Lane Community College
Strategic Enrollment Management Plan
2022 - 2027

Student Success Starts Here!

Lane Community College ℠

Contributors

Many heartfelt thanks to the Strategic Enrollment Management (SEM) Leaders and the teams with which they worked, for the creation of SEM objectives and their strategies:

Mindie Dieu
Jennifer Frei
Richard Plott
Grant Matthews
Deborah Butler
Ian Coronado

The tenacity and commitment of the SEM Leaders to complete this phase of the process two years into a global pandemic cannot be overstated; thank you.

Dr Mindie Dieu, AVP of Student Affairs, led the SEM planning phase process, and was assisted by Bliss Newton as Project Coordinator. The writing and formatting of this report was a joint effort between the two.

Drs Paul Jarrell and Richard Plott provided data, insight, and guidance, as well as a throughput to concurrent Strategic Planning developments.

Contents

Strategic Enrollment Management Planning

Lane Community College
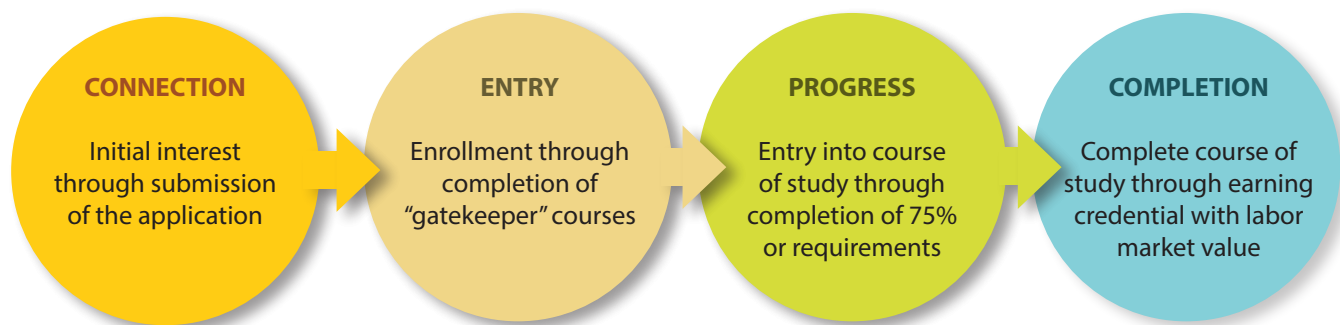AYs 2022-23 through 2026-27

Background and Context

In September of 2020, during a global pandemic caused by the outbreak of Covid-19, Lane Community College undertook its Strategic Enrollment Management (SEM) process work. Dr. Mindie Dieu, Associate Vice President for Student Affairs, was tasked with convening an inclusive SEM working group and to identify a framework on which to develop a student centered and equity-focused plan. Drs. Paul Jarrell and Richard Plott offered guidance and assistance. Additional SEM leaders include Ian Coronado, Deborah Butler, Dr. Jennifer Frei, Grant Matthews, and Richard Plott leading IT. Bliss Newton was the Project Manager.

In 2026, Lane Community College will once again engage in Strategic Planning, with SEM planning the year following. Dr. Dieu acted as a liaison between the Strategic Planning Committee and the SEM committee, with Drs. Jarrell and Plott overlapping as well.

WHAT IS STRATEGIC ENROLLMENT MANAGEMENT PLANNING?

Strategic Enrollment Management (SEM) planning is an institution's "effort to recruit, enroll, retain, and graduate a student body in accordance with an institution's mission and goals while also sustaining fiscal stability." (Source: SCUP) SEM planning at Lane Community College follows the Loss/Momentum Framework, focusing on the areas of connection, entry, progress, and completion. We chose this framework as it echoes the Guided Pathways framework, which is currently being implemented at the college.

Strategic Enrollment Management planning is, at its core, planning to improve the student experience, and follows the student through the four main phases of that experience:

CONNECTION

Initial interest through submission of the application

ENTRY

Enrollment through completion of "gatekeeper" courses

PROGRESS

Entry into course of study through completion of 75% or requirements

COMPLETION

Complete course of study through earning credential with labor market value

EQUITY LENS AS CORNERSTONE

The use of Lane's Equity Lens was of primary importance, to further enshrine its importance to all work performed at the college. The questions Lane's Equity Lens posits are:

1. Who is affected by content and current framing of this policy, program, practice, or decision? What are the potential impacts?
2. How does this policy, program, practice, decision-making process, or decision increase access, equity, and inclusion? How does it produce or worsen any disparities?
3. Who is being impacted by this decision-making process? How have stakeholders been intentionally invited to and empowered to participate in the decision-making process or practice?
4. What are the barriers to more equitable outcomes around this policy, program, practice, decision making-process or decision?
5. How will members of the college community identify, address, and mitigate negative impacts and the barriers identified above? How will you support this work?
6. How can we, as members of the college community, create an environment and culture that fosters healing and reconciliation to transform our structures, environments, and selves?

All work associated with the SEM Plan utilized Lane's Equity Lens, including during the design and execution of strategies, and evaluation of initiatives and changes made.

PANDEMIC EFFECT ON ENROLLMENT, FTE, AND STRUCTURE OF SEM PLAN

The basic structure of the SEM plan exists in two year increments, with the first two years intended for recovery to pre-pandemic enrollment levels. While federal funding helped ameliorate revenue lost to declines in enrollment and revenue it was one-time assistance and ended at the end of 2022.

The third and fourth years project modest growth. Years five and six are yet to be determined as demographics, programs, and priorities change. We anticipate the need to adjust and revise the plan as the effects of the pandemic on play out both at the macro and regional levels. We forecast that pandemic-related societal and socioeconomic changes will affect the reasons people have for community college attendance, their ability to attend in person and online, and how long they will engage with the college. Hence, this plan will be iterative. It is our intention to continue to work with community members and leaders to identify and adjust to these changing needs and demographics, making programs and services more accessible, equitable, and inclusive. By improving the student experience at each phase of their journey, each student should complete their goals at Lane Community College and see an improvement in their own lives.

PROCESS

The SEM planning process consists of three parts: Planning, Design, and Implementation.

In order to represent the broadest cross sections of the college, seven SEM leaders collaborated as a small and agile group to lead and gather input from stakeholders and help shape the plan. SEM Leaders were responsible for meeting with and gathering input from their constituent areas, and bringing that information back to the Leaders group for integration. Next, SEM Leaders contributed to the creation of objectives and strategies and requested data to best inform their contributions. The Planning and Institutional Effectiveness office offered invaluable help with clarifying questions and the provision of both institutional and external data. Internally, leaders and stakeholders used Tableau for data on demand. The Program Demand Gap Analysis, contracted through EMSI, provided valuable Lane County and regional data, and analyzed the ways in which the college could pivot to best meet the needs of the communities.

Additionally, over the course of spring term 2021, Dr. Dieu met with student focus groups, gathering a sufficient cross sample of the student populations for their input. She met with students in Athletics, the Black Student Union, the Native American Student Association, the Movimiento Estudiantil Chicanx de Aztlan (Chicano Student Movement Group of Aztlan), the Gay Straight Alliance, and directly with three English courses. Due to the pandemic, all meetings took place virtually online. In order to give the greatest student voice, an anonymous survey accompanied the focus groups. It contained optional questions and space for comments. The results of the survey will be discussed later in this document.

SEM Leaders regularly presented to the Deans and Directors group, President's Cabinet and occasionally to the President herself. All groups gave input into the creation of the plan. On May 27th, 2021 the committee held a town hall for all stakeholders, to disseminate information and gather input. A plan was submitted to the President's Cabinet, presented to the Board of Education in December 2021, and finally, the College Council approved the plan in March 2022 after some revision and "right-sizing."

NOTE ON THE NATURE OF THE 2021-2027 SEM PLAN

This plan should be viewed as a "living document" that will be continually revisited and adapted so that Lane may properly respond to continual sociocultural and economic changes emanating from the immediate pandemic recovery, regional workforce shifts, and institutional changes in Lane Community College's own workforce and resource availability. At the time of the plan's first publication in June 2021, rapid movement in macro and regional economic structures was taking place, and was predicted to continue. As a result, agility and flexibility of the SEM plan should be anticipated. Significant changes to the plan will be made using stakeholder, program input, and data from Mission Fulfillment Indicators as needed.

Analysis of Student Focus Groups Feedback

This section elucidates the survey data and the information gleaned from the Student Focus Groups meetings conducted during spring term 2021.

Introduction and Methodology

The intent of the focus groups was to include student voices in both the Strategic Plan and the Strategic Enrollment Management plan. Questions centered around the student experiences with entry, persistence, and engagement with faculty, staff, and coursework. Additionally, we included an open-ended question at the end in order to allow students to tell us anything they thought we should know.

The student focus group meetings were conducted via Zoom, due to the global pandemic. Dr. Dieu met with several student athlete groups, the Black Student Union, the Gay Straight Alliance, International students, Peer Mentors, MEChA, Native American Student Association, and three classes taught by Dr. Jeff Harrison. There were an estimated total of about 200 students who met with Dr. Dieu. At the time, it had been more than a year since the pandemic struck, and 95% of student experiences have been online for this time.

In a face-to-face meeting with students, it would normally be that the interviewer would ask a series of ground questions, record student responses as thoroughly as possible, and ask appropriate follow up questions. As this was not possible on zoom, a survey was constructed to ask questions regarding student experiences with becoming a student, who students engaged with the most, memorable experiences, current challenges (intended to offer assistance to those who needed it), whether or not students would recommend Lane to others, and what other information they would like to provide. All questions were optional and could be left blank in case students chose not to answer. In each meeting, Dr. Dieu discussed the concept of a personal lens, and how rather than her writing down others' responses, it could be more beneficial to let students speak - or in this case type - for themselves. In this way, the personal bias would be removed as much as possible. The survey was anonymous unless a student requested to be contacted. At that point, they would enter their contact information and L#.

Results

Dr. Dieu observed that students most often positively reported on their interactions with their faculty and staff advisors, coaches, and persons with whom they enjoyed a high touch relationship. Students also responded positively in general just in being asked for their opinions. None of the students had been asked to participate in a focus group at LCC before. Four students requested and received follow up discussions with Dr. Dieu.

In the optional survey, there were 79 responses with three repeat responses.

Overall, students were complimentary about their interactions with coaches (athletic, peer and instructional), advisors (academic, TRiO, International, etc.), and many named specific instructors. "We have such a great amount of awesome professors and I just miss being in class. I think people are turned away by online school."

Students answered a question asking if they would recommend LCC to others. Only two of the respondents answered that they would not recommend Lane to others; all other answers were "yes" or "maybe". The following comments seem to represent the group:

- "I think if you don't know yet what you want to do, it is a great first step to figuring it out without amassing debt."
- "I would personally recommend Lane to others; mainly because the community seems very engaging as a whole."
- "Absolutely. It's a great school. I enjoy it."

For the enrollment process, opinions ranged from "Exciting, interesting, new" to "stressful, lonely, hard". Below is a word cloud composed of the student one-word responses. The larger the word, the more frequently it occurred:

The greatest reported challenges for students outside of the enrollment process seem to be (1) understanding and/or navigating the financial aid process, (2) navigating the challenges of online learning, and (3) managing their time effectively. Here are a few representative quotes:

- "I had an extremely hard time with school this year and because of that I had an extremely hard time receiving my financial aid."
- "When I go to class or get on class I just feel like another student that doesn't matter. I know it is hard during a pandemic but there are ways, and we should be making students feel like they have a community supporting them and that they are going to school in a friendly supportive environment."
- "Balancing work and school was a hard transition. School with COVID was something new too."
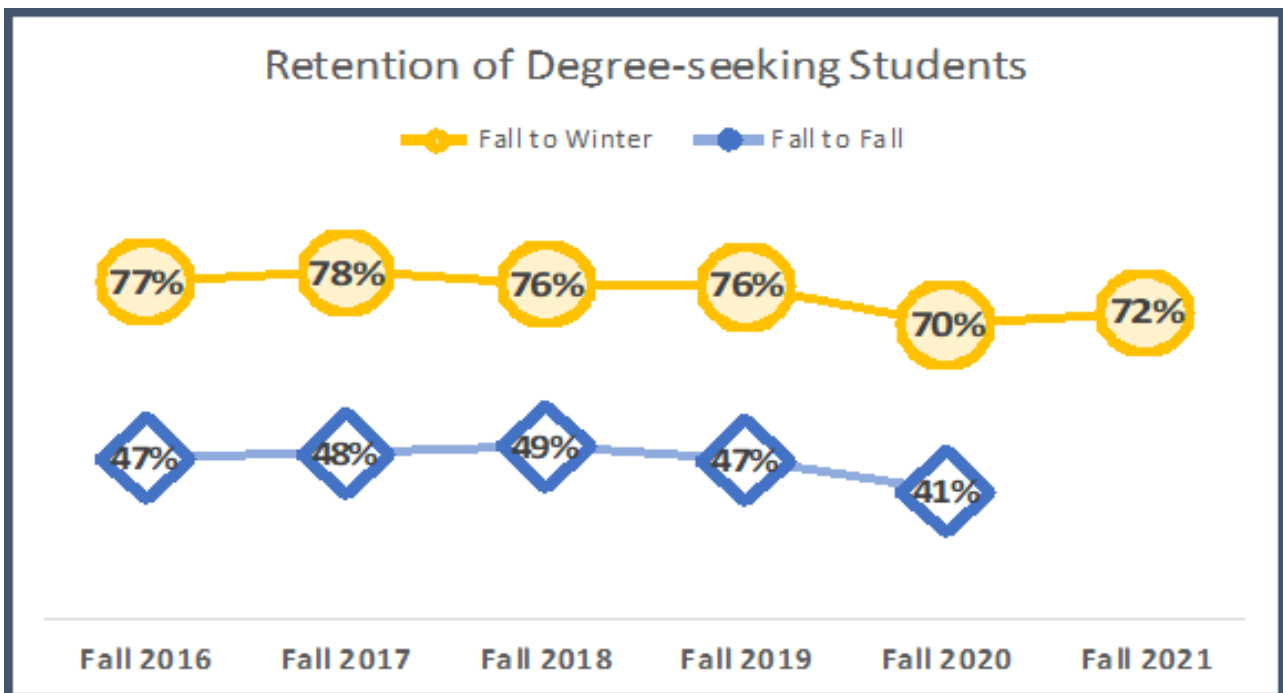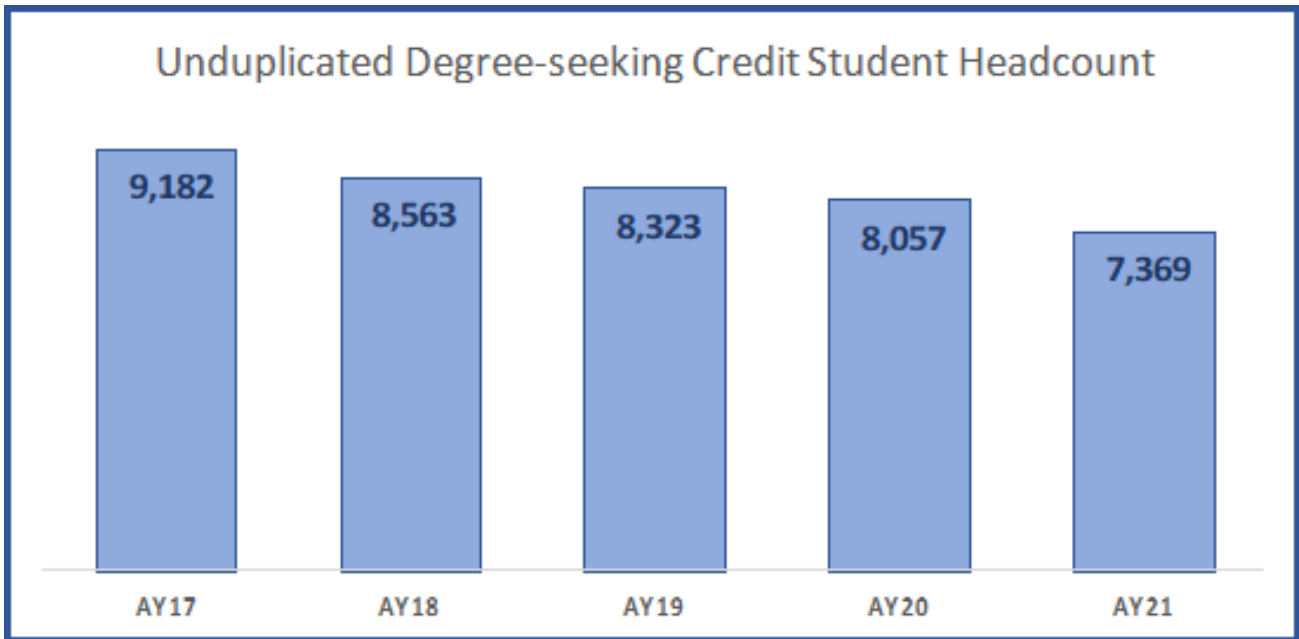
Discussion

Diversity is a recurring theme in the student focus groups. As one student said, "I think the diversity on the men's coaching staff is really good. I wish I saw more diversity in other departments." This sentiment was borne out in the informal zoom discussions. The persons mentioned in many affiliate groups were incredibly grateful to have mentors who looked like they do and helped them navigate successfully, whether they were advisors, mentors, counselors such as Leslie Cervantes Soriano (who is bilingual Spanish/English), professors, or coaches. The takeaway message from this is that representation matters.
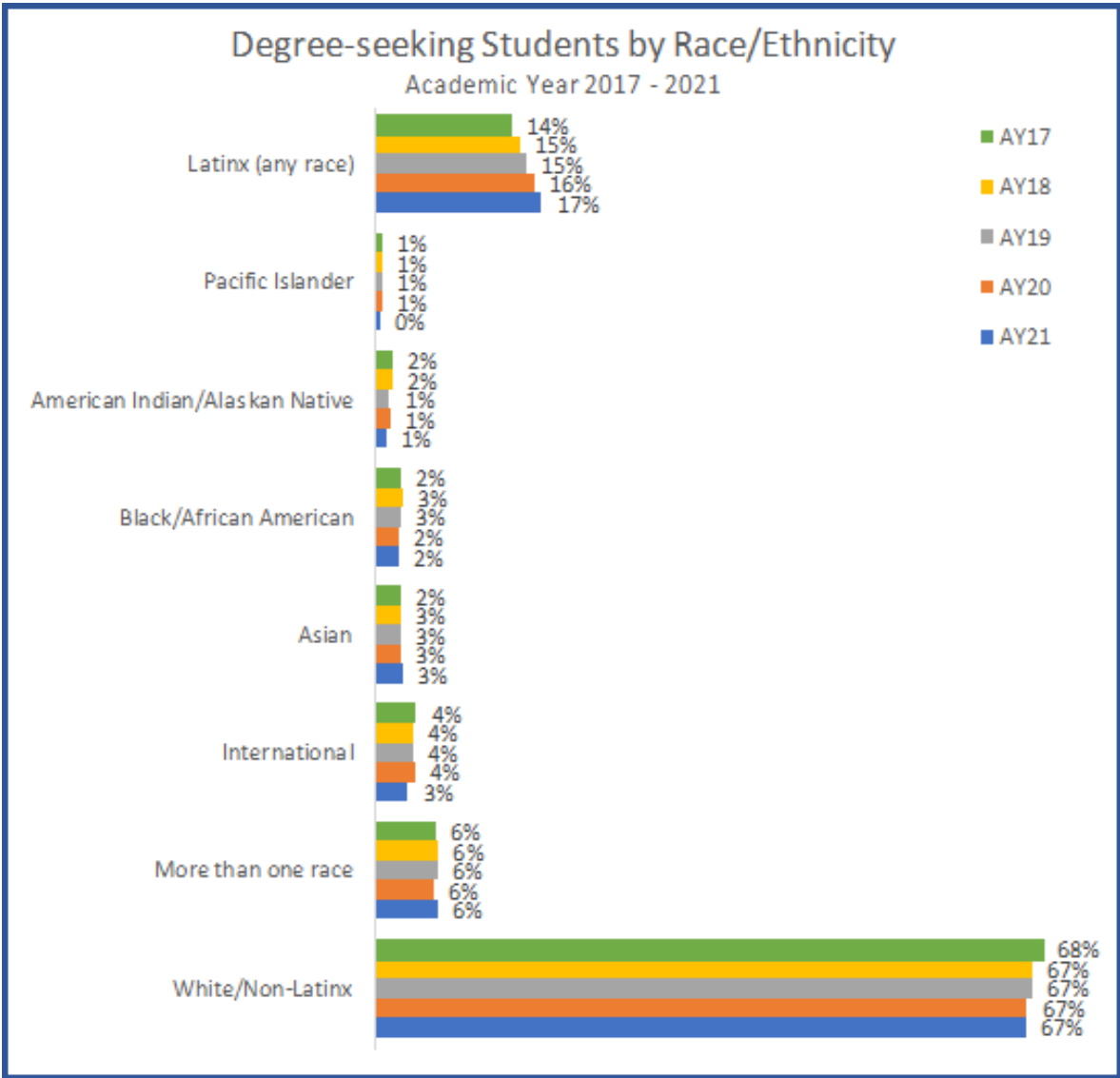

High touch environments were also a recurring theme. Those students who experienced fewer personal interactions from the college seemed more likely to report frustration and issues. A high touch environment, exemplified by the Multicultural Center, the Gender Equity Center, Athletics, International Programs, and TRiO, will consistently produce students who are better able to navigate courses, supports, and financial and academic issues.

Useful Data Sets

Unduplicated Degree-seeking Credit Student Headcount

	AY17	AY18	AY19	AY20	AY21
Headcount	9,182	8,563	8,323	8,057	7,369

Retention of Degree-seeking Students

Fall to Winter — Fall to Fall

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Fall to Winter	77%	78%	76%	76%	70%	72%
Fall to Fall	47%	48%	49%	47%	41%	

Degree-seeking Students by Race/Ethnicity
Academic Year 2017 - 2021

Latinx (any race)
- AY17: 14%
- AY18: 15%
- AY19: 15%
- AY20: 16%
- AY21: 17%

Pacific Islander
- AY17: 1%
- AY18: 1%
- AY19: 1%
- AY20: 1%
- AY21: 0%

American Indian/Alaskan Native
- AY17: 2%
- AY18: 2%
- AY19: 1%
- AY20: 1%
- AY21: 1%

Black/African American
- AY17: 2%
- AY18: 3%
- AY19: 3%
- AY20: 2%
- AY21: 2%

Asian
- AY17: 2%
- AY18: 3%
- AY19: 3%
- AY20: 3%
- AY21: 3%

International
- AY17: 4%
- AY18: 4%
- AY19: 4%
- AY20: 4%
- AY21: 3%

More than one race
- AY17: 6%
- AY18: 6%
- AY19: 6%
- AY20: 6%
- AY21: 6%

White/Non-Latinx
- AY17: 68%
- AY18: 67%
- AY19: 67%
- AY20: 67%
- AY21: 67%

Conclusion/Summary

One of the greatest benefits to engaging in the work of creating and implementing a Strategic Enrollment Management plan was in reaching across the campus to engage with every possible part of the college that we could. In doing so, we were able to make connections between groups and continue many collaborative partnerships. The varied and diverse voices, from students, staff, faculty, managers, and programs were instrumental in building a plan to serve our community in the years to come.

The greatest challenge was the pandemic, and a lack of face-to-face contact with important stakeholders. We are grateful for the facilitation work performed by Bliss Newton as she orchestrated online schedules and assembled and disseminated information in an accurate and timely manner. It is the human relationships that got us through in the emerging digital world.

SEM work does not end with a plan; what we have is a road map and blueprint of how to proceed. It's a plan we have all agreed upon, and funding is tied to each strategy. We have key progress indicators and assessments tied to every area for quick reference. Our next steps are in the enactment of the plan, and the annual honest and transparent accountability we must offer to our community as we move forward. Like any good plan, we will make adjustments as we go. Our hope is that this work will result in reduced barriers to entry, persistence, and completion, and that no matter who opens them, there are no wrong doors at Lane Community College.

Objectives and Strategies

This section offers nested information, and is the end result of the Planning & Design Phases. The Goals include the overall full-time enrollment (FTE) for the college broken down into two-year increments. The objectives are the major categories under which to organize the strategies and each relates to connection, entry, progress, or completion – and often more than one of phase. Each of the six demographic service areas will benefit from most or all strategies.

Five Targeted Demographic Service Areas:
- High School (Dual Credit)
- First Time in College (No Prior College)
- Returning: Stop / Drop Outs
- Veterans and First Responders
- Upskilling, Professional Development and Retraining
- Latinx populations

1. Ensure students know and understand the requirements for successful entry, progress, and completion.

1.1.0 *Increase conversion rate of Early College and College Now students to Lane college students.*
- 1.1.1 Provide more access to RTEC 101 by offering in asynchronous online format.
- 1.1.2 Expand statewide contacts (including beyond Lane service district).
- 1.1.3 Recultivate partnership with Willamette Leadership Academy.
- 1.1.4 Leverage "One free college course for Lane HS graduates and Students of Promise" by dovetailing tailored "mini-orientations/recruitment sessions" into classes with HS students enrolled.
- 1.1.5 Re/Develop High School to College Maps-separate College Now and Early College.

1.2.0 *Increase enrollment in CTE by 5% and improve completion rates in CTE by 10% by 2024-25.*
- 1.2.1 Develop and implement three stackable credentials per year in CTE areas (UAS, Manufacturing, Culinary).

1.3.0 *Decrease excess credit loads and increase degree or certificate completion.*
- 1.3.1 Policy Change: Require Students to meet with an advisor prior to program change.
- 1.3.2 Create a reliable "Program of Study Selection List" that is consistent across systems and platforms, for both internal users (employees) and external users (students).
- 1.3.3 Build customized portals for Veterans and International Students in TargetX.

1.4.0 *Increase the percentage of students that progress from first to second term and/or first to second year by 5% annually in 2023-24.*
- 1.4.1 Redesign Orientation and Onboarding Events and Modules.
- 1.4.2 Streamline and clarify Student Important Dates for optimal student understanding.
- 1.4.3 Create more flexibility for students to pay their bills by constricting the "drop for nonpayment" list and allowing for more exclusions.
- 1.4.4 Provide CTE Maps and Guided Pathways with tracking in Degreeworks/EAB.

1.5.0 *Increase Percentage of students who obtain certificates or degrees in 3 years or 6 years (or decrease time to completion?)*
- 1.5.1 Course scheduling based on Default Academic Plans (DAPs) with options to meet student needs, emphasizing needs of underserved students.

2. Leverage technology to better support and align with learning, program, and service delivery.

2.1.0   *Increase the number of completed applications by streamlining the application process.*

2.1.1   Create one application for all students (credit, noncredit, ABSE, ESL, International, etc.) in Target X

2.1.2   Hire a TargetX/EAB administrator.

2.1.3   Upgrade Touchnet to offer student messaging, statements, refunds and deposits for International students.

2.2.0   *Decrease processing time and increase accuracy in Financial Aid and Bursar.*

2.2.1   Implement ISE automation.

2.3.0   *Increase student usage of self-service planning and registration tools.*

2.3.1   Bring DegreeWorks to most current version.

2.3.2   Implement student planning software to support DAPs and student progression.

2.3.3   Integrate registration and planning tools.

2.3.4   Develop communication/outreach plan to promote student use of self service tools. (Train staff also)

3. Optimize the classroom learning environment.

3.1.0   *Increase availability and attendance of trainings and professional development opportunities focused on BIPOC themes.*

3.1.1   Study formative and summative outcomes of NSSE and CSSE surveys.

3.1.2   Work closely with all parties in student conduct issues and complaints involving students who identify as BIPOC.

4. Holistic Student Supports: Provide 'Just in Time' and 'Just in Place' Proactive Student Supports and Retention Services

4.1.0   *Increase rate of utilization of tutoring, peer mentors, and tech assistance*

    4.1.1   Expand Online services in Support Hub, including tutoring, tech assistance, and peer mentoring.

4.2.0   *Reduce rates of D/W/F/I in courses where rates are historically high through targeted diversification of services and service modalities.*

    4.2.1   Expand course embedded tutoring in courses with high D/W/F/I rates.

    4.2.2   Initiate affinity-group embedded tutoring (e.g. tutoring in GEC, Vets' Ctr, MCC).

    4.2.3   Systematize Early Outreach methods and provide training to encourage greater utilization.

4.3.0   *Increase recruitment among high school BIPOC students.*

    4.3.1   Implement summer course/program as a supported bridge to college math and writing courses for Rites of Passage students through peer mentoring, tutoring, and cohort model approach

5. Decrease Stop and Drop Outs

5.1   *Develop Business Bachelors of Applied Science (BAS).*

5.2   *Create Targeted upskill training partnerships with local industry partners.*

5.3   *Develop short-term training certificate options for agency partner students.*

5.4   *Offer expanded payment plans, (including department-specific plans).*

6. Increase demographically targeted recruitment efforts and services related to the persistence, retention, and completion of underserved student populations, including Latinx, rural, BIPOC, and nontraditional (25 and older) students.

6.1. *Convene an "Underserved Student Populations" Working Group to comprehensively research and report on current Lane practices with regard to recruitment, persistence, retention of underserved populations.*

6.2 *Perform a disaggregated comprehensive audit of existing recruitment, outreach/marketing efforts, and admissions/enrollment procedures, which includes the methods/modalities by which the College engages with underserved demographics.*

6.3 *Perform a disaggregated comprehensive audit of existing retention and persistence services, including the ways in which they are tailored to underserved populations.*

6.4 *Research and report on potential future best-practices for recruitment, retention, and persistence of underserved populations.*

6.5 *Develop a "Recruitment, Service, and Retention Plan for Underserved Student Populations" which contains both improvements to existing practices and a triaged timeline for implementation of new and emergent best practices.*

6.6 *Perform Cultural Curriculum/Course Audit.*