

# Optimal Student Preparation, Progression and Completion

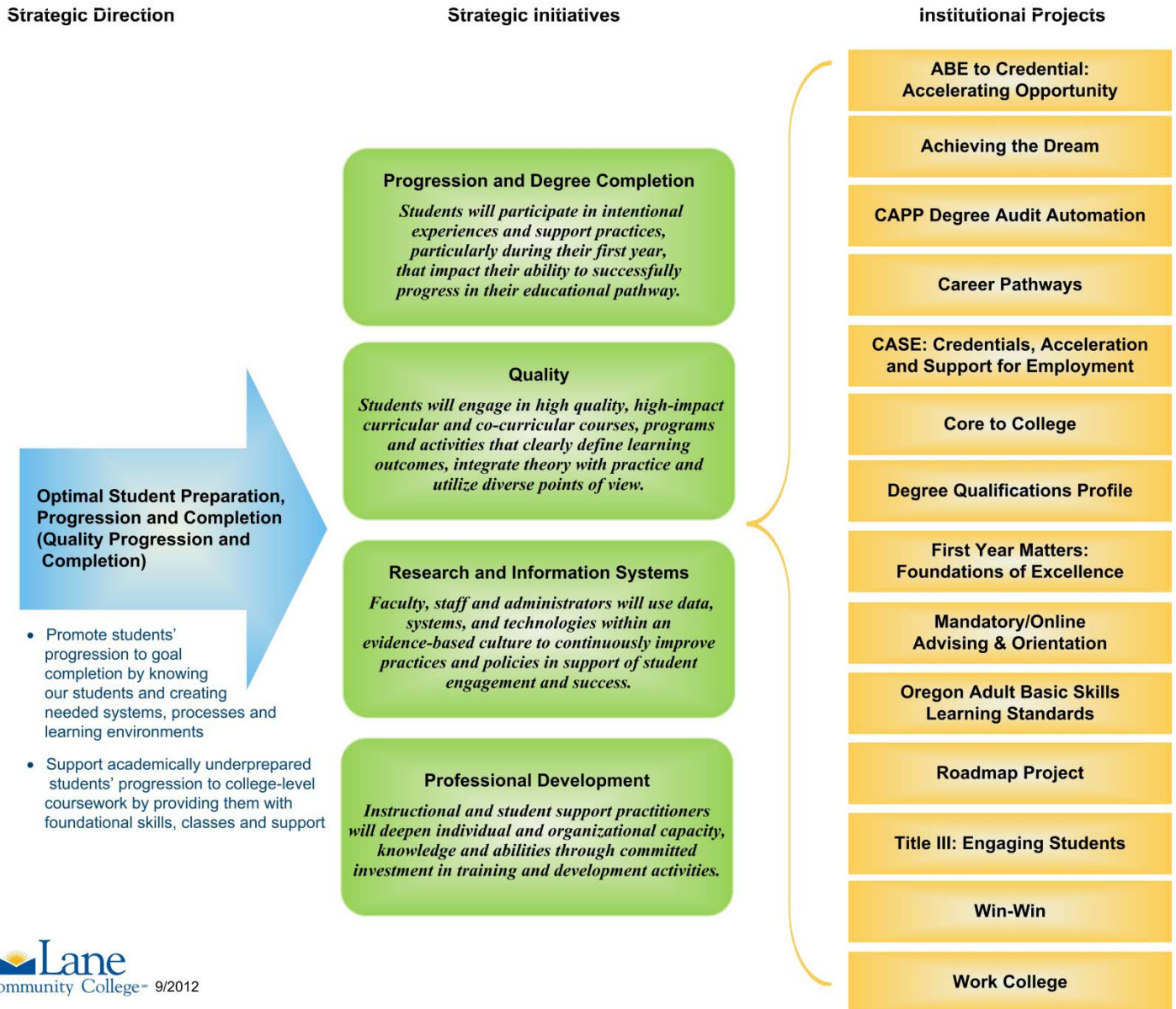
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Promote students' progression to goal completion by knowing our students and creating needed systems, processes and learning environments

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

Source: <http://www.lanecc.edu/research/planning/StrategicDirections.htm>

## Optimal Student Preparation, Progression and Completion Strategy Map



## Introduction:

Students come to Lane with a variety of goals, and preparing them for successful completion requires understanding of students' profile 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: Strategic Direction Context & Goals)

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*. The institutional projects described below directly support these initiatives.

## Institutional Projects:

### **ABE to Credential: Accelerating Opportunity**

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 this past year, the work continues with the hope of securing funding in the near future. Lead: Dawn DeWolf.

### **Achieving the Dream**

In 2011, Lane joined Achieving the Dream (ATD), 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 degree. In 2011-2012, a data framework and longitudinal student cohort database and analytical tools were developed, three campus wide data conferences were hosted, a faculty data coaches team was created, and a three-year implementation proposal to improve student success through interventions in math placement and mandatory academic planning was developed. Work in the coming year will focus on implementing interventions, deepening analytical and evaluation capacity, strengthening the data coaches team, and measuring impact. Lead: Jen Steele.

### **CAPP Degree Audit Automation**

CAPP (Banner Curriculum and Program Planning) degree audit automation, part of Enrollment Services' "Project: Graduate More!", 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.

Lead: Margaret Kimble.

### **CASE: Credentials, Acceleration and Support for Employment**

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. At this date, CASE is fully staffed and the Career Coaches will complete Career Development Facilitator training by October 2012. This team has served more than 95 students with 85 being identified as eligible grant participants including 12 veterans. The Career Pathways strategy is on target with a new welding cohort completing their co-op seminar this summer, anticipating graduation in December. Lane is the lead in the Community of Practice for Credit for Prior Learning, facilitating a state-wide summit here in September. Lead: Dawn DeWolf.

### **Core to College**

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 that will improve college readiness and achievement. The project will use the Common State Standards and assessments to establish a common definition of college readiness to signal a student's preparedness for credit-bearing college courses. During the 2011-2012 academic year, an introductory Math Summit was held at Lane, attended by over 40 high school and college math instructors. Participants received an overview of the project and heard the latest information on the SMARTER Balanced Assessment from Oregon Department of Education representatives. They also had the opportunity to meet in mixed grade-level small groups to discuss expectations and challenges in this combined work. A small group of these instructors later participated in a curriculum alignment project, comparing the content of their Math 111 courses and determining how they address the Common Core State Standards. Future plans include expanding this work and including assessment as well, in hopes of strengthening the connections between high school exit and college entry. A second Math Summit to guide this project expansion is planned at Lane for October, 2012. Lead: Kathie Hledik, Don McNair, Sonya Christian, Berrie Hsiao

### **First Year Matters: Foundations of Excellence**

In 2011-2012, Lane participated in Foundations of Excellence (FoE), a year-long, comprehensive, guided self-assessment and improvement process centered on the first year of college (first year experience). The centerpiece is 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 the coming year, the college will continue participation, focusing on implementation of priorities and high impact practices. Leads: Mary Parthemer, Ken Murdoff, Lida Herburger.

### **Mandatory/Online Advising & Orientation**

The Mandatory/Online Advising & Orientation project, started in 2011, will enhance student success by providing comprehensive Academic/Advising resources online for all students in all majors. Online orientations will be available for students to access off-site, providing program specific information and course selection planning based on the student's placement test results. In fall 2011, Lane staff piloted an online SOAR (Student Orientation and Registration) with New Student Information Sessions (NCIS) and Program Advising Student Sessions (PASS) in select advising areas. In winter 2012, Moodle academic advising resources were available for all academic majors at Lane. In spring 2012, Lane project leads presented this work at the Achieving the Dream and NACADA conferences. In the coming year, orientation and advising/academic planning will transition to being required for all new students. Lead: Jerry DeLeon.

### **Oregon Adult Basic Skills Learning Standards**

The Oregon ABS Learning Standards project, started in 2011 with funding from Oregon Department of Community Colleges and Workforce Development (CCWD), will 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 teachers, program administrators, and state leadership. The standards are intended to be used in reaching listening, speaking, and reading to both native and non-native English speakers and from very beginning levels to college transition. Lead: Cathy Lindsley.

### **Title III: Engaging Students**

With funding from a five-year Department of Education grant, the Title III: Engaging Students Project enhances student success by making institutional changes based on proven practices to improve persistence and success of first-year credit students. To improve student engagement at Lane, the project seeks to change the college culture from "Freedom to Fail" to "Right to Succeed" by enhancing the First Year Experience (FYE). Ongoing activities include support for Learning Communities, sponsorship of Tea & Topics faculty discussions, curriculum development "mini-grants" to infuse student success principles into regular coursework and creation and enhancement of the *myLane* student portal. In 2011-12, a new student communication campaign was launched using bulletin boards across campus. Lead: Mary Parthemer

## **Win-Win**

Win-Win is funded through a Lumina Foundation grant to the Oregon Department of Community Colleges and Workforce Development (CCWD) and the 17 Oregon Community Colleges. Working with the Oregon University System with the goal of meeting the State Board of Education vision for Oregon 40-40-20, the project focuses on identifying those students who are eligible or potentially eligible to receive an AAOT degree and helping them complete any needed requirements for graduation. An October 2011 conference, hosted by Lane, kicked off the work by focusing on developing systems and practices that support students completing their associate and bachelor degrees. The work began with a statewide degree audits with student records subjected to degree audits at their cognizant college. The Department of Education issued FERPA exceptions so that schools could share information. A coordinator was hired and is helping colleges begin auditing records, contacting students, tracking and reporting data. Leads: Helen Garrett, John Hamblin, Margaret Kimble

*Focused, sustained efforts, targeted to significant numbers of students, can produce real improvements in student engagement, learning, persistence, and academic attainment.*

**Community College Survey of Student Engagement, *Strategies That Matter Most*, 2008.**