work.	
[Report Cards](#)!	CTE notes ● There is now a template they must use for at least one meeting per year with questions, and we have a standard they must meet twice a year. ● Need to reach out to areas that didn't meet the standard, and help them meet it in the future (WEVC subgroup) Very Satisfied with NSC ● Survey is done at the end of their visit (have appointment, get schedule, then the ambassador helps them get into the survey) ● What is the purpose of this metric, is it telling us what we want? ● Are we following up with those who are "unsatisfied?" Is the number so high it isn't giving us insight or area for growth? ● Used to look at "very satisfied" only, and this was lower and gave more room for growth to get them from satisfied to very satisfied. There is a checklist students use with what they do during NSC visit, and can we use that list more to help drive this work? ● Is it more appropriate to do this survey later "a few weeks into term, are you still very satisfied or did you feel you weren't prepared for being a student?" ● Is there something else we can use instead of "satisfied" but rather "did you complete all your tasks?" ● Can we focus instead on how inviting their first experience is? Often their first experience on campus is not the NSC. ● Can we add a survey a few weeks into DG to capture their opinion a few weeks into the term? ● Often a message to students at 3 weeks into the term helps them feel welcome and help with retention. How can we help? (this email could go to First Resort, so they can act on it!) Instructors are already doing this, so should it remain instructor based and then they can send the info. However, if the message comes from the institution, the student often then feels connected to the institution rather than just the instructor. Also, the message coming from a "higher up" like Ann does get more response, they feel like	

Ann really can "fix" the barrier or problem.
- Do we feel that faculty reach out to students? Less than half probably do.

Appropriate first term schedules
- Why is it negative that they change their schedule?
- This is only students who had NSC appointments and make a course change (not just a day/time change)
- Often, changes happen if a course is added by the college, or a waitlisted student is added to a program, or they retest into a higher level.
- Hand-audit - not a lot of dropping after term begins, developmental students were not put into the right classes (the math or writing may have been full). Last year, 80% on the hand audit appeared to keep the schedule and have appropriate courses.
- Can we change it to "have an ed plan for their current major." Connecting to ed plan also helps push the college toward appropriate scheduling.

Outcomes
- Large jump, Ann really followed up on this with faculty. Doesn't show we are doing anything with the outcomes, but does show we are having them reported. We are making sure the message is "this is the responsibility of the faculty and part of their job"
- Will we add a metric about the % of outcomes met? Yes, this is the goal.

CCSSE - waiting on these, on a three year cycle

Using Learning Management System
- All will have a Moodle shell auto-created, but they won't be given access without asking, hope that they will move forward and use Moodle. Currently, about 30% use Moodle.

Target percent of 12th grade students enroll
- Self-reported when they apply, added because the accreditors asked for it.
- Latino/a population met, also self-reported
- ABS transition to degree-seeking - fewer students overall, so proportionately probably the same as other years, but show the larger drop. Most of the student population need evening courses, but LB doesn't offer courses in the evenings. Can we work on offering courses at night, adding courses as an initiative? WEVC is looking at adding programs to be evening programs, like Accounting.
- Factor for us is that we offer evening classes and have super low enrollment, so we don't offer or cancel them. ABS needs to connect with deans and let

them know about these needs and what students want/would take/etc.
- Faculty also push back on evening courses, often don't fill because they work all day and evening is their family time.
- Focus groups showed interest in Saturday courses.
- Previously offered transition pairing courses, were very successful. Do have co-enrollment where they take GS/Comm/Technical writing course as they are in ABS program. Want to expand to writing and math courses (gatekeeper courses)

Apply for financial aid
- Doesn't hurt students to apply, so if we are giving them proper support and messaging, why not apply. Jennifer is trying to help plan a "financial aid night" on a Saturday where they help students and potential students learn about FAFSA/scholarships/etc. - gets people to pay attention to the date. It is part of the checklist on the NSC, they check the tab in Webrunner, and if not, they walk them down to the FA center.

Maintain or increase starting credit load
- Haven't moved the average credit load up, still around 10, so it isn't that they are at 15 and can't take more. The longer you are here, something will get in your way and you can't finish (trying to share that messaging). We are not abnormal with how many credits students are taking, but we can't even get to 12. Also, this isn't the point of this metric, this is making sure students don't drop in credit load.
- Online courses: Last year we had more online students than ever, and all courses were filling. Failure rate is still problematic.
- We are offering our first Saturday only WR 121, and it is full.

Math in first 30 credits
- How is this going down with first term guides?
- Many aren't getting into math 50 in fall, then can't get into 75 until a few terms later and takes several terms to get into 111. Are we missing the students who take 211? (is this equivalent, and transfers as bacc-core)

Writing in first 30
- ALP did a 10% bump, prior to this. We are slowly expanding ALP. Are incoming students placing lower? No, they are placing slightly higher, overall very little change.
- Everyone takes writing in fall, and winter and spring are basically empty. In the advising center, they can give messaging for students to take WR in

	winter - once ed planning is really going, this can be clearer and stronger. Retrained next fall ● Point of concern is that we get one shot of looking at change, looking a year out when look fall to fall. Combination of various efforts is showing little effect, but there is a major time lag. Is the retention issues major based? (the large group is "undecided") Money could be a major factor - many might be getting the message they have to pay themselves. When we looked last year-25% did not retain due to finances. ● Still a high amount of students getting enrolled as undecided. Every term week 5, any students at 30 credits are given a hold and have to meet with an advisor. Many of them do come in. ● ABS - 10 student denominator, so this is why such a small move On-campus programming not a meeting or class ● Shawna and Lara have been working on data accuracy Pass DPD course ● How does passing DG ever help meet need? Graduate within 3 years ● Graduation rate is the same, and we are similar to other colleges of equal size and demographics. When compared to other GP cohort colleges, we are doing worse (but they may be picking and choosing cohort). ABS drop is largely due to a very small number of students. Kirsten is going to get the students' names and call them to follow up, find out what happened to help drive them to complete. ● Can alumni volunteer to call students who drop off and help follow up and get them back? ● We really want to focus on fall to winter, then winter to spring, and so on (smaller retention, since this is such lag data, unless it shows major barrier/low hanging problems) ● DPP students not enrolled in DPP - pulled the number and it was about 100, they reached out, not sure why this didn't affect the numbers. ● Message of why to enroll in DPP hasn't reached the students. They just see it as paperwork and more fee, and don't see why they need to if they are already planning to transfer to OSU. ● Messaging depends on eligibility (GPA, # credits completed, and passed WR 121). Ideal point is meeting with advisor the term they are taking 121 to say they are eligible at the end of the term and give the info. Large population of	

	students who just don't use advising. (have to in DG, is there a large amount who don't take DG? The advising piece isn't locked into DG, don't check who they met with) 50% of students don't go through advising. Is there enough capacity? Depends on the amount of time for the appointment, but that differs based on who is doing the advising. ● We want to push advising, but we are also trying to provide program maps and such to help students self-advise. If a student portal becomes available, a student could find answers more themselves. CTE assessments ● Many CTE assessments not turned in, we are pushing less. Employed after college ● OR dept of employment-highly accurate, part of Oregon tax data, doesn't catch those who get a job out of the state. Self-employed is excluded. ● Wonder why so low? Could be they go on to other education, they work less than 30 hours, or they go to work out of the state. ● Can we do a follow up survey? Tie to alumni membership ● For programs where it makes sense, could the faculty who have a close relationship with the students track this info manually? Would that help this number be more actionable? (Then we could have a better idea how many go out of state or what other issues may be occuring) Adult Community Education ● Extended Learning - surprised it is so low, seems the numbers should be higher. Could be that they are working and don't have as much time to take future classes.	
Wrap up	Room for better messaging, can we have automatic processes started (if this happens, they get a postcard, or such) Advancement can help! Not clear system on what we want, we have a lot of processes but don't know how well it is put together, feel the connective tissue is missing. Pockets are doing the work, and the result is lack of change. How do we make the solutions sustainable? Wish there was a database where we could have all the info (who student has met with, what they are involved in, were they in ABS prior, etc) Problem is so many systems don't talk to Banner, so then we have to get these other "band-aid" programs that are so manual they have lots of error. Since there is no integration, we have to do manual processes to move	

| | | metrics.
There is no method of moving info around (student who worked in ABS for awhile, and their records aren't able to be shared with advising center).
Students also just show up in other ways and we have no way to figure out how or connect with them.
How do we put more focus/resources on ways to keep the students here?
Most of the work is on a personal level, can we do a better job at motivating the people the students have contact with to be better aligned with values, and help PT workers have the ability to have training on better service.
Get staff more in a student mindset. Help them get this training (AVID training - has been helpful for Learning Center and Library staff)
Need to be clear with faculty hires about what we need - we need them to be centered on student success.
What can't we tolerate?
Many staff are hired because they work with systems - so that leads to some of these issues. We can help train on people either being pro in transactions or human transactions (and play to their skills)
Membership: IS/IT (way to be involved but not in all the meetings/details), Amy, CTE
Problem is that there is not a mirror council on operation side (we are running into the big system issues).
IT governance - gaps in understanding, need a council to help them evaluate the end user experience (faculty and students)
How do we affect change when we provide advice and it isn't taken?
Example: If we want to extend Early Alert, there is no AR to support this. (Faculty fought this, felt it took too much time and students are adults. Could IS be put over this to find an option?) | |