

## Progression and Completion Implementation Outcomes

**Assessment of accomplishments as of February 28, 2011**

*Goals Updated October 5, 2010*

*Lane's Progression goals should help students move toward their selected outcomes*

**Goal #1** Increase the number of students who complete degrees or certificates in a reasonable time frame.

- Ray Smith and Margaret Kimble are working on designing an automatic process at the end of each term to run CAPP reports for all credit students with registration in that term.
- Working with Rich Freund to award AS or AAOT degrees to all eligible Pre-Engineering students who have moved on to universities and to write to those who might be able to use their university transcripts to return credits to Lane to earn an AS or AAOT. Will be done by March 15<sup>th</sup>.
- Evaluating the possibilities of implementing Sungard or SIS's DegreeWorks' software by visiting with implementation teams at OSU, OHSU, PCC and COCC. Visits and analysis will be done by May.
- Ability for Students to Be Informed of Their Degree Standing on an Ongoing Basis: Degree completion within a reasonable time frame would be enhanced if students were continuously aware of the number of credits/courses they have completed and the number they need to complete their degrees or certificates. An investment in appropriate Banner-compatible hardware/software is recommended.

**Goal #2:** Increase the number of students who complete *momentum points* towards degree completion.

- Jerry de Leon is strategizing with the hire of the Assistant Dean and the new permanent faculty member to focus work on the maximization of advising processes designed to get students on the path to a degree and to make faster and more efficient progression.
- Working on creating Dual Enrollment programs with Oregon Institute of Technology and Southern Oregon University. Intend to have these in place by fall term 2011.
- HIT Six-Month Training to Become a Career Pathway Certificate: The newly developed six-month, 29-credit Health Information Technology (HIT) Specialist training will become a Career Pathway Certificate as a part of the state-wide HIT associate degree program. Larry Scott is the lead.
- New career pathway certificates increase the number of momentum points available to students.

**Goal #3:** Increase the percentage of students who continue to enroll from one quarter to the next (term to term and year to year):

- Veterans Enrollment Enhancement Team (VEET) is coordinating on issues to attract more Veterans and Military students to attend Lane, to break down enrollment barriers which impact initial and continuing enrollment.
- Walmart Brighter Futures: Through a Walmart Brighter Futures grant, Workforce staff provide dislocated workers with 21<sup>st</sup> century skills to improve their employability. 21<sup>st</sup> century skills include: upgrading basic reading, writing, and math skills; learning basic computer, myLane, and internet skills; and making realistic career choices through enhanced career exploration and career development exercises. Classes are taught in a workshop structure that provides career coaching and guidance. At a time when the unemployment rate remains high, many dislocated workers are choosing to make a career change and are choosing education at Lane as the lead-in to their new careers. As Lane students, they continue to participate in Brighter Futures and are guided and supported from term to term.

**Goal #4:** Increase the number of students who advance to collegiate from pre-collegiate; and move from non-credit to credit:

- David Van Der Haeghen and John Hamblin are working on a program to recruit and hire students to be ambassadors representative of high school students who might join an Honors College at Lane. Designing recruitment materials for spring recruitment and strategizing funding possibilities with Greg Morgan.
- Summer Youth Academies (2009):  
We should bring back Summer Youth Academies. It allows youth to:
  - explore different high-demand professions,
  - improve reading, writing, and math skills through contextualized learning, and
  - stay engaged through the integration of classroom, lab, and paid co-op work experience (most of them did not do well in the classroom model at their schools).Data show that summer school leads to higher rates of degree completion (Adelman).
- Alignment of Non-Credit Healthcare to Credit Healthcare Programs:  
An example of this being done is the return of the LPN Program. According to Trish Tulley (last summer) and Sheryl Berman (a few weeks ago), here's the sequence:  
Non-credit CNA1 → Credit LPN → LPN/RN Bridge → RN (Associate) → RN (Bachelor)

**Goal #5:** Increase the percentage of students who successfully complete the courses they take (earning a C or better):

- Student Affairs Managers Logan, Parthemer, Hamblin and de Leon are working on the Aligning of Academic Standards with the changes with federal regulations and

Satisfactory Academic Progress. Engaging with Early Alert Committee to create invasive messaging beginning fall term to notify students of standards and to prevent them from not being able to continue to next term.

- Healthcare Training for Dislocated Workers and Low-Income Individuals:  
Course completion is increased by:
  - requiring participants to enroll in the Health Professions Orientation course, to determine interest and fit in health professions, before applying into any healthcare trainings and
  - having career advisors provide guidance and support to cohorts of participants as they progress through the training and find employment.
- Development of Bridge Courses for ESL and ABSE Students:  
Student success rate is improved by developing bridge courses that prepare ESL and ABSE students for career technical training. Presently curriculum development is underway for a bridge course to CNA1. This course will prepare ESL and ABSE students to complete the CNA1 training and successfully pass the State Board exam. Three other similar curriculum development projects will get underway this summer.

#### **Institutional level actions:**

- Focused research and reporting agenda
- Promote Career Pathways
- Review degree requirements to see if they can be done more efficiently
- Promote targeted tutoring and peer learning opportunities
- Summer programs<sup>1</sup>
- Audit what is currently being done and its effectiveness.  
(e.g. tuition waivers for GED completers)
- Better connect non-credit completers with credit options<sup>2</sup>  
(e.g. encourage Co-op internships when a non-credit training is completed)

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<sup>1</sup> Summer term enrollment is one of the five factors that lead to higher rates of degree completion. Adelman, 2006.

<sup>2</sup> "...a blurring of the distinction between developmental and "college-level" students that could improve pedagogy for both groups of students, and strategies to streamline developmental programs and accelerate students' progress toward engagement in college-level work." (Bailey, 2008)