

Lane Community College

Achieving the Dream Implementation Proposal

Submitted May 15, 2012

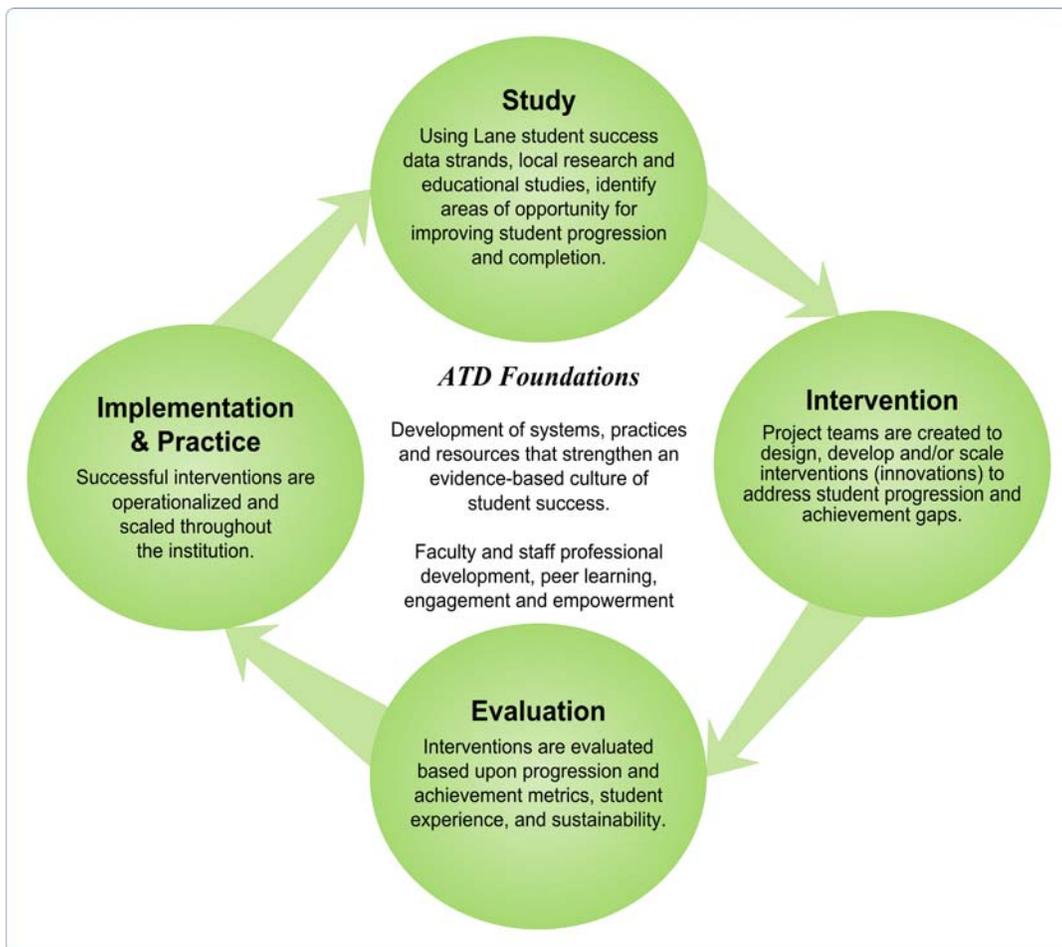


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PROPOSAL NARRATIVE

A. Principles for Increasing Student Success through Institutional Improvement

1. Committed Leadership

Lane's Board of Education, President and Leadership Team have explicitly identified and committed to quality progression and completion as the overarching principle for achieving the college's mission. The Achieving the Dream (ATD) project is directly aligned with the college's strategic directions of Optimal Student Preparation, Progression and Completion and A Diverse and Inclusive Learning and Working Environment, and its accreditation¹ core theme indicators of Academic Transfer, Career Technical Education and Workforce Development, Foundational Skills, and Community Education. This alignment is represented through the strategy map and institutional scorecard presented in Appendix B. The strategy map and scorecard are the primary strategic tools used by the board and executive team to measure progress and ensure appropriate resource alignment.

The board is working to deepen its progression and completion data literacy, especially around newly available longitudinal cohort data made available through ATD by embarking upon a year-long student success study series during the 2011-2012 academic year.

The Student Success Leadership Team (SSLT), created in October 2011 and arising out of a year-long student success study series, is a broadly representative group of 56 faculty, students, staff and administrators charged with shepherding the work of the college as it relates to quality progression and completion. SSLT members are developing capacity and understanding of Lane's progression and completion data framework, connections between strategic initiatives, high impact practices, and change management and continuous process improvement methodologies. The team charter is presented in Appendix C.

2. Use of Evidence to Improve Policies, Programs, and Services

Lane's comprehensive approach to evidence-informed planning and decision making includes developing a robust student success data framework² and developing deep institutional research capacity.

The college added a full-time faculty researcher position to our Institutional Planning, Assessment and Research (IRAP) office in fall 2011, and also invested in SPSS statistical analysis software that will greatly increase our data analysis and reporting capabilities.

As our internal Data Coaches group, formed in fall 2011, develops expertise in the college's data framework as well as research and evaluation methodology, Lane Data Coaches will provide a

¹ Lane is accredited by the Northwest Commission on Colleges and Universities.

² The student success data framework includes longitudinal student data, assessment and learning outcomes data, unit planning data, engagement and satisfaction data, and learning analytics.

substantial consulting and outreach arm for complementing IRAP capacity in developing a culture of evidence-based decision making.

Lane's Data & Systems Team, formed in fall 2011, is charged with developing systems capacity, integration and access that will significantly enhance operational efficiencies for IRAP, information technology, and throughout college departments, in addition to providing tools for increasingly sophisticated and robust analysis. Additionally, the Data & Systems Team is methodically working to ensure data integrity through cleansing, standardized procedures, and training and development.

The aforementioned institutional scorecard will provide a common construct for identifying achievement gaps and evaluating the effectiveness of strategies and interventions.

3. Broad Engagement

Lane is employing multi-channel approach to effectively engage stakeholders in our student success agenda:

The Student Success Leadership Team (SSLT) brings together faculty, staff, students and administrators representing academic, student services, college support services and college operations to deeply engage in issues, opportunities, strategies and challenges around student progression and completion. SSLT members also ensure connection and communication amongst myriad project- and program- specific teams, stakeholders and advisory groups.

The Data Coaches Team is comprised primarily of faculty, with additional key staff and administrators representing a variety of roles and departments within the institution. Primary responsibilities of this team include communicating with departments and individuals regarding ATD and the college's data framework and promoting peer learning.

Lane students are engaged through their participation in the SSLT, governance councils, and through workshops, surveys and focus groups.

Ongoing engagement and communications efforts include broad, campus-wide conferences, workshops and professional development activities; governance council, board, community, K-12 partner and Oregon schools presentations and discussions; surveys and focus groups; and web and print communications.

4. Systemic Institutional Improvement

Lane's strategic planning process is driven by our mission and supported by our student success data framework and accreditation core theme indicators. Our institutional scorecard is used to measure effectiveness and goal attainment internally, while new State of Oregon Achievement Compacts provide external performance measures amongst peer colleges and across the K-20 education continuum.

We are in the first year of a three year Program Review development process that will enhance existing unit planning processes to provide more explicit linkages between department, division, and institutional performance indicators and resource allocation.

Professional development is a key tenet of our student success agenda and is deeply woven into our strategic and operational planning. Our ATD work plan includes on- and off-campus workshops and conferences, consultation and coaching, peer-learning, and technical training.

B. Data Analysis, Results, and Resulting Priorities

Quantitative Data Analyzed

We have studied issues around student success using a variety of sources including national research (particularly that associated with other ATD colleges and emerging best practices) and several data strands including our ATD longitudinal data set, unit planning data, and survey data on student perception and engagement.

We have particularly focused on longitudinal data for five cohorts of award-seeking students, using a comprehensive set of progress and completion metrics derived from ATD data and refined using SPSS. Early analyses pointed to poor results in math placement and developmental completion as areas needing additional study. 85% of our ATD students place into developmental math,³ and this is most pronounced among transfer majors, where 94% are referred and 71% place three or more levels below gateway level. Only 32% of those referred complete all developmental levels within three years, and overall only 24% of transfer students complete gateway. Course success rates are high, even for those who place low.⁴ However, so many students are referred to developmental work and so few complete the series that the overall attempt rate for gateway is only 31% of transfer majors.

When compared to students who place at or above gateway, students who place low are more likely to also place low in writing and to stop out in their first year. They are less likely to reach key credit-completion milestones, to persist, and to complete an award at Lane. Other course success data show that students who place low also under-perform in multiple subject areas outside of math. Together these data led us to conclude that poor placement and low completion rates for gateway math are key factors in low program completion rates. We plan to address the developmental math problem as one strategy to increase overall progress and completion.

We have disaggregated the data by program (i.e., transfer vs. Career Technical or CT) and by student characteristics including age, gender, race/ethnicity, proxies for SES including first generation status and receipt of financial aid (e.g., Pell grant status), and other potential risk factors. Although there are some significant differences in achievement when we disaggregate into comparison groups, these differences have small effect sizes compared to the overall problem of low placement and completion. We plan to develop a profile to identify students most at risk, and this will help direct students to appropriate interventions. And although we may initially target some strategies to transfer students, or other appropriate subsets to enhance feasibility, ultimately we do not expect to limit interventions based on student demographics. We see low placement itself as the greatest risk factor for progression and completion at Lane, and our focus will be the achievement deficit associated with placement rather than other, more distal student characteristics. See Appendix D for an illustration of our disaggregated data analysis.

Findings from the Community College Survey of Student Engagement (CCSSE),⁵ and from the Survey of Entering Student Engagement (SENSE),⁶ point to several issues of concern related to developmental course work. Students seem to have a poor understanding of the importance of developmental math.⁷ For example, 44% of CCSSE respondents said they had not completed, nor planned to enroll in a developmental/remedial math course, while our ATD data shows an 85% developmental math referral rate.

³ For Career Technical students, we defined this as below the program-level math requirement.

⁴ Even transfer students who place three or more levels below gateway pass at a rate of 71% when they do attempt.

⁵ Lane first conducted the CCSSE in 2005; in 2008 and 2011 Lane conducted the CCSSE in collaboration with all the Oregon community colleges.

⁶ Lane conducted the SENSE in 2009 as part of the Oregon community college consortium

⁷ Or at least their understanding is inconsistent with what we know from other sources and national research.

Qualitative Data Analyzed

Qualitative researchers remind us that reality is socially constructed. That construction process can involve discussion and agreement about the meaning we derive from the kinds of quantitative data described in the previous section. The qualitative research process can also involve rich descriptions of issues gained from “qualitative” data such as first-person accounts of experiences and points of view. Lane has used both qualitative data and qualitative research processes to engage faculty, staff, and students in conversations designed to bring expanded and refined meaning, and to build shared understanding of Lane’s ATD longitudinal data. That work is helping us understand issues, set priorities, and construct specific intervention plans.

For example, during our winter term ATD workshop, a series of focused conversations and practical demonstrations were held that enabled Lane faculty and staff to discuss and interpret quantitative ATD longitudinal data. Those discussions contributed to better understanding of the relationship of those quantitative longitudinal data to other student success data strands. Participants also had opportunities to talk with Lane’s ATD coaches to come to clear and shared understandings of student success issues and opportunities at Lane using the ATD self-study and improvement model of study, intervention, evaluation and implementation/practice.

During our spring term ATD Workshop, one session brought together Lane students from a variety of groups to participate in focus group sessions with Lane faculty and staff about Lane’s culture and environment, especially as it relates to respect, equity and inclusion. The experiences and perceptions of students shared during those conversations helped faculty and staff gain more understanding of complex issues related to respect, equity, and inclusion and how they interplay to affect student learning, progression and completion.

In a special survey developed and conducted by Lane students in winter term 2012 to gain more understanding of issues related to math placement, students’ responses to open-ended questions evidenced a level of frustration with Lane procedures and the math placement test that enhanced our understanding of issues and opportunities around developmental math. For example, responses like, "I think [placement] is one of, if not the biggest problem at Lane" helped bring an enhanced and shared understanding of the degree of student frustration with placement testing. Responses to open-ended questions also sparked discussion among faculty and staff of some initial ideas that had been brainstormed in previous discussions about using enhancements to help test-takers prepare for the math placement test and also to continue exploring use of prior experience beyond the test in placing students.

Lane has also been involved in the Foundations of Excellence self-study process this year and comments provided on faculty/staff and student surveys have helped to bring more clarity and shared understandings about the need to enhance information and communication systems across the college to promote faculty better understanding of the academic preparedness and diversity of the students enrolled in their classes.

Major Findings of Data Analysis

A surprisingly high proportion of new Lane students are testing into developmental math, often multiple levels below gateway, and most students do not complete their developmental sequence. Although individual course success rates are strong, many students are avoiding math and therefore not meeting program requirements in a timely manner. Furthermore, there is a significant achievement gap between students who place into program-level math compared to those who place low. We see significant opportunities for improvement in optimizing placement processes and encouraging students to attempt math and quickly progress to program level.

Most analyses will be conducted separately for CT versus transfer students, since math and other program requirements are very different, and since there are significant associations between program selection and age, ethnicity, first generation status, and Pell awards. Within program type, we will continue to study achievement gaps between diverse groups of students. To ensure equity

of educational opportunity for all students, we will be mindful of how our interventions impact various student sub-populations, always seeking opportunities to reduce achievement gaps while addressing the overall problem of progression and completion.

Stakeholders Engaged in Priority Setting

Starting with our Fall 2011 ATD Data Conference and continuing throughout the year, the campus community has been substantively engaged in our planning efforts. The broadest campus engagement has occurred at our ATD conferences and workshops and Student Success Leadership Team meetings. Contracted and part-time faculty, students, staff, and administrators have become increasingly focused and energized as our conversation and work has progressed from strategic construct to data framework to analysis to priority setting. Our ATD priorities were determined through a collaborative, criteria-driven process with our expanded Student Success Leadership Team, while our faculty-heavy stakeholder planning and design groups (SPDGs) have taken a lead role in intervention study, sequencing and design.

Other Information Regarding the Decision-Making Process

The SSLT developed and used the following criteria in selecting ATD priorities and interventions: 1) potential impact and scalability, 2) significant evidence, 3) insight, understanding and best practices, and 4) feasibility, to include alignment with existing and emerging student success work, implementation time, resource requirements and sources, culture, and measurability.

Resulting Priority (I)

Increasing the percentage of students prepared for and promptly attempting program level math.

Quantitative Data Analyzed

See also quantitative data analysis process and description on page 3.

Reports from the national Integrated Postsecondary Education Data System (IPEDS) as well as longitudinal data analyses conducted by Lane staff provide evidence of a Lane graduation rate that needs to increase.⁸ Analyses of Lane's ATD show that, after three years, awards were earned by 9% of the entering cohort of students tracked, and after five years, 16% of a cohort of entering students had earned awards. Those ATD data also show there is a difference in completion rates for students who declared a career technical (CT) program compared to students who declared a transfer program of study.⁹

Academic deans monitor course completion and success rates for the courses offered each term through departmental unit planning data. While these "snapshot" data show that most Lane courses achieve relatively high completion and success rates, they do not help us see how students progress through courses and on to degrees. Lane's ATD data and the longitudinal analyses of student progression and completion that those data support are playing a key role in understanding student enrollment patterns and where barriers to progression and completion seem to occur.

Findings from CCSSE and, SENSE are helping us understand how students who have declared different programs (career technical compared to transfer) experience Lane – its learning environments and services designed to serve their learning needs. These data suggest issues associated with under-utilization of academic advising. Compared to other Oregon community colleges and the national average, Lane students indicated much less availability of academic advisors and correspondingly less usage of advisors to select a program, create an academic plan, or identify necessary coursework. 44% of SENSE respondents said they did not utilize academic advising between the time they decided to attend Lane and the end of the first three weeks of their

⁸ The IPEDS Data Feedback Report 2011 reported Lane's graduation rate – as a percent of total entering students – as 12%. Lane longitudinal analyses of graduation show: for a 2005 entering cohort of Associate of Arts Oregon Transfer (AAOT) majors, 11.5% had earned a degree or certificate after five years and for a 2005 entering cohort of Associate of Applied Science (AAS) majors, 13.6% had earned a degree or certificate after five years.

⁹ 12% of the CT students earned an award after three years compared to 8% of the transfer cohort and after five years, 20% of the CT students earned an award compared to 14% of the transfer students.

first quarter, while 26% said they were not aware (during this time period) that the service was available. During the same timeframe, the majority of students said their main source of academic advising was friends, family, and other students.

Finally, findings from other community colleges that have evaluated interventions implemented through national initiatives, including ATD and Foundations of Excellence, have informed Lane’s conversations about and contributed to better understandings of our longitudinal analyses of ATD data. While Lane staff are reluctant to implement a particular change initiative simply because another college achieved success with it, the work of other colleges is proving very helpful in our discussions about possible strategies and interventions to improve student progression and success.

Qualitative Data Analyzed

See qualitative data analysis and research practices description, page 4.

Major Findings of Data Analysis

Findings from analyses of Lane’s ATD data are helping us see that we need to address a variety of issues related to student progression and completion. For example, a substantial number of new students who come to Lane and declare intent to earn a degree earn no credits in their first year (12%); additionally, 17% of new degree-seeking students earn only one to eight credits in their first year. We are also finding that substantial numbers of entering degree-seeking students are placing into developmental math courses as described on page 3 – with many of those students placing as many as four levels below the math course they need to complete for their declared Lane degree. These and other findings from analyses of Lane’s ATD have been invaluable in our research into student progression and completion; they are also instrumental in developing our ATD work plan.

Stakeholders Engaged in Priority Setting

See stakeholder engagement description, page 5.

Other Information Regarding the Decision-Making Process

See SSLT decision criteria described on page 5.

Resulting Priority (II)

Increasing the percentage of Lane students earning a degree or certificate.

C. Intervention Information

Priority
I. Increasing the percentage of students prepared for and promptly attempting program level math.
Intervention Name
I.A. Math Placement Redesign
Direct or Indirect Student Intervention: Direct
Start Date: Winter 2013
Type of Intervention
Developmental Education, First-Year Experience, Internal Policy Review & Update, Student Support Services, Supplemental Instruction
*Specific Course/Content Area: Math
*Target Student Group
First-time students, academically underprepared students, new degree- and certificate-seeking students
*Estimate Number of Students Enrolled or Otherwise Benefiting
With limited exceptions, all new students should take math placement, and all such students should be affected. We estimate about 5,900 new award-seeking students in the 2012-2013 academic year (3,800 transfer and 2,100 CT). In addition, placement redesign will affect continuing students who choose to retake placement. However we currently have no estimate of this number. In addition, we

<p>expect about 3,140 students (in 2012-13) who would otherwise place 3 or more levels below gateway will benefit the most.</p>
<p>Do students have to satisfy certain criteria to take part in the intervention? All new students required to take the math placement exam and any continuing students eligible for replacement will automatically be included in this intervention.</p>
<p>Are any special efforts made to recruit students to take part in the intervention? Students will be recruited to take part in this intervention through advising and orientation processes, targeted email and portal communications, communications with high schools and a new Smart Start marketing and communications campaign. As participation is required, these efforts are focused on education, awareness and goodwill.</p>
<p>Description Math placement processes, tools and policies will be redesigned to ensure they optimally support student progression and completion. Redesign will include evaluation of the placement instrument and mapping to curriculum and preparation module; policy review and redesign to include preparation resources and requirements, multiple placement measures, calculator and retest policies, and cut scores; development of preparation and review curriculum; strengthening connections with high schools; and faculty professional development.</p>
<p>Way(s) the intervention will help close achievement gaps While there are differences in math placement by gender, ethnicity, age, and SES, the effect sizes are small. Our overarching opportunity is to optimize placement procedures for all students, and to significantly decrease the number of students who are referred to developmental coursework that may not be needed. In particular we wish to remove barriers for students who currently place several levels below gateway. We will continue to study specific populations to address achievement gaps, and to identify at-risk students who are particularly likely to benefit from components of the intervention.</p>
<p>Measurable Yearly Goals</p> <ul style="list-style-type: none"> - Reduce the percentage of students placing three or more levels below gateway from 53% to 26%, incrementally over four years of implementation (i.e. by 7% each year). - Increase the percentage of students completing developmental math during their first year from 22% to 42%, incrementally over four years of implementation (i.e. by 5% each year).
<p>Achieving the Dream Student Progress and Success Measures that will be directly affected by this intervention Percent of students who successfully complete developmental courses and progress to credit-bearing courses</p>
<p>Evaluation Plan Description IRAP will compare math placement results and success in math courses attempted for upcoming cohorts of students with the 6 years of ATD baseline data already collected. We will disaggregate data by program of study and various risk factors (like age, gender and SES). Surveys of students, faculty, and staff, as well as qualitative data from campus meetings and focus groups will inform the refinement of the intervention components and will help us evaluate overall success. Progress reports will be disseminated with stakeholders across campus, and this will include publication to on our ATD website and our developmental math blog and discussion forum.</p>
<p>Evaluation Results Comparison: Baseline data</p>
<p>Plan to Scale Up All interventions will be designed with scale in mind. High impact practices developed through this intervention for developmental math placement will be applied and adapted to other placement areas as applicable using the More to Most¹⁰ framework.</p>

¹⁰ Parcell, Abby (2012). More to Most: Scaling Up Effective Community College Practices. Durham, N.C.: MDC.

<p>Sustainability/Institutionalization Plan Faculty and staff work groups will begin placement instrument evaluation and mapping and placement preparation resource development in spring and summer 2012. Redesigns will be piloted starting Winter 2013 and continue throughout spring and summer terms, with full implementation in Winter 2014.</p>
<p>Communications Plan We will hold a joint Math-ABSE-ALS-Counseling meeting each term, starting Spring 2012. These quarterly meetings will be our primary venue for engaging the entire faculty group in planning, design, implementation and evaluation, with faculty leads and intervention work teams reporting out to this larger group. We will continue communications and engagement with faculty, staff, students, K-12 partners, Oregon community colleges, and other stakeholders through our student success web site, developmental math blog and discussion forum, and conferences, workshops and summits held at Lane throughout the academic year. We will build student communications into online orientation and advising web sites, tools and publications starting in Spring 2012, and will develop a Smart Start web- and print-based marketing and communications campaign for Fall 2012 roll out. First year successes will be shared with the college and local news media to generate expanded awareness and energy around our student success initiatives.</p>
<p>Internal and/or External Resources Needed¹¹ Development and design: 250 hours @ \$48.90/hour = \$12,225, communications and professional development: \$8,000, placement licensing K-12 link: \$3,000. Total: \$23,225.</p>
<p>Institutional Policy Changes Needed Placement preparation, testing and retesting policies and procedures will be reviewed and revised by the intervention work team(s) in consult with counseling and advising office, the math department, and enrollment and student financial services.</p>
<p>Anticipated Challenges The greatest challenge presented by this intervention will be in implementing significant organizational change. We will use Kotter's¹² eight-step change management methodology to ensure engagement, participation and lasting results to ensure success with this and our other ATD interventions.</p>
<p>Additional institution-wide decisions in which the resulting evaluation will be helpful This intervention will directly impact and be impacted by several of our student success initiatives to include Core to College and Common Core State Standards.</p>

<p>Priority I. Increasing the percentage of students prepared for and promptly attempting program level math.</p>
<p>Intervention Name I.B. Early and sustained math progression</p>
<p>Direct or Indirect Student Intervention: Direct</p>
<p>Start Date: Fall 2012</p>
<p>Type of Intervention Developmental Education, First-Year Experience, Internal Policy Review & Update</p>
<p>*Specific Course/Content Area: Math</p>
<p>*Target Student Group First-time students, academically underprepared students/ students referred to developmental math</p>

¹¹ Resource requirements for all interventions are dependent upon details not fully defined, and in some cases may be covered with existing resources and/or leveraged funding. Cost estimates are approximate, and are provided as a reference point.

¹² Kotter, John P., Leading Change, Harvard Business School Press, Boston, 1996.

<p>*Estimate Number of Students Enrolled or Otherwise Benefiting Students who currently do not complete their developmental sequence within the first year will benefit most. For the 2012-13 academic year, we estimate this will be 2,250 transfer & 850 CT students (3,100 total).</p>
<p>Do students have to satisfy certain criteria to take part in the intervention? All students placing into developmental math will automatically be enrolled in this intervention.</p>
<p>Are any special efforts made to recruit students to take part in the intervention? Students will be recruited to take part in this intervention through advising, academic planning and orientation processes, targeted email and portal communications, registration policies, and a new Smart Start marketing and communications campaign. Special effort will be made to recruit at-risk populations through outreach events, such as our summer Rites of Passage program. As compliance is optional during year one, our first year recruitment efforts will focus on advising and encouraging participation, especially for at-risk populations. When compliance becomes mandatory in year two, our efforts will shift toward education, awareness and goodwill.</p>
<p>Description New students referred to developmental math will be required to attempt their first math course during their first two terms. Advising and communications systems will track and report student progression and create early intervention opportunities to support success. Placement redesign, alternative learning systems, and scheduling systems will ensure access and availability.</p>
<p>Way(s) the intervention will help close achievement gaps While there are differences in math achievement by gender, ethnicity, age, and SES, the effect sizes are small. Our overarching opportunity is to improve progression for our entire population of developmental math students. We will continue to study specific populations to address achievement gaps, and to identify at-risk students who are particularly likely to benefit from the intervention components.</p>
<p>Measurable Yearly Goals</p> <ul style="list-style-type: none"> - Increase the percentage of students attempting developmental math during their first year from 81% of those who persist to 100%¹³ incrementally over four years of implementation (i.e. by ~5% each year). - Increase the percentage of students completing developmental math during their first year from 22% to 42%, incrementally over four years of implementation (i.e. by 5% each year). - For students who place in gateway math and persist through their first year at Lane, increase their percentage of gateway math attempts from 67% to 100% incrementally over four years of implementation (i.e. by ~8% each year).
<p>Achieving the Dream Student Progress and Success Measures that will be directly affected by this intervention Percent of students who successfully complete developmental courses and progress to credit-bearing courses; percent of students who enroll and successfully complete gatekeeper courses.</p>
<p>Evaluation Plan Description IRAP will compare data on developmental math attempts and completions for upcoming cohorts of students with the 6 years of baseline data already collected. We will pay special attention to timing of attempts and completion, and we will disaggregate data by program of study as well as various risk factors such as age and SES. Student, staff, and faculty surveys, as well as qualitative data from campus meetings and focus groups will continue to inform our process of refinement and will help to evaluate more nuanced aspects of the intervention. Progress reports will be disseminated with stakeholders across campus, and this will include publication to on our ATD website and our developmental math blog and discussion forum.</p>
<p>Evaluation Results Comparison: Baseline data</p>

¹³ We can't reach 100% for all students due to stop out and transfer rates. However, for students who persist at Lane, we intend to increase the rate to 100% by making developmental math attempts mandatory.

<p>Plan to Scale Up High impact practices developed through this intervention for developmental math will be applied and adapted to other developmental education areas to include reading, writing and adult basic education.</p>
<p>Sustainability/Institutionalization Plan This intervention will be phased in over two years. During year one, we will use incentives and advising to encourage students to enroll in and progress through their math sequence(s) as we simultaneously develop systems and align resources and policies to support first two term requirement in year two. In year two, the first two terms enrollment will be required, enforced through registration holds for students who have not met math enrollment requirements. Scheduling algorithms will be used to plan for significant spikes in demand as the requirement goes into effect. We anticipate the placement redesign intervention (page 6) to accelerate and optimize developmental sequences, and the alternative learning environments intervention (page 10) will help offset space and faculty resource constraints. During year three and four, demand will stabilize.</p>
<p>Communications Plan We will use the same communications plan and strategies for all developmental math interventions as they are integrally related. See communications plan, page 8.</p>
<p>Internal and/or External Resources Needed Development and design: 150 hours * \$48.90/hour = \$7,335, communications and professional development: \$8,000. Total: \$15,335.</p>
<p>Institutional Policy Changes Needed Math registration and progression policies and procedures will be developed and implemented by the intervention work team(s) in consult with counseling and advising office, the math department, and enrollment and student financial services.</p>
<p>Anticipated Challenges Initial increased demand for [developmental] math courses created by an early attempt requirement will create significant challenges with financial, instructional and space constraints. We will address these by starting with a “soft” rollout in year one as we develop planning and scheduling tools, optimize placement, and develop alternative learning environments to offset traditional classroom demand. Additionally we will need to ensure entry and progression requirements do not create barriers for part-time students, students who are significantly underprepared, and other special populations.</p>
<p>Additional institution-wide decisions in which the resulting evaluation will be helpful This intervention will directly impact and be impacted by several of our student success initiatives to include Foundations of Excellence and Roadmaps.</p>

<p>Priority I. Increasing the percentage of students prepared for and promptly attempting program level math.</p>
<p>Intervention Name I.C. Alternative Learning Environments</p>
<p>Direct or Indirect Student Intervention: Indirect</p>
<p>Start Date: Fall 2012</p>
<p>Type of Intervention Developmental Education, Improved Use of Data, Other, Supplemental Instruction</p>
<p>*Specific Course/Content Area: Developmental Math</p>
<p>*Target Student Group First-time students, academically underprepared students/students referred to developmental math</p>

<p>*Estimate Number of Students Enrolled or Otherwise Benefiting All students taking placement in math will be affected, as well as all students who take developmental math, if supplemental instruction is added via alternative learning environments.</p>
<p>Do students have to satisfy certain criteria to take part in the intervention? Students will be required to register in the alternative learning system.</p>
<p>Are any special efforts made to recruit students to take part in the intervention? Students will be recruited to take part in this intervention through placement, advising, academic planning and orientation processes, targeted email and portal communications, faculty, staff and peer referral, and our Smart Start marketing and communications campaign. Special effort will be made to recruit academically underprepared students through the Next Generation Learning Challenge and other outreach efforts.</p>
<p>Description Working with Math and ALS Faculty Inquiry Groups (FIGs), we will expand, enhance, and institutionalize alternative learning environments that support students from placement preparation through successful completion of their developmental math coursework. The alternative learning environment system will be mapped to placement and curriculum modules, adapt to individual learning styles, skills and abilities, emphasize peer learning, and use learning analytics to continuously refine and improve content, structure and process. Students will participate by a) using alternative learning environment content to prepare for placement and/or address specific knowledge gaps identified by initial placement, and b) supplementing in class instruction.</p>
<p>Way(s) the intervention will help close achievement gaps: This intervention will ensure that students are better prepared for math placement, and therefore help eliminate the achievement deficit of underprepared students. It will also offer supplemental instructional resources to students who currently struggle in developmental coursework. Also, though development of innovative options for alternative learning in developmental math, we hope to offer solutions for students who are failing under our current offerings. Some students may be able to move more quickly through modularized courses. Other students who are balancing external responsibilities such as work and family obligations, who are often economically disadvantaged, may benefit from more flexible scheduling options. Overall the goal is to support progression for developmental math students who currently are less likely to persist to completion. In addition to being accessible online, alternative learning content will be available in labs on campus staffed by tutors and student peer mentors.</p>
<p>Measurable Yearly Goals:</p> <ul style="list-style-type: none"> - Reduce the percentage of students placing three or more levels below gateway from 53% to 26%, incrementally over four years of implementation (i.e. by 7% each year). - Increase the percentage of students completing developmental math during their first year from 22% to 42%, incrementally over four years of implementation (i.e. by 5% each year).
<p>Achieving the Dream Student Progress and Success Measures that will be directly affected by this intervention Percent of students who successfully complete developmental courses and progress to credit-bearing courses; percent of students who complete the courses they take, with a grade of C or higher</p>
<p>Evaluation Plan Description Academic Technologies and IRAP will collaborate to collect data on participation and usage of the various alternative learning components. Learning analytics will help us understand which components are being used frequently and by which types of students. Ultimately we will analyze ATD data on math placement and developmental completions, again disaggregating by program of study and student risk factors. In addition we will study whether student characteristics are related to the choice to participate in novel developmental curricula. We expect to need new surveys and/or focus groups to gather feedback on this intervention. Findings will be disseminated as discussed above in order to ensure that all stakeholders participate in the evaluation of intervention components.</p>

Evaluation Results Comparison: Other comparison group
<p>Plan to Scale Up We will start by piloting alternative learning environments for specific early-sequence math course placement, review, and supplemental instruction. Successful practices will be scaled up to the entire developmental math sequence, and will be applied and adapted to other developmental coursework and programs.</p>
<p>Sustainability/Institutionalization Plan In spring and summer of 2012 we will take an inventory of current systems and practices, studying best and high-impact practices, and developing requirements for an institutional alternative learning environment system. The system will be implemented and developed during fall 2012, with several faculty development workshops held prior to piloting the system in winter 2013. Alternative learning environments will be available for all developmental math curricula by fall 2013. Once implemented, this intervention will require ongoing faculty and staff professional development, offset by repurposing some traditional classroom and support functions.</p>
<p>Communications Plan We will use the same communications plan and strategies for all developmental math interventions as they are integrally related. See communications plan, page 8.</p>
<p>Internal and/or External Resources Needed Development and design: 300 hours * \$48.90/hour = \$14,760, communications and professional development: \$8,000, alternative learning environment systems/licensing \$50,000. Total: \$72,760.</p>
<p>Institutional Policy Changes Needed: N/A</p>
<p>Anticipated Challenges Some technical and logistical challenges are anticipated, but these are not significant if costs can be covered. Primary challenges reside in the area of change management in the following areas: <u>Pedagogy shift:</u> Adopting a ‘flipped-classroom’ instructional model using Adaptive Learning technologies is a dramatic shift from traditional classroom instruction. Extensive training, planning, and discussion among vested parties is required. <u>Curriculum:</u> Similar to above, a distinct evaluation and transition of curriculum needs to occur. This will evolve in the form of curating curriculum from multiple sources so that students are provided a curriculum pathway to guide them. Selection and inclusion of quality curriculum will be a process. <u>Student access:</u> This strategy relies on technology access and comfort level. Students without broadband for home access will need alternative means of access, such as a lab or device check-out options. Students not comfortable with technology will need a human touch – a place and a person to assist and advise.</p>
<p>Additional institution-wide decisions in which the resulting evaluation will be helpful This intervention will directly impact and be impacted by several of our student success initiatives to include Open Educational Resources and Next Generation Learning Challenge.</p>

Priority II. Increasing the percentage of students earning a degree or certificate.
Intervention Name II.A. Program and Major Identification
Direct or Indirect Student Intervention: Direct
Start Date: Fall 2012
Type of Intervention Advising, First-Year Experience, Improved Use of Data, Information Systems, Internal Policy Review & Update
*Specific Course/Content Area: N/A

<p>*Target Student Group All credit students</p>
<p>*Estimate Number of Students Enrolled or Otherwise Benefiting All new credit students will be affected by this intervention (about 5,900 in the 2012-13 academic year). In addition, existing credit students seeking certificates and degrees will be affected. The total projected headcount of Lane credit students for 2012-13 is 24,000.</p>
<p>Do students have to satisfy certain criteria to take part in the intervention? All credit students will participate through our Moodle advising and Banner registration systems.</p>
<p>Are any special efforts made to recruit students to take part in the intervention? Students will be recruited to take part in this intervention through advising, academic planning and orientation processes, targeted email and portal communications, and registration policies, and a new Smart Start marketing and communications plan. As participation is required, these efforts are focused on education, awareness and goodwill.</p>
<p>Description Students will be required to identify and affirm program and course of study at the start of each term. Admissions applications wizards, orientation and advising, ongoing email and portal communications will educate and inform students about the importance of accurate program of study identification, and systems and policies will be developed for updating information once per term. Simultaneously, program and major requirements and transfer alignment will be reviewed and revised, Banner data will be cleaned and validated, and progression tracking and degree-audit software will be implemented.</p>
<p>Way(s) the intervention will help close achievement gaps Students without a clearly defined program of study often waste valuable time, money, and financial aid resources in their initial year(s) of study. They accumulate debt and exhaust a limited pool of aid (both at the individual level and at the collective level). This intervention will help students move efficiently towards a degree or certificate, an empowering milestone that can ultimately change their lives of disadvantaged students. With the reduction in Pell Grant eligibility from 9 to 6 years (for bachelor's degrees), and the increasingly competitive job market, these issues have become more salient than ever. National studies show that students who are undecided or undeclared are at a distinct disadvantage. Students who falsely claim they are seeking a particular award in order to attain financial aid are a known problem on campus, and unless we help them make real progress towards an award we are not helping them or others. And all students whose actual intent is misrepresented in college records limit our ability to assist them towards their true goals (e.g., via advising, financial aid, or degree auditing) as well as our overall effectiveness and ability to plan, They also hinder our ability to study and disseminate information about student progress and completion, both internally and externally.</p>
<p>Measurable Yearly Goals</p> <ul style="list-style-type: none"> - Increase the percentage of students earning degrees or certificates in 3 years from 9% baseline to 11% for the 2012 cohort, 13% for 2013, and 15% for 2014. Note: Separate goals by program of study may be established as the intervention progresses. - Decrease the number of students with undecided or undeclared programs of study or a program of study that they do not well understand. We are currently developing quantifiable evaluation metrics for this goal. - Decrease the number of students who claim to be seeking an award, or strategically change their program of study, without making real progress. We are currently developing quantifiable evaluation metrics for this goal.
<p>Achieving the Dream Student Progress and Success Measures that will be directly affected by this intervention Percent of students who earn certificates and/or degrees</p>

Evaluation Plan Description

IRAP will compare ATD data on certificate and degree completion for upcoming cohorts of students with the 6 years of baseline data already collected. However, since the intervention will affect student from baseline cohorts who are still enrolled, we will need to select the earliest baseline cohorts for the best comparison. We will disaggregate data by program of study and various risk factors (like age, ethnicity and SES). In addition we will monitor program and major selection, comparing distributions and frequency of changes from before and after the implementation of new policies.

Student, staff, and faculty surveys, as well as qualitative data from campus meetings and focus groups, will help to evaluate various components of the intervention and gather feedback from stakeholders so we can make refinements. As outlined above for prior interventions, our results will be disseminated across campus using multiple venues so that all stakeholders can participate in the evaluation.

Evaluation Results Comparison: Baseline data**Plan to Scale Up**

This intervention will be implemented at scale, for all credit students through Moodle, our Banner registration system and myLane portal

Sustainability/Institutionalization Plan

In the spring of 2012 we are finalizing development of a tool that allows applicants and readmits to determine their appropriate program of study by responding to a series of prompts. Once this tool is in place, a system by which students will have three weeks before the start of each term to change their program of study will be created and implemented, starting with regular registration for the fall term in September. Once implemented, all credit students will lock into their program of study before the term begins to support academic planning (see mandatory academic planning intervention, page 14), facilitate auto-awarding of degrees, credit limit appeals and to provide degree audits according to the program of study identified. Once implemented, this intervention will create a net staffing benefit as the online, self-service system will relieve significant manual work and rework in our student services and counseling and advising offices.

Communications Plan

We will conduct an awareness and education campaign for students, faculty, staff and administrators during the development and implementation phase. Students will be notified of program of study decision requirements on an ongoing basis through their myLane portal, e-mails, and registration notifications.

Internal and/or External Resources Needed

Development and design: 125 hours @ \$48.90/hour: \$6,113, communications and professional development: \$8,000. Total: \$14,113.

Note: Lane's Student Core Team will work with existing Banner software and systems.

Institutional Policy Changes Needed

Admission and registration policies and procedures will be reviewed and revised by the intervention work team(s) in consult with counseling and advising office, the math department, and enrollment and student financial services.

Anticipated Challenges

We will need to design policies and procedures to deal with exceptions (students who have a compelling need to change their program of study outside the lock in period). Additionally we will need to review and streamline the Banner process for updating program of study as there is currently a lengthy delay between entry and confirmation that causes confusion and frustration for students.

Additional institution-wide decisions in which the resulting evaluation will be helpful

This intervention will directly impact and be impacted by several of our student success initiatives to include CAPP Degree Audit Automation, Degree Qualifications Profile, Mandatory/Online Orientation and Advising, and Win-Win.

Priority II. Increasing the percentage of students earning a degree or certificate.
Intervention Name II.B. Mandatory Academic Planning
Direct or Indirect Student Intervention: Direct
Start Date: Fall 2012
Type of Intervention Advising, First-Year Experience, Improved Use of Data, Information Systems, Internal Policy Review & Update, Student Support Services
*Specific Course/Content Area: N/A
*Target Student Group All award-seeking students
*Estimate Number of Students Enrolled or Otherwise Benefiting All new credit students will be affected by this intervention (about 5,900 in the 2012-13 academic year). In addition, existing credit students seeking certificates and degrees will be affected. The total projected headcount of Lane credit students for 2012-13 is 24,000.
Do students have to satisfy certain criteria to take part in the intervention? All degree-seeking students will participate. The planning system will be integrated with Moodle advising and Banner registration systems.
Are any special efforts made to recruit students to take part in the intervention? Students will be recruited to take part in this intervention through advising, academic planning and orientation processes, targeted email and portal communications, and registration policies, and a new Smart Start marketing and communications plan. As participation is optional during year one, our first year recruitment efforts will focus on advising and encouraging participation. When compliance becomes mandatory in year two, our efforts will shift toward education, awareness and goodwill.
Description All degree-seeking students will develop an academic plan and will access and participate in academic planning throughout their course of study at Lane, from initial application through to degree or certificate award. Integrated academic planning and advising leverages technology and systems to provide program and transfer information; dynamic planning and scheduling tools; progress tracking, communication and intervention; links to student support resources; self-service degree-audit; and learning analytics.
Way(s) the intervention will help close achievement gaps Due to employment and family responsibilities, many economically disadvantaged students have fewer opportunities to engage in face-to-face advising and program planning that is currently available at limited times on campus. These students will benefit substantially by having access to online planning and advising tools and being able to self-monitor their progress toward degree completion. The same will hold true for other students, since wait times for advising can be lengthy at certain times of the year. The enhanced tools for academic planning should help all award-seeking students reach their goals more efficiently.
Measurable Yearly Goals - Increase the number of students earning degrees or certificates in 3 years from 9% baseline to 11% for the 2012 cohort, 13% for 2013, and 15% for 2014. Separate goals by program of study may be established as the intervention progresses.

Achieving the Dream Student Progress and Success Measures that will be directly affected by this intervention

Percent of students who enroll and successfully complete gatekeeper courses; percent of students who complete the courses they take, with a grade of C or higher; percent of students who re-enroll from one semester to the next; percent of students who earn certificates and/or degrees.

Evaluation Plan Description

Ultimately, evaluation of this intervention will be based on showing increased completion of awards within 3 (or 5) years for students in new cohorts, compared to the earliest baseline cohorts who had 3 (or 5) years at Lane before initial implementation. We will disaggregate data by program of study and various risk factors (like age, ethnicity, and SES). In addition we hope to use the output of new degree audit systems to evaluate student progress in a way we have been unable to do previously, i.e., track actual completion of program requirements.

Stakeholder surveys, as well as qualitative data from campus meetings and focus groups, will gather feedback so we can make refinements and evaluate overall effectiveness and satisfaction. And again, as outlined above, our results will be disseminated across campus so that stakeholders can participate in the evaluation.

Evaluation Results Comparison: Baseline data, other comparison group

Plan to Scale Up

During the first year, online advising content will be developed in Moodle for all majors while academic planning, communications and reporting systems are developed in parallel. Online advising will be available for all programs and majors in year two. Pilot planning tools and communication systems will be tested in year one, with integrated progression- and intervention-planning and communications scaled up in year two. CAPP degree audit software will be implemented in year one for both batch processing and web self-service available to students. DegreeWorks degree audit software will be implemented in year one with full operationalization in year two. Academic planning will become mandatory for all degree-seeking students in year two.

Sustainability/Institutionalization Plan

By relying heavily on technology- and systems-based solutions, this intervention is fiscally sustainable over the long term and will free faculty and staff to shift rote and redundant work to value-added activities for students. Applying learning analytics to our rich data systems will enable us to continuously refine and enhance the effectiveness of our processes.

Communications Plan

We will conduct an awareness and education campaign as for students, faculty, staff and administrators as part of our larger Smart Start campaign. Students will learn about Mandatory Academic Planning on an ongoing basis through Mandatory Orientation and through communications in the myLane student portal.

Internal and/or External Resources Needed

Development and design: 300 hours at \$48.90/hour=\$14,670, communications and professional development \$8,000. Total: \$22,670.

Institutional Policy Changes Needed

Orientation, advising and registration policies and procedures will be reviewed and revised by the intervention work team(s) in consult with counseling and advising office, the math department, and enrollment and student financial services.

Anticipated Challenges

We need to be sure to balance rigor of academic planning and advising with accessibility and open access.

Additional institution-wide decisions in which the resulting evaluation will be helpful

This intervention will directly impact and be impacted by several of our student success initiatives to include CAPP Degree Audit Automation, Degree Qualifications Profile, Mandatory/Online Orientation and Advising, and Win-Win.

Appendix A: Implementation Proposal Work Plan Template

Priority Area I:

Increasing the percentage of students prepared for and promptly attempting program level math.

Measurable Yearly Goals:

- Reduce the percentage of students placing three or more levels below gateway from 53% to 26%, incrementally over four years of implementation.
- Increase the percentage of students completing developmental math during their first year from 22% to 42%, incrementally over four years of implementation.
- Increase the percentage of students attempting developmental math during their first year from 81% of those who persist to 100% incrementally over four years of implementation.
- For students who place at gateway math and persist through their first year at Lane, increase their percentage of gateway math attempts from 67% to 100% incrementally over four years of implementation.

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff
Intervention I.A.: Math Placement Redesign					
Hold developmental math summit	X	X			Hledik, Lindsley, Lead Faculty
Develop and implement student, faculty and staff education and awareness campaign	X	X	X	X	Steele, Herburger
Review and evaluate placement instrument	X				Hledik, Lead Faculty
Map developmental math curriculum to placement test	X				Lead Math, ALS Faculty
Enhance and develop preparation resources and tools to include pre-placement advising, alternative learning environments, test preparation workshops	X	X			Lead Math, ALS Faculty
Pilot placement redesign	X				Hledik, Lindsley
Design intervention evaluation	X				Wilson, Lead Faculty
Review and redesign placement policies to include preparation, multiple measures, timing, calculator policies, retest policies and cut scores.	X	X			Hledik, McNair
Develop stronger connections and communications with high schools to include early testing, preparation, and consistent standards.	X	X			Fort, Lytton, Lead Faculty

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff
Intervention I.A.: Math Placement Redesign (continued)					
Faculty and staff professional development: placement redesign	X	X	X	X	Mitchell, Lead Faculty
Communicate intervention results with Board, stakeholders and community	X	X	X	X	Christian

Intervention I.B.: Early and Sustained Math Progression					
Hold developmental math summit	X	X			Hledik, Lindsley, Lead Faculty
Develop and implement student, faculty and staff education and awareness campaign	X	X	X	X	Steele, Herburger
Include early math enrollment in academic planner and orientation	X				Hamblin, DeLeon, Lead academic advisor
Incentivize early math enrollment through links to scholarship requirements and other policies, structures and supports.	X	X			Hamblin, Garrett, Anderson
Ensure that adequate numbers of sections are available using placement and planners, data for prior years, and adjustments to scheduling policies.	X	X			Hledik, Linsley, McNair
Develop “escalator” three-course sequences (linked learning communities) offered at the same time throughout the year. Students preregister for the entire series.	X	X			Lead Math, ALS Faculty
Design intervention evaluation	X				Wilson
Develop communications and registration systems to remind students of attempt requirements and provide early interventions for attempt and progression issues.	X	X			Hamblin, Garrett, Lead academic advisor
Faculty and staff professional development: early and sustained progression	X	X	X	X	Mitchell, Lead Faculty
Review and revise early enrollment and progression policies. Formalize new policies in year two.	X	X			Hamblin, Garrett, Hledik, Lindsley, McNair
Communicate intervention results with Board, stakeholders and community	X	X	X	X	Christian

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff
Intervention: Alternative Learning Environments					
Hold developmental math summit	X	X			Hledik, Lindsley, Lead Faculty
Develop and implement student, faculty and staff education and awareness campaign	X	X	X	X	Steele, Herburger, Hinson
Inventory current alternative learning practices and resources	X				Hinson, Lead Faculty
Develop alternative learning system requirements; evaluate systems	X				Hinson, Lead Faculty
Determine appropriate math curriculum for alternative learning pilot	X				Hledik, Lindlsey, Lead Faculty
Inventory and update mappings of developmental math curriculum to alternative learning system	X				Lead Faculty
Explore and address technology access issues	X				Hinson
Develop plan for incorporating alternative learning environments into new literacy centers at new downtown campus and information commons facilities	X	X			Hinson, Hledik, Lindsely, Lead Faculty
Design intervention evaluation	X				Wilson
Implement alternative learning system and/or scale current alternative learning practices	X				Hinson, Hledik, Lindsley, Lead Faculty
Develop alternative learning system R&D analytics	X	X			Hinson, Wilson
Faculty, Staff and Student Professional Development: Alternative Learning System	X	X	X	X	Hinson, Mitchell, Lead Faculty
Communicate intervention results with Board, stakeholders and community	X	X	X	X	Christian

Priority Area II:

Increasing the percentage of students earning a degree or certificate.

Measurable Yearly Goals:

- Increase the percentage of students earning degrees or certificates in 3 years from 9% baseline to 11% for the 2012 cohort, 13% for 2013, and 15% for 2014.
- Decrease the number of students with undecided or undeclared programs of study or a program of study that they do not well understand.
- Decrease the number of students who claim to be seeking an award, or strategically change their program of study, without making real progress.

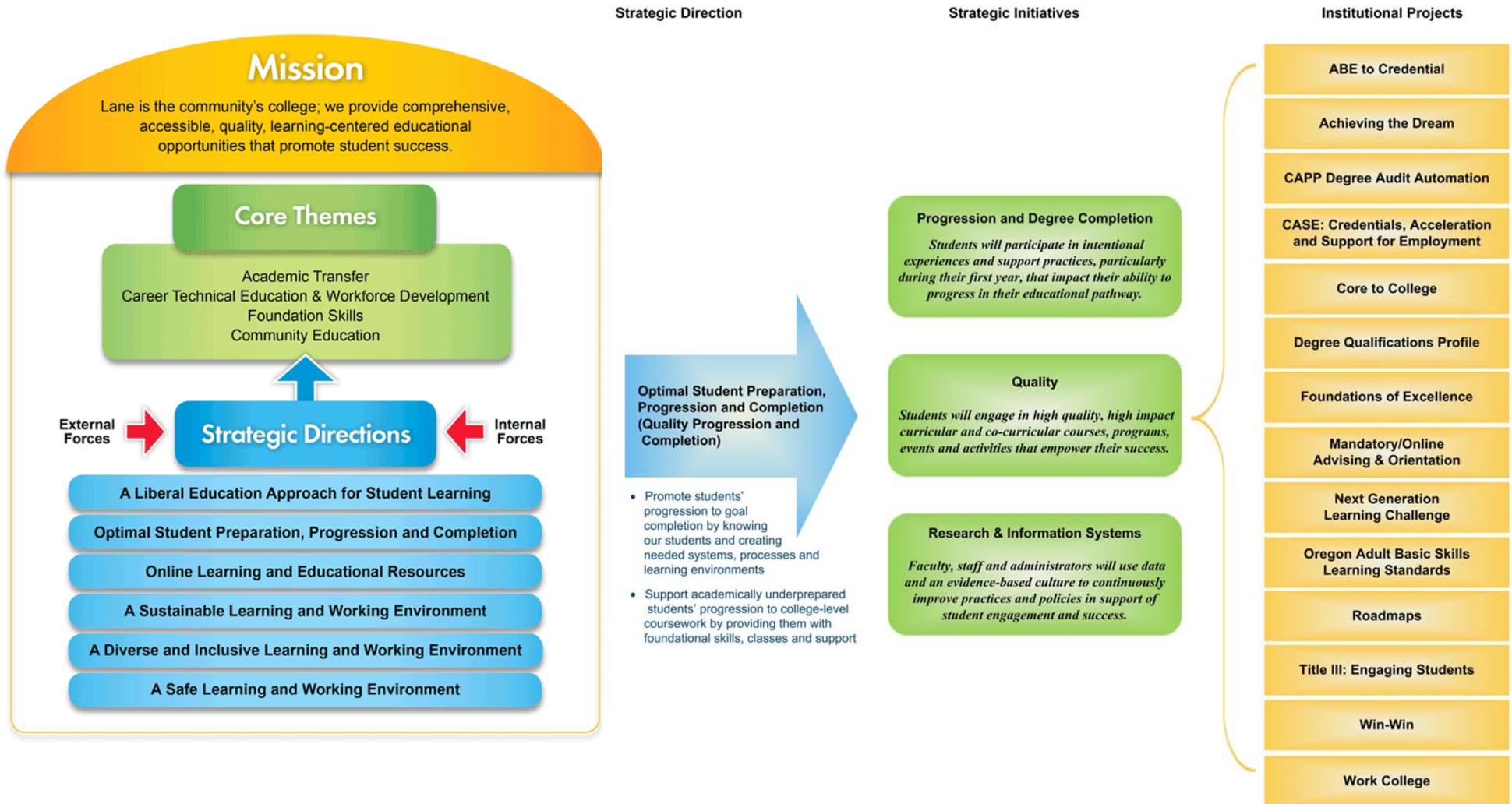
Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff
Intervention II.A.: Program and Major Identification					
Develop and implement student, faculty and staff education and awareness campaign	X	X			Steele, Herburger, Hamblin
Revise and update program list to eliminate duplication and improve clarity	X				Freund, Meenaghan
Create admissions application wizard decision tool for program of study selection	X				Hamblin
Revise and update SAP standards	X				Parthemer
Develop program of study change process	X				Garrett, Hamblin
Design intervention evaluation					Wilson
Revise and update requirements for current associate's degrees; update catalog and planning tools	X				Brau, Freund, Kimble
Implement CAPP batch degree audit system to include self-service web interface	X				Kimble
Revise and streamline processes for online degree award application	X				Degree Evaluator Team
Formalize program and major identification policies and procedures	X				Garrett, Hamblin
Communicate intervention results with Board, stakeholders and community	X				Christian

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff
Intervention II.B.: Mandatory Academic Planning					
Develop and implement student, faculty and staff education and awareness campaign	X	X			Garrett, DeLeon
Develop advising content for all transfer programs and system for updating and maintaining	X				DeLeon, Meenaghan, Alvarado, Hampton
Utilize myLane web portal to create electronic advising portfolio containing degree plans, previous degree audits, current advising information, and term-by-term individualized course plans. Enable students to create, store and update their personal academic plans online.	X	X			Freund, Meenaghan, Hampton, Parthemer
Implement DegreeWorks comprehensive progression- and degree audit tracking and reporting system	X	X			Hamblin, Schuetz
Design intervention evaluation					
Require academic plan for each degree-seeking student		X			Garrett, DeLeon
Formalize academic planning and advising policies and procedures		X			Garrett, Hamblin
Communicate intervention results with Board, stakeholders and community	X				Christian

Appendix B: Strategy Map & Institutional Scorecard

Strategy Map

Our Strategy Map provides a visual framework for aligning projects and initiatives to the strategic directions of the college, in support of our accreditation core themes and mission. Strategy mapping provides useful information for establishing priorities, allocating resources, evaluating new project proposals, and identifying gaps in mission fulfillment. The web-based strategy map enables users to click into any of our strategic directions to view the strategic initiatives and institutional projects we have undertaken in support of that strategy.



Sample Institutional Scorecard

Our core theme scorecards and indicator rating worksheets will together document Lane’s mission performance in a clear way, with all objectives and outcomes linked to indicators showing achievement based on explicit targets. Supporting work on frameworks and standards will provide a wealth of information to track progress. The web-based scorecard will be dynamically linked to the evaluation worksheet of each indicator and its rationale. By design each scorecard will serve as a high-level record that accounts for where the college is in terms of mission fulfillment. In addition, the more detailed information will serve as a diagnostic to inform improvement in practice.

CORE THEME 2 – Career Technical and Workforce Development					
Foster student learning and success through accessible, quality career technical preparation and workforce development.					
OBJECTIVE: Students with career technical and workforce development goals achieve high rates of progress and degree completion.		OBJECTIVE: Career Technical students and community participants are prepared for employment.		OBJECTIVE: Lane provides accessible, quality, learning-centered opportunities for career technical students and workforce development participants.	
Indicator	Rating	Indicator	Rating	Indicator	Rating
2.1		2.8		2.12	
2.2		2.9		2.13	
2.3		2.10		2.14	
2.4		2.11		2.15	
2.5				2.16	
2.6				2.17	
2.7				2.18	
				2.19	
				2.20	
PERCENTAGE OF INDICATORS RATED 3 OR 4: _____ / 20 = _____. MET 90% THRESHOLD? YES _____ NO _____					

“By design, Lane’s mission success is operationalized by core theme outcomes and measurable by core theme indicators. Lane is fulfilling its mission if indicators demonstrate achievement of the core themes. Core theme scorecards will document the extent to which each indicator demonstrates achievement on a **4-point scale, using the rubric: 1 = not achieved; 2 = approaching achievement; 3 = achieved; 4 = exemplary achievement.** Scorecards will also document the percentage of indicators meeting or exceeding a rating of 3, “achieved.” A threshold of excellence for Lane’s overall mission fulfillment will be defined as attainment of ratings of 3 or 4 on at least 90% of indicators for each core theme. See Table 2 for a sample core theme scorecard.”

Appendix C: Team Charters & Membership

Student Success Leadership Team

The purpose of the Student Success Leadership Team is to shepherd the work of the college as it relates to Quality Progression and Completion. Specifically the work will be tied to three of the six strategic directions of Quality Progression and Completion, A Liberal Education Approach to Student Learning, and to some extent Online Learning and Educational Resources.

The Student Success Leadership team will:

- Establish connections with the projects, initiatives and ongoing work of guiding Lane students to success (quality progression and completion)
- Identify and communicate linkages between student success projects and programs
- Ensure strategic alignment and resource optimization of student success work
- Share student success information and outcomes with the campus community and other stakeholders
- Guide and support the ongoing work of student success projects and programs
- Wrestle with real issues that arise and courageously and collaboratively work to resolve them
- Help strengthen college systems to support student success
- Help each other keep a sense of the larger picture even as individuals or committees are working at a focused level

The SSLT is comprised of a broadly representative group of faculty, students, staff and administrators with a wide range of roles and responsibilities that impact student success. Meetings are held monthly.

ATD Data Coaches

The purpose of the ATD Data Coaches Team is to provide impetus and support for improved use of data in advancing Lane's quality progression and success agenda. Team responsibilities include:

- Learn and teach effective use of the ATD data tool and other Lane data systems
- Identify and investigating questions important to understanding student success
- Interpret data to help identify and refine interventions for improved success
- Assist in implementing and assessing interventions
- Provide the ATD initiative with perspectives from a variety of roles and departments
- Communicate with departments and staff regarding ATD and Lane's data framework
- Promote professional development related to data-based decision making

The ATD Data Coaches Team is comprised of faculty and administrators with skill and interest in aspects of data production or use, representing and knowledgeable of a variety of roles and departments within the institution. Meetings are held twice-monthly.

ATD Core Team

The purpose of the ATD Core Team is to provide coordination, oversight and support for development and college-wide implementation of ATD goals and objectives:

- Strengthening an evidence-based community of learners and practitioners at Lane
- Improving developmental and foundational instruction and services to support student progression and completion
- Understanding how and when disaggregated populations reach progression and completion challenges
- Developing, implementing and reviewing interventions to improve progression and completion
- Institutionalizing successful interventions
- Improving student persistence rates from one term to the next
- Improving certificate and degree attainment rates
- Integrating ATD data and planning with college strategic directions and accreditation core themes

The ATD Core Team is comprised of faculty, staff and administrators with key roles across the ATD project spectrum, from data collection to analysis to intervention development and evaluation. Meetings are held monthly.

ATD Data & Systems Team

The purpose of the ATD Data & Systems Team is to ensure integrity and access to student progression and achievement data and to provide guidance in developing and integrating data systems and reporting tools that support an evidence-based culture of student success.

Team responsibilities include:

- Develop comprehensive data requirements definitions; provide guidance and support in systems development and integration
- Document and communicate data assumptions, definitions and constraints
- Educate data users on resources and usage
- Provide guidance and support in ensuring data integrity and clarity
- Promote professional development related to data-based decision making

The ATD Data & Systems Team is comprised of faculty, staff and administrators with knowledge and expertise in institutional research, systems development and integration, and data-based analysis and decision making. Meetings are held twice monthly.

Appendix D: Disaggregated Data Analysis Examples

Course Success, Progress & Completion: 1st Three Years, by First Year Pell Status

		Percentages*				Counts*				Leverage Comparison**			
Initial Program Declaration =		Transfer		CTE		Transfer		CTE		Close Gap		1% Change	
Received Pell Grant Year 1 =		No Pell	Pell	No Pell	Pell	No Pell	Pell	No Pell	Pell	Gap	Leverage	Transfer	CTE
Math	a Completed Program-Level Math	25%	23%	23%	29%	834	429	337	308	6%	112	52	25
	a Program-Level Math Success Rate	78%	77%	79%	74%	834	429	337	308	4%	18	16	8
	b Referred to Developmental Math	92%	96%	61%	73%	2,192	1,501	651	684	35%	-551	-39	-20
	a, c Completed Highest Below-Program Level Math	33%	32%	30%	34%	724	473	194	233	4%	28	37	13
a, c Below-Program Math Success Rate, Any Level	76%	78%	75%	76%	1,207	923	283	357	3%	10	28	8	
Writing	a Completed Program-Level Writing	27%	35%	29%	37%	865	637	403	382	9%	292	50	24
	a Program-Level Writing Success Rate	80%	83%	84%	82%	865	637	403	382	4%	45	18	9
	b Referred to Developmental Writing	43%	49%	52%	58%	994	729	507	518	15%	-135	-38	-19
	a, c Completed Highest Below-Program Level Writing	23%	29%	17%	26%	226	213	88	133	12%	60	17	10
a, c Below-Program Writing Success Rate, Any Level	81%	79%	75%	82%	320	313	132	212	7%	12	8	4	
Progress	b Student did not return for year 1 Winter term	16%	9%	20%	12%	490	175	296	125	11%	-159	-50	-25
	Earned 15 or more credits in 1st year	52%	66%	54%	67%	1,786	1,260	816	738	15%	514	53	26
	Student persisted to any term in year 2	66%	70%	62%	65%	1,724	1,129	817	652	8%	101	42	23
	Cumulative GPA at end of 3 years is 2.0 or greater	81%	83%	86%	86%	2,626	1,542	1,218	879	5%	164	51	24
	Completed one or more award (Cert or AA) in 3 yrs.	7%	10%	16%	12%	250	186	240	132	9%	292	53	26
	d Student Transferred within 3 years	39%	27%	19%	14%	1,325	516	282	158	24%	NA	NA	NA
	d Student Persisted into 3rd Year (no degree)	22%	28%	24%	31%	755	536	358	335	8%	NA	NA	NA
b Student Stopped Out before 3rd Year	32%	35%	42%	43%	1,085	681	632	471	11%	-123	-53	-26	
Total Max N *** =		3,415	1,919	1,512	1,096	3,415	1,919	1,512	1,096				

Source: First 3 Achieving the Dream (ATD) cohorts, i.e., first time at Lane, degree-seeking students beginning in Fall 2006 to 2008.

NOTES:

* All percentages shown are valid % of cases with non-missing data for that measure. Counts shown are the number of cases with a value of 1 (or yes).

** "Leverage Comparison" shows the effect of closing the largest gap between groups, vs. a 1% change for all CTE & Transfer students. Keep in mind this is for 3 fall cohorts.

*** This is the total size for all three cohorts. This is the denominator ONLY for variables with no missing data.

- "Completion" rates indicate the portion of the entire cohort that attempted & passed (C or better). "Success Rates" are percentages of those who attempted that level.
- For 4 measures here (dev. referrals & stop-outs) lower %'s indicate improved student success, so the color coding is reversed & leverage formulae show negative numbers.
- Below-Program metrics are only present for cases referred to "Developmental" coursework.
- Two rows do not have any color coding or leverage formulae since it is ambiguous whether higher is better: transfer (w/o degree) & persistence (w/o degree).

Course Success, Progress & Completion: 1st Three Years, by Select Race & Ethnicity Groups

Initial Program Declaration = Race Ethnicity Group (if known) *** =		Percentages*						Counts*						Leverage Comparison**			
		Transfer			CTE			Transfer			CTE			Close Gap		1% Change	
		White, Non-Latino	Students of Color (SOC)	Latino (Any Race)	White, Non-Latino	Students of Color (SOC)	Latino (Any Race)	White	SOC	Latino	White	SOC	Latino	Gap	Leverage	Transfer	CTE
Math	a Completed Program-Level Math	24%	23%	19%	26%	30%	23%	786	127	57	439	76	30	11%	32	52	25
	a Program-Level Math Success Rate	78%	73%	76%	75%	81%	81%	786	127	57	439	76	30	8%	13	16	8
	b Referred to Developmental Math	95%	93%	95%	67%	65%	74%	2,427	397	220	911	142	80	30%	-69	-39	-20
	a, c Completed Highest Below-Program Level Math	32%	29%	28%	33%	32%	28%	780	114	61	299	46	22	5%	4	37	13
	a, c Below-Program Math Success Rate, Any Level	76%	73%	74%	75%	79%	76%	1,380	216	125	445	66	38	6%	17	28	8
Writing	a Completed Program-Level Writing	31%	27%	32%	33%	34%	33%	987	139	92	536	84	42	7%	37	50	24
	a Program-Level Writing Success Rate	82%	78%	79%	83%	81%	86%	987	139	92	536	84	42	8%	14	18	9
	b Referred to Developmental Writing	45%	48%	51%	54%	60%	70%	1,132	195	114	694	119	66	25%	-24	-38	-19
	a, c Completed Highest Below-Program Level Writing	24%	25%	30%	20%	26%	26%	277	48	34	139	31	17	10%	68	17	10
	a, c Below-Program Writing Success Rate, Any Level	79%	82%	80%	78%	82%	87%	395	75	45	210	53	27	9%	25	8	4
Progress	b Student did not return for year 1 Winter term	14%	11%	13%	17%	13%	22%	451	55	37	293	33	30	12%	-16	-50	-25
	Earned 15 or more credits in 1st year	56%	58%	58%	59%	60%	53%	1,895	330	181	1,042	159	74	7%	10	53	26
	Student persisted to any term in year 2	66%	70%	71%	63%	64%	59%	1,800	308	181	997	145	74	12%	15	42	23
	Cumulative GPA at end of 3 years is 2.0 or greater	81%	80%	82%	86%	83%	87%	2,602	436	243	1,398	203	109	7%	40	51	24
	Completed one or more award (Cert or AA) in 3 yrs.	8%	8%	7%	14%	15%	12%	272	45	21	253	39	17	8%	25	53	26
	d Student Transferred within 3 years	33%	38%	32%	16%	19%	14%	1,107	216	100	276	50	20	24%	NA	NA	NA
	d Student Persisted into 3rd Year (no degree)	25%	25%	28%	26%	30%	25%	846	140	86	463	79	35	5%	NA	NA	NA
	b Student Stopped Out before 3rd Year	34%	29%	33%	44%	36%	48%	1,141	167	103	764	95	67	19%	-26	-53	-26
Total Max N **** =		3,366	568	310	1,756	263	139	3,366	568	310	1,756	263	139				

Source: First 3 Achieving the Dream (ATD) cohorts, i.e., first time at Lane, degree-seeking students beginning in Fall 2006 to 2008.

- NOTES:
- * All percentages shown are valid % of cases with non-missing data for that measure. Counts shown are the number of cases with a value of 1 (or yes).
 - ** "Leverage Comparison" shows the effect of closing the largest gap shown between groups, versus a 1% change for all CTE & Transfer students. Keep in mind this is for 3 fall cohorts.
 - *** Excludes non-resident aliens. "Students of Color" includes Asians, Native Americans, Pacific Islanders, African Americans, & those with more than one race, unless Latino ethnicity is indicated.
 - **** This is the total size for all three cohorts. This is the denominator ONLY for variables with no missing data.

- a. "Completion" rates indicate the portion of the entire cohort that attempted & passed (C or better). "Success Rates" are percentages of those who attempted that level.
- b. For 4 measures here (dev. referrals & stop-outs) lower %'s indicate improved student success, so the color coding is reversed & leverage formulae show negative numbers.
- c. Below-Program metrics are only present for cases referred to "Developmental" coursework.
- d. Two rows do not have any color coding or leverage formulae since it is ambiguous whether higher is better: transfer (w/o degree) & persistence (w/o degree).

Course Success, Progress & Completion: 1st Three Years, by Age Group

Initial Program Declaration = Age Group =		Percentages*						Counts*						Leverage Comparison**			
		Transfer			CTE			Transfer			CTE			Close Gap		1% Change	
		< 20	20's	30 +	< 20	20's	30 +	< 20	20's	30 +	< 20	20's	30 +	Gap	Leverage	Transfer	CTE
Math	a Completed Program-Level Math	27%	22%	19%	26%	23%	28%	723	432	108	234	222	189	9%	53	52	25
	a Program-Level Math Success Rate	76%	79%	84%	78%	75%	77%	723	432	108	234	222	189	9%	28	16	8
	b Referred to Developmental Math	94%	92%	96%	61%	68%	74%	2,141	1,157	395	488	480	367	35%	-143	-39	-20
	a, c Completed Highest Below-Program Level Math	34%	29%	30%	30%	31%	36%	738	341	118	145	151	131	6%	72	37	13
a, c	a, c Below-Program Math Success Rate, Any Level	76%	78%	84%	72%	77%	79%	1,243	635	252	222	226	192	12%	36	28	8
Writing	a Completed Program-Level Writing	35%	23%	29%	37%	30%	30%	917	428	157	323	271	191	13%	247	50	24
	a Program-Level Writing Success Rate	80%	81%	86%	81%	83%	88%	917	428	157	323	271	191	7%	82	18	9
	b Referred to Developmental Writing	48%	40%	45%	59%	53%	50%	1,099	460	164	480	334	211	19%	-153	-38	-19
	a, c Completed Highest Below-Program Level Writing	26%	24%	25%	22%	18%	27%	287	111	41	105	59	57	9%	31	17	10
a, c	a, c Below-Program Writing Success Rate, Any Level	79%	80%	85%	78%	76%	85%	407	159	67	155	104	85	9%	12	8	4
Progress	b Student did not return for year 1 Winter term	12%	15%	16%	19%	16%	16%	313	265	87	167	144	110	6%	-58	-50	-25
	Earned 15 or more credits in 1st year	59%	54%	58%	57%	58%	65%	1,629	1,085	332	537	566	451	11%	223	53	26
	Student persisted to any term in year 2	71%	64%	60%	64%	63%	63%	1,610	942	301	537	531	401	11%	55	42	23
	Cumulative GPA at end of 3 years is 2.0 or greater	80%	83%	90%	81%	87%	92%	2,118	1,559	491	725	785	587	13%	333	51	24
	Completed one or more award (Cert or AA) in 3 yrs.	8%	8%	10%	11%	14%	19%	211	167	58	105	134	133	12%	318	53	26
	d Student Transferred within 3 years	33%	41%	19%	18%	20%	12%	909	820	112	165	194	81	29%	NA	NA	NA
	d Student Persisted into 3rd Year (no degree)	27%	19%	27%	31%	24%	24%	756	382	153	293	236	164	12%	NA	NA	NA
b Student Stopped Out before 3rd Year	32%	32%	44%	40%	42%	45%	875	638	253	374	415	314	14%	-94	-53	-26	
Total Max N *** =		2,751	2,007	576	937	979	692	2,751	2,007	576	937	979	692				

Source: First 3 Achieving the Dream (ATD) cohorts, i.e., first time at Lane, degree-seeking students beginning in Fall 2006 to 2008.

NOTES:

* All percentages shown are valid % of cases with non-missing data for that measure. Counts shown are the number of cases with a value of 1 (or yes).

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a. "Completion" rates indicate the portion of the entire cohort that attempted & passed (C or better). "Success Rates" are percentages of those who attempted that level.

b. For 4 measures here (dev. referrals & stop-outs) lower %'s indicate improved student success, so the color coding is reversed & leverage formulae show negative numbers.

c. Below-Program metrics are only present for cases referred to "Developmental" coursework.

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