



BOARD OF EDUCATION ADMINISTRATIVE REPORTS

Student Affairs – February 2018

- 1. Continue to develop and/or modify existing policies and practices so that they represent intentional actions to build a culture that exhibits our Goals and Values.***
- 2. Establish an educational experience that is increasingly designed around the student and for the student's success by fully implementing Guided Pathways.***
- 3. Establish facilities that support and enhance the teaching-learning experience by implementing and/or completing Bond Funded Projects.***
- 4. Continue to improve our responsiveness to the changing needs of regional industries and other community employers.***
- 5. Establish greater Affordability for all students.***

Helping Students Choose Low-Cost Courses: The faculty committee on OERs, Registration and Information Services are working together to develop a method to alert students to course sections that have textbook costs that are under \$40. Student government has provided valuable feedback to the faculty group. Our student scheduling system software vendor is guiding us on how to develop this capability that they will then share with clients around the country. The goal is to have this change implemented by fall term.

Supporting Young Parents: Progress has been made on connecting young students (18-24 years old) who are pregnant or parenting with supports resulting from our Oregon Health Authority grant. Two of the six programs awarded the grant have withdrawn from the effort. Through recruitment and promotional efforts by Registration, Student Life, Student Government LBCC and the regional Early Learning Hub have identified 24 individuals for the grant funded program. Almost half of these participants are now working regularly with grant support staff to find community and campus resources for a variety of needs. The grant team is learning from these first participants about how we can better support young parents who are pursuing an education. LBCC is the first grant participant to actually begin serving students.

6. *Establish technology resources that support and compliment the classroom, creating new points of access and new levels of adaptation to student needs.*

7. *Establish a campus of true Equity and Inclusion.*

Increasing Veterans Receiving Accommodations: The Center For Accessibility Resources (CFAR) examined how many self-identified student-veterans were using their services for disability accommodations. They found that approximately 60 student-veterans were being served annually. The staff assisted in the writing of the recently awarded Veterans Resource Coordinator grant and realized that the number being served was likely a small fraction of student-veterans eligible for services. The department hired a student-veteran as a Learn & Earn student-employee. The student-veteran has been actively learning how to assist students in the CFAR and doing outreach to the campus veteran community. The desired outcome of hiring the student-veteran was to have a 25% increase in the number of student-veterans utilizing CFAR services. This goal has been achieved by having served over 80 student-veterans. CFAR's student-veteran is now working with the new Veterans Resource Coordinator to build on this success and improve already strong coordination with local vocational rehabilitation services.

Chinese College Academic Partnership: Greg, Ann, Sally, and Amy Sikora (Assistant Director of International Programs and Registration) had the pleasure to host a team of faculty and administrators from Guangxi Construction Polytechnic College of Guangxi Provence, China. We signed an agreement to create a program to bring some of their civil engineering students to LBCC. The first group of students are projected to arrive in Fall 2019 in our civil engineering certificate program. The team from Guangxi has begun the process of articulating courses. They have invited Greg to attend their 60th anniversary celebration. Though many details need to be completed very quickly, this promises to bring our future civil engineering students added value to their learning experience.

Equitable Recruitment Strategy: Admissions is going to begin receiving contact information for district high school seniors who took the PSAT and indicated that they are Hispanic or are considered a low-income student. Working with staff in other departments, we will develop targeted communication plans that educate these prospective students about college, LBCC, and how to afford to go to college. The plan for the Hispanic identifying students will begin by the end of this month for the coming fall, while the low income effort will begin in early spring after we have dedicated a staff member to this work. Communication be through various media and focused on critical issues students from these groups need information about as they make a decision about going to college.

Noteworthy:

Danny Aynes, Director of Enrollment Services/Registrar has been selected to be a representative of the Pacific Northwest Association of Collegiate Admissions Counselors at the National Association of Admission Counselors Legislative Meetings in D.C. later this month.

A former doctoral student, Dr. William Paisley, and I have an article titled “The Value of Peer Interaction in the First-Term Community College Classroom: A Faculty Perspective” being published in the *Community College Journal of Research and Practice*. The article is based on Dr. Paisley’s dissertation research. Dr. Paisley will be leading a training session on this topic at LBCC for our faculty later this spring.