

## Section B

### Standard Three

#### Standard Three – Students

*What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why?*

Changes to admissions, grading, student non-academic programs, and student support services have occurred within an intentional framework of a visible directed emphasis on increasing student success. Student Affairs has also focused on sustainability to maintain and improve services despite resource reductions. Integration of Academic and Student Affairs has been a continued emphasis.

#### Strategies to Improve Student Retention and Increase Student Success

##### SAGA and Title III

The Success and Goal Attainment committee (SAGA) is a college-wide committee established in 2002 responsible to research and implement student success initiatives.<sup>1</sup> SAGA has been instrumental in student success and persistence initiatives. SAGA was instrumental in implementation of the Community College Survey of Student Engagement (CCSSE). SAGA has analyzed this data with the intent of raising faculty awareness of the results.

2005	Document imaging implemented for enrollment documents
	Piloted Fast Lane to Success, FYE learning community
	Developed Career Pathways networks
2006	Administered Community College Survey of Student Engagement
	Implemented Software (Lane Job Connection) for student job search
	Improved federal work study processing
	Effectuated Counseling's SARS-GRID scheduling software for student tracking
2007	Back On Course college success class intervention begun
	Improved under-18 admissions process
	New Process: Students filing FAFSA able to charge in Bookstore
	Created electronic billing process with proxy access for family members
	Document imaging implemented for financial aid documents
2008	Implemented online admissions process for Health Careers students, International Students
	Developed Online appointment system for testing, orientations and advising
	Streamlined student employment system
	Implemented New Student Information Sessions and improved Student orientation and advanced registration (SOAR).
	Received state certification of Associated Students of Lane Community College
	Financial services, student accounts integrated with Enrollment Services
2009	Title III grant awarded to improve student success and persistence
	Title III Funding for development of student web portal approved
	Back on Course received League for Innovation award
	Improved homepage to assist student access to information
	Awarded \$100,000 ACE/Wal-Mart grant for improved programs for veterans
	Planning begun for increasing the International Program
	Piloted mandatory student orientation, group advising for new students
Implemented Financial Aid TV available from the web	
Installed interactive student FAQ's on homepage	

Figure B.3.1: Key Activities by Academic Year

<sup>1</sup> For the breadth of SAGA activities see <http://www.lanecollege.edu/saga/whatis.html>.

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SAGA has also fostered development of First Year Experience (FYE) learning communities—efforts to intervene with students who are not making satisfactory academic progress, and has established the groundwork for *Engaging Students*, Lane’s new Title III grant, awarded in May 2008.<sup>2</sup> CCSSE data and questions have informed the assessment and design of the FYE program.

*Engaging Students* is a comprehensive, integrated program for new students enrolled in credit classes, either to earn a degree at Lane or transfer to a four-year university. The overall goal is to improve student success (persistence, graduation and transfer), as well the College’s fiscal sustainability, by providing:

1. a comprehensive, integrated first-year experience for new credit students
2. strengthened coordination and collaboration between Academic Affairs and Student Affairs
3. a holistic approach to student learning; and
4. a college climate that continuously improves practices that support success.<sup>3</sup>

*Engaging Students* focuses on improving student outcomes with a series of activities: integrated FYE learning communities, required orientation and advising, and a student web portal to improve student engagement and access to information. Lane has made substantial progress in the first six months toward meeting grant objectives with effective structures and processes. The campus community is becoming informed and there is already wide participation. Appropriate college governance councils are reviewing policies and practices that may impede student success.<sup>4</sup>

The web portal is well underway to full implementation. The product was identified: SunGard Luminis (hardware and software) has been purchased and installed. Lane’s Information Technology department has hired a technician responsible for portal implementation. Implementing the portal will improve communication to students with the goal of also increasing their engagement with the College. The awareness and effectiveness of all *Engaging Students* activities will be assessed via staff and student evaluative surveys as well as achievement of project goals.

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<sup>2</sup> See Appendix B.3.1: Summary of Lane’s College-wide Planning, 2002 – 08 (for *Engaging Students* captures major success and retention planning activities)

<sup>3</sup> See *Engaging Students: A Comprehensive First Year Engagement Program*, in the Standard Three evidence binder

<sup>4</sup> See minutes of Student Affairs Council 2008 -2009 in the Standard Three evidence binder

## Student Affairs Redesign

*Student Affairs* began a redesign process to continually promote quality of services in a fiscally sustainable manner in 2007, to ensure students receive excellent service despite fiscal constraints.

An all-staff meeting generated ideas about how *Students Affairs* as a whole can support the goals of *Engaging Students*. Enrollment, financial aid, orientation and advising services are all being reviewed and undergoing improvement. On-line and

in-person learning modules are being created so students have multiple modalities in which to participate. Counseling and Advising staff have experimented with various group models during the spring of 2009 to determine what works for future development. Mandatory group advising for new students was piloted fall 2009.

The redesign has also resulted in the consolidation or combining of some *Student Affairs* departments. For example, Student Life, the Multicultural Center and the Women's Program were consolidated under one Associate Dean, and Student Financial Services and Student Accounts were integrated with Enrollment Services. These changes have improved collaboration and coordination between staff to better serve students.

***Throughout Student Affairs, services are being redesigned in a proactive model so timely, front-end information and processes build a successful foundation for Lane students.***

## Counseling

Counseling redesign resulted in designing New Student Information Sessions (NSIS) and improved annual Student Orientation and Registration. The goal was to provide new students with "student success" information throughout the year, keeping students engaged with Lane on an on-going basis. The NSIS are providing the basis for establishing a required student orientation, a retention and success best practice. Lane will have implemented mandatory orientation for all credit students by fall 2010.

## Back On Course

At Lane, over 700 students are suspended from financial aid each term for not meeting standards for satisfactory academic progress. One example of *Student Affairs* redesign is *Back On Course*,<sup>5</sup> which provides an intervention for students who are not making satisfactory academic progress, an initiative recognized nationally by the League for Innovation in Community Colleges in 2008 as an exemplary practice. In *Back On Course* evaluations, 97% of students

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<sup>5</sup> For more information, see *Back On Course* home page at <http://www.lanec.edu/stuser/backoncourse.htm>

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reported they had improved self-management by learning strategies to establish goals, monitor progress, and use a calendar system.<sup>6</sup>

#### **Additional Improvements**

Many additional improvements have been implemented for specific student populations. For example, Disability Resources has moved away from a medical model of service delivery towards a social/cultural model, including department name change, new mission statement, revised department goals, and a new website with a range of format and language changes. Disability Resources has also received funding for a 3-year demonstration research grant through the Department of Education, which will focus on infusing social/cultural model concepts (including universal design) into 20-25 colleges across the nation.<sup>7</sup>

There is improved support for students of color. *Rites of Passage*, a bridge program for minority youth has stabilized and expanded, and the Women's Program has developed *Transiciones*, a bridge program specifically for Latina students. New connections between the Women's Program and the Multicultural Center have expanded entry opportunities for high school students and their families. There has also been improved access to scholarships, particularly an expansion of scholarships available to women.<sup>8</sup>

The student employment system has been streamlined through software (*Lane Job Connection*) for student job search, replacing paper driven processes. Barriers to student access to jobs were removed by reviewing existing procedures and making them more student-friendly.

A student veterans' resource office has been established to provide additional services and community resources for veterans. As a result of this work in 2009 the College was awarded a \$100,000 ACE/Wal-Mart grant to develop a first year experience program for veterans.<sup>9</sup>

Planning for growth in the international student program has resulted in creating the position of International Program Manager, which includes marketing, management and recruiting. Lane is developing a structure with revenue from international tuition and fees to pay for program costs, and profits available for reinvestment for further growth.

The College has continued to address and improve any disproportionate opportunities in men's and women's sports. An Athletics Leadership Committee was established in 2009 to fund-raise for student athlete scholarships. Lane also offers *Beyond the Field*, a specific college Success class for athletes.

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<sup>6</sup> *Getting Students Back On Course To Success*, presentation Student Success Conference Portland OR Feb 2009

<sup>7</sup> To view the grant, see the Standard Three evidence binder

<sup>8</sup> To view available scholarships, see <http://www.lanecc.edu/foundation/scholarshipopps.htm> - Women,

<sup>9</sup> See Lane's *Integration of Vets in Education (LIVE)* in the Standard Three evidence binder

### Co-Curricular Activities

Improvements in co-curricular activities support student leadership and engagement. Lane was a leader in developing the Oregon Community College Associated Student Government Certification, a process designed to:

- provide some consistency related to best practices among student government groups at Oregon Community Colleges.
- provide a reference for incoming student government members and advisors.
- reward student government groups for reaching a standard certification level of excellence.
- provide some institutional policy development and support for student government leaders and advisors.

A Council of Clubs consisting of one representative from each of the current clubs and organizations at Lane has been established to promote and co-sponsor activities. The Council is led by the ASLCC Multicultural Events Coordinator.

### Improved Support for Financial Aid

Enrollment and Student Financial Services has become virtually a paperless operation through document imaging for all enrollment documents and financial aid documents. Students who file a financial aid application can charge for books and supplies in the Bookstore prior to aid disbursement, resulting in reduced lines and improved service and support for students. Students now also benefit from increased processing speed for financial aid. State data shows Lane disburses more financial aid than other colleges in Oregon. In 2007/2008, Lane disbursed \$42,191,539 in financial aid funds; Portland Community College was second, disbursing \$ 25,945,045.<sup>10</sup>

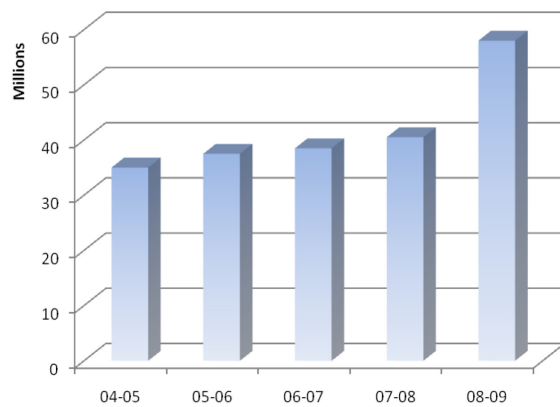


Figure B.3.2: Financial Aid  
Source: Lane Community College Enrollment Services

***Lane has faster financial aid processing than other community colleges in the state despite rapidly increasing applications.***

<sup>10</sup> See Appendix B.3.2: Financial Aid Expenditures

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#### Leveraging Technology to Improve Services to Students

Lane is a leader in online processes and resources. For example, the Lane homepage has been improved to assist students in accessing accurate information. Counseling has implemented an online appointment system, providing efficiencies for students and staff. Students can also make placement testing appointments online, and the College now has electronic billing with proxy access for family members

Guidelines for the under-18 admissions process have been clarified and communicated clearly to students via the web,<sup>11</sup> and the admissions processes for particular programs/groups of students have moved online (e.g., selective admissions in Health Careers, international students).

Finally, in 2009 Lane is in the process of implementing both Financial Aid TV, an electronic resource for financial aid information that students can access through the web, and software that allows an interactive set of frequently asked student questions and answers to be posted on the homepage.

#### Increased Integration of Academic and Student Affairs

The College has continued the process of integrating Academic and Student affairs. Since the 2004 evaluation, Adult Basic Skills, English as a Second Language, Academic Learning Skills (credit developmental education) and Tutoring Services moved to Student Affairs from Academic Affairs to improve retention and transition services, and increase departmental awareness of basic skills and students' developmental education issues.

Academic and Student Affairs deans and directors meet together on a regular basis for training and for working together on student success and retention, program planning, data collection and review. Lane has further developed learning communities that integrate student services and use student success principles in the classroom, such as Fast Lane, a first year learning community that integrates College Success, Effective Learning with Writing and Math classes, and Women in Transition, a first year 7 to 16 credit First Year Experience focused for women.

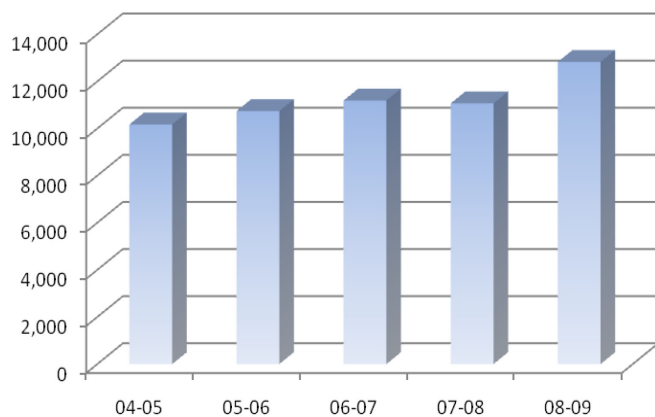


Figure B.3.3: Total Reported Annual FTE by Academic Year  
Source: Lane Community College

<sup>11</sup> See <http://www.lanec.edu/es/underage.html>.

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***Compare the current enrollment figures with those reported in the last institutional self-study report.***

#### **Enrollment Changes**

Lane's student enrollment grew 9.7% between 2004/2005 and 2006/2007. It declined slightly, 1.1%, in 2007/2008. Student enrollment grew rapidly again in 2008-09. In a recessionary economy with high local unemployment and business failure, students have been accessing Lane in record numbers for retraining.<sup>12</sup> However, declining state appropriation levels have had the result of devaluing reimbursement per FTE (see Standard 7).

#### **Summary**

Student Affairs is implementing initiatives to improve services and students' success despite rapid enrollment growth without corresponding resources. Continuous planning and evaluation inform these efforts as part of the College's commitment to closing the loop. For example receiving the *Engaging Students* Title III grant was the result of several years of planning and assessment. Lane continues to provide innovative quality services, student support that is embedded in instructional programs and co-curricular programming that enhances student engagement and promotes student leadership.

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<sup>12</sup> For details of enrollment see <http://www.lanec.edu/research/ir/documents/FTEEnrollmentpg12-21.pdf>.

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Appendices

Appendix B.3.1 - Summary of Lane’s College-Wide Planning, 2002 – 08

2002-03 School Year	
1	Success and Goal Attainment (SAGA) began to examine how successful students progress and how to institutionalize those practices at Lane.
2	The Self-Study for Lane’s accreditation identified Lane’s strengths, challenges, and improvements needed.
3	Lane revised its strategic plan, mission statement, core values, and strategic directions with an increased emphasis on creating a learning-centered environment.
4	Seven Lane faculty and staff attended Vincent Tinto’s seminar on retention strategies for two-year colleges and returned to Lane with a goal to improve campus-wide retention planning through SAGA’s work.
5	Learning Communities Leadership Team attended at the Washington Center for Improvement of Higher Education Institute, with the goal of implementing learning-communities across campus—a <i>First Year Experience</i> (FYE) best practice.
2003-04 School Year	
1	SAGA and the Learning Communities Leadership Team (LCLT) independently continued their work to improve student experiences at Lane.
2	SAGA membership expanded to represent a broader cross section of campus stakeholders, investigated best retention practices, and identified the best practices for student success.
3	Seven governance councils: college, diversity, facilities, finance, learning, student affairs and technology were established to develop policy and plans in their respective areas to improve students’ college experiences.
2004-05 School Year	
1	The seven governance councils developed plans under the umbrella of the college’s strategic plan. The Learning and Student Affairs governance councils’ plans focused on policies and strategies to improve student success.
2	Lane successfully piloted Fast Lane to Success, an FYE learning community. Fast Lane was highly effective for its 30 students. Ninety percent persisted to the next term (as compared to 76 percent of other first-year students who attended orientation and 61 percent of other first-year students who did not attend orientation).
3	A cross-section of leaders from different committees and councils came together to form the Title III planning committee and affirmed FYE as the focus with the integration of instruction and student services as central to addressing retention and student engagement. (The Title III RFP was not released that year.)
4	Lane established an FYE project team whose goal was to further develop an expanded pilot of Fast Lane to Success as a comprehensive FYE, based on learning communities, with integrated key student services and other co-curricular activities (e.g., orientation, advising, tutoring, peer mentors, supplemental instruction) that support student learning.



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<b>5</b>	The college developed Career Pathways networks—organizational learning structures with articulation to four-year colleges (1) to assist community college students in their successful transitions from community college onto work or further education and (2) to facilitate student learning and engagement within a particular field/career.
<b>6</b>	The college developed the Regional Technical Education Consortium (RTEC), career pathways designed specifically to facilitate educational opportunities for K-12 students in community college. (RTEC helps engage K-12 students in their learning and career/academic choices before and upon entering college.)
<b>7</b>	To support SAGA’s inquiry into student success, the Institutional Research Assessment & Planning (IRAP) office administered the Community College Survey of Student Engagement (CCSSE). This survey has informed the design of Lane’s FYE program & helped the college identify significant institutional strengths & weaknesses.
<b>8</b>	A broad-based college committee participated in the first phase of Foundations of Excellence for community colleges, developing its own dimensions for new students. (The Policy Center on the First Year of College [Policy Center] leads a nationwide project, funded by the Lumina Foundation, designed to enhance the learning and retention of beginning students. Known as Foundations of Excellence® in the First College Year and originally piloted in four-year institutions, this project has now been developed for two-year colleges.)
<i>2005-06 School Year</i>	
<b>1</b>	The FYE planning committee attended the Washington Center for the Improvement of Higher Education Institute to develop a plan for a comprehensive FYE.
<b>2</b>	The college held strategic professional development in-service to support FYE and assessment including: one session intended to raise college-wide awareness of the importance of increasing student retention and success (Fall 05); a two-day assessment workshop focused on building a culture of evidence at Lane in response to self-study findings; a workshop aimed at strategically developing supplemental instruction for gatekeeper classes (Fall 05); and an 11-week seminar for 12 faculty involved in assessment projects in order to improve educational outcomes for students (Spring 06 and later in Spring 08).
<b>3</b>	The college implemented the expanded Fast Lane to Success FYE for 64 students, with the addition of a third class in writing. The project also included peer mentoring and advising.
<b>4</b>	The college reaffirmed the focus for a Title III proposal to improve student success by developing an FYE to reach all new students, and implementing a web-based communication system for students and staff (i.e., a portal).
<b>5</b>	The LCLT refined its criteria for funding new learning communities to include retention and success, thereby beginning to integrate retention into the common language and culture of the college.
<b>6</b>	SAGA added a seventh best practice for student success: collaborative and active learning strategies.
<b>7</b>	The college provided training for 50 faculty in a student-empowerment and success model, On Course, which helps students take responsibility for their learning process and fosters active, engaging pedagogies for faculty.
<b>8</b>	As part of annual unit planning, department heads focused on strategies to improve retention and success in their respective academic programs.
<b>9</b>	CCSSE results were used in campus group discussions as a way to raise awareness of Lane’s standing with other colleges, as one measure of engagement. These results provided the basis for FYE assessments of engagement and planning for future FYE activities.
<b>10</b>	Lane submitted its Title III proposal in July 2006. The proposal scored well (96.7%) but was not selected.

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#### 2006-07 School Year

1	Vincent Tinto, expert in student retention and success, visited Lane and consulted with faculty and staff on improving Lane’s retention efforts.
2	Student Services staff and faculty collaborated to develop and assess an intervention for students who did not achieve satisfactory academic progress. Back On Course, a one-credit College Success class, was piloted to over 275 students.
3	Campus-wide, began discussions about Lane’s pervasive culture of the “freedom to fail” (which looks at student choice as premier) vs. the “right to succeed” (which provides success pathways and constrains choice to ensure success). Identifying the significance of this shift has been a key concept in shaping FYE.
4	The college provided curriculum development funds to eight faculty to develop courses that integrate On Course strategies into various curricula.
5	Evidence-based improvements to planning efforts begin: placement test validity study; importance for retention of students’ enrollment in writing classes in their first-year; causes and effects of DWIF/No Credit grades to retention; student-preparedness: pre- and co-requisites.

#### 2007-08 School Year

1	Continued evidence-based improvements to planning efforts in SAGA (e.g. using outcomes from the Back On Course pilot to plan earlier interventions; piloting both credit and noncredit supplemental studies interventions and changing interventions based on data-driven outcomes).
2	New creative expansion of FYE: a math-track Fast Lane to Success was planned for implementation in 2008-09; an International Bridge program to guide ESL students to the credit program was implemented.
3	The college provided additional curriculum development funds to embed On Course strategies into diverse programs, including at-risk students or students with special needs (e.g., for athletes).
4	Back On Course (2006-07) evaluation data confirms that students need the combination of timely and clear information and the opportunity to learn how to navigate academic and bureaucratic hurdles to their education.
5	Instructional Redesign Task Force affirmed the role of FYE components in redesign for fiscal sustainability.

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*Appendices*

***Appendix B.3.2 - Weekly comparisons by Academic Year of financial aid applications and disbursement per year at Lane.***

**Fiscal Year 2007 - 2008**

<i>College</i>	<i>Administrative Costs</i>	<i>Tuition Discounts / Waivers</i>	<i>Scholarships and Grants</i>	<i>Loans</i>	<i>Work Study</i>	<i>Other Costs</i>	<i>Total</i>
<i>Blue Mountain</i>	188,958	279,574	2,345,885	0	76,016	294	<b>2,890,728</b>
<i>Central Oregon</i>	482,949	0	4,765,161	0	130,710	0	<b>5,378,820</b>
<i>Chemeketa</i>	1,412,975	0	13,473,236	774,299	0	0	<b>15,660,510</b>
<i>Clackamas</i>	1,321,397	634,463	4,613,278	3,773,489	140,931	0	<b>10,483,558</b>
<i>Clatsop</i>	228,600	6,749	1,191,341	609,846	88,654	0	<b>2,125,189</b>
<i>Columbia Gorge</i>	53,310	1,871	69,521	0	4,838	0	<b>129,540</b>
<i>Klamath</i>	209,069	6,722	1,569,749	970	46,996	0	<b>1,833,506</b>
<i>Lane</i>	1,507,875	150,763	14,897,038	25,099,060	536,803	0	<b>42,191,539</b>
<i>Linn-Benton</i>	621,214	68,958	7,059,506	423,819	240,481	0	<b>8,413,977</b>
<i>Mt. Hood</i>	628,000	6,939,000	631,000	406,000	0	0	<b>8,604,000</b>
<i>Oregon Coast</i>	3,475	0	4,043	0	3,219	0	<b>10,737</b>
<i>Portland</i>	1,865,037	0	18,032,993	1,445,961	801,249	3,799,804	<b>25,945,045</b>
<i>Rogue</i>	557,706	120,174	6,443,614	0	167,955	0	<b>7,289,449</b>
<i>Southwestern OR</i>	368,900	161,278	3,286,250	0	96,527	26,117	<b>3,939,072</b>
<i>Tillamook Bay</i>	38,208	24,468	36,122	23,823	0	0	<b>122,621</b>
<i>Treasure Valley</i>	268,409	400,465	2,485,740	4,155,715	137,976	1,463	<b>7,449,768</b>
<i>Umpqua</i>	326,907	0	3,686,255	4,482,153	139,046	130,525	<b>8,764,886</b>
<b>Total</b>	<b>10,082,988</b>	<b>8,794,484</b>	<b>84,590,734</b>	<b>41,195,135</b>	<b>2,611,401</b>	<b>3,958,203</b>	<b>151,232,944</b>

Note: Includes General, Special Revenue and All Other Funds. Does not include Debt Service or Plant Additions. Source CCFIS (Oregon Community College Financial Information System) Database.

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**Appendix B.3.3 - Weekly comparisons by Academic Year of financial aid applications and disbursement per year at Lane.**

