Fostering Belonging Equity and Inclusion with Open Pedagogy and Open Textbooks

**Presenter(s):** Kimberly Puttman, Oregon Coast Community College + Heidi Esbensen, Portland Community College

**Description:** Focusing on equity is a useful endeavor, but it can sometimes feel a bit abstract. What does it actually mean to use the lens of equity to transform student success? For us, it means centering student voices and experiences, revolutionizing our textbooks and course builds, and transforming our teaching. Our goal is to create books and courses that are freely available, valid, and written by diverse teams from the field. More specifically, the Open Oregon Educational Resources Targeted Pathways Project is developing free textbooks and courses in Introduction to Sociology, Social Change, Social Problems, and Sociology of Gender. Our development Model seeks to dismantle structures of power and oppression entrenched in barriers to course material access. We provide tools and resources to make diversity, equity, and inclusion (DEI) primary considerations when faculty choose, adapt, and create course materials. In promoting DEI, our project is committed to: Ensuring diversity of representation within our team and the materials we distribute, Publishing materials that use accessible, clear language for our target audience, Sharing course materials that directly address and interrogate systems of oppression, equipping students and educators with the knowledge to do the same. Here we would like to share the model, the dream, and the steps that this collaborative statewide team took to create a book, course design, and successful courses for students. The process includes an intersectional DEI approach to editing and revisions, along with multiple revisions for inclusion from the community and accessibility for all. We will also share the preliminary outcomes of our work. A discussion of the steps and vision with peers who are also experts in their fields would help guide our next steps.

Strengths-Based Advising for Student Success

**Presenter(s):** Dr. Wendy Flint, George Fox University

**Description:** George Fox University is a strengths-based university. Leaders, faculty, staff, and students participate in CliftonStrengths training. In the College of Business, we have a pathway of training from freshmen in Intro to Business, to sophomores in Principles of Management, to juniors and seniors in Leading and Managing People, and to the MBA program. Customized workshops are provided to first-generation female students in a program called RISE, where students write their personal brand statements. In this workshop, you will evaluate the research on the power of knowing your strengths and how to have a strengths-based conversation with your advisees. You will participate in fun and engaging strengths-based activities.

Puertas Abiertas Leadership Academy: Re-Centering Latinx Student Experiences Through a De-Colonized Pedagogy

**Presenter(s):** Jim Garcia, Lane Community College

**Description:** The Puertas Abiertas Leadership Academy (PALA) at Lane Community College, since 2002, strives to re-center Latinx student experiences in high schools and college, using a de-colonized approach to teaching & learning. PALA offers Latinx students with opportunities to re-frame their stories and re-center their place as individuals worthy of respect. Presenter will focus on one aspect of the Academy, a college success class for Latinx high school students called Éxito. Puertas Abiertas Éxito creates space for Latinx high
school students to imagine responsible actions, grounded in Latinx experiences, towards creating transformational leadership styles that will lead to a rewarding high school academic/leadership experience and facilitate entrance into college. Participants will engage with written testimonies of Éxito students to assess the impact of the two leadership models and a storytelling approach, utilized towards de-colonizing stories Latinx students may have towards themselves or others.

**Building Pathways for Diverse Students from Community Colleges to Private Liberal Arts Universities**  
*Presenter(s):* Linda Samek, Oregon Alliance of Independent Colleges and Universities

*Description:* We know from numerous national reports that college completion rates are lower for students from diverse racial, ethnic, and cultural backgrounds than for white mainstream students (Community College Research Center, 2015). What is less studied is the fact that a lower percentage of diverse students intend to transfer after attending community college, and a lower percentage do transfer to four-year institutions, and this is particularly true for transfer to private, nonprofit liberal arts institutions (Crisp & Nunez, 2014). We believe that a significant reason for this is students’ skepticism that a private education is possible. Inflexible formats, cost, and lack of support systems may appear to be impossible barriers, and transfer intending students have not had good access to critical information on these topics. We have come to refer to these students as "excluded" students. As we have made progress on our grant funded transfer project, we have learned that there is a significant lack of information and too much disinformation about transfer from community colleges to private liberal arts institutions among students, faculty, and staff in both sectors. Determining the most critical information to share and how to get that information to transfer intending students have been the key goals for our work. In this session we will share what we have learned about: Recruiting, Admitting, Enrolling, and Supporting students to successful completion of programs. Our data is gathered from: Enrollment professionals, Faculty, and Students who were invited to share their experiences and their desires for better services. Our top recommendations are: Consider the cultural capital of your target audience. For example, in many cases engaging families of students is critical. Clear, concise, coherent messages are important, but they must be delivered in formats that engage students. Collaboration between community college and private institution staff is absolutely necessary. We will share ways to connect colleagues across sectors. During the session we will engage participants in conversation around their experiences and hopefully gather more ideas for recruiting, transferring, and supporting historically excluded students from private higher education.

**The Power of Recruitment - Strategies that Work**  
*Presenter(s):* Rachel Ostroskie, Nicole Longoria + Fiona Nevin, Rogue Community College

*Description:* The need to stabilize enrollment and retention rates takes precedence for most community colleges. With community colleges offering an array of different programs tailored to industry demands, it is important that recruitment techniques are as diverse as the population of students they serve. In this session, we will spotlight some recruiting strategies we have used at Rogue Community College to bolster enrollment and improve term-to-term retention. Including high-school and community partnerships, working with other college departments, and events. Participants will be able to use these strategies to brainstorm and trade ideas with other colleges while exploring ways to incorporate these strategies at their own institution.
Effective Tracking Systems Used with Multicultural Students Including a Food Pantry Based in Equity-Centered Practices

Presenter(s): Gisela Foster + Steven Herff, Mt. Hood Community College

Description: The goals of this session are to: 1) Create an opportunity to develop knowledge about tracking systems utilized in student success to communicate and interact with a group of 2000+ multicultural students in higher education; 2) Align college services with community partners to provide support to underrepresented students in higher education; and 3) Share experiences and tracking systems utilized with the food pantry in the college. Participants will learn about new systems to track information and develop student engagement in college activities, create their own spreadsheet to take to their current institutions based on sample models, and recognize efficient tracking systems to manage a college food pantry based in cultural competence and equity-centered practices.

Life Happens: A Collaborative Approach to Providing Financial Supports for Students (beyond Financial Aid)

Presenters: Joan Jagodnik, Shanna Schacher, Helen Paz, Michell Gipson + Irene Carrillo, Clackamas Community College

Description: Sometimes expenses come up that prevent students from staying in school. There are likely resources around your campus that could assist students in need, but how easy is it to find those resources? Do your students know who to contact if they need support (outside of financial aid)? Do your faculty and staff know where to direct students who need additional financial support? Are you aware of what supports students are getting from various programs across your campus? If the answer to any of these questions is no, it might be time for a change. Clackamas CC responded to these frustrations by creating the Coordinated Student Resource Team (CSRT). This is a cross-departmental team that represents a variety of funding sources, from Associate Student Government Grants to Career Pathways funding to Pathways to Opportunity and more. We will share how and why the CSRT came into being and what we have learned in this first year. We will share how things worked pre-CSRT and how they are working now. We will ask participants to consider their own campus structures and either share what they are doing to provide similar services or what they would like to do.

Curb Campus Hate Through Counseling

Presenter(s): Traci Boyle-Galestiantz, Clackamas Community College

Description: Leading Social Justice Anti White Supremacist Organizations such as the Southern Poverty Law Center and the Western States Center agree that schools are often recruitment grounds for white nationalist groups. Effective interventions to limit the spread of hate must include campus administrators, educators and, maybe most importantly, mental health providers. Counselors embedded within the colleges have a unique and well positioned opportunity to be a significant protective factor for students targeted by radical hate groups. At Clackamas Community College we are located in a part of Oregon that has an active and visible contingent of groups such as the Proud Boys and Skinheads. These groups gather almost every Friday less than a half-mile from campus to make their presence known. As the mental health practitioners on campus we need to have the knowledge to identify the language hate groups use to have insight into the students’ involvement in these groups and then the tools to work with the student to fortify their mental wellbeing and to deter their involvement. Therapist, activist and writer Resmaa Menakem teaches us the trauma of white supremacy lives in white bodies in a unique way as we need to address this and work on its healing to prevent the growth of alt right groups on our campuses.
Session #2 Breakouts, Feb. 8 @ 1:00 pm – 2:10 pm (Interactive Sessions)

Time for a Re-Fresh! Redesigning the CSSA Leadership Institute
Presenter(s): Lauren Smith, Portland Community College

Description: It’s time for a re-fresh! Join representatives from the Oregon Council of Student Service Administrators (CSSA) to re-envision its Leadership Institute (formerly “Summer Institute”). Historically geared towards new student affairs staff, CSSA is redesigning the Institute to support mid-level student affairs professionals looking to grow their skills or advance within the profession. Join a panel of senior student affairs leaders for a brief “ask us anything” panel, as well as time to vet new potential formats, timing topics and more for the 2025 institute. New and returning voices encouraged!

Embracing Differences Through a Focus on Belonging
Presenter(s): Vivi Caleffi Prichard, Chemeketa Community College + Casey Layton, Clackamas Community College

Description: The work of diversity, equity, and inclusion is under significant scrutiny all across the country. Yet, community colleges serve the most diverse student population in the higher education landscape. Navigating the complexities of what it means to fulfill our mission as community colleges in this polarized environment requires patience, strategy, community, and a coalition of willing stakeholders and board members. During this session, we will share strategies to bring stakeholders together to continue to advance the equity-driven mission of community colleges.

Student-Centered Advising: Exploring the Why for Academic Success
Presenter(s): Logan Walton, George Fox University

Description: In academic advising/planning, putting students at the center of our guidance is paramount. During this session, we will explore the impact of student-centered advising on academic achievement. Specifically, we will delve into what it looks like to align advising practices with students’ individual goals and aspirations to better empower them on their academic journey.

Re-Prioritizing K-12 Partnerships: How Rogue Community College is Moving the Needle
Presenter(s): Nicole Sakraida + Randy Weber, Rogue Community College

Description: With the goal of stabilizing institutional enrollment, Rogue Community College identified K-12 partners as an area of opportunity. Strategic efforts to grow dual credit and early college offerings have garnered promising results with more on the horizon. Come see how RCC has leveraged resources and relationships to impact career readiness and postsecondary participation in the Rogue Valley.

Building on Program Strengths to Support Student Recruitment
Presenter(s): Adriana Thomas + Dr. Samantha Reisz, Washington State University

Description: Student recruitment has become a key priority for many higher education institutions experiencing enrollment declines post-pandemic. This interactive presentation will focus on utilizing a strengths-based approach to support recruitment. This session will explore different recruitment methods, such as how to employ institutional data to design effective recruitment efforts and how to draw on
partnerships both within and outside of campus. Participants will analyze and reflect on their own personal strengths, as well as those of their program and colleagues. Those identified strengths will then be used as a basis for generating new potential recruitment strategies for their program. Throughout this interactive session participants will share reflections with partners to brainstorm ideas and learn from colleagues at other institutions. The facilitators will discuss their own program’s recent experiences with recruitment and how those efforts have shifted in light of the enrollment crisis since the start of the pandemic. As advisors and faculty, the facilitators offer a multifaceted perspective on the efficacy of different recruitment approaches. By the end of this session, participants will be ready to return to their own institutions and implement new and innovative strengths-based recruitment strategies.

**Early, Frequent, and Equitable: Engaging Every Student in Personal and Professional Development**  
*Presenter(s): Andrew Longhofer, Brandon Nuziale + Kris Marcus, Pacific University*

*Description:* Prior to 2021, Pharmacy students at Pacific University engaged in personal and professional development primarily at their own initiative through faculty mentors, electives, and co-curricular involvement. As we redesigned our curriculum, we developed the Personal & Professional Development course sequence to improve the equity, consistency, and support for academic success, career development, and reflective practice, spanning the length of the degree program. Students begin the first year focusing on the transition to professional coursework, study skills, and the hidden curriculum. They explore the range of career options available, investigate their professional values and goals, and learn skills for how to network. Throughout the second year, students translate their academic and self-advocacy skills to the practice environment, prepare to build successful relationships with clinical educators, and begin planning for how to pursue the career niches they find most attractive. In the final year, students receive academic support and credit for preparing to apply and beginning the job search. Students reflect throughout on academic performance, career development, and personal growth. These reflections feed into an authentic assessment process that allows them to highlight how their curricular, co-curricular, and extramural experiences contribute to developing transferable skills. These courses also provide for early, frequent, and equitable faculty mentorship: students must meet at least once per semester to discuss academics and once to discuss career planning with a faculty mentor; they may also discuss any other issues they encounter, and they may meet with faculty mentors more often if desired. By graduation, students have built the skills that support didactic, clinical, and lifelong learning, a portfolio to showcase their professional identities, the materials they will need for job applications, and a plan for job seeking and board exam preparation; all of which they begin developing in the first semester with continuous feedback and scaffolding throughout. While not every institution and degree program can fully integrate student success, career readiness, and reflection into dedicated courses, academics and student affairs can work together to support students. Participants will reflect on opportunities at their own institutions for such collaboration and brainstorm concrete first steps they can take.

**Effectively Communicating with Students via the Course Schedule: Textbook Affordability Policy Implementation**  
*Presenter(s): Amy Hofer, Open Oregon Educational Resources / Rayne Vieger + Allia Service, University of Oregon*

*Description:* A research report evaluating the effectiveness of textbook affordability policy implementation at Oregon’s 24 public community colleges and universities was completed in June 2023 by University of Oregon PPPM Capstone students. The capstone group’s student survey findings show that Oregon’s institutions can improve how we communicate with students about the cost of course materials via the course schedule.
We'll use hands-on time to explore institutional websites from a student perspective and take a deep dive into best practices for prominently sharing information about no-cost and low-cost options. Overall, Oregon’s community colleges and universities can be proud of the progress made since 2015, when the no-cost/low-cost schedule designation policy was passed. In the 2021-23 biennium, courses with the no-cost and low-cost designation in the schedule at 20 institutions are estimated to have saved 900,000 students (by headcount) in 50,000 course sections $70 million. Significant work has gone into implementation, and the data reflects this. The capstone group’s recommendations offer guidance for improving on the foundation already laid. More information: https://openoregon.org/evaluating-oregons-textbook-affordability-policies/ https://openoregon.org/estimated-2021-23-student-savings/

Social Awareness: Empowering Others, Empowering Yourself!
**Presenter(s):** Dr. Alberto M. Flores + Oscar Juarez, Oregon Coast Community College

*Description:* This interactive presentation focuses on mentoring/coaching as we analyze the importance of Social Awareness. In this presentation, we identify social & emotional awareness and competencies that may help students succeed. We also identify the role of faculty in helping students develop social & emotional awareness.

**Session #3 Breakouts, Feb. 8 @ 2:20 pm – 3:10 pm (Focused Sessions)**

**Integrating the Whole: The Village of Financial Aid**
**Presenter(s):** Karen Ash, Linn-Benton Community College + Breana Sylwester, Central Oregon Community College

*Description:* This session will provide a roadmap of how Financial Aid, Admission, Academic Records, Business Office, Curriculum/Accreditation, and Instruction work together to maintain eligibility for federal funding.

**Centering Student Voices to Transform Community Colleges and Create Equitable Systems: A Panel Discussion with Oregon Community College New Majority Learners**
**Presenter(s):** Marc Goldberg, Skills Strategy Consulting + Lynne Hamblin, Rogue Community College

*Description:* As colleges have committed to advancing equity, closing opportunity gaps and increasing college completion, it’s critical that they center students in their policy and program design work, particularly students whose voices have not historically been front and center including working, parenting, BIPOC, immigrant, and adult education students. This session will provide an opportunity to hear from Oregon community college new majority learners who have had unique college experiences as they describe their journeys, share the college supports that have been most helpful to them and offer their policy recommendations to improve equitable student success. These students have accessed impactful college programs and resources such as career pathways, IET programs, the STEP grant, navigation support and community partnerships to gain meaningful college credentials and continue forward on their academic and career paths. Each of the students on this panel has been a featured guest on the All In: Student Pathways Forward podcast, which has been an innovative strategy to elevate Oregon community college student voices to shape inclusive policies, practice and partnerships that lead to quality jobs and economic mobility.
Centering Student Learning in Campus Jobs  
*Presenter(s):* Miranda James, Clackamas Community College

*Description:* This session is a case study of how the Multicultural Center (MCC) at Clackamas Community College is hiring, onboarding, and offboarding student employees differently. Whether you have student workers with very specific job responsibilities, or more ambiguous job responsibilities, this session is for you! In summer 2023 I wanted to change up how I recruited and hired student employees, and find ways for more buy-in from the students and their work. After re-centering the MCC’s mission statement, I created a process for hiring, onboarding, and evaluating students that is mission-statement driven and co-created with students. Specifically this session will cover: - Why the change-up - Identifying the actionable pieces of your department’s mission statement (whichever mission you rely on for your work) - Dissecting this with your potential student employees - Building an individual position description with the student (s) - Using that description as a roadmap for the rest of the term/semester - Writing position descriptions and interview processes that hire students interested in this unique way of working Feel free to bring your own department/institution's mission statement and student staff position description to use during the Q & A, and/or see how this model might align with the students you employ and supervise.

Engaging ESOL and Spanish GED Students in the College Experience  
*Presenter(s):* Oscar Juarez + Dr. Alberto M. Flores, Oregon Coast Community College

*Description:* An innovative approach to reach Spanish-speaking communities, specifically, ESOL, and Spanish GED students into the college experience. The development of community outreach, support systems, and mentorship to engage and retain Spanish-speaking students in college. Making connections with different learners through differentiated andragogy instruction and andragogy methods. Removing academic barriers and improving Spanish-speaking students' opportunities to succeed in the growing workforce environment.

From Ad Hoc and Siloed to Planned, Effective Collaboration: How the Formation of One Small Workgroup is Affecting Registration, Retention, and Campus Climate  
*Presenter(s):* Bliss Newton, Dawn Whiting + Colm Joyce, Lane Community College

*Description:* Since 2014, Lane Community College had been experiencing a decline in credit enrollment, exacerbated by a stinging, precipitous fall due to the pandemic. That is, until fall term of this year, when we saw an increase in fall credit FTE of 9.9% and a headcount increase of 6.4% year over year. This significant improvement was in no small part due to the efforts of Lane’s Enrollment Work Group, (EWG), formed in January of 2023. This small workgroup came together with only one broad charge from Lane’s new president: “Devise an Enrollment Campaign.” Starting with key players from admissions, recruitment, advising, marketing, institutional research, student affairs and tutoring, an effective collaboration was born; one that not only affected registration and retention through tactical efforts, but also built trust across divisions and de-siloed work in a practical and impactful way. Learn how this small workgroup centered the student experience of the academic calendar to help devise effective tactics, regulate workload, leverage each other's work, and saturate all stakeholders with timely information. Additionally, attendees will hear specifics about the tactics employed, and how the group is thinking about their future growth, while ensuring that maintaining trust and “many hands make light work” remains their lodestars. This presentation will be
especially useful to colleges where resources are limited and the need for speedy improvement is high, and those seeking to strengthen relationships across their campus.

Closing the Digital Divide with Digital Navigators

*Presenter(s):* Carey Larson + Cheryl Miller, Portland Community College

*Description:* In this session, we will delve into the innovative implementation of the NDIA Digital Navigator model at Portland Community College (PCC), designed to address the pressing issues of digital equity and inclusion within our diverse student and community member population. Through a Title III grant-funded pilot program, PCC has embarked on a journey to eliminate the digital divide, ensuring that digital literacy is recognized as a basic need for our learners. This presentation will provide an in-depth exploration of our experience, strategies, and the impact of the digital navigator program. Digital Navigators are trusted guides who address the whole digital inclusion process — home connectivity, devices, and digital skills — with students and community members. Digital navigators consistently provide holistic, individualized support through repeated interactions. Digital navigation support includes ongoing assistance with affordable internet access, device acquisition, technical skills, and application support. The Digital Literacy Program at PCC has been contacted by other local institutions looking to build similar programs to support their student needs. Presenting at this conference would give us the opportunity to start building a community of practice for colleagues doing this work at other schools.

Season of Change: Introduction and Discussion of OSU’s New Core Education Program

*Presenter(s):* Erin Bird, Rick DeBellis + Becca Wagner, Oregon State University

*Description:* Have you heard that OSU is updating our general education requirements after more than 3 decades? The new changes will go into effect beginning Summer 2025. This session is an opportunity to learn more about the changes, the process and how Core Education is designed to meet the needs of our 21st-century learners. OSU designed our new general education with students in mind - specifically our transfer students - embedding the Core Transfer Map into the new structure to better allow Oregon students to transfer in and out of OSU.

Cool Excel Tricks You Can Use Every Day

*Presenter(s):* Gwenn Hyatt, Oregon Health & Science University

*Description:* Do you wish it were easier to manipulate your student data? Do you need to combine first and last names into one field or split them apart into two? Do you need to figure out why the list you pulled yesterday has three more students than the list you pulled today? In this session, a data geek opens her bag of Excel tricks and shows you how to use them to simplify your everyday life.
Fostering Student Engagement and Retention: LBCC's Innovative Non-Credit Course "Roadrunner Connections"
*Presenter(s):* Rob Camp + Carol Raymundo, Linn-Benton Community College

*Description:* The presentation will convey how LBCC's innovative non-credit course "Roadrunner Connections" is a valuable model for getting students involved in campus events and activities, and how it supports retention efforts. It showcases the program's impact, success stories, lessons learned, and future directions to inspire other educational institutions to implement similar initiatives.

Inclusive Community Collaboration and Supportive Cohorts to Improve STEM Student Success
*Presenter(s):* Keith Schloeman + Shannon Othus-Gault, Chemeketa Community College

*Description:* It has been well-documented that women, students of color, and students from economically disadvantaged backgrounds are underrepresented and have low completion rates in STEM-focused programs. The reasons for these disparities are myriad and complex and have been the focus of significant research. However, much of the research on high-impact practices to attract, retain, and support degree completion by students traditionally underrepresented in STEM fields has focused on students in conventional university settings. Community colleges serve as the gateway into higher education for many such students. This session will explore a multi-pronged approach taken at Chemeketa Community College to pilot initiatives aimed at increasing participation, persistence, and completion of STEM degrees by underrepresented students as well as increasing high-quality STEM education to better support the needs of marginalized groups. The specific initiatives piloted will be detailed and data related to these efforts will be explored. This session is based upon work supported by the National Science Foundation under Grant No. DUE 2122335.

FAFSA Simplification: A Whole New Look to Financial Aid
*Presenter(s):* Breana Sylwest er, Central Oregon Community College + Karen Ash, Linn-Benton Community College

*Description:* This session will provide an overview of critical changes enacted by Congress with the FAFSA Simplification Act. Topics include the overhaul of the Free Application for Federal Student Aid (FAFSA), replacing the Expected Family Contribution (EFC) with the Student Aid Index (SAI), modifications to family definitions, streamlining the FAFSA form, and more.

Bringing Adults Back
*Presenter(s):* Jared Gardner, Southwestern Oregon Community College + John Hamblin, Mt. Hood Community College

*Description:* The enrollment declines experienced by community colleges and the upcoming enrollment cliff have institutions pivoting to recruit more adult learners. This session will look at practical ways that colleges can not only recruit adult learners but support them to graduation.
An Effective Strategy to Increase Learning and Interaction Between International Students and the Broader Campus Community: On-campus Employment

*Presenter(s):* Marie Boisvert, Washington State University

*Description:* This session will present the research findings as well as the nuts and bolts of setting up an innovative program guaranteeing on-campus employment for international students at Lower Columbia College. For international students, the program has assisted with retention, friendships, job skills, confidence, and connection to the campus. For employers, the program has helped staff become more culturally competent, empathetic to non-native English speakers, and supportive of international students. For the campus, the program has increased the visibility of international students, support for campus internationalization efforts, and understanding of the intrinsic value of international programs and global competency.

Supporting Students to Cross the ‘Finish Line’: Portland State University’s Program to Successfully Help Students Re-enroll and Complete their Degrees

*Presenter(s):* Noah Syverson, Joanie Barnard, Randi Harris, Becki Ingersoll + Andrea Garrity, Portland State University

*Description:* The pandemic highlighted areas of strength (student resilience, faculty care, employee dedication, capacity to adapt, etc.) but also made more visible the opportunities to better support student success at Portland State University (PSU). The Last Mile initiative that began in 2010 was very successful in helping over 1,000 students who left PSU without their degree return and graduate. In 2022, PSU recognized that there were many students that “stopped out” as a result of the pandemic for a myriad of reasons, and so we decided to build on the Last Mile initiative to serve these vulnerable groups of students with a program called Finish Line. The Finish Line program provides outreach, enhanced academic advising support, and financial support, to students who are within 30 credits of graduating from PSU, but who stopped out during the height of the COVID-19 pandemic, to return to PSU to finish their degrees. In just under 2 years, this equity grounded program has helped hundreds of students return to PSU and complete their baccalaureate degrees. This session will provide an overview of the Finish Line program, share data on our successes, as well as address challenges and opportunities.

The Ford Family Foundation Scholarships: More Than Just Money

*Presenter(s):* TBD

*Description:* The session will share how our Ford Transfer and Ford Opportunity Scholarships support students, what to expect on the application, and how your applicants can set themselves up to be successful candidates.

Plan Para el Éxito: Introducing a Bilingual College Success Open Textbook

*Presenter(s):* Vanessa Hernandez, Portland Community College / Linnea Spitzer + Norma Cardenas, Portland State University

*Description:* In 2022, a team supported by Oregon Open Educational Resources revised the college success textbook, Blueprint for Success in College and Career, and translated it into Spanish. The goals of this project were to provide an affordable resource to meet the needs of college students who are native Spanish speakers and to update the textbook from a social justice perspective based on equity and inclusion. The
project team reviewed and released the Oregon edition last spring based on feedback from faculty and students for critical, inclusive, and cultural pedagogies. The Oregon edition was then translated into Spanish. The book is currently being piloted in both English and Spanish language college success courses across Oregon. This presentation focuses on one pilot class, where the Spanish language version was piloted in a CG 100 College Guidance course in the Winter of 2023 and, more recently, this Fall of 2023. Open educational resources break down barriers of cost and authority by offering content that is free to distribute and adapt based on user needs. College success material accessible through OER formats also makes it easier and affordable for first-time college/university students to develop the skills they need to navigate their new school environment. Such teaching resources are rarely available in Spanish, limiting access to the large population of Spanish-speaking students, including those who are not yet English proficient or those who are bilingual but feel more comfortable utilizing culturally relevant material in Spanish. Expanding these resources could significantly impact success, retention, and belonging among Spanish-speaking students. It is equally important to educate both the community and students on the existence of such resources. This session shares practical ways social justice can be centered in the OER textbook, with a focus on linguistic and cultural considerations. Participants will have an opportunity to dive into the textbook and explore ways they might use the text to support Spanish speakers in college success courses.

Session #5 Breakouts, Feb. 9 @ 9:20 am – 10:20 am (Focused Sessions)

Serving Students with Flexible Options  
**Presenter(s):** Kristin Hovenkotter Greco + Curtis Buell, Southwestern Oregon Community College

*Description:* How SWOCC’s GED Program used hyflex classrooms to increase enrollment, retention, and completion of GED students during and after the pandemic. This session will cover how the classes are organized, how the classrooms are setup, and the strengths and weaknesses of a hyflex classroom environment, as well as discuss why we feel hyflex is the ideal modality to serve a diverse student population.

Rethinking First-gen Summer Bridge and Academic Year Cocurricular Programming: Compensating Student Participation as a Form of Access  
**Presenter(s):** Zach Jones, Deveyn Horne + Oscar Herrera, Klamath Community College

*Description:* Klamath Community College (KCC) recently received a First-Generation Student Success (FGSS) grant from the Higher Education Coordinating Commission (HECC) in order to implement a summer bridge program with academic year cocurricular supports for students who are first-generation, low-income, and/or otherwise underrepresented in higher education. This session discusses the program implementation lifecycle with specific focus on the cross-divisional “all-hands on deck” collaboration necessary to implement the program as well as discussion of the program design, participant recruitment strategies, financial incentivization, and initial quantitative and qualitative student success metrics from the FGSS cohort.

Oregon Pathways Alliance Community of Practice  
*Description:* The Oregon Pathways Alliance is a group of Career Pathways Grant leaders and staff across all 17 Oregon community colleges. The alliance members will use this time to connect with one another, discuss program alignment strategies, and share emerging practices.
SOS - Save Our Students (v 2.0)
**Presenter(s):** Nikki Koenig + Christina Wooten, Rogue Community College

**Description:** Join us for a dynamic and informative workshop on SOS - Save Our Students, an early alert system designed to support faculty and staff in identifying and assisting students facing challenges. In this year’s presentation (version 2.0), we will share insights and developments to our SOS process, and help you build an action plan to implement this crucial initiative at your school. Workshop Highlights: The Evolution of SOS: Discover the progress we've made in refining and enhancing SOS to better meet the needs of students and faculty alike. Learn about the positive impact we've had on student success rates and retention. Data-Driven Insights: Gain insights into the data we’ve collected and analyzed, highlighting the specific challenges students face, the early warning signs, and how our "SOS response team" has effectively intervened to support struggling students. Faculty Involvement: Understand the pivotal role faculty play in the success of SOS. Explore strategies for engaging, training, and empowering faculty to identify and assist students in need. Effective Resources: Learn about the array of resources and support services available to students through SOS. We'll share best practices and success stories that illustrate the tangible difference these resources make. Measuring Impact: Discover strategies for measuring the effectiveness of SOS at your institution, including gathering feedback, tracking student outcomes, and making data-driven improvements. By the end of this workshop, you will have the knowledge and tools to implement SOS at your educational institution, ensuring that you can save your students from academic challenges and promote their overall success. Join us in this vital conversation and become a part of the solution to enhance student support and retention. Together, we can save our students!

A Day in the Life of Student Misconduct and Behavioral Interventions
**Presenter(s):** Sydney Frost + Nikki Barone, Mt. Hood Community College

**Description:** Student misconduct, students of concern, behavioral interventions, and threat assessments. If you know, you know. If you do not, are you curious? Whether you are the student conduct officer, a Behavioral Intervention Team member, someone intrigued by this type of work, or someone who steers clear, this session is meant to acknowledge humorously and respectfully what the work of student conduct offices and behavioral intervention teams involves. This session intends to provide a peek into "a day in the life ..." by capturing stories, advice, and suggestions from those who do this work as their chosen profession in higher ed. The session will include case scenarios, local and national data on the numbers and types of incident reports received on our campuses, and the misconduct allegations & behavioral trends showing up on our campuses. It will also describe how some colleges respond, prepare, and engage one another for support and ideas.

Changes are Coming: Credit for Prior Learning Standards
**Presenter(s):** Shalee Hodgson, Higher Education Coordinating Commission

**Description:** The Higher Education Coordinating Commission's Credit for Prior Learning (CPL) Advisory Committee is revising Oregon’s Credit for Prior Learning Standards. This session will provide an overview of the proposed changes and an opportunity to provide feedback. Participants will be asked to consider how these changes impact current CPL policies at their institution and how to engage with students to share information about the opportunities and benefits of CPL.
WGU and Reimagining Online Higher Education

Presenter(s): Andrew Moore, Western Governors University

Description: This presentation will highlight the innovative ways in which WGU approaches higher education. We will discuss our unique CBE and flat-rate tuition models, along with how we leverage our program mentors to provide a student-first approach. WGU has been the leader in online higher education field for over 25 years with over 150,000 current students and 300,000 alumni. Our learn at your own pace model has proven to provide students a flexible and innovative way to earn their Bachelors and or Master’s degree.