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2005	Began document imaging for all enrollment documents
	Piloted Fast Lane to Success, an FYE learning community
	Developed Career Pathways networks
2006	Developed the Regional Technical Education Consortium (RTEC), career pathways
	Administered the Community College Survey of Student Engagement
	Implemented Software (Lane Job Connection) for student job search
	Improved federal work study processing
	Implemented SARS-GRID scheduling software in Counseling for student tracking
2007	Development of Back On Course, college success class intervention for students not making satisfactory academic progress
	Students who file a FAFSA can charge in the Bookstore- Fall 2006
	Electronic billing with proxy access for family members -Fall 2006
	Document imaging implemented for financial aid documents.
2008	Improved under 18 admissions process-Summer 2006
	Moved admissions process online for Health Careers students, International Students
	Created online appointment system for testing and other Counseling functions e.g. orientations and advising
	Streamlined student employment system
	Counseling redesign resulting in New Student Information Sessions and improved Student orientation and advanced registration (SOAR).
	State certification standards developed for student governments and the Associated Students of Lane Community College attain state certification.
2009	Completed document imaging for all enrollment documents
	Financial services and student accounts integrated with Enrollment Services Summer 2008
	Funding for the development of the student web portal was approved through Title III
	Back on Course received League for Innovation award
	Improvements in homepage to assist students to access accurate information were made in winter 2008
	College received Title III grant to improve student success and persistence
	College received \$100,000 ACE/Wal-Mart grant for improved programs for veterans
	Planning for increasing the International Program
	Piloting of mandatory student orientation and group advising for new students
	Financial Aid TV available from the web
	Interactive student frequently asked questions available on homepage by fall 2009

Figure B.3.1: Key Activities

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What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why? Compare the current enrollment figures with those reported in the last institutional self-study report.

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 been focused on sustainability, maintaining and improving services despite reductions in resources. There has been a continued emphasis on the integration of Academic and Student Affairs.

Strategies to improve student retention and increase student success

SAGA and Title III

The Success and Goal Attainment Committee (SAGA), a college wide committee responsible for researching and implementing student success initiatives was established in 2002.¹ SAGA has been instrumental in guiding the

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

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development of efforts to improve student success and persistence.

These include:

- the development and piloting of First Year Experience learning communities - efforts to intervene with students who are not making satisfactory academic progress
- implementing CCSSE a survey of student engagement, and
- establishment of the groundwork for Engaging Students, Lane's newly awarded Title III grant. The grant was awarded in May 2008.²

The *Engaging Students* Title III grant is a comprehensive, integrated First Year Experience program (FYE) for new students who are enrolled in credit classes and who intend 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 through 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.*³

Engaging Students focuses on improving student success outcomes through establishing a series of FYE activities including integrated 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 creating *Engaging Students*, and meeting the grant objectives.⁴ Effective structures and processes including a steering committee, and specific task groups have been established to accomplish the development of *Engaging Students*. A number of work teams have been organized to carry out the tasks related to launching the comprehensive, integrated FYE. Presentations about *Engaging Students* have been made across campus, informing faculty and staff in varied capacities and disciplines about the initiative, and providing ways for them to be involved. The campus community is much better informed and there is already wide participation. Appropriate college governance councils are involved in the review of college policies and practices that may impede student success.⁵

The web portal is well underway to full implementation. The product was identified: SunGard Luminis, hardware and software has been purchased and installed. The SunGard

² A summary of the college's planning activities for *Engaging Students* captures major success and retention planning activities is included in Table 1, Appendix A.

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

⁴ See *Title III Year One Interim Performance Report* in the Standard Three evidence binder

⁵ See *minutes of Student Affairs Council 2008 -2009* in the Standard Three evidence binder

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consultant has been to the Lane Campus several times and is assisting in bringing multiple views and many layers of input into the portal implementation process so the best possible product is launched. The Lane Information Technology department has hired a technician who is responsible for implementation of the portal. Students, faculty and staff are excited about the potential benefits that the web portal will provide.

Student Affairs redesign

Student Affairs began a redesign process in 2007 to ensure that students received excellent service despite fiscal constraints. Throughout Student Affairs, services are being redesigned in a proactive model so that timely, front-end information and processes build a success foundation for Lane students. A Student Affairs all-staff meeting was held to generate 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 processes. On-line and in-person learning modules are being created so that students have multiple modalities in which they can 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 will be 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.

Counseling redesign resulted in designing New Student Information Sessions (NSIS) and improved annual Student Orientation and Registration (SOAR). 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 students by fall 2010.

Back On Course

Back On Course,⁶ a one-credit college success class was developed in collaboration between Student Financial Aid, Counseling, and Enrollment Services. This class provides an intervention for students who are not making satisfactory academic progress and was recognized nationally by the League for Innovation as an exemplary practice in 2008. *Back On Course* is designed to assist students who are having academic problems and help them get 'back on course' to academic success.

At Lane, over 700 students are suspended from financial aid each term for not meeting standards for satisfactory academic progress. *Back On Course* helps students learn how to address the various barriers that prevent achieving this progress, clarifies college policies and expectations, and links students with campus resources. Over 93% of students who have completed *Back On Course* report it has helped them improve academically. In

⁶ For more information, see home page at <http://www.lanec.edu/stuser/backoncourse.htm>

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course evaluations, 97% of students stated they had improved self-management by learning strategies to establish goals, monitor progress, and use a calendar system.

In the pilot year, 2006-07, 292 students enrolled in *Back On Course*. 73% of the students who completed the class achieved academic good standing, requiring completion of at least 75% of their credits with at least a 2.0 GPA. It is noteworthy that 81% of the students who began the *Back On Course* class and stopped attending by the 3rd week did not achieve good standing. For students who did not choose to attend *Back on Course*, only 25% were able to attain good academic standing on their own.⁷

Additional Improvements

Many additional improvements have been implemented for specific student populations:

- 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, a new website with a range of format and language changes.⁸ 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.⁹
- There is improved support for students of color. Rites of Passage, a bridge program for minority youth has stabilized and expanded, 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 been improved access to scholarships, particularly an expansion of scholarships available to women students.¹⁰
- The student employment system has been streamlined through implementing 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.¹¹
- Planning for growth in the international student program has resulted in creating the position of International Program Manager, which includes marketing, management and recruiting. A structure is being developed where revenue from international tuition and fees are used to pay for the program costs with profits available for reinvestment for further growth.

⁷ *Getting Students Back On Course To Success*, presentation Student Success Conference Portland OR Feb 2009

⁸ To review these changes see <http://www.lanec.edu/disability/>

⁹ To view the grant, see the Standard Three evidence binder

¹⁰ To view available scholarships, see <http://www.lanec.edu/foundation/scholarshipopps.htm> - Women,

¹¹ See Lane's Integration of Vets in Education (LIVE) in the Standard Three evidence binder

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- 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. *Beyond the Field*, a specific College Success class for athletes is also offered.

Co-Curricular Activities

There have also been improvements in co-curricular activities that 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.

To acquire certification, each student government submits a document to a subcommittee of the Oregon Community College Council of Student Services Administrators (CSSA). The Associated Students of Lane Community College (ASLCC) have received certification in 2008 and 2009 are among 12 colleges to receive the certification. Also, 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 lead by the ASLCC Multicultural Events Coordinator.

Improved support for enrollment processes

- Enrollment and Student Financial Services has become a virtually paperless operation through document imaging for all enrollment documents and financial aid documents.
- Students who file a financial aid application (FAFSA) can charge for books and supplies in the Bookstore prior to aid disbursement, resulting in reduced lines and improved service and support for students.
- Increased processing speed for financial aid: Lane has faster financial aid processing than other community colleges in the state despite rapidly increasing applications. State data show that Lane disburses more financial aid than other colleges in Oregon. In 2007/2008, Lane disbursed \$42,191,539 in financial aid funds; the next biggest disbursement was Portland Community College which disbursed \$ 25,945,045.¹² Figure B.3.2 shows the financial aid disbursement per year at Lane. This year's rapidly increasing enrollment has strained financial aid capacity and processing speeds have slowed, although the staff are ahead of disbursement rates this year from last year.¹³

¹² See Table 2 Appendix 3A

¹³ For weekly comparisons by Academic Year of financial aid applications and disbursement per year at Lane see Table 3

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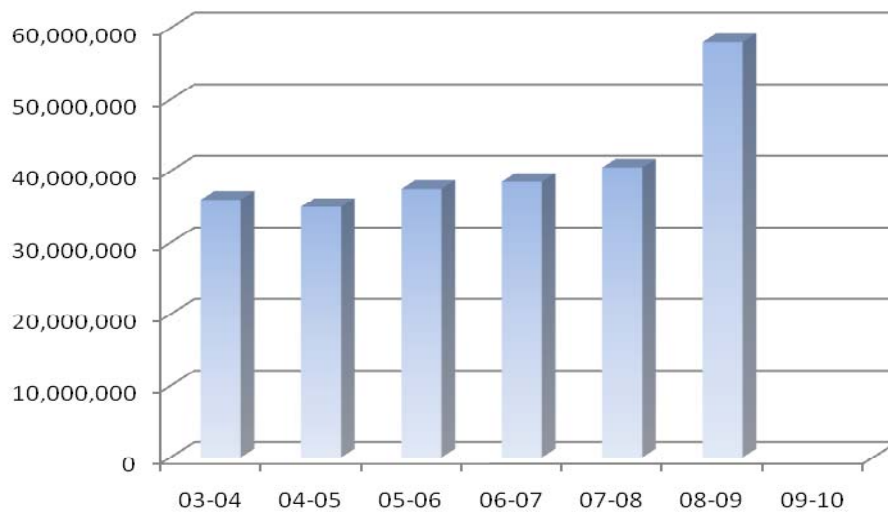


Figure B.3.2: Financial Aid Disbursements by Academic Year

Leveraging technology to improve services to students

Lane is a leader in online processes and resources:

- The Lane homepage has been improved to assist students in accessing accurate information
- Counseling has moved to an online appointment system providing efficiencies for both students and staff. Students can also make testing appointments online.
- The college now has electronic billing with proxy access for family members
- The guidelines for the under-18 admissions process have been clarified and communicated clearly to students via the web¹⁴
- The admissions process for particular programs/groups of students has been moved to online versus paper e.g. Health Careers students, international students.
- 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

- 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 these Student Affairs departments' awareness of basic skills and students' developmental education issues.

¹⁴ See <http://www.lanec.edu/es/underage.html>.

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- 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.
- There has been further development of learning communities that integrate student services and use student success principles in the classroom e.g. 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.

Enrollment changes

After losses in the preceding years due to declining state resources and budget cuts, student enrollment grew 9.7% between 2004/2005 and 2006/2007. It declined slightly, 1.1%, in 2007/2008. Student enrollment grew rapidly again this year. In a recessionary economy with high local unemployment and business failure, students have been accessing Lane in record numbers for retraining. Although final FTE reports are not complete, preliminary estimates indicate a 15.9% increase in FTE for the college in 2008-2009.¹⁵

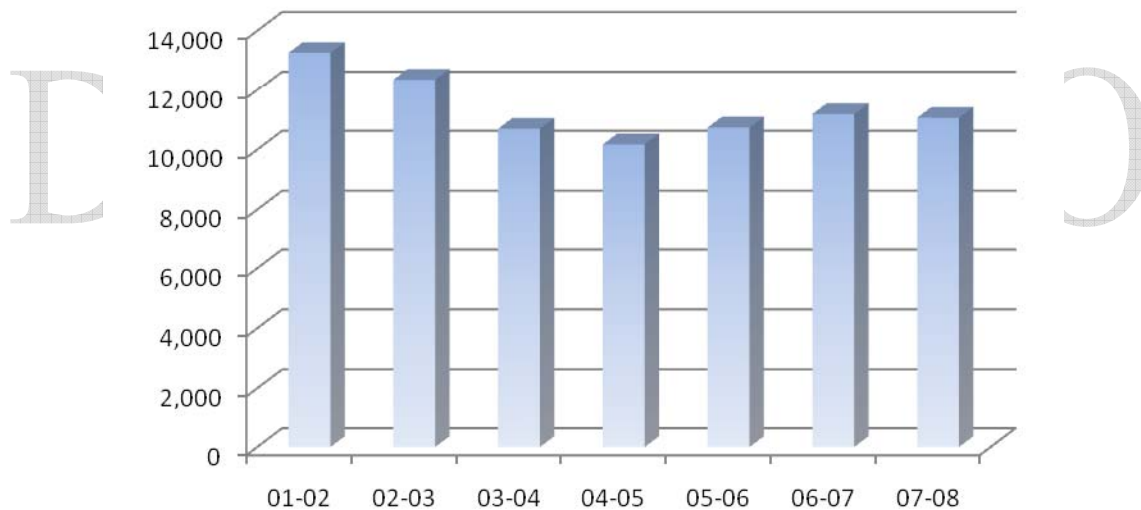


Figure B.3.3: Total Reported Annual FTE by Academic Year

Summary

Student Affairs is in the process of implementing several initiatives that should improve both services to students and students' success despite rapid enrollment growth without corresponding resources. 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.

¹⁵ For details of enrollment see <http://www.lanec.edu/research/ir/documents/FTEEnrollmentpg12-21.pdf>