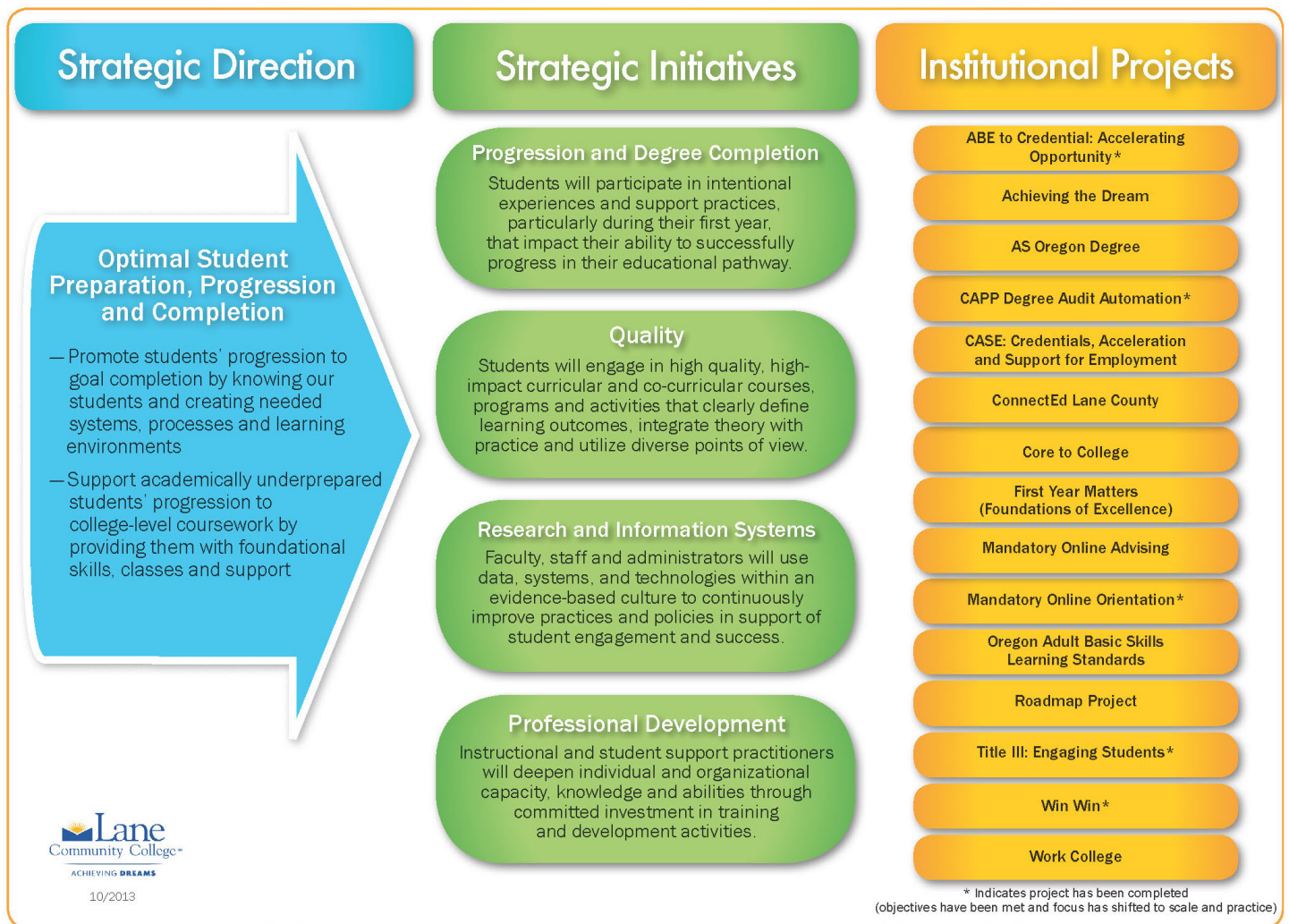


Optimal Student Preparation, Progression and Completion

Prepared by: Jerry DeLeon, Dean of Counseling & Advising; Dawn DeWolf, Executive Dean of Career Technical Education; Helen Garrett, Dean of Enrollment Management Systems; Maurice Hamington, Executive Dean of Transfer Education; Lida Herburger, Student Success Manager; Kathie Hledik, Dean of Math; Cathy Lindsley, Director of Tutoring/ABSE/ESL; 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

Students come to Lane with a variety of goals, and preparing them for successful completion requires understanding of students’ profiles when they first enter the college and responsiveness to their needs as they progress. The college commits to knowing our students so that faculty and staff can work to meet their needs when they arrive, support their learning as they progress, and help them to efficiently and successfully accomplish their educational, career and life goals.

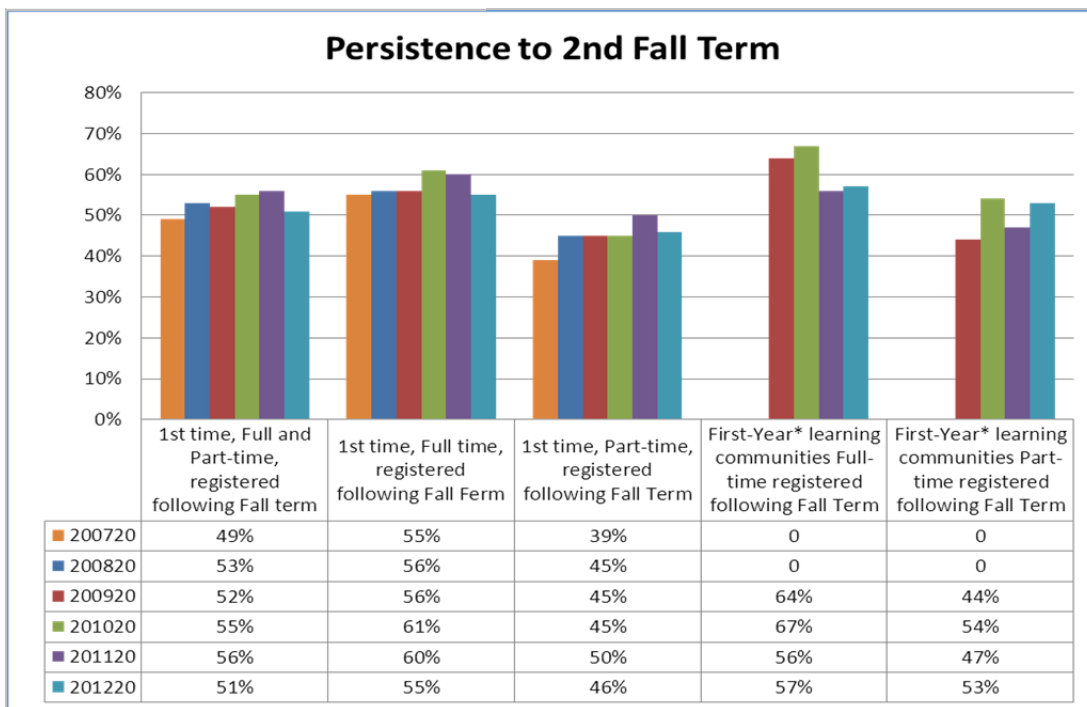
Comprehensive and on-going assessments will help identify incoming and continuing students’ needs and goals and will guide the design and implementation of programs, learning environments and services supporting student progression and completion. Such data will also guide development and improvement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

Many students arrive under-prepared for college-level classes and need 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 they may need to be encouraged to fully participate in the college community. Source: [Lane Community College Strategic Plan](#).

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 persistence data and the impact of first year learning communities on student persistence.

Figure 5: Persistence to 2nd Fall Term



Source: Title III Report

Completed Projects

During the 2012-2013 academic year the college successfully completed several institutional student preparation, progression and completion projects, achieving objectives, shifting focus toward scale and practice and successfully integrating the work into ongoing college programs and services.

ABE to Credential: Accelerating Opportunity

Lead: Dawn DeWolf

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.

CAPP Degree Audit Automation

Leads: Margaret Kimble, Helen Garrett

CAPP (Banner Curriculum and Program Planning) degree audit automation provides students, counselors and advising staff with automated progress audits to help assess student program progress and courses needed for completion. In fall 2011, Enrollment Services staff ran CAPP batch processing for all registered students and used refined reporting techniques to identify completed degrees and certificates for registered students. In spring 2012, staff enabled new self-service view access to students in myLane and started working toward shifting degree evaluation processing from continuous processing to an end-of-term task. Now fully implemented as part of Enrollment and Student Financial Services “Project Graduate More,” degree audit automation has been responsible for awarding 147 AAOT degrees.

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.

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.

Title III: Engaging Students

Lead: Mary Parthemer

The Title III: Engaging Students grant had its final year of five years in 2012-13, ending 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. Engaging Students enhanced student success by making institutional changes based on proven, high impact practices. Seven strategies were integrated in the First Year Experience including expanding first-year Learning Communities, faculty and staff development that focused on improving student success, ensuring all students are oriented to Lane and are advised, improving communication with students, and developing more front-end services.

As evidenced in the grant’s year five report, the college has made progress toward improving first-year to second-year persistence rates, graduation rates, transfer rates and increased FTE due to student retention. The grant also helped create cultural change at Lane. Faculty and staff from across the institution worked collaboratively to establish systems and an environment that supports our students in achieving their goals at Lane and are committed to continuing this momentum.

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.

Continuing Projects

The following institutional projects will continue on into the 2013-2014 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 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. These tools will be augmented by DegreeWorks, which came online in fall 2013. To complete the process, all new students will be required to meet with their counselor or advisor individually or in group advising sessions to craft a first-term academic plan. Planning is underway for a term-long First Year seminar to guide students in creating an academic plan that will carry them through to goal completion.

Evidence points to non-completion of program-level math as a major obstacle for Lane students. The ATD focus this past year has been on providing tools to help students understand the value of preparing for math placement tests. A new placement orientation video was created to help students understand the placement testing process. Faculty and staff have improved the math study skills sheets used for placement testing preparation and made them available online. New projects under development for 2013-2014 include the creation of interactive, online review modules, an intensive option to take linked sections of the two lowest-level developmental math courses with full instructor contact time in a single term, and a "brush-up" workshop to help students regain math skills prior to placement testing or retesting. Academic advisors and counselors are stressing early registration in math courses, and we are working with the college leadership to change policy to require new students to take math within their first two terms.

<https://blogs.lanecollege.edu/studentsuccess/our-work/atd-overview/>

CASE: Credentials, Acceleration and Support for Employment

Leads: Dawn DeWolf, Randa Law, Margaret Kimble

In October 2011, Lane was awarded \$1.7M in grant funding from the Department of Labor and Employment and Training Administration for the CASE (Credentials, Acceleration and Support for Employment) TAACCCT Grant. The grant is designed to enhance student success, particularly underemployed and unemployed workers and Trade Act Adjustment eligible students, by developing

and promoting career pathway programs and increasing completion rates through career coaching, employer collaboration and applying credit for prior learning.

In 2012-2013, a cross-agency team representing Lane, local workforce agencies and the employment department was established to enhance job referral processes and effectiveness for CASE students. To date, 53 CASE participants have earned credentials, and 189 students are currently participating in the CASE system.

In addition to continuing to develop curriculum and resources for CASE participants, the focus in 2013-2014 will be to participate in the credit for prior learning standards work occurring at the state level.

Core to College

Leads: Kathie Hledik, Kristina Holton, Sara Fox

Started in December 2011, the three-year Core to College project, funded by the Lumina Foundation, William & Flora Hewlett Foundation, and Bill & Melinda Gates Foundation, is designed to foster long-term collaborations between higher education and K-12 entities to improve students' college readiness and achievement. The project uses Common State Standards and assessments to establish a common definition of college readiness to signal a student's preparedness for credit-bearing college courses.

Activities during 2012-2013 included the second annual Math Summit held at Lane in October, bringing together educators to hear updates on the Common Core State Standards and the Smarter Balanced Assessment and to collaborate with each other on teaching and assessment strategies. The Educational Policy Improvement Center (EPIC) is also guiding a process for a group of college instructors and high school math teachers to align the content of Math 95 classes and to compare curricula with the Common Core State Standards. EPIC will analyze the data collected and provide a report in fall 2013. Additionally, several Lane members participated in the development of a statewide definition of college and career readiness, to be presented to the OEIB sometime this year, while others participated in summer work sessions for the Illustrative Math Project, also focused on the Common Core. Reports on the project were presented at the annual conferences of the Oregon Mathematical Association of Two-Year Colleges and Teachers of Mathematics.

<http://oregoncoretocollege.org>

First Year Matters (Foundations of Excellence)

Leads: Mary Parthemer, Lida Herburger

As previously noted in the Liberal Education Approach for Student Learning section of this report, in 2011-2012, Lane participated in Foundations of Excellence (FoE), a year-long, comprehensive, guided self-assessment and improvement process centered on improving the first year of college (first year experience) for Lane students. The centerpiece was a set of aspirational principles that are termed Foundational Dimensions. FoE task force members from across campus used local expertise and multiple forms of evidence to guide intellectually substantive and collegial discussions about the campus' level of excellence in the first year, producing and submitting an evaluation report and resulting action items and priorities.

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 completed FoE self-study processes. Lane's FoE team developed a template to more effectively describe the required work to actualize the nine recommendations that emerged from the First Year Matters at Lane self-study. During the 2012-2013 academic year, work focused on two activities: (1) clearly identifying Lane's first-time and first-year students, and (2) developing a First Year Philosophy. Both a faculty/staff-focused version and a student-focused version of the Philosophy Statement were adopted. The First Year Philosophy for Students is disseminated to all new students during New Student Academic Advising sessions.

During 2013-2014 the First Year Matters team will continue to work through the priorities identified in the FoE Action Plan.

Mandatory Online Advising

Lead: Jerry DeLeon, Jessica Alvarado, Anthony Hampton

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.)

Currently, the Mandatory Online Academic Advising tool offers online advising for all new credit students by using three main content areas: AAOT Transfer, ASOT Transfer, and Career Technical non-transfer students. The objective is to offer an additional resource for students to receive academic advising once it becomes mandatory for all students. The other New Student Academic Advising Session tools supplementing the online version are group and individual New Student Academic Advising Sessions. Counseling Department faculty leads will continue developing content and functionality in the 2013-2014 academic year.

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.

Roadmap Project

Leads: Maurice Hamington, Lida Herburger, Jessica Alvarado, Barbara Breden, Mary Parthemer, Sarah Ulerick

As previously noted in the Liberal Education Approach for Student Learning section of this report, Lane was selected 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 three years. The centerpiece of Lane's project is a student Guide to Personal Success (GPS) that ties together core learning outcomes, high impact practices and degree progression and completion policies, procedures and structures that optimally support student progression and completion.

The GPS will integrate three components in a systemic and cultural change for teaching and learning at Lane: 1) Learning: Using Core Learning Outcomes (CLOs) as guiding principles for liberal education and guideposts for a student's academic journey, 2) Engagement: Empowering students with high-impact practices (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 implementing the GPS and further developing structures and systems in support of student progression and completion.

Work College

Lead: 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 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.

The student worker inventory documents 12 distinct ways that students work for Lane. The inventory includes information about whether or not student workers enroll for credit and pay tuition related to their employment, how students are paid, eligibility requirements for each type of job, benefits to the student and benefits to the college. The proposal for increasing student employment cites seven specific recommendations for moving this initiative forward. Several of the recommendations are procedural with no budget implications while others require Lane to invest resources. Together these two documents identify the complexity, challenges and opportunities associated with student employment at Lane.

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.

AS Oregon Degree

Leads: Maurice Hamington, Rich Freund

This project will 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 is to support transfer students in maximizing their time and resources and encourage them to earn an Associate of Arts degree on their way toward further academic study. The general studies curriculum approval resulting in catalog changes will be completed for fall 2014 with Bachelor of Arts pathways in place for fall 2015.

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. Partners share information, increase cooperation, and aid students in their education transitions by identifying shared strengths, issues and concerns; identifying and addressing systemic barriers that harm equity and accessibility for all students; exploring opportunities for cooperation; and identifying resources that can benefit students such as grants, donations, knowledge and experience. The related ConnectEd Lane County – Rites of Passage Bridge project is described in the Liberal Education Approach for Student Learning section of this report.

<http://connectedlanecounty.org>