

# **Student Success and Retention Conference**

## **Session Summaries**

**February 4 & 5, 2009  
Sheraton Portland Airport Hotel**

### **Wednesday, February 4, 2009**

#### **Joint Boards and JBAC Update: Jerry Berger, Chair, State Board of Education and Elaine Yandle-Roth, Community Colleges & Workforce Development**

The Joint Boards of Education (JB) is committed to success for all students PK-20. The work of Joint Boards has been more than the completion of Senate Bill 342. The work is ongoing to assist students to be successful on whatever learning path they have chosen. The session will look at the work ahead between community colleges, Oregon University system and high school transitions to post secondary learning. What is ahead? How can you increase student success and access?

#### **Welcome by Co-Chairs, Barb VanAmerongen & Craig Kolins**

#### **Keynote Speaker – Dr. Kay McClenney**

Dr. McClenney is the Director of the Community College Survey of Student Engagement and the Sid W. Richardson Endowed Fellow of the Community College Leadership Program at The University of Texas at Austin

Last Spring, a consortium of Oregon's Community Colleges administered the Community College Survey of Student Engagement (CCSSE). Dr. McClenney will share information about how community college students nationwide are engaged in learning and will share results from the Oregon data.

Dr. McClenney will also address the importance of developing career pathways that create seamless transitions for students from high schools to community colleges to jobs and to further education and why it really matters.

**Session 1**  
**10:45 – 12:00PM**

**Higher Education's Response to Aging: Two Exemplary Programs to Enhance Student Success**

**Presenters: Jan Abushakrah and John Bowling**

**Description:** With the aging of the population and increased longevity, increasing numbers of students 40 and older are returning to higher education. These older students often experience numerous challenges to achieving their goals, such as unfamiliarity with higher education systems and processes; age discrimination, and other stresses.

**Older Student Support Model:** PCC's report on a survey of students 40 and older – *Boomers Go to College* lend support for the Older Student Support Model developed by the Gerontology Program to provide **intensive advising**; a structured **career management** model, intentional internships and **program-based peer mentors**. The first model presented will demonstrate how the **Older Student Support Model** can improve student success and retention, and explore ways in which academic programs and departments can develop effective strategies, based on evidence-based approaches to support older learners.

The second model presented outlines a way for college students to see a clear connection between academic pursuits and subsequent employment opportunities. To support continued innovation in the field of aging services as well as promote development of potential industry leaders, Pacific Retirement Services (PRS) has partnered with Southern Oregon University's School of Business to develop a new Management of Aging Services (MAS) degree option program. The unique partnership between SOU and PRS will be reviewed, highlighting ways that students are involved with community aging service businesses as part of their MAS coursework.

**Mapping Career and Educational Plans Through MAP and Oregon CIS**

**Presenters: Heidi Edwards and Cheryl Buhl**

**Description:** Learn about the development and use of Portland Community College's new online tool, MAP: My Academic Plan. In partnership with Oregon Career Information System, Portland Community College has a customized Oregon CIS site linking students to career and educational resources. Students can use MAP to complete self assessments, research occupations, evaluate programs of study, develop a personal portfolio, and access PCC specific academic planning resources and degree worksheets. Come see and experience MAP for yourself!

**Career Pathways: Tools You Can Use & a Framework for Student Success**

**Presenters: Mimi Maduro, Brenda Brecke and Steven Storla**

**Description:** Using a variety of formats---and NO powerpoints or lecture presentation---- this session will highlight the six core elements of the systemic framework for Career Pathways...and then host a "world café" peer-to-peer dialogue on one of the primary core elements of the framework: student supports. The session will also include graphic "new flash" updates on Oregon's statewide Career Pathways Initiative. Presenters along with several volunteers will facilitate small group sessions for the world café dialogue.

## **University Studies' Students First Success System: Using On-line Student Support Resources to Promote First Year Academic Performance and Retention**

**Presenters:** Peter Collier, Sukhwant Jhaj, Steve Reder, and Carmen Schwisow

**Description:** University Studies, Portland State University's general education curriculum, provides students with integrated, connected learning experiences from Freshmen Inquiry's year-long sequence of courses through Senior Capstones. In this session we will describe the development of and demonstrate the most recent iteration of the Students First Success System (SFSS), an on-line student support system that compliments freshmen year general education courses. SFSS customizes the matching of multimedia resources to individual needs and specific University Studies' learning goals. SFSS works in conjunction with current University Studies mentor sections, to help freshmen become "more expert college students," by providing useful information about "what to do in order to succeed at the university." SFSS emphasizes helping new students recognize and respond to campus adjustment issues before they become full-blown problems, identify campus support resources and how to use each appropriately, as well as learn already-proven strategies for key college interactions (e.g. how to communicate with professors during office hours). In this session, we will explore the organization of the current resource website, demonstrate multiple forms of media from the website relating to specific campus issues, and discuss the next steps in the development of SFSS.

## **College Programs for Men – What Works and What Doesn't**

**Presenter:** Diane Mulligan

**Description:** After reviewing literature, research and best practices during her summer sabbatical, Diane Mulligan will share strengths and weaknesses of current college programs that serve male students. Questions addressed in the presentation include:

- Is there a "men in higher education crisis" and if so, what is it all about?
- Who is most at risk?
- How does male development play a part in the issues?
- What are the reasons why men aren't going to college?
- Why are male students and men's centers unsuccessful?
- What components do work in successful men's programs?

In addition Diane will provide an overview of PCC data about male student success and compare it with what she found in the research. The report handout will also include web and grant/foundation resources.

## **The Role of the National Survey of Student Engagement in Fostering a Student Success and Retention Environment**

**Presenter:** Matt Stillman

**Description:** Many institutions feel paralyzed to understand the nature of student engagement, success, and retention on their campus. This session will examine the role that the National Survey of Student Engagement (NSSE) can play in unraveling this mystery and developing appropriate strategies. Using Southern Oregon University as a model, this session will offer a potential roadmap for successful NSSE administration, analysis, and associated programmatic/policy formation. Additional attention will be paid to what NSSE is, what it can measure, best practices at other institutions, how NSSE can drive faculty-student engagement, and the role of Project DEEP in advancing student engagement.

**Session 2**  
**1:00 – 2:15PM**

**A Match.com for Mid-Life Adults in Higher Education: Prior Learning Assessment and Career Planning & Development**

**Presenters: Melanie Booth, Lynn Brown, and Jackie Fowler**

**Description:** In this interactive workshop, participants will consider the natural and intentional synergy between two seemingly disparate programs designed to promote access and success for mid-life adult learners in higher education: Prior Learning Assessment and Career Planning & Development. Several key themes – including the role of critical reflection, life and career transitions, lifelong development, goal clarification, and the identification of transferable skills and knowledge – will be highlighted. Participants will also engage with each other to consider their own institutional possibilities for program “matches” and to generate ideas for addressing the needs and assessing the learning of mid-life adults in higher education.

**GED Graduates Enrolled in Oregon Community Colleges: What Contributes to their Success?**

**Presenter: Dr. Karen Sanders**

**Description:** The session will be a presentation of doctoral research completed in January 2008, on the persistence of GED recipients in Oregon community colleges. Following the presentation of the research there will be an opportunity to participate in a discussion. The purpose of the research was to better understand the relationship between academic factors and the persistence of GED graduates in community colleges. The sample consisted of 4,785 students who had received their GED credential in Oregon and had subsequently enrolled in one of Oregon's 17 community colleges between 2003 and 2005. Using an explanatory correlational design and logistic regression analyses, the following conclusions were drawn:

- Students who received a GED credential in Oregon between July 2003 and June 2005 and subsequently enrolled in one of Oregon's 17 community colleges persisted in the postsecondary institution at a rate of 50% as defined by enrollment in two consecutive terms following receipt of the GED credential.
- Students who participated in remedial coursework during their first term persisted at higher rates than those who took no remediation.
- Enrollment status, as measured by the total number of credits attempted during the first term, had a strong relationship to persistence.
- Academic performance in a student's first term had a strong relationship to persistence.
- There was no statistical relationship between Mean Standard GED score and persistence.

Following a presentation of the findings, the study explored some implications of the results for practitioners working directly with this student population.

### **Increasing Retention through Fun in Learning**

**Presenters:** Dr. Wilkins-O'Riley Zinn and Joshua Zinn

**Description:** Results of the High School Survey of Student Engagement (HSSSE) released in 2007 revealed that seventy-five percent of the 81,000 students surveyed reported being bored in class. These students may arrive at colleges and universities never having learned to interact with learning in meaningful and intentional ways, having given little thought to what *does* interest them intellectually.

Access is easier to provide than success. Access can recruit students, but to retain them, they must see themselves as successful and interested learners. For faculty who hope to engage students in learning, there is also the challenge of differentiating for classes ranging from those who lack basic skills to those who may already be able to demonstrate mastery of course content. As access increases and the higher education population becomes increasingly diverse, these challenges are magnified. During two decades of research, Dr. Wilkins-O'Riley Zinn has been surveying people of all ages, asking them when learning is fun. Through thematic analysis of the data, she uncovered six themes of fun in learning (Zinn, 2004, 2008) that correlate with motivation theory and adult learning theory. Application of these themes can increase student interest and engagement. A theory of *connective teaching* (Zinn, 2004) linked to this research also provides useful strategies for engaging students.

Dr. Zinn, a teacher educator, has experience as a university TRIO program director and community college TRIO counselor and also developed a high school dropout prevention program. She was a non-traditional student in OUS schools for bachelor's through doctoral degrees. Her co-presenter, Joshua Zinn, is a non-traditional student currently enrolled in an Oregon community college.

### **Making Effective Career Planning Adjustments in College**

**Presenters:** Harriet Cornachione, Kathy Sale, and Marla Edge

**Description:** Common expectations for entering college students are to have identified a major upon entering the four-year university. For many reasons, the student may find themselves unable to complete that major. Examples may include family issues, financial concerns but often will be lack of academic success. Any or all of these factors can occur for a student, making the completion of their degree program seem unattainable and resulting in the abandonment of all educational efforts, without exploring alternative paths.

Academic advising can play a crucial role in the ultimate success of a student in completing a degree program. Academic advising can take many forms in different institutional settings, but to be effective it needs to meet certain criteria

- Utilize a developmental approach
- Address the student's needs altruistically
- Offer consistent messages and referrals, and
- Provide realistic and honest appraisal and feedback to the student

This session will examine some success cases in which the academic advisors were able to effectively intervene with students at risk for leaving college without attaining a degree, assisting them in a redirection of career paths through reevaluation of their plans. Costs of intensive academic advising will be reviewed from a qualitative perspective.

## **The Oregon University System's Proficiency-Admission Standards System (PASS) as a Predictor of College Student Persistence-Related Outcomes**

**Presenter: Tanya Ostrogorsky**

**Description:** The admission standards of an institution are only one part of what is required for a student to successfully transition from high school to college to the workforce. An aspiration to attend college must be followed by years of persistence working towards the goal of a college degree and researchers have traditionally examined the process using two theoretical models: *college choice* and *student persistence*. However, Oregon University System's (OUS) Proficiency-Admission Standards System (PASS) can be conceptualized within the integrated theoretical framework of Stage and Hossler's (2000) Student-centered Theory of Persistence (SCTP), which includes components from both these fields.

This study compared the persistence-related outcomes for 166 first-time freshman who had PASS data in spring 2001 to a matched-pair sample of 166 first-time freshman who did not have PASS data to determine the value-added of PASS in relation to postsecondary education outcomes (e.g., freshman grade point average, enrollment persistence) within OUS.

This session will summarize the results of the study and discuss the theoretical and implementation challenges surrounding the success of PASS as a student-centered predictor of college outcomes.

## **Partnering with K-12 to Serve Your Community's Underrepresented Latino/a Population**

**Presenters: Beth Jan Smith and Yadira Gonzalez**

**Description:** This session will share how Blue Mountain Community College has partnered with local K-12 schools and ESDs to reach out and serve our Latino/a students. Suggestions for gathering/analyzing data and examples of efforts to strengthen the pipeline for Latino students will be given. National models and resources will be included.

**Session 3  
2:30 – 3:45PM**

## **The Ultimate Community College/University Partnership**

**Presenters: Dr. Joan McBee and Linda Renfro**

**Description:** Rogue Community College and Southern Oregon University have had a white paper agreement outlining the terms of their partnership since 1996. Intentions were good for a seamless transfer for students, but both institutions knew more could be done to help students make the move from the community college to the university. Beginning in 2004, RCC and SOU started the process to create a new building in downtown Medford that would be co-owned, occupied, and managed. After much support from the community, the governor, and the local Chamber, the dream of a joint campus became a reality in 2008. Together, the institutions raised \$22 million to build a state-of-the-art, green building that serves as a model for the nation. The RCC\SOU Higher Education Center officially opened September 3, 2008 and started fall classes with big increases in enrollment. RCC experienced a 12% increase in enrollment in Medford and SOU experienced a 20% increase in enrollment in Medford from the previous fall. This session will cover the challenges and benefits of creating a joint facility and what the administrators consider to be the keys to success in such a venture.

## **Pathways to Teaching: Updates and Practical Information for Faculty and Advisors**

**Presenters: Linda Samek and Hilda Rosselli**

**Description:** The Education Pathways project is an ongoing collaboration between public and private postsecondary institutions, including the community colleges and several state agencies that works with articulation agreements, coursework, and other initiatives that address the need for well prepared PK-12 teachers for Oregon schools. Making sure that community college students can transfer smoothly to approved programs is a high priority for the institutions in the collaboration. Currents works in progress include an updated advising guide, new courses that can be offered and transferred across institutions, and recommendations for preparatory coursework for prospective teachers at all levels.

Participants will learn creative ways to use the “How to Become an Oregon Teacher” guide and will discuss requirements for providing sections of new transferable courses in education. The session will provide ample time for participant interaction with the presenters to answer questions and give guidance.

## **Creating Successful Student Life: What is it? Case Study of MHCC**

**Presenters: Robert Cox, Janine Johnston and Meadow McWhorter**

**Description:** Using MHCC as a case study, we will outline how we have established a student government system that empowers student leaders, encourages staff and faculty collaboration, creates a welcoming environment for new and current students, and fosters a sense of belonging amongst student leaders.

Session participants will be able to share successes from their campuses with the group as well as take away creative ideas about program promotions, elections processes, holding students accountable, student empowerment, effective student government structure, collaborating with Faculty.

## **Chemeketa Scholars Program**

**Presenters: Jim Eustrom, Stacey Wells and Denise Galey**

**Description:** As part of recruitment efforts targeting high school students, in 2007 – 08 Chemeketa developed a scholarship program targeted at high achieving high school seniors earning a 3.5 cumulative GPA or higher. The Chemeketa Scholars Program provides full tuition for up to two years for these students who meet and maintain academic requirements and attend Chemeketa full-time immediately following graduation from high school.

In past years, Chemeketa was serving 25 – 40 high achieving high school graduates coming directly to college from high school. With implementation of the Scholars program, 237 high achieving high school graduates enrolled full-time at Chemeketa fall term 2008.

**An Interdisciplinary, Grassroots Effort: Creating a Sustainable Infrastructure to Support Domestic English Language Learners**

**Presenters: Katherine Schmidt, Karie Mize, Heidi Coley, Ryan Daven, Tony Canales and David McDonald**

**Description:** Western Oregon University is actively recruiting bilingual students, many of whom are Domestic English Language Learners (DELL). While DELLs are the fastest growing student demographic in higher education, they are also the most vulnerable to academic failure. Thus, this session describes how one institution is attempting to bridge the gap between recruitment and retention and includes the following components: (1) an opening heuristic to engage audience members, with emphasis on the mismatch between learner characteristics and the learning conditions for this group; (2) an overview of the institutional and regional contexts which engendered the Bilingual Teacher Initiative (BTI) and a synopsis of the program; (3) a description of the working relationship between BTI and the Writing Center; (4) a brief summary of budget issues and campus projections; and (5) a closing discussion about common challenges and next steps as audience members imagine possibilities for synergetic efforts at their own institutions.

**Rethinking Articulation Agreements Between Community Colleges and Universities to Promote Seamless Transfers and Student Success/Retention.**

**Presenters: Lore Rutz-Burri, Serena Ota St. Clair, Ida Flippo**

**Description:** The “culture” of articulation and transfer has evolved significantly with technology, online education, Oregon Career Pathways initiative, and part-time students. Program articulations between community colleges and universities promote student retention by reducing the barriers to transfer, reducing the guesswork in choosing classes, enhancing or maintaining feelings of an educational community, and reducing costs associated with redundant courses. There are however barriers to articulation. For instance, articulations are labor intensive, they need to be updated annually, there needs to be a well-organized system of tracking changes, and there is little training and professional development in how to do articulations. This session will promote dialogue about articulation in Oregon between community colleges and universities. Topics include: how begin the conversation between two institutions both at the faculty and administrative level; the importance of identifying the real experts in articulations and relying on their expertise; the stumbling blocks to articulations and ways to overcome them. Participants will create a strategy and reasonable timeline to begin program articulations.

**Thursday, February 5, 2009**

**Session 4  
9:00 – 10:45AM**

**Getting Students *Back On Course* to Success**

**Presenters: Mary Parthemer, Anthony Hampton and Christina Salter**

**Description:** *Back On Course* (BOC) is a class collaboratively developed at Lane Community College by Financial Aid, Counseling/Human Development and Enrollment Services to assist students in academic trouble and help them get “back on course” to academic success. The *Back On Course* project was awarded a 2008 League for Innovation Award.

In BOC, students discover strategies to be more self-directed, self-motivated, and self-confident learners. They learn important college policies, and practice using resources that will support their success. Over 700 students who did not meet satisfactory academic progress standards have been served in the BOC intervention since Fall, 2006.

Students experience academic difficulty for a number of reasons including: lack of accurate information, poor study skills, lack of confidence, academically underprepared, poor time- and self-management, too many outside responsibilities, and/or not being clear about their academic goals. *Back On Course* (BOC) was designed to address all these issues. The course outcomes indicate *Back On Course* is effective:

- Post-test scores measuring self-perception on eight *On Course* principles (self-responsibility, self-motivation, self-management, interdependence, etc) increased at differences that were statistically significant at  $p < .001$  or greater.
- For the 2006-07 pilot year, 292 students enrolled in BOC: 73% of the students who completed BOC achieved good standing (completion of at least 75% of their credits and at least a 2.0 GPA); 81% of students who began BOC and quit attending by the 3<sup>rd</sup> week, did not achieve good standing.
- In course evaluations, 97% stated they had improved self-management by learning strategies to establish goals, monitor progress, and use a calendar system; 98% recommended that other students take *Back On Course* as a way to improve their academic progress.
- Students' written comments are overwhelmingly positive.

**Faculty and Student Perspectives on Academic Advising: Implications for Practice**

**Presenters: Janine Allen and Cathleen Smith**

**Description:** Although academic advising is often linked to student success, student satisfaction with advising is a perennial problem. To better understand the nature of this dissatisfaction, it is important to explore the perspectives of both students and faculty. In spring 2006, faculty and students at Portland State University responded to companion surveys that involved 12 advising functions the literature suggests are indicative of quality academic advising. We present findings from the surveys that provide insight into student dissatisfaction with academic advising by pointing to kinds of advising where discrepancies between faculty and students attitudes are most apparent.

We discuss how the findings suggest a re-envisioned model of holistic advising that is a responsibility shared between faculty and professional advisors. Faculty advisors would lend their expertise in certain curricular matters, particularly as they concern helping students integrate their overall academic, career, and life goals; connect those goals to choices in the major; and access resources to overcome academic barriers to learning. In turn, advisors who are student affairs professionals would assist with aspects

of the curriculum outside the student's major, including co-curricular matters; connect students to resources that address non-academic problems; and, most crucially, help students understand how things work at the institution. We conclude with a dialogue concerning the implications of the re-envisioned model for both two and four year institutions.

### **Connecting Spanish, ESOL, and Writing Students to Build Confidence, Personal Connections, and Intercultural Communication Skills**

**Presenters: Sarah Bentley-Quintero and Elizabeth Cole**

**Description:** We will describe our pilot project in which students from beginning Spanish courses and low-level writing/composition courses provide weekly tutoring to the lowest levels of ESOL (English for Speakers of Other Languages) students. The presentation will examine some of the specific challenges in retaining students in each of the three disciplines (Spanish, Writing, and ESOL) and how this particular project addresses those challenges. For example, many beginning Spanish students and low-level writing students at PCC are first generation or reentering college students. They often lack confidence in their ability to succeed academically. Because of busy work/family schedules, these students often lack personal connections to PCC. Similarly, the low-level ESOL students are usually recent immigrants also lacking a personal connection to both PCC and to their American peers. Spending an hour a week together over the course of a term (or several terms, for those who choose to continue in the project) creates these important personal connections, in addition to numerous academic benefits.

The format of the presentation will include short video interviews with student participants in this project. In addition to learning the logistics of how to replicate this particular project, session participants will have the opportunity to brainstorm other potential collaborations that achieve similar objectives.

### **Career and Educational Pathways: Our First Language**

**Presenter: Bill Zuelke**

**Description:** This interactive session will strive to create a paradigm shift among the participants, such that they will leave the workshop with a new language and framework for working with students. Leaving behind the language of degrees and programs and creating plans and visions for students that are inclusive of all learning experiences specifically including the world of work as well as the classroom, and acknowledging the reality that students today swirl back and forth between and among these two worlds, often at the same time. We will explore personal pathways and stories from our own experience with students to view the process of mapping pathways into the future in a more global and inclusive way.

### **Connecting Transfer Students with University General Education Values: A Hybrid Gateway Course**

**Presenters: Janelle Voegele, Amy Spring, Peter Collier, Shawn Smallman and Sukhwant Jhaj**

**Description:** Discussions of transfer student adjustment issues tend to focus on "transfer shock" related to the difficulty and amount of work assigned at the university. Considerably less attention is paid to the equally important issue of how to integrate transfer students into the four-year school's general education curriculum when these students arrive at the university typically half-way through their educational path towards

earning degrees. To further complicate this issue, most general education curricula are heavily weighted towards the initial years when the student enters college. At Portland State University, the general education curriculum, University Studies, provides students with integrated, connected learning experiences from Freshmen Inquiry's (FRINQ) year-long sequence of courses through Senior Capstones. Because of FRINQ's intentional emphasis on communication – particularly writing, critical thinking, developing a personalized educational path, and understanding the culture of the university, many times transfer students are confused about the general education curriculum's purpose and don't share the same orientation or skill set as the students who began PSU as new freshmen. In this session we will discuss the development of University Studies' *Transfer Student Gateway Course*, designed to help incoming transfer students connect to PSU's general education curriculum in four areas: 1) writing a college level paper using a multi-step process of editing and revision, 2) developing an educational plan to take the student from entry at PSU to degree completion, 3) understanding the culture of higher education and how to navigate PSU, and 4) increasing awareness of personal values and how those relate to the values of other students and the university. This connection to PSU through the general education curriculum should result in higher retention rates and shorter time to degree attainment for transfer students. We will also discuss the benefits and issues associated with using a hybrid course format.

### **Tobacco-Free Campus Policy: Increasing Student Success and Access**

**Presenters:** Linda Reisser, Ty Patterson and Andrew Epstein

**Description:** Over the past year several Oregon colleges have adopted 100% tobacco-free campus policies, joining a growing trend of schools across the country enhancing access by eliminating secondhand smoke exposure. **Ty Patterson**, Director of the Center of Excellence for Tobacco-Free Campus Policy at Ozarks Technical Community College, will share his expertise as a national consultant on this topic. Ty will share results of a survey of other tobacco-free colleges, addressing how this type of policy change impacts enrollment and constituent satisfaction. Ty will also discuss how tobacco-free policy prepares students for success in workplaces that are increasingly less accepting of tobacco use. **Linda Reisser** will present how Portland Community College came to its decision to go tobacco-free, and discuss their process of transition towards that goal for Fall 2009. **Andrew Epstein** of the American Lung Association of Oregon will present an overview of the Oregon Tobacco-Free College Initiative and the free resources available to Oregon colleges to support policy change, health education, and smoking cessation. Together we will examine perceived barriers towards policy change and how these are being overcome in Oregon and elsewhere through collaborative efforts.

**Session 5**  
**10:30 – 11:45AM**

### **Building Bridges to the Advanced Manufacturing and Healthcare Industries: A Case Study**

**Presenters:** Andrew Roessler, Linda Browning and Elona Casady

**Description:** In the spring of 2008 Portland Community College (PCC) was awarded a grant to help fund two classes designed to prepare students for credit-bearing coursework and/or entry-level employment in Advanced Manufacturing and Healthcare. The goal of this presentation will be to outline the development and outcomes of these classes. There will be time during the presentation devoted to describing each bridge

class and an opportunity for attendees to share information about similar programming going on at their institutions.

**Advanced Manufacturing:** This portion of the presentation will outline the details of the partnership which evolved when Genetech, a biopharmaceuticals engineering and manufacturing company, made the decision to build a fill/finish plant in Hillsboro, Oregon. A partnership was formed between Genetech, PCC-Capital Career Center, PCC Customized and Workplace Training and the newly reopened PCC Bioscience Technology Department to develop a training program that would meet their hiring needs for entry-level manufacturing technicians.

**Bridge to Healthcare:** The methods for developing and delivering a unique and alternative curriculum will be identified. Features, including co-teaching and the convergence of Adult Basic Skills instruction with healthcare career objectives will be reviewed and discussed. The presentation will focus on the collaboration between the Adult Basic Skills and Workforce Development departments at PCC and the effects it had on the students in the Bridge to Healthcare class.

### **Using Popular Education Methodologies with Adult Learners**

**Presenters: Molly McGlone and Michele Interian**

**Description:** Paulo Freire, a Brazilian educator and writer, is the father of popular education. Often described as “education for critical consciousness,” popular education empowers marginalized community members to take control of their own learning. The process begins by acknowledging what people already know. Popular education then links new information and knowledge to prior experiences while moving towards social action. With the use of experiential learning techniques like socio-dramas (skits), dinámicas (ice breakers) and lluvia de ideas (brainstorms), we will venture into topics such as the history and methodology of popular education. We will also discuss how popular education can be applied to diverse adult learning settings. Because group participation is the foundation of popular education, participants will leave the session already having put into practice various techniques.

### **The PathwayOregon Promise, Program, and Partnership: Helping Low-Income and First-Generation Students Achieve Academic and Personal Success**

**Presenter: Carla Bowers**

**Description:** The purpose of this presentation is to describe and discuss the development, implementation, and future directions of PathwayOregon, which is showing signs of early success in its inaugural year as an access and retention program for low-income and first-generation students at the University of Oregon. During the 2008-2009 academic year, we are welcoming 416 PathwayOregon students to our campus. All of our students are eligible for the Federal Pell Grant, and approximately 42% of our students self-identify as first-generation college students.

In this presentation, I will first address the practical developmental steps taken by University of Oregon administrators to structure PathwayOregon so that Oregonian first-time freshmen admitted to the U of O who are eligible for the Federal Pell Grant receive significant financial assistance, as well as comprehensive academic and personal support, in order to earn their bachelor's degrees within the terms of institutional support. Second, I will describe the implementation aspects of PathwayOregon, which we founded upon best practices in college student retention. Lastly, I will suggest potential future directions for PathwayOregon and invite conference participants to discuss the

importance of partnering with students as they work to achieve academic and personal success in the college environment.

### **A Developmental Approach to Student Success: An Instruction and Student Services Collaboration Model**

**Presenters: Sharon Juenemann and Leslie Allen**

**Description:** The Mental Health and Human Service Program at Mt. Hood Community College has pioneered a successful student retention program, in close collaboration with the institution's Learning Success Center (tutoring), using a developmental and holistic approach to student success. Elements of the program include mandatory advising, proactive and preventative referrals to student support services, and normalization of academic support through meaningful integration of learning skills and strategies into the program curriculum. In the session, the Program Director and Director of the Learning Success Center will discuss the key elements of their program, explain the developmental philosophy that undergirds it, lead participants in an experiential activity which models their approach, and facilitate a discussion of how participants can adapt elements of this model for their own students and programs.

### **I See the Ideas: Visual Strategies for Teaching**

**Presenters: Heidi Senior and Ellyn Arwood**

**Description:** This presentation will introduce instructors to an exciting new method in which visual techniques are incorporated into instruction to increase student engagement and retention of concepts, using examples from classroom and library instruction.

Many instructors are familiar with the theory of learning styles – auditory, visual, and kinesthetic are the most frequently cited. This session will cover the processes through which people acquire new concepts. Brain-based research says that students will incorporate new concepts using either auditory or visual mechanisms in the brain. According to University of Portland professor Ellyn Arwood, upon whose research this presentation will draw, up to 85 percent of the population will use a visual method, and so it behooves instructors to learn more about presenting material in a visual way.

This research also suggests that new concepts should be introduced in layers, taking students through the Piagetian pre-operational, concrete, and formal developmental stages, resulting in a successful teaching session giving students transferable knowledge.

The University of Portland will be used as an example of how several library and nursing classes were revised to enhance student participation and analytical skill by incorporating visual teaching techniques.

### **Building Bridges for Veterans**

**Presenters: Bill Zuelke and John Blanton**

**Description:** The veterans of our communities approach our colleges with a variety of resources and special needs: veterans educational benefits, high level non-credentialed education and experience, unique disabilities, significant cultural adjustments, immediate short term career needs, stop out obligations that do not match college calendars and significant family needs. This workshop will address some of these special circumstances and will use Clackamas as one example to demonstrate how one might provide services. This workshop will strive to show how to build college systems for veterans and how to build community partnerships to create the bridge that veterans need to successfully navigate their way into the college community.