

Optimal Student Preparation, Progression and Completion

Prepared by: Jerry DeLeon, Dean of Counseling & Advising; Dawn DeWolf, Vice President for Academic and Student Affairs; Helen Garrett, Dean of Enrollment Management Systems; Maurice Hamington, Executive Dean, Academic Affairs - Transfer; Lida Herburger, Student Success Manager; Kathie Hledik, Dean of Math; Kerry Levett, Executive Dean of Student Affairs; Cathy Lindsley, Director of Tutoring/ABSE/ESL; Rosa Lopez, Career Pathways Coordinator; Mary Parthemer, Director of TRiO/ASA Manager

Promote students' progression to goal completion by knowing our students and creating needed systems, processes and learning environments

Support academically underprepared students' progression to college-level coursework by providing them with foundational skills, classes and support



Overview

Student success is at the heart of our mission as the community's college. It is the foundation upon which we organize and plan our work, measure our success, and achieve our vision of transforming lives through learning. We define student success as the journey through which our students develop, progress toward and achieve their goals. Lane supports student success by providing high quality and accessible learning experiences, structures and practices to support our students in reaching their goals. <https://blogs.lanecollege.edu/student-success>

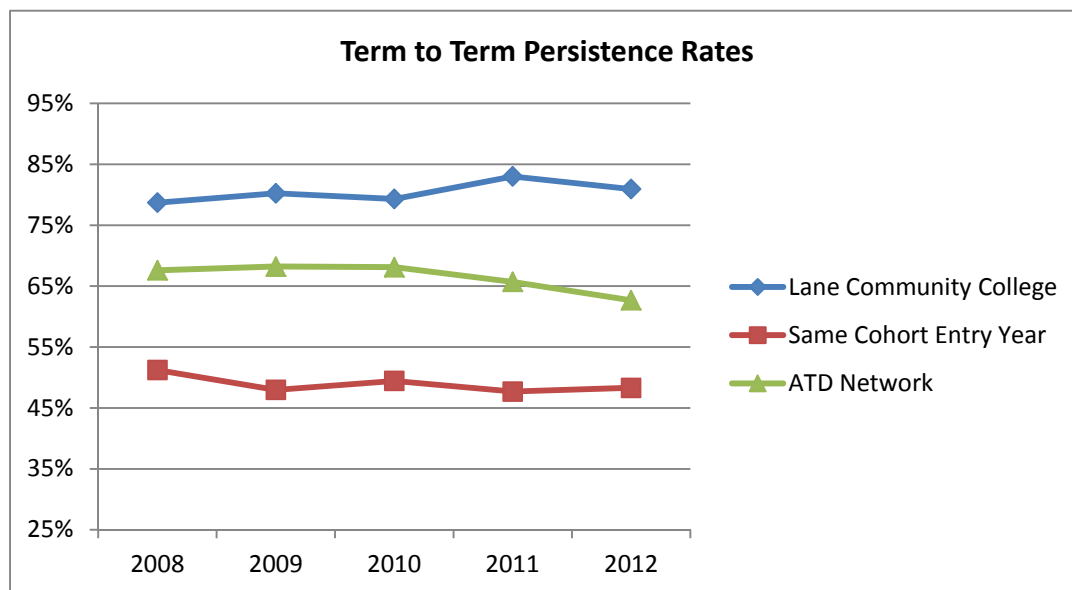
Comprehensive and on-going assessments help identify incoming and continuing students' needs and goals. They also guide the design and implementation of programs, learning environments and services supporting student progression and completion. Such data will also guide development and improvement of institutional systems and processes that support completion.

Many students arrive under-prepared for college-level classes and need basic skills, English as a Second Language and developmental course work to prepare them to achieve their goals. They also need services and resources specifically designed for their entering academic skill level, and assistance to transition to college level work. Persistence term to term is critical in students making progress toward completing a degree or certificate.

To achieve Lane's progression and completion goals and objectives, work has been focused and organized around four strategic initiatives: ***progression and degree completion, quality, research and information systems*** and ***professional development***.

In addition to reviewing and assessing project level outcomes and results, student preparation, progression and completion leads review and analyze institutional student success data to assess progress toward strategic goals. For example, Figure 5 illustrates term-to-term persistence data for Lane students as compared to students in other Achieving the Dream (ATD) schools.

Figure 5: Term to Term Persistence



Source: Achieving the Dream

Table 2 presents selected student progression and completion indicators from Lane’s 2014 comprehensive self-evaluation report. The complete report is available online at www.lanecc.edu/accreditation/year-seven-self-evaluation-report.

Table 2: Selected Student Preparation, Progression and Completion Core Theme Indicators

Indicator	Data	Rating
Indicator 1.1: Transfer student course success rates in gateway writing and math		
Gateway writing pass rate within 2 years	82%	4, exemplary achievement
Gateway math pass rate within 2 years	81%	
Indicator 1.2: Percent of transfer students successfully completing one or more gateway requirements in their first year at Lane (writing or math)		
Across seven student cohorts, percent of students who completed gateway writing or math within first year	33%	2, approaching achievement
Indicator 1.5: Transfer student persistence rates		
Across five student cohorts, percent of students persisting into third year (or earning an award or transferred)	64%	4, exemplary achievement
Indicator 1.10: Transfer student persistence rates at transfer institutions		
Across seven student cohorts, graduation rate of Lane transfer students at OUS institutions	75.3%	4, exemplary achievement
Indicator 2.5: Percent of career technical and workforce development students earning a certificate and/or degree		
Across four student cohorts, percent of students completing one or more associate degrees in four years	20%	3, achieved
Indicator 2.7: Percent employment for degree- or certificate-completing career technical and workforce students		
Across a most recent student sample, percent of degree- or certificate-completing students who are working within one year of completing	70%	3, achieved
Indicator 3.1: Student success rates in developmental math, writing, and reading courses (below 100 level)		
Across six student cohorts, percent of students passing any developmental course within two years	79% (math), 81% (writing), 81% (reading)	2, approaching achievement
Indicator 3.6: Percent of students enrolled in ABSE or ESL who transition successfully to post-secondary education		
Percent of ABSE or ESL students from the 2012-13 grant who transitioned to post-secondary education	Lane: 52% Oregon goal: 38%	4, exemplary achievement
Indicator 4.2: Pass rates for Allied Health pre-certification classes		
Class pass rates for all Allied pre-certification classes over a three-year period	>90%	3, achieved

Source: [Lane Community College Year Seven Self-Evaluation Report, 2014](#)

Completed Projects

The college has successfully completed several institutional projects in support of the student preparation, progression and completion strategic direction, achieving objectives, shifting focus toward scale and practice and successfully integrating the work into ongoing college programs and services. The following section provides updates on projects completed in the 2013 and 2014 academic years.

ABE to Credential: Accelerating Opportunity

Lead: Dawn DeWolf, Cathy Lindsley, Rosa Lopez

This multi-state initiative seeks to fundamentally change the way adult basic education is structured and delivered at the state and individual institution levels to support student progression and completion from adult basic skills through to completion of career technical education pathways certificates and on to employment or higher-level education credentials. Although the state was unsuccessful in the pursuit of a grant from the Gates Foundation during 2011-2012, the work continued in Adult Basic Education by connecting into existing and emerging student support structures and collaborating with Career Pathways and CASE (Credentials, Acceleration and Support for Employment) projects. Examples of transition supports (or “bridges”) implemented in 2012-2013 include Early Childhood Education VESL (Vocational English as a Second Language), CASE Welding Cohort, Bridge to Advanced Technology and Bridge to CNA pilot. Work will continue on as part of the Adult Basic Education work plan and Career Pathways and CASE projects.

In 2013-2014, English as a Second Language and Early Childhood Education departments concluded the first ever ESL-CTE credit/non-credit learning community, better known as the ECE-VESL Pathway. This pathway involved moving a full cohort of pre-college level English language learners interested in and/or working in the field of Early Childhood Education (ECE) through a series of three terms. Each term involved an ECE 3- or 4- credit class coupled with an ESL class. The instructors collaborated sharing common outcomes and used the same reading materials for their assignments and outcomes. At the end of three terms the students in the cohort earned 11 credits and over two-third of the students were testing above 67 on the college placement test. Also, the credits students earned were fully embedded in a Career Pathway Certificate of Curriculum and Guidance. An additional 8 credits could be earned either by entering into regular classes, or those who were previous professionals in the field they could apply for credit for prior learning for those specific credits. These efforts will continue into the 2014-2015 year.

Core to College

Leads: Kathie Hledik, Sara Fox, Kristina Holton,

Lane recently completed the third year of its participation in the Lumina-funded Core to College project, working collaboratively with teachers, faculty and staff from Sheldon High School, University of Oregon and Eugene 4J School District. The goals of the project included encouraging collaboration between secondary and post-secondary educators in order to improve the transition for students from high school to college. Lane also participated on the Oregon Core Leadership Team, which monitored and supported the work of the various institutions around the state involved in the project.

Two main activities constituted the bulk of the project work during 2013-2014. The first was the development of an alignment tool for comparing the objectives of Algebra II in high schools and Math 95 in postsecondary developmental education to the Common Core State Standards in mathematics. Participants used webinars and conference calls to clarify the process and the objectives in order to ensure the accuracy of the results. The development and analysis portion of the alignment work was

coordinated by the Educational Policy Improvement Center, with the results shared in December 2013 at the Math Summit conference. An extension of this activity was the formation of the Core to College Math Advisory Committee, math educators from Oregon community colleges who regularly discussed pedagogy and course progressions of developmental and entry-level mathematics courses in relation to the Common Core State Standards.

The second significant activity during 2013-2014 was the third annual Math Summit, held at Lane in December 2013 to bring together high school and college math educators to share strategies, updates and progress towards alignment of goals and standards. The keynote speaker was Rob Saxton, the Deputy Superintendent of Public Instruction for Oregon. Participants also heard from math professionals from local high schools, Lane, University of Oregon, Oregon State University, Oregon Department of Education and Oregon Department of Community Colleges and Workforce Development. Consultants from the Educational Policy Improvement Center (EPIC) presented their analysis of the completed alignment work, and participants also had the opportunity to learn more about the Smarter Balanced test and to work together on math problem-solving activities.

Although the grant ended in 2014, some of the work will continue through various groups such as the Oregon Developmental Education Redesign Team and the Math Pathways Committee of the Joint Boards Articulation Commission. <http://oregoncoretocollege.org>

First Year Matters (Foundations of Excellence)

Leads: Mary Parthemer and Lida Herburger

During 2011-12, Lane, as part of a consortium of seven Oregon Community Colleges, engaged in a self-study about how it addresses the needs of its first-year students. The Gardner Institute Foundations of Excellence (FOE) model provided the structure and support to guide Lane through the comprehensive self-study about the experiences of first-year students at Lane. The FOE process engaged the campus community in a collaborative effort that brought together multiple viewpoints concerning the quality and efficacy of Lane's response to first year students' needs.

In 2012-13, Lane joined the inaugural group of colleges that participated in Foundations of Excellence (FOE) Implement, a year-long advisory service for institutions from the Gardner Institute providing feedback, counsel, expertise, and support to develop an implementation plan derived from the completed FOE self-study processes. The following nine goals were synthesized from nearly 100 recommendations that came out of the assessment process. A template was developed to more effectively describe the required work to actualize the nine recommendations over the next five years.

1. Define, identify, target and track First-Time and First-Year students.
2. Institutionalize the first-year experience at Lane by creating responsive and enduring policies, procedures and offerings for first-year students, by assigning administrative responsibility for ensuring first-year student support and progress, and by allocating recurring resources to support FYE students.
3. Ensure students begin in the right classes to build a strong academic foundation in order to persist and succeed.
4. Provide an extended orientation process across the first term and the first year.
5. Improve first-year outcomes by developing a mandatory system of academic advising that includes educational planning.
6. Focus professional development, training and campus events on the first-year experience and student success.

7. Improve internal and external communications systems to ensure accurate and timely information to the community, and to students, faculty and staff.
8. Identify, improve and promote the use of high impact practices across departments and units and within curricular and co-curricular offerings.
9. Design effective curricula and instructional methods to promote engagement and success both inside and outside the classroom.

<https://blogs.lanec.edu/studentsuccess/our-work/foe-overview/>

Mandatory Online Orientation

Lead: Jerry DeLeon

The Mandatory/Online Advising & Orientation project, started in 2011, is designed to enhance student success by providing comprehensive orientation and academic advising resources online for all students in all majors. The objective of the online orientation component is to make online orientation available for all students, providing program specific information and course selection planning based on the student's placement test results.

One of Lane's Title III grant objectives was to increase the percentage of first-year students who access orientation services designed to support achievement of their academic goals from 49% (IRAP, 2008) to 100%. The college achieved this 100% goal in Spring 2012 and has implemented structures to ensure all credit students complete orientation prior to registration.

Mandatory Online Orientation (known to new students as the New Student Information Session) was implemented in spring 2012. All new credit students are now required to complete this session before they are released to register. Going through this online orientation engages students as they learn to navigate myLane, the student portal for the college information, enrollment and financial aid system. Leads will measure the impact of this work on student persistence and success by comparing results from past student cohorts with the results from 2012-2013 forward. These data can be tracked term to term and year to year. Future plans are to create a second version that will provide "badges" to award and demonstrate completion.

During 2013-2014 we enhanced the orientation program by expanding communications into the term for credit students. Information and success tips are being sent on a weekly basis to this same student population.

Oregon Adult Basic Skills Learning Standards

Lead: Cathy Lindsley

The Oregon ABS Learning Standards project, started in 2011 with funding from Oregon Department of Community Colleges and Workforce Development (CCWD), is a statewide initiative to support students in developing the knowledge and skills they need to achieve their goals as family members, workers, community members, and lifelong learners. The Learning Standards and their frameworks are accessible and practical tools used by Adult Basic Skills (ABSE and ESL) teachers, program administrators and state leadership. The standards, also aligned with Common Core Standards, are intended to be used in identifying appropriate learning goals in listening, speaking, reading, writing and math for both native and non-native English speakers and from very beginning levels to college transition.

Success is measured by number and percentage of faculty trained in Learning Standards Institutes and progress towards integrating learning standards into all aspects of the programs' Indicators of Program Quality. For example, in 2012-13 Lane completed its goal of rewriting course outlines and job descriptions to include learning standards.

This will be an ongoing effort, requiring professional development and collaboration between Adult Basic and Secondary Education and English as a Second Language departments, and the results are being integrated into what the faculty and students experience in their everyday teaching and learning. For 2013-2014 efforts are funded by Title II Adult Education and Family Literacy Workforce Investment Act program improvement dollars with assistance from \$20,000 state strategic funds through Oregon Community Colleges and Workforce Development. A statewide task force is developing sustainability efforts to maintain the momentum using a variety of professional development delivery models and materials developed and shared across all community colleges and Department of Corrections ABSE and ESL programs.

Title III: Engaging Students

Lead: Mary Parthemer

The five-year Title III: *Engaging Students* grant ended on September 30, 2013. The \$2 million Strengthening Institutions grant focused on improving persistence and success for Lane credit students through a comprehensive, integrated first-year experience. Program data indicated improved persistence, graduation, transfer rates, and increased FTE due to student retention. The Title III grant contributed to changing Lane's culture by developing a better understanding of first-year students' attributes and needs and developed ways to address those needs holistically and systematically. Shifts have occurred across the College with an increased understanding of how engagement improves student persistence and success. Faculty and staff from throughout the institution worked collaboratively to establish systems and an environment that supports our students in achieving their goals at Lane and there is commitment to continue this momentum.

In 2013-14, a Student Success framework was adopted that structures our multiple success initiatives into four categories: Start Right, First-Year Focus, Maintain Momentum, and Completion. We began to use this framework to plan and execute our student success work, including the institutionalization of Title III program components.

<https://blogs.lanec.edu/studentssuccess/portfolios/title-iii-engaging-students/>

Win Win

Leads: Helen Garrett, Siv Serene Barnum, Margaret Kimble

The Win Win project began in the fall of 2011 with a kick-off conference at Lane Community College that was attended by staff from the 17 community colleges. CCWD sponsored this work, with funding provided by the Lumina Foundation. The project was designed to help the 17 Oregon community colleges identify students in a particular cohort who were eligible for an AAOT degree and to address situations and reduce barriers preventing students from completing the AAOT.

Lane degree and transcript evaluators audited records for 775 students who were enrolled in an Oregon community college between 2001 and 2010, had earned at least 90 quarter credits and maintained a 2.0 or higher GPA, whose most recent 24 credits were taken at Lane, and who had never earned a degree

from an Oregon community college. 14 students were found to have met all requirements and were awarded an AAOT degree using the 2011-2012 catalog.

This project enabled Enrollment and Student Financial Services staff to analyze the degree audit process and implement improvements and efficiencies, develop an auto-award process with an opt out feature that has resulted in 147 AAOT degrees awarded in summer 2013, work through questions and perceived barriers around auto awarding and financial aid, and generate shared understanding of the strategic importance of identifying students who have achieved degrees. The project was completed in fall 2013.

Work College

Leads: Dawn DeWolf, Dennis Carr

As previously noted in the Liberal Education Approach for Student Learning section of this report, the Work College project is designed to enhance student success by increasing paid student employment opportunities on campus. The project vision is to create a cohesive, visible and robust system for student employment that also offers development of skills, abilities, habits, and attitudes that prepare Lane students for the successful transition to life, work and career after college while also helping them pay for their college education. In fall 2011, the project team completed an inventory of current student employment practices. In winter 2012, survey results and a study of national best practices were used to identify and explore options for improving part-time work opportunities for Lane students, especially on main campus. The Work College team concluded its 2012-13 work with the completion of two documents: a comprehensive student worker inventory and a draft proposal for increasing and improving student employment at Lane.

In 2013-2014 the structure and framework were completed to support student employment opportunities and implement recommendations from the work group.

Continuing Projects

The following institutional projects will continue on into the 2014-2015 academic year:

Achieving the Dream

Leads: Maurice Hamington, Lida Herburger, Craig Taylor, Ben Hill, Molloy Wilson

Achieving the Dream (ATD) is an evidence-based, student-centered and results-oriented national initiative dedicated to helping community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree. Strengthened by participation in other national, regional and local initiatives, Lane's ATD focus is on making learning-centered and evidence-based decisions that support student access, progression and completion.

Providing an intentional and mandatory orientation and advising experience has been a goal of many student success initiatives including ATD. This objective has been achieved in stages beginning with the creation of online Moodle advising modules

*In September 2014, Achieving the Dream announced that Lane Community College is one of 16 community colleges selected for the 2014 cohort of **Achieving the Dream Leader Colleges**—a national designation awarded to community colleges that commit to improving student success and closing achievement gaps. Lane is the only Oregon college to receive the honor.*

allowing students to receive targeted information about their majors and access to counselors and advisors without the need to wait for an appointment. Continuing this guided, self-service trend, the college introduced new online tools that give students the ability to make an informed choice about their program of study, to complete the required New Student Information Session (orientation) and to run degree progress reports. The online New Student Information Session (orientation) was mandated for all new students as of Summer 2013 and advising for all new students, either online or in-person, became mandatory as of Spring 2014, eliminating any chance of students avoiding these processes. A bonus from this mandatory process is an unofficial admissions deadline with the expected result of students who think ahead and are prepared to start college.

For the coming year, the ATD Team will focus on strengthening math interventions, improving persistence and credential attainment, and strengthening the culture of evidence throughout the college. <https://blogs.lanecc.edu/studentsuccess/our-work/atd-overview/>

AS Oregon Degree

Leads: Maurice Hamington, Sarah Ulerick

Driven by the work of retired Lane adviser, Rich Freund, this project endeavors to reconfigure Lane's current Associate of Arts Science degree into a direct transfer degree to the University of Oregon and Oregon State University with no ancillary requirements and with clear pathways to transferring with junior standing in a variety of Bachelor of Arts degree programs. The work is being modeled after Linn-Benton's relationship with Oregon State University.

The objective of this project is to support transfer students in maximizing their time and resources and encourage them to earn an Associate of Science degree on their way toward further academic study. Phase one of the project was completed in 2013-2014 with implementation in Fall 2014. This phase consisted of creating a general studies curricular path to transfer to the University of Oregon or Oregon State University with each course mapping onto the requirements of the respective institution. As a result of its approval, there are now three paths associated with the Associate of Science degree: 1) the original pathway; 2) a pathway to the University of Oregon, and; 3) a pathway to Oregon State University. These are published in the 2014-2015 catalog. Phase two of the project is to create curricular pathways to specific degrees at both universities such that students can complete two full time years at Lane Community College and transfer with junior standing at the corresponding institution without taking courses not required for the bachelor's degree if so desired. Implementation of phase two will engage faculty from Lane as well as the universities and so may take several years to implement. It is hoped that substantial progress will be made in 2014-2015.

CASE: Credentials, Acceleration and Support for Employment

Leads: Dawn DeWolf, Randa Law, Rosa Lopez, Margaret Kimble

In the third and final year of the \$1.7M CASE grant (Department of Labor TAACCCT), the grant reached full enrollment by registering 172 new students and served a total of 345 students. 133 students completed programs and earned credentials, including CTE and transfer degrees, industry based certifications, and Career Pathway certificates, accomplishing the grant goals of enhancing student success, promoting career pathway programs, and increasing completion rates. A Workforce Center was opened, which provided CASE students with a drop-in resource area for career, academic and job search services. An audit with the Department of Labor was successfully completed in January 2014.

Career Pathways projects included a new certificate for Group Exercise Instructor in the Exercise & Movement Science Program, successful student cohorts in Early Childhood Education and Welding, and curriculum development for an ECE VESL.

Collaboration with external partners resulted in a number of positive outcomes. Working with the Oregon Employment Department resulted in the development of the STARR project, a formalized process for expediting the referral of student completers to the OED for enhanced job search services. Additionally, the CASE grant served as the campus liaison for other OED programs: TUI (Training Unemployment Insurance) and Trade Act. This relationship increased enrollments in the grant and improved the quality of campus services for those student populations. In partnership with the local workforce investment board, CASE provided an on-campus testing site for the NCRC (National Career Readiness Certificate) and certified 186 students. A CASE job fair was developed specifically for, and in partnership with, a new employer in the Eugene community, Waterford Grand.

Collaboration with internal partners also had positive results. Working with the Exercise & Movement Science Program to develop and coordinate a networking event for students provided them with the opportunity to meet and interact with employers in their field. CASE staff were available in the LCC Veterans Center several times a week, increasing veteran enrollments in the grant. Partnering with the Women's Program and the Advanced Technology Department culminated in the delivery of an employer panel presentation on "Employment in Technology and Trades."

The CASE grant will stop offering direct student services on December 31, 2014. The official end date of the grant is March 31, 2015. The next six months will be spent preparing for the grant closing, transitioning students appropriately and organizing the final data collection and reporting.

Connected Lane County

Leads: Dawn DeWolf, Craig Taylor, Deron Fort, Lida Herburger, Sue Norton, Greg Evans

ConnecteD Lane County is a local coalition of school districts, institutions of public higher education and early childhood partners. The aim is to increase the number of local high school graduates who are successful in higher education and life by creating a seamless and streamlined transition between early childhood, K-12 and higher education through partnerships and relationships with educational, community and business partner organizations.

Lane Community College has partnered with Springfield School District to develop a grant-funded Rites of Passage (ROP) "Wrap Around" Program that extends the summer program experience into the classrooms at the high school level throughout the academic year, thus providing a seamless transition to post-secondary education at Lane. The coursework is an extension of the history, literature and life skills courses Lane teaches each summer.

The coalition has received grant funding from the Oregon Education Investment Board (OEIB) for Connected Lane Pathways, a project focused on supporting the formation of college and career aspirations in the middle and early high school years for all students in Lane County schools.

<http://connectedlanecounty.org>

CTE: Career Pathways

Leads: Cathy Lindsley, Rosa Lopez, Deron Fort

Career Pathways and the expansion of Career Pathways Systems continue to improve at Lane as well as across the state in collaborative efforts among all 17 community colleges. Career Pathways at Lane involves participant-focused systems change, including creation of stackable and transferable credentials with multiple entry and exit points. Career Pathways develop and maintain well supported links between high school, adult basic skills, and workforce, with clear leveraging and braiding of resources and services along the continuum. Ultimately, Career Pathways lead to more opportunities for at-risk populations and better transparency and accessibility for all students and potential students.

In 2013-2014, the ECE-ESL pilot was concluded with strong intentional links to ESL and to workforce (as described in ABE to Credential). Partners developed an entry-level customer service career pathway certificate in business, which is fully embedded or almost fully embedded in all business programs and has potential for multiple intentional links. It also has at least 50 percent overlap with most other CTE programs. Another entry-level certificate was developed in human services, and a professional advanced certificate developed in CIT. High School Connections has continued to enhance intentional links through the POST Program of Study Template and emphasis on “credits with a purpose” (supporting high school students earning college credits in ensuring those credits count towards their certificate or degree goal), as well as emphasizing Pathways for RTEC and other dual enrollment programs. Career Pathways continues to be part of an effort to streamline the way in which individual CTE programs make their annual program updates.

<http://www.lanecc.edu/pathways>

Mandatory Academic Advising (formerly Mandatory Online Advising)

Lead: Jerry DeLeon, Deidre Lyons, Terrie Minner

The Mandatory Online Advising & Orientation project, started in 2011, is designed to enhance student success by providing comprehensive orientation and academic advising resources online for all students in all majors. Mandatory Online Orientation, known to students as the New Student Information Session, was implemented in spring 2012 (see completed projects.)

Lane’s Title III grant academic program objectives included “increasing the percentage of first year students who participate in academic advising to 100% in order to develop intentional first-year academic plans that consider their individual goals and needs”.

In fall 2013, Academic Advising was offered loosely in a mandatory way, to all new credit students. In spring of 2014, the process became officially required, and was made transparent to all staff, students, and the community. As of spring 2014, all new credit students are required to receive first term academic advising upon entry to the college, as part of the process to become a Lane student. In order to provide service to all students, four different processes were created and implemented:

- Online academic advising for new credit prior college students (implemented fall 2012)
- Individual academic advising for new credit prior college students (implemented fall 2012)
- Online academic advising for new credit first time college students (implemented summer 2013)
- Group academic advising for new credit first time college students (implemented spring 2014)

In 2013-2014 communications were expanded into the term for credit students, with weekly emails providing information and student success tips and referring students to academic advisors for development of a second year term-by-term planner.

The effectiveness of orientation and advising will be measured through student polls, surveys and focus groups and persistence and completion data, which should become available in the next year. Counseling department staff leads will continue development of content and functionality into the 2014-2015 year.

Roadmap Project

Leads: Maurice Hamington, Lida Herburger, Mary Parthemer, Sarah Ulerick

In recognition of work supporting community college student success, Lane was selected as one of only 12 community colleges to participate in the Roadmap Project by the American Association of Colleges and Universities (AAC&U). Lane was invited to apply for a continuation award and will participate in the project for another two years. The centerpiece of Lane's project is a student Guide to Personal Success (GPS) that ties together the following procedures and structures that optimally support student progression and completion: core learning outcomes (CLOs), high impact practices (HIPs) and degree progression and completion policies.

The GPS will integrate three components in a systemic and cultural change for teaching and learning at Lane: 1) Learning: Using CLOs as guiding principles for liberal education and guideposts for a student's academic journey, 2) Engagement: Empowering students with HIPs to advance their learning and success, and 3) Navigation: Developing transparent processes and tools that support integrated practices for student progression and completion.

For the coming year, the project team will focus on creating a visual representation of the GPS.

www.lanec.edu/aacuroadmapproject

New Projects

As part of our continuous process of reflection, review and planning to achieve preparation, progression and completion strategic direction goals, we have embarked upon several new projects and areas of focus as described below.

Math Developmental Education

Lead: Kathie Hledik, Vicky Kirkpatrick, Kristina Holton, Ben Hill

In 2014-2015, the college will continue efforts to improve the math placement process for students. This includes providing online test reviews, encouraging or requiring the math placement test as part of the registration process for new students, and dissemination of a short video that explains the placement process in detail. A more important change will be the shift to using the Accuplacer test instead of the locally-created exam. This will allow students to take the test remotely if needed, and because of its validity should create more accurate placements for students.

Faculty will continue refining curriculum offerings to reduce the length of time students spend in developmental courses, such as offering Math 98, a newly-created Math Literacy course that is intended for students not headed for STEM-related careers. This will reduce their math requirement

by up to three terms and will provide key mathematical concepts that are contextually-based and focused on problem solving and critical thinking. In 2013-2014 year the college began offering a special section of Math 60 and 65 called Guided Study, specifically designed for students who have struggled with this content in the past. Students work at their own pace, aided by an instructor and a tutor, and can earn partial credit for the course if they can't complete all of the requirements in one term.

Lane faculty and staff will also continue participation in the statewide leadership group working on Developmental Education Redesign, implementing the recommendations of the initial report, helping to refine the goals of the group, and monitoring the results.

myGradPlan

Lead: Helen Garret

Building upon the work of the CAPP (Banner Curriculum and Program Planning) degree automation project completed in 2012-2013, the college has implemented the Ellucian DegreeWorks degree audit tool, in the form of myGradPlan. In the summer of 2014 a new myGradPlan tab was added to the myLane portal. Through myGradPlan, students and staff can access the tool to review progress toward AAOT, ASOT, AGS, AS-UO, AS-OSU, AS, and some AAS degrees.

In 2014-2015, staff will work with the remaining AAS programs to scribe requirements into the audit tool and make them available through myGradPlan. The goal is to have all degrees and certificates available in myGradPlan by the end of the 2014-2015 academic year and to implement and make available the Degree Planning Tool for student and counseling/advising use in fall 2015.

Strategic Enrollment Management Program

Leads: Kerry Levett, Jennifer Steele

One of the seven long-term strategies shared with the board of education in September 2013 was the development of a Strategic Enrollment Management (SEM) program for Lane that includes analytical tools for modeling and projecting enrollment based upon trend data, regional demographics, student success and retention measures, economic and environmental factors and other influencers. The program will establish enrollment goals by student segment; guide marketing, communication and recruitment efforts; link to resource planning and scheduling; identify and address key entrance and exit points; and inform budget and financial plans and projections. After researching SEM planning models and structures, Kerry Levett and Jennifer Steele have brought together a steering committee to draft a plan in 2014-2015 based on the Educational Policy Institute (EPI) model.