

Lane Community College: Unit Planning
SUCCESS and GOAL ATTAINMENT Committee

Program Analysis

Key Question: Please review the planning initiatives that were identified in the annual planning cycle. Provide a summary analysis of your work completed last year in relation to your annual planning initiatives by responding to the following questions.

**II. What did your unit accomplish last year in relationship to the annual planning initiatives?
Other accomplishments not related to the annual planning initiatives?**

The Success and Goal Attainment committee (SAGA) evolved from the February, 2001 Success and Retention charter authorized in the 2000-01 Enrollment Management Plan. The purpose as stated in the charter was to:

- ☐ coordinate success and retention efforts that are guided by informed vision
- ☐ summarize retention efforts that have been made to date
- ☐ determine how these efforts compliment or overlap each other
- ☐ understand barriers to success and retention from both a student point of view and a faculty/staff point of view
- ☐ bring data into the developmental and decision-making processes related to success and retention
- ☐ determine criteria and target areas for success and retention efforts through an inclusive process and consistent with the College's mission and goals
- ☐ establish the extent of college-wide and community involvement in success and retention efforts
- ☐ identify resources that are critical in moving success and retention efforts forward
- ☐ benchmark with other institutions
- ☐ glean best practices from the literature on student success, retention, and related areas

SAGA's 2003-04 literature review resulted in the emergence of six areas of best practice for supporting student success and retention. Those six best practice areas are:

1. First Year Experiences
2. Academic Advising
3. Learning Communities
4. Supplemental Instruction
5. Early Warning and Intervention Systems
6. Campus Climate/Supportive Learner Environment

SAGA has been successful in initiating efforts to improve the retention and success of Lane students. We believe it is important to submit a Unit Plan for 2006-07 to request support and resources for our efforts. The Unit Plan will be structured around the six best practice areas.

SAGA Accomplishments by Best Practice Area:
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1. First Year Experience

Definition: College students are at greatest risk of dropping out and not completing college during their first year. There is clear indication throughout the retention literature that structured first year experiences and “front door” services are extremely important in supporting student retention and success.

Accomplishments:

- A. Piloted Fast Lane to Success in fall 2004 to provide a First Year Experience for new Lane students.
- B. Assessed the pilot and learned Fast Lane to Success improved persistence rates across terms.
- C. Planned a more comprehensive First Year Experience (FYRED UP) as part of planning for Title III grant, and prepared some components for implementation in fall 2005.
- D. Participated in the Foundations of Excellence Phase I project and developed Foundational Dimensions to guide the creation of First Year Experiences at Lane.
- E. Conceptualized, planned and implemented Fall Kick-Off 2005.
- F. Supported the development of *Everything You Ever Wanted To Know About Starting College*, a new free, late-start non-credit course implemented fall 2005.

2. Academic Advising

Definition: Academic advising is a process designed to assist students to clarify their life/career aspirations and develop specific plans for achieving them. The product of effective advising is a student who has an academic plan based on accurate information about the job market and the motivation to implement it.

Academic advising is characterized by on-going conversation and information exchange. It is not a one-time intervention but an ongoing relationship that help students continuously refine their goals and plans for meeting them as they gather more information and experiences. The advisor serves as a facilitator of students’ thinking about new information, helps them plan learning experiences, and serves as an agent of referral to other campus services as needed. Best practice academic advising programs are intrusive. In other words, they don’t allow students to “opt out” of academic advising in order to choose their courses and develop their overall education plans in isolation.

Accomplishments:

- A. Redesigned Early Orientation and Registration (EOAR) to promote more Academic and Social engagement.
 - Students are now placed into smaller groups
 - Groups are composed of students with the same academic interest area
 - Students stay in the same stay group throughout the entire EOAR session
 - Groups are led by the advisor/counselor who specializes in their academic interest area

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- Increased support for helping students register before leaving campus on the day of the EOAR session
- These changes resulted in a 15% increase in the number of student registrations by the end of EOAR
- B. As of fall 2005, counselors/advisors can release students for Advance Registration themselves. Advance registration forms used to be batched and entered by clerical within 24 hours of students completing advanced registration advising with their counselor/advisor. New Banner functionality now allows students to register immediately after or during their meeting with their counselor/advisor.
- C. Assigned Counselors for undecided/undeclared students in FYRED UP! project.

3. Learning Communities

Definition: Learning Communities (LC's) are an effort to actively involve students in learning. LC's are designed to change the manner in which students experience curriculum and the way they are taught. LC's promote shared, collaborative learning experiences among students across linked classes. It requires students to work together in groups and become responsible for their own and others' learning.

Accomplishments:

- A. Planned a 3-course *Fast Lane to Success* Learning Community for Lane's FYRED UP! project for implementation in Fall 2005. The Learning Community includes: 1) Effective Learning, 2) College Success: On Course, and 3) one of three levels of Writing (WR95, WR115, or WR121).
- B. Participated on Lane's team at Evergreen Summer Institute on Learning Communities to develop comprehensive FYE Learning Communities with Sustainability focus.
- C. Increased publicity and marketing of Learning Communities.
- D. WR 115 is now totally linked in the *Women in Transitions* Learning Community.

4. Supplemental Instruction

Definition: Supplemental Instruction (SI) is an academic assistance program that utilizes regularly scheduled peer- or tutor-led study sessions specifically linked to targeted, high-risk courses. The purpose of SI is to improve grades and reduce attrition in these historically difficult classes. The SI leaders attend the targeted courses, and then work with students outside class in small groups to integrate the course content and to develop learning strategies.

Accomplishments:

- A. EL 113 is new course offered through Academic Learning Services that is designed to provide an Effective Learning class to students in targeted classes.

5. Early Alert Systems

Definition: An effective early alert system detects students who are having academic or personal problems before they begin to fail and responds with interventions customized to address each student's unique needs. According to David Crockett, senior vice president of Noel-Levitz, there are two

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important goals of an effective Early Alert/Warning System. 1) To identify in advance of enrollment, “high-risk” or drop-out prone students who could benefit from institutional intervention; and 2) to identify enrolled students as they begin to experience academic or personal problems that may be reduced through institutional intervention.

Accomplishments:

- A. Established SAGA subcommittee to work with Enrollment Services and Student Financial Services to develop consistency in the formulas used to calculate satisfactory academic progress.
- B. Gathered data to track the effect of changes in Financial Aid’s calculation of satisfactory academic progress.
- C. Utilized Noel-Levitz College Student Inventory with TRiO students to assess possible ways to utilize it at a broader level.
- D. Utilized Noel-Levitz College Student Inventory in FYRED UP! Learning Community to assess possible ways to utilize it at a broader level.
- E. Placement Testing provided at several high schools.

6. Campus Climate/Supportive Learner Environment

Definition: This focus area is chiefly concerned with how easy it is for students to interact with institutional systems, how they are treated by those with whom they interact, and how close an organization is coming to providing the amount of assistance possible given its allocated resources.

Among other things, an organization performing highly in this area would be characterized by:

- *Systems that make sense to students and are easy to navigate.*
- *Providing needed information those new to the college*
- *Welcoming and encouraging classroom learning environments.*
- *Evaluation of decisions based on how students were impacted relative to how they might have been impacted by alternative decisions*
- *Performance appraisal systems with criteria that focus primarily on an employee’s effectiveness at fostering student success*
- *Employee reward systems where that benefit those who provide exceptional customer service.*

Accomplishments:

- A. In 2004-05, SAGA formed a Communications Subcommittee to facilitate an educational campaign campus-wide about best practices in retention and student success.
- B. During Spring term 2005, the Communications Subcommittee wrote a series in The Daily highlighting each of the 6 best practice areas.
- C. A SAGA website was developed and went live in Spring term 2005.
- D. During Winter term 2005, SAGA collaborated with Institutional Research and Planning (IRAP) to administer the Community College Survey of Student Engagement (CCSSE).
- E. Part of the CCSSE administration procedures involved an educational campaign via Emails from the President and Vice President for Instruction and Student Services to help the

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campus community understand why we were administering the CCSSE and the importance of student integration and engagement.

- F. Expanded SAGA membership.
- G. Completed and disseminated “The SAGA Report”.
- H. Reported to and engaged Executive team and Board in SAGA’s work.
- I. Established a library collection with an associated website that provides numerous retention articles and resources.
- J. Visited Mt. Hood Community College to learn about their retention initiatives.
- K. Provided input to Learning Plan and Student Affairs Plan.
- L. Solicited ‘Tips’ from Lane Community College faculty for Lane Community College faculty and made them available via the SAGA website, Spring 2005.
- M. Planned Mid-term/Finals Preparation Workshop which was presented for the first time October 21, 2005.

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II. What are the areas that still need attention?
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First Year Experience

- The existing First Year Experiences need to be expanded to reach more students.
- The College needs to develop more methods for connecting new students to other Lane students and Lane faculty and staff in their first year.
- There is very little Infrastructure (i.e., staff, recurring funding, activities/events, focused recruitment efforts, relationships with K-12, policies and procedures, etc.) to support the development and sustaining of first year experiences for students.
- Neither traditional nor non-traditional students experience a seamless transition when they set out to become students into Lane.
- The plan for a students' first year at Lane Community College needs to be more comprehensive and integrated and needs to really provide for a full year of experiences that facilitate students' satisfaction, engagement, and learning.

Academic Advising

- There is not an intentional system in place for connecting a student to a specific person in the academic advising system. This results in a weaker relationship between student and advisor and results in less advising tailored to the individual and more advising tailored to an academic program's requirements.
- There is no requirement for early academic advising.
- We lack the systematic provision for more intensive advising for those at most risk.
- Timely access to counselors/advisors in general can be difficult especially in "high demand" areas.

Supplemental Instruction

- Supplemental Instruction targeted at "high-enrollment X low success rate" courses is virtually non-existent at Lane Community College.

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Early Alert and Intervention Systems

- Though academic risk factor data is available via placement test scores, very few entry-level classes have placement test score minimums.
- There is a need for a systematic evaluation of how to use prerequisite course requirements to improve student success.
- There is no effort outside of TRiO and the Women in Transition program to systematically identify students' non-academic risk factors -- *before they enroll*.
- Outside of TRiO and Athletics, there is no systematic effort to identify -- *during a term*-- those students who are struggling academically and provide them with help.
- The Enrollment Services and Financial Aid systems identify -- *between terms* -- students who are not making Satisfactory Academic Progress (SAP). However, the formulas for SAP are not coordinated. These systems could be more effective if they were consistent, provided detection of academic problems earlier, and required students to participate in interventions designed to help them become successful.
- There is no thoughtfully-conceived continuum of intervention options for helping students who are struggling academically.

Campus Climate/Supportive Learner Environment

- Data is underutilized when making important decisions; sometimes because we just don't have it and sometimes because we just don't use it.
- Impact on student learning is regularly not the focus of concern when important decisions are made.
- The college struggles to balance the demands of employee groups and the needs of students.
- The retention fundamental of *student friendly customer-oriented learning environment* seems to be sacrificed or ignored in the face of competing forces.
- Front line student services often suffer in times of budget cuts in favor of other interests.
- Lane Community College's image is inconsistent which can hinder marketing efforts. While employees seems to feel very good about the education provided students, there seems to be a negative image regarding about how we conduct internal business referred to as "The Lane Way" that diminishes the quality of the College's overall image.
- The institution has not utilized available data to identify the "high-enrollment X low success rate" courses.

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- Key events are scheduled with little awareness of the larger college calendar. For example:
 - All instructional departments were closed for in-service on the first day of open registration.
 - Enrollment Services was closed until 10:00 on the first day of open registration
 - Classified participation day was on the first day of advanced registration for Winter term
 - Advance registration advising begins when new students have been here only a few weeks.
 - All instructional departments had a mandatory meeting on the day of Fall Kickoff.

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III. Considering your responses to questions 1 & 2 and emerging needs and demands, what are your plans for next year? This conclusion should be the foundation on which initiatives are built.

SAGA is currently working on comprehensive goal development for 2005-06 and beyond. The goals listed below are not a complete list of all SAGA's goals, but many that are listed are related to Unit Planning initiatives for 2006-07.

1. First Year Experience:

SAGA's aspiration in this best practice area is:

New students at Lane Community College will achieve a strong academic and social integration during their first year.

2005-06:

- A. Continue planning during 2005-06 for an expanded, comprehensive first year experience that meets varied needs of diverse first year populations at Lane.
- B. Develop a Title III grant proposal to be submitted in March 2006. Include infrastructure for Lane's First Year Experience. If approved, funding would begin Fall 2006.

2006-07:

- C. Implement an improved and expanded Fall Kick-Off to reach 500 students and family members in September 2006. Develop programming that includes faculty and staff from all Lane departments.
- D. Implement expanded first-term Fast Lane to Success to more students (e.g. P/T programs, student athletes, high school students).
- E. Have a second and third term Learning Community for at least one section of Fast Lane.
- F. Continue planning to roll out at least one themed year-long Learning Community for first year students in Fall 2007.

2. Academic Advising:

SAGA's aspiration in this best practice area is:

Students will set academic and career goals based on reliable information and progress towards them efficiently. Each student will meet with the appropriate counselor or academic advisor at least once per term during the first year and at least once per year thereafter.

2005-06

- A. Research various models of providing graduated advising services.

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3. Learning Communities:

SAGA's aspiration in this best practice area is:

Support and collaborate with the Learning Community Leadership Team to maximize the effectiveness of Learning Communities at Lane Community College.

2005-06

- A. Increase awareness for faculty, staff and students about the benefits of Learning Communities in order to increase enrollment so there are full cohorts in all LCs.
- B. Address the barriers to registration for Learning Communities.
- C. Explore the possibility of opening registration for LCs prior to registering for stand alone classes.
- D. Plan for expanded offerings of Fast Lane to Success.
- E. Plan for a year-long, themed Learning Community/First Year Experience to be implemented in 2006-07.

2006-07

- F. Begin the early registration for Learning Communities prior to early registration for other classes.
- G. Implement expanded offerings of Fast Lane to Success.
- H. Implement the year-long, themed First Year Experience Learning Community.
- I. Increase the number of offerings of targeted LCs that address student needs.

4. Supplemental Instruction:

SAGA's aspiration in this best practice area is:

Maximize the positive impact of supplemental instruction.

2005-06

- A. Analyze the available data to identify "gate keeper" classes that typically have low success rates for students.
- B. Work with Academic Learning Services to plan to provide pilot Supplemental Instruction services in some of those "gate keeper" classes.
- C. Plan for increased pairings of Effective Learning classes with specific content areas.
- D. Apply for Supplemental Instruction to be an SLI project.

2006-07

- E. Implement the Supplemental Instruction pilot(s). SAGA supports the Academic Learning Skills department's Initiative to Increase success rates for students in "roadblock" classes.
- F. Implement at least three additional pairings of Effective Learning targeted to specific, historically-difficult content areas.

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- G. Evaluate the results to determine the effects on successful completion rates.

5. Early Warning and Intervention Systems:

SAGA's aspiration in this best practice area is:

Empower students to succeed by providing them with timely information about their academic preparedness and progress and with customized intervention plans.

2005-06

- A. Align the Financial Aid and Enrollment Services Satisfactory Academic Progress standards.
- B. Pilot an intervention aimed at first term probationary students.

2006-07

- C. Explore efficient methods for a mid-term progress report system.

6. Campus Climate/Supportive Learner Environment:

SAGA's aspiration in this best practice area is:

Create an institutional climate where positive impact on the learner is the highest priority when making decisions.

2005-06

- A. Determine appropriate placement test scores and/or prerequisites for classes within each department (may take two years to complete).
- B. Continue to increase awareness throughout the institution of factors contributing to a supportive college climate for student learning, retention and success.
- C. Explore ways to increase a welcoming environment to potential students and students throughout the college.
- D. Communicate the CCSSE outcomes to various internal and external audiences.
- E. Utilize the CCSSE results to help plan for student learning and retention goals.
- F. Explore and examine practices at other Community Colleges who have used the CCSSE and are experiencing better outcomes than Lane in one or more of the benchmark areas.
- G. Develop a plan for effective and efficient information dissemination to students about important policies, procedures, timelines and events.

2006-07

- H. Develop goals based on the results of examining practices at other high-performing CCSSE colleges.
- I. Plan for the next administration of the CCSSE.
- J. Implement an improved communication system for Lane students.

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Annual Program Plans:

Section I: Planning

1. Initiative Title: Fall Kickoff 2006 (FKO)

Division Priority: 1

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

Fall Kickoff addresses needs in the best practice areas of First Year Experiences and Campus Climate/Supportive Learner Environment. This initiative increases engagement of new students to the Lane Community.

3. Describe the initiative

- *How does this initiative align with the strategic directions of the college?*

Fall Kickoff is a fall orientation program that fosters early engagement between the student and the college community by providing the opportunity for the student to preview student support services, academic programs and peer support groups such as clubs and student organizations prior the beginning of the school year. This type of engagement leads to enhance learning opportunities for the student, heightens the student awareness of the campus diversity and leads to a higher rate of student success and retention. .

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

The pilot program for Fall Kickoff was the first time that Lane hosted a welcoming event prior the beginning of classes. This allowed for the connection between the student and the campus, staff and faculty without the stress of the first weeks of school. Plans for the Fall 2006 include the facilitating the further connection between the student and faculty by asking departments to adopted tables during lunch where students and faculty can have lunch together.

- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*

Many four-year schools have recognized the need to connect the student to campus and offer this opportunity in the form of varied types of welcoming programs. An ever-increasing number of community colleges are recently recognizing this need as well. Fall of 2005 was the first time that Lane hosted a new student-welcoming event prior to the beginning of school.

Lane offers many student support services, varied academic programs and a diverse group of student clubs and activities that can all lead to a students overall success. One of the needs that are fulfilled by early orientation events such as FKO is that of the introduction of new students to these programs, services and groups. Traditionally the student has been left to discover these resources, on an as need basis rather than early in their academic career. Best practice of student retention; include early

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engagement between the student and these types of services which allows the student to be proactive in the use of student support services rather than using them in a retroactive manner.

Because Lane has a large population of first generation students, one aspect of FKO deals with the need to assist the families and significant others of these students in supporting their student. This assistance is given through workshops, focused on what it means to be a successful student and tips on how to help support a college student, and the opportunity to become familiar with Lane and the programs offered.

- *Given college resources, is it feasible? Is it an efficient use of college resources?*

The program was very successful in its pilot year, showing that the entire college community is willing to pool our resources to truly make the student feel welcome and have a sense of connection to the campus.

Per student the cost of the event in 2005 was less than \$73. As the number of students attending this event increases this number will go down making it an even more efficient use of college resources.

- *What would be the campus location of this request/project?*

This event encompassed the entire campus, using the gymnasium, rooms in the CML, tutoring central and Bristol Square. The scavenger hunt portion of the event was located in over 26 different departments on campus.

- *How many students (per year) will benefit?*

This year we had over 170 students and family members in attendance. With the new marketing plan that is being developed for the program, which includes earlier and continuous distribution of the program benefits and registration information and visits to the local high schools by current Lane Students to promote the program an increase to serving 500 students and family members has been projected.

- *How will students benefit?*

Of the 170 in attendance we had 110 students complete the scavenger hunt and or the workshop questionnaire, which shows us that we had active student engagement of more than 63% of the students attending.

The benefits for these students are:

- The development of relationships with faculty and staff outside of the traditional learning environment
- Students are informed of and become familiar with student support services that are available allowing them to access these services in a proactive manner.
- Allows for students to students engage fostering mentoring relationships that carry on through out the school year.
- Learning the location of classrooms, departments and student services on campus.

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Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

Complete funding for the project includes funding for marketing, student team members, and the funds to use CML facilities to help show case the best that Lane has to offer

5. List the possible funding sources

Can this project be partially funded?

If so, what portion could be funded at what minimum cost?

In order for this event be successful in welcoming the student to Lane, we need to be prepared to on a quality event. Showing the best that our campus has to offer, takes resources and funding. Last year's event was partially funded through donation from many of the departments here on campus as well as off campus donations. We cannot count on these donations for the upcoming year so we are asking that the program be fully funded.

- If the funding source is **Carl Perkins**:

How does the request meet one or two of the Carl Perkins act goals?

Measurable Goal #2 – Special Populations

1. Program strategies will be identified and adopted within technical education programs to enable special populations, (disabled, economically disadvantaged, single parent, displaced homemaker, academically disadvantaged, and limited English proficiency) including those students participating in alternative learning options to:
 - A. overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations;
 - B. meet the state adjusted levels of performance; and assure those members of special populations will not be discriminated against on the basis of their status as members of the special populations

The topics covered in some of the workshops at FKO include managing the stress of being a new college student, information for the parents of first generation students, financial planning, library resources and free academic tutoring services available. These workshops are designed to help the student eliminate any barriers that may stand in the way of a successful transition into college.

Participants in the program included TRIO, Multicultural Center, Women's Center, Learning Communities and Counseling and Advising. These departments were involved in informing the student of the ways in which programs here at Lane can be used to help overcome any academic those barriers that may exist.

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We will be working with the High School/ Community Relations office to ensure that students, counselor and staff at all Lane County high schools receive the information about FKO.

6. Provide ORG & PROG codes

This is a collaborative effort, so there is not one ORG and PROG code.

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

SAGA helps provide planning for the Fall Kick-Off event. Fall Kick-Off was initiated by SAGA so communication and planning.

Section I: Planning

1. Initiative Title: College Success: On Course Curriculum Development **Division Priority: 2**

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

College Success: On Course addresses student retention and success needs in the best practice areas of First Year Experiences and Campus Climate/Supportive Learner Environment. This initiative will provide curriculum development funds to create more sections of *College Success: On Course*. These class sections could be offered as stand alone classes, or paired with other classes as part of a Learning Community. **The intended outcome is increased student retention and success.**

3. Describe the initiative

- *How does this initiative align with the strategic directions of the college?*

Adopting *On Course* improves student academic success and retention. A number of colleges and universities that use *On Course* have improved the academic outcomes of their students in the range of 20-30%. Two years ago Mount Hood Community College provided an *On Course* Workshop to their faculty and staff. The following fall term they filled 35 sections of *College Success: On Course* with nearly 600 new students. Their persistence rate from fall to winter term increased by 27% for students who completed *On Course* compared with other new students who did not participate in the class.

If Lane offers more sections of *College Success: On Course*, a greater number of new students will develop skills, attitudes, and abilities that will increase their success at Lane and beyond. The *On Course* curriculum is an empowerment model that utilizes active learning methods and facilitates students' learning about how to be self-responsible, self-motivated, self-managed learners. The implications are great for not only their success at Lane, but in their future careers, and other parts of their lives as well. **Students report that it is a curriculum that helps transform their lives.**

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

The product will be up to 10 additional sections of *College Success: On Course* offered at Lane in Fall 2006. At least half of these *On Course* sections will be in Professional/Technical programs.

On February 3, 2006, there is already scheduled an *On Course* Workshop that will be provided for 60 Lane faculty and staff. The *On Course* Workshop will provide learner-centered ideas and strategies to use in classrooms and in student service areas. The *On Course* curriculum has been developed and utilized in *Fast Lane to Success*, Lane's First Year Experience Learning Community, with positive results. The *On Course* training will provide the opportunity to develop more sections of *College Success: On Course*, which could be offered to new students in a number of different academic departments, especially in the Professional/Technical areas.

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- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*

The intent of this initiative is to increase the success and persistence of new student to Lane. *College Success: On Course* has been shown at Lane in *Fast Lane to Success*, and at a number of other colleges to result in significant increased retention results. Two years ago Mount Hood Community College provided the *On Course* Workshop to their faculty and staff. The following fall term they filled 35 sections of *College Success: On Course* with nearly 600 new students. Their persistence rate from fall to winter term increased by 27% for students who completed *On Course* compared with other new students who did not participate in the class.

- *Given college resources, is it feasible? Is it an efficient use of college resources?*

Because the *On Course* curriculum has been developed and utilized by two instructors (and a third will be using the curriculum in Winter 2006), it seems feasible that an instructor could use 30 hours of curriculum development to adopt and adapt the curriculum to provide a *College Success: On Course* class in their department. \$11,184 could provide the means for ten instructors to adopt and adapt the curriculum for use next fall. That would reach 320 additional new Lane students in just one term. Increased retention and success of students has long-term financial and other benefits for the College.

- *What would be the campus location of this request/project?*

Various departments throughout campus would provide *College Success: On Course*.

- *How many students (per year) will benefit?*

At least 320 students per year will directly benefit if the new sections of *College Success: On Course* are offered only in fall term. The possibility would exist to offer at least several sections in subsequent terms to new students. More students will indirectly benefit because of infusion of *On Course* principles and strategies into other curriculum and classrooms.

- *How will students benefit?*

Adopting *On Course* improves student academic success and retention. A number of colleges and universities that use *On Course* have improved the academic outcomes of their students in the range of 20-30%.

Why is *On Course* such a powerful intervention for improved student success? Before students can succeed in college, they need to become active and responsible partners in their own education. Additionally, many students need to master the challenges and conflicting priorities of their own complicated lives, including jobs, finances, relationships, children, and personal problems. In addition to presenting essential study skills, *On Course* offers students the opportunity to learn essential behaviors, beliefs, and skills for creating success in college and in life. *On Course* empowers students to take control of their lives by helping them apply eight essential success principles to their important decisions.

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Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

The resources requested are Curriculum Development (CD) funds (11,184) through Carl Perkins and the general Curriculum Development account to allow 10 faculty who take the February *On Course* Workshop the opportunity to adopt and adapt the *On Course* Curriculum to provide the *College Success: On Course* class within their department. There has already been a fully developed *College Success: On Course* three-credit class curriculum designed for Lane students. These requested CD funds would allow faculty the time to customize the curriculum to their discipline and to meet their students' specific needs.

5. List the possible funding sources

Can this project be partially funded?

If so, what portion could be funded at what minimum cost?

Although it would benefit more students to be fully funded for the request, it is possible to fund less than the full amount and have fewer new sections of *College Success: On Course*.

▪ If the funding source is **Carl Perkins**:

How does the request meet one or two of the Carl Perkins act goals?

Measurable Goal #5 – Professional Development

2. Comprehensive professional development for technical, academic, guidance and administrative personnel will be provided to improve student performance. (Staff development funds must be tied to students improving their performance.)

This initiative will provide faculty the means to adopt a success curriculum that has been demonstrated in various colleges to improve student retention and success. The *On Course* strategies and principles can be infused into any curriculum, and so will provide more active learning methods for students even if the entire *On Course* curriculum is not adopted within a department.

We will be working with the High School/ Community Relations office to ensure that students, counselor and staff at all Lane County high schools receive the information about FKO.

6. Provide ORG & PROG codes

The Curriculum Development funds will go to various departments, so there is not one ORG and PROG code.

*Lane Community College: Unit Planning
SUCCESS and GOAL ATTAINMENT Committee*

Section I: Planning

1. Initiative Title: *Strategic Assessment Project*

Division Priority: 3

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

As Lane employees try to improve in areas identified earlier in this Unit Plan, important decisions often must be made without the benefit of meaningful data. This initiative would generate better data on which to base important future decisions which should result in better decisions and improve student outcomes.

3. Describe the initiative

- How does this initiative align with the strategic directions of the college?

This initiative would contribute to Transforming the College Organization by providing support for data-based decision-making.

- What will the product, innovation, or change of this initiative be? Please be as specific as possible.

The following is a non-comprehensive list of possible “products” that we hope would result from this initiative:

- *Identification of the most important “high-enrollment X low success rate” courses.*
- *Description of the relationship between late enrollment to subsequent academic failure.*
- *A sense of the effectiveness of our current placement testing policies.*
- *Profiles of common pathways students take as they navigate through Lane Community College*
- *A sense of the effectiveness of the current definitions of Satisfactory Academic Progress.*

- What is the need or intended use? How was that need assessed? What is your evidence of the need?

The information would be made available for use by any decision makers who thought it might help them. We hope that the information generated by this initiative would identify the areas of the college in most need of improvement and provide insight into what sort of future initiatives would be most likely to result in improvement. Evidence of this need: the Learning Council’s strategic plan, the Student Affairs Council’s strategic plan, and recommendations from the accreditation site visitors.

- Given college resources, is it feasible? Is it an efficient use of college resources?

We believe that this would be a particularly efficient use of college resources because it would have an on-going positive effect by identifying problem areas in greatest need of attention by future initiatives and by suggesting logical strategies for addressing the problems.

- What would be the campus location of this request/project?

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SAGA/Counseling Department

- How many students (per year) will benefit?

The number of students that will benefit varies depending on what data you consider. Improving placement testing procedures for example, would potentially benefit all students who test which is approximately 4000 annually.

- How will students benefit?

Student will benefit because they will receive the benefits that accrue from good decisions. One example might be the likely benefits resulting from more accurate placement of students into courses (i.e., increased completion rate, less dropping of courses, and less class time spent sorting out misplaced students).

Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

- Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

**SPSS (statistical software, \$720).*

**Backfill for a part-timer to do counseling/advising work of full-timer who will help with this project. (\$15,000)*

**Support from IRAP for data extraction from Banner (no cost)*

5. List the possible funding sources

Backfill via salary reserves, TACT for software, other?

- Can this project be partially funded?

Yes.

- If so, what portion could be funded at what minimum cost?

We would just do as much analysis as we could with the funding provided. If we had at least the backfill and support from IRAP, we could get by with existing software.

- If the funding source is Carl Perkins, how does the request meet one or two of the Carl Perkins act goals?

6. Provide ORG & PROG codes

The Department ORG code is 515100 and the PROG code is 310000.

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

SAGA doesn't have an advisory committee per se but works closely with the Student Affairs Council and the Enrollment Management Team.