

Guided Pathways Strategic Enrollment Management Plan FY 2023-2027

Bi-Annual Report to the Board of Trustees
May 22, 2024



Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

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Update from the Guided Pathways Strategic Enrollment Management Lead:

Welcome to the Guided Pathways Bi-annual Report, a comprehensive overview of our institution's progress in implementing Guided Pathways initiatives over the last year. Guided Pathways represents a transformative approach to higher education, designed to enhance student success and streamline the educational journey from enrollment to completion.

At its core, Guided Pathways is built upon four pillars that serve as the foundation for its framework:

1. **Clarify the Path:** Guided Pathways provides clear, well-defined educational pathways that map out the courses, milestones, and experiences necessary for students to achieve their academic and career goals. By offering structured roadmaps, students can make informed decisions about their educational journey, leading to increased persistence and completion rates.
2. **Enter the Path:** Recognizing that students often face diverse and complex challenges, Guided Pathways ensures the availability of comprehensive support services that address academic, financial, and personal needs. Students are assisted in developing their individualized education plans and register for courses that will lead toward degree completion in a defined timeline, ensure they take course in their area of interest in their first year, and understand how their plan will lead them to their career, transfer, and personal goals, while reducing confusion and unnecessary steps.
3. **Stay on the Path:** Through proactive advising, career exploration, and guided academic planning, Guided Pathways empowers students to make informed decisions about their educational and career pathways. By providing timely and relevant information, students can align their academic choices with their interests, abilities, and goals.
4. **Ensure Learning:** Guided Pathways is a dynamic process that requires ongoing assessment, reflection, and refinement. By collecting and analyzing data on student outcomes, program effectiveness, and institutional practices, we can identify areas for improvement and implement evidence-based strategies to enhance student success.

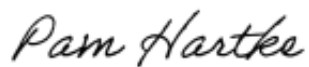
Since the fall of 2022, the Guided Pathways Strategic Enrollment Management Team (GPSEM), which is comprised of four working groups have been meeting on a regular basis. They have been working on the four-focus areas of the GPSEM Matrix which is an integral part of the college's strategic plan.

This report details the progress we have made with the GPSEM projects. The GPSEM Plan that support the goals and objectives in our plan and in alignment with our four focus areas which are:

1. Guided Pathways Implementation
2. Recruiting and Marketing
3. Onboarding Experience
4. Retention, Persistence and Completion

In this report, we will delve into the key components of our Guided Pathways framework, highlight notable achievements, discuss challenges encountered, and outline our strategies for continuous improvement. Through data-driven analysis and insights from stakeholders across the institution, we aim to assess the effectiveness of our Guided Pathways efforts and identify areas for further development.

As we navigate the ever-evolving landscape of higher education, the Guided Pathways Bi-annual Report serves as a roadmap for our collective journey towards student success and institutional excellence.



Pam Hartke
Associate Dean of Enrollment Management

GUIDED PATHWAYS STRATEGIC ENROLLMENT MANAGEMENT PLANNING MATRIX LAKE LAND COLLEGE 2023-2027



FOCUS AREAS	1. GUIDED PATHWAYS IMPLEMENTATION	2. RECRUITMENT AND MARKETING	3. ONBOARDING EXPERIENCE	4. RETENTION, PERSISTENCE AND COMPLETION
GOAL STATEMENTS	<p>A. Fully implement Guided Pathways Model to enhance and support student success.</p>	<p>A. Operationalize a comprehensive recruiting and marketing plan to attract and retain new and current students.</p>	<p>A. Operationalize a structured onboarding process to improve the student experience.</p>	<p>A. Fully integrate EAB Navigate functionalities using a tiered approach to strengthen retention, persistence and completion efforts.</p>
PRIORITY OBJECTIVES	<ol style="list-style-type: none"> 1. Assess current status of Guided Pathways implementation. 2. Create a plan to develop Guided Pathways components not yet adopted. 3. Establish a collaborative framework/communication plan for stakeholders to fully adopt GPS in their daily work. 4. Develop strategies to increase the awareness that SEM and GPS are the shared responsibility of everyone within the College to increase student recruitment, retention and completion 	<ol style="list-style-type: none"> 1. Audit current recruiting and marketing efforts. 2. Analyze results of recruiting and marketing audit to identify the gaps in effectiveness. 3. Establish a collaborative framework/communication plan for stakeholders to participate in recruitment and marketing efforts. 4. Establish, implement and assess strategies to increase the enrollment of the following specific target demographics: adult students, career/technical education students and first year students. 	<ol style="list-style-type: none"> 1. Use value stream mapping to audit the onboarding process for specific student groups (ex: incoming high school students, first time students, readmitted students and transfer students). 2. Analyze results of onboarding audit to identify gaps in effectiveness for all student categories and develop interventions to streamline the onboarding experience. 3. Establish a collaborative framework/communication plan for students and staff to adopt the improved onboarding process. 	<ol style="list-style-type: none"> 1. Identify EAB Navigate functionality for implementation to support retention, persistence and completion. 2. Develop identified EAB Navigate functionalities. 3. Establish a collaborative framework/communication plan for stakeholders to utilize EAB Navigate. 4. Establish an assessment plan for evaluating student success outcomes using EAB Navigate.

Enrollment Initiative Team- Update

During the Spring 2023 semester, an Enrollment Initiative Team was formed for the purpose of brainstorming enrollment and registration initiatives and set goals so we can make positive strides in our enrollment and registration numbers. Enrollment initiatives is an effective part of our Guided Pathways and Strategic Enrollment Management Team (GPSEM), which works to provide clear pathways (including onboarding and registration pathways) for prospective and current students.

The Enrollment Initiative Team has been working diligently since last fall, setting several goals for the 2024 Summer and Fall semesters. With the help of Lisa Cole, an Enrollment Dashboard was created in Tableau to show the progress of the following six enrollment goals:

1. **Enrollment Initiative-** If students register for classes by midnight, May 10, they may be eligible to receive a \$50.00 tuition and fees credit for summer and a \$50.00 tuition and fees credit for fall. Students are eligible for this credit if they are enrolled in a minimum of three credit hours in the summer and minimum of six credit hours in the fall. The goal is to have 100 more students registered, with a total of 1,900 students, by May 10 when compared to the same date last year.

GOAL MET on May 4, we met our goal of 1,900 students registered

2. **In-District High School Graduates Enrolled in Fall 2024-** Currently the total number of in-district graduates for the class of 2024 is 1,738. The goal is to have 32% (556 graduates) of the graduating class enroll in the Fall 2024.
3. **Dual Credit Students Enrolled in Fall 2024 (after graduation)-** Currently we have a total of 972 seniors that have taken dual credit through the College during their junior/senior year. The goal is to have 34 % (330 students) of dual credit students enroll with Lake Land College
4. **Summer 2024 Intents Enrolled-** The goal is to have 50% of the applicants for the Summer 2024 semester register for classes.

GOAL MET- As of 5/6/2024, we have 70% of the applicants registered for summer courses, (365 of the 517 summer applicants)

5. **Fall 2024 Intents Enrolled-** The goal is to have 55% of the Fall 2024 applicants enroll with the College. As of 5/6/2024 we are currently at 41.6%, we have 2,024 students apply for the Fall 2024 and 841 of those have registered.
6. **Non-Dual Credit Student Enrolled (after Graduation)-** Of the 1,738 graduates, 766 have not taken any dual credit classes with the College while in high school. The goal is to have 30% (230 students) of the non-dual credit students to enroll in the college.

The Enrollment Initiative Team will continue to working on reaching the above-mentioned goals through marketing, email, and text messaging campaigns as well as individual communication with all continuing, readmit, transfer and new incoming students for the Summer and Fall semesters using the software platforms, Navigate, Cadence, Ellucian Recruit, College APP, etc. The collaboration of the Counseling, MPR and Admissions Offices and the data we are receive from Tableau have been instrumental in this endeavor. We are excited to see the progress and the impact it will have on the College's enrollment.







The Enrolment Initiative Team:

Associate Dean of Enrollment Management, Pam Hartke

Chair of Counseling & Judicial Affairs Advisor, Heather Nohren

Director of MPR, Kelly Allee

GPSEM Plan 2023-2027- Project Lead


Number of Projects 2	 Achieved - strategy development complete	Project has been completed
10	 Meeting progress target	Project is on target and continuing to see activity
0	 Not Meeting progress target	Project is not on planned target but will still be active
3	 Future Project	Project is planned to be started in future years of the plan
0	 Project placed on hold	Project was not started as planned but will be in the future
0	 Abandoned	Project was determined to not be effective and has been cancelled

GPSEM Plan 2023-2027 - Projects


Focus Area 1: Guided Pathways Implementation

A. Fully implement Guided Pathways Model to enhance and support student success.

Objective 1: Assess current status of Guided Pathways implementation


Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Research existing tools to assess our current status of implementation.			
Examine scale of adoption from CCRC to determine where the college is with GP implementation.	Pam Hartke		Meeting progress target
<p>Progress update: A Scale of Adoption was previously administered in Fall 2018. We reviewed the data and determined that it would be best to send out the CCRC Scale of Adoption again in the Fall 2022 to get the most up-to-date data from faculty and staff. We collected and evaluated the survey responses and determined that a majority of the faculty thought Guided Pathways implementation was completed, while the others were just unsure of the status. From the responses we determined that a need for increase communication to stakeholders was needed.</p>			

Objective 2: Create a plan to develop Guided Pathways components not yet adopted.


Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Analyze what components of Guided Pathways have yet to be adopted			
Study which components of Guided Pathways have yet to be adopted and what, if any, are the barriers of implementation	Pam Hartke		Meeting progress target
<p>Progress update: A barrier that has hindered implementation of Guided Pathways is the use of ten Areas of Studies at the same time having seven Academic Divisions. Representatives from both Academic Services and Students Services are researching what opportunities and options will best serve the College so we don't delay the implementation further.</p>			

GPSEM Plan 2023-2027 - Projects

Objective 3: Establish a collaborative framework/communication plan for stakeholders to fully adopt GPS in their daily work

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Develop and scale a collaborative framework/communication plan for stakeholders to fully adopt GPS in to their daily work.			
<p>Creating a communication plan for the faculty, staff, and all of the stakeholders will help them stay in touch and aware of the implantation stages and help the adopt Guided Pathways into their daily work.</p> <p>Progress update: The creation of two different types of newsletters that will be emailed out on a quarterly basis to faculty and adjunct and then to all Student Services.</p>	Pam Hartke		Future Project

Objective 4: Develop strategies to increase the awareness that SEM and GPS are the shared responsibility of everyone within the College to increase student recruitment, retention and completion.


Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan:			
<p>Audit current communication plans and collaborate with our Coordinator of Student Communication and Initiative, to incorporate this message in with the communication plan that to faculty, staff and all the stakeholders.</p> <p>Progress update: Project will being in FY24 or later after the communication plan for the stakeholders in Objection 3 is complete.</p>	Pam Hartke		Future Project

GPSEM Plan 2023-2027 - Projects

Focus Area 2: Recruitment and Marketing


A. Operationalize a comprehensive recruiting and marketing plan to attract and retain new and current students.

Objective 1: Audit current recruiting and marketing efforts.

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Complete SWOT analysis of our current marketing activities.			
<p>Identify the College's current marketing and recruitment plans including target audiences, tools, tactics and practices. Catalog current marketing and recruitment initiatives within specific academic programs and/or departments. Document data/results from these activities</p> <p>Progress Update: Progress Update: We have completed the following tasks:</p> <ol style="list-style-type: none"> 1.Documented dates, content and platform for all automated emails to prospective students that are in the Recruit System. 2.Documented dates, content and platform for all automated emails within the systematic mailing system or those who have applied/filled out an intent up to the first day of class. 3.Documented dates, content and platform all automated emails for students who fill out a Laker Profile, submit an intent. 4.Documented/Flowcharted the automated emails and text follow up that takes place when someone submits an Information Request. 5.Flowcharted the marketing and communication pieces for the following audiences: Seniors, Juniors, Sophomores, Freshman, 8th Graders, Information Request, Dual Credit Students, No College Students, Summer Reverse Transfer 6.Identified Current and Potential Audiences 7.Identified Sources that Generate Leads 8.Identified Activities that are Registering individuals or schools that Lake Land participates in 9.Identified all Admissions In Person recruitment events 10.Created a spreadsheet of the Categories of data that would influence both marketing and recruiting <p>Still to do: Gather individual departmental and/or program specific marketing efforts</p>	<p>Kelly Allee</p>		<p>Meeting progress target</p>


GPSEM Plan 2023-2027 - Projects

Objective 2: Analyze results of recruiting and marketing audit to identify the gaps in effectiveness.


Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Analyze data that has been gathered from a high level to identify opportunities for improvement and audit target audiences.			
<p>Assess the College's and departmental current marketing, communication and recruiting efforts. Both collectively and individually. Assess the College's current target audiences against new/potential audiences. Assess the topics that we are marketing and/or communicating – i.e. cost, online learning, hyflex, personalization, caring. Review processes used to gather information for reaching the target audiences.</p>	<p>Kelly Allee</p>		<p>Meeting progress target</p>
<p>Progress Update: Through this effort, we have identified gaps in communicating to dual credit students, gaps in audiences such as GED graduates, the minimal return on investment for the DOC outreach efforts and the opportunity to review all email content.</p> <p>We video captured the process of filling out the Laker Profile and filing an intent to enroll. We used the results of our investigation into filling out a Laker Profile and submitting an Intent to Enroll to influence improvements to the Laker Profile and to the Dual Credit Intent. We have also used this information to guide the creation of the new website – to help people clearly see the action that needs to be taken on the website and to communicate the value of Lake Land.</p> <p>We have improved the flow of communication to those who Request More Information.</p> <p>We have started analyzing the programs that readmit students go into to determine if there are any trends that we can use in marketing.</p> <p>We also identified in analyzing the data that Laker Visit Day and Campus visits have a high rate of conversion to applicants and are thus increasing promotion of visit opportunities.</p> <p>We have added communication pieces to Dual Credit students and to the No College group. For the first time in years, we will be mailing a printed schedule to everyone in the district. We have also created a website landing page for someone to request a printed schedule and/or to meet with an Academic Counselor. We have also created thumbnails for the PDF schedules on the web page. We will monitor clicks and web traffic to these two sites to see if these formats are helpful or used by potential students and/or the public.</p> <p>We added videos to each Area of Study to help people see the different majors in those areas.</p> <p>Marketing began working with Admissions to identify mail pieces and ads that are sent to HS students to create best practice touch points that We have more work to do in creating new communication plans for potential audiences and in analyzing data. We have identified an action item as creating calendy appointments for Campus Visits on the web page.</p>			

GPSEM Plan 2023-2027 - Projects

Objective 3: Establish a collaborative framework/communication plan for stakeholders to participate in recruitment and marketing efforts.

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Develop resources that faculty and staff can use to meet them where they are in the scope of marketing and reaching out to the community about their programs and services.			
Empower employees with the knowledge and resources needed to be excellent ambassadors for Lake Land College. Empower alumni, board members and professional advisory board members with this same knowledge.	Kelly Alee		Meeting progress target
<p>Progress Update: We introduced the Marketing Outreach Toolkit in 2023-2024 AY and are beginning to see positive results with faculty. We have held two staff developments on this topic. The process of creating the Toolkit communication piece provided an excellent opportunity for us to frame opportunities for faculty and staff to see varying levels of participation for outreach and for the Admissions and Marketing Team to work together to create a seamless opportunity for staff and faculty.</p> <p>We have also created a second staff development for AY 2024-2025 that is designed to help staff be ambassadors for the College.</p>			

Objective 4: Establish, implement and assess strategies to increase the enrollment of the following specific target demographics: adult students, career/technical education students and first year students


Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Identify the target populations and develop personas for each.			
Identify target audiences. Identify characteristics and messaging for target audiences. Develop communication and marketing tactics.	Kelly Allee		Meeting progress target
<p>Progress Update:</p> <ol style="list-style-type: none"> 1. We have created a marketing plan for the Tech 2 Day campaign to increase enrollment in Career and Technical education. We have changed the name from Workforce Ready to Career and Technical Education. We have created a "We have Trades" campaign. 2. Counseling, Admissions and Marketing worked together to offer tuition incentives to students yielding increases in enrollment of current students. 3. We have improved the follow up communication to adult students requesting more information. 4. We are delivering digital ads to those who did not enroll in college immediately following graduation and those who have taken at least one class from Lake Land but dropped out since 2019 			

GPSEM Plan 2023-2027 - Projects

Focus Area 3: Onboarding Experience

A. Operationalize a structured onboarding process to improve the student experience

Objective 1: Use value stream mapping to audit the onboarding process for specific student groups (ex: incoming high school students, first time students, readmitted students and transfer students).

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Define the timeline of the onboarding experience and develop a communication flow outlining this experience for all student groups to assist us with identification of pain points and gaps in our onboarding process.			
<p>The group charged with focus area # 3-Onboarding Experience will meet with representatives from ISS, admissions, financial aid, dual credit, foundation and counseling. This group will discuss, research and flowchart the following:</p> <ol style="list-style-type: none"> 1. Define the time period of onboarding - The group currently assumes the onboarding experience begins when the student initially demonstrates interest in Lake Land College when beginning a Laker Profile. This group also assumes the onboarding experience ends once retained at the 10th day of their first semester. At this point in time, focus area # 4 - RPC (retention, persistence and completion) begins. This group should confirm with focus area # 4 that RPC begins with new students at the 10th day of the first semester and the onboarding experience is complete. 2. Gather communication pieces including email campaigns, letters, text message campaigns, flyers, etc. that are sent to all student groups (non-degree, readmit, transfer, degree, special admissions, new, dual credit) from multiple departments across campus once they begin their Laker Profile and are enrolled in courses at 10th day. 3. Determine the best way to map the onboarding process for all student groups. <ol style="list-style-type: none"> a. Flowchart communication pieces to all student groups to document what is communicated, from whom it is communicated, when it is communicated and how often students are communicated to. b. Ensure we have the entire onboarding process mapped in the event that there are no communication pieces or we are missing communication pieces. 	Heather Nohren		Meeting progress target
<p>Progress Update: The onboarding experience was defined as beginning when the student initially demonstrates interest in Lake Land College when creating a Laker Profile and then ends once retained at the 10th day of their first semester. They documented and established a flowchart/communication map.</p>			

GPSEM Plan 2023-2027 - Projects

Objective 2: Analyze results of onboarding audit to identify gaps in effectiveness for all student categories and develop interventions to streamline the onboarding experience.

Strategic Project Description

Project Leader

Status Options

Progress Update

Action Plan: Identify painpoints for new students onboarding to Lake Land College by analyzing the communication flowcharts developed for each student population enrolling (new, readmit, transfer, special admissions, dual credit, non-degree).

1. Determine painpoints for students when completing the Laker Profile and Intent to Enroll.
2. Identify communication gaps from the point of completing the Laker Profile to Course registration for all student populations.
3. Determine how we can personalize our communications with students while onboarding students.

Heather Nohren



Meeting progress target

Progress Update:

1. Recommended a process for students to have an automated task (success) checklist while onboarding that lives on their student portal. Pathify (which will replace our Laker Hub once implementation is completed) has a success (task) capability for students and can handle student checklists. We will continue to research to see if these tasks can be pulled automatically from our processes or if these tasks will need to be manually created.
2. Dual Credit Office worked with admissions to revamp the application to simplify the onboarding process for students earning dual credit. This work was completed this year.
3. Improved New Student Orientation communication with students utilizing automation processes, text messaging and enrollment campaigns in Navigate to encourage orientation completion and advising day attendance. The automation has been piloted for the Summer and Fall 2024 orientation season (which is happening now).
4. Determined there is a need for more communication in between intent to enroll and new student orientation/time for registration. This is especially true for applicants between the months of September and March for summer/fall semester and between the months of January and October for students starting spring semester. Pam is working on this process with the recruiters.
5. Counseling Services and Admissions and Records partnered to pull lists of students who were readmitting/transferring who had not yet registered for courses for spring 2024. Counseling Services utilized Navigate to text students, offering to set up an appointment with an academic counselor for an individualized appt to register for classes or answer questions. Prior to this, students were sent a checklist and welcome packet with instructions on how to contact counseling for an appt but no personalized communication had been done.
6. Counseling Services, Office of Dual Credit and Vice President of Academic Services led a focus group with EIU targeting high school counselors to determine how we can partner with them in regards to developing and supporting dual credit pathways under the Illinois PACE legislation. Dual Credit Office has began their work on developing dual credit educational pathways. See #6 below on the plan for providing academic support regarding these pathways.
7. Counseling Services recently proposed that a new area of responsibility get added to an 8th counseling position (that will be vacated in May by Emily). This new responsibility will be a partnership with the Dual Credit Office and Admissions to identify academic support gaps to our high school students earning dual credit and dual enrollment and provide academic advising and educational guidance to students earning dual credit and dual enrollment. The plan is for this position to start in June.
8. The addition of Navigate Program Administrator was proposed and recently approved to remain in counseling services and will be absorbed as an area of responsibility within counseling after the retirement of Navigate Program Lead, Emily Hartke. Navigate (which is a student success and communication software) will be absorbed as an area of responsibility by Jennifer Melton.
9. Recommendation for Admissions to develop a communication plan to reach students who have started a Laker Profile and have not yet completed it.

GPSEM Plan 2023-2027 - Projects

Objective 3: Establish a collaborative framework/communication plan for students and staff to adopt the improved onboarding process.

Strategic Project Description

Project Leader

Status Options

Progress Update

Action Plan:

Heather Nohren



Future Project


Progress Update:

GPSEM Plan 2023-2027 - Projects


Focus Area 4: Retention, Persistence and Completion

A. Fully integrate EAB Navigate functionalities using a tiered approach to strengthen retention, persistence and completion efforts.

Objective 1: Identify EAB Navigate functionality for implementation to support retention, persistence, and completion


Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Identify EAB Navigate functionality areas that affect RPC			
Following EAB Navigate implementation guidelines, key departments will define their RPC efforts and identify functionality that will assist them to achieve current RPC goals.	Emily Hartke		Achieved - strategy development complete
Progress Update: A tool to identify RPC goals, RPC efforts, and supportive EAB functionality was introduced at the March 19 SSLT meeting. And all identified departments have fully implemented Navigate and all student/faculty and staff are using Navigate.			

Objective 2: Develop identified EAB Navigate functionalities.


Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Accomplish Phases I & II of the EAB Navigate Implementation Project Plan			
Build and leverage specific EAB Navigate elements to maximize consistent and impactful utilization by constituencies according to the phased roll-out guidance provided by EAB. Make adjustments over time to continually improve effectiveness of engagement with the product.	Emily Hartke		Achieved - strategy development complete
Progress Update: All campus service departments have been introduced to Navigate's functionality and have adopted it at various levels according to the attached Adoption Grid. Administrative guidance regarding expected use for various offices will encourage fuller adoption over time. Students are utilizing Navigate for information, communication, and registration. As campus offices participate in fuller adoption, student utilization is expected to increase.			

GPSEM Plan 2023-2027 - Projects

Objective 3: Build and leverage specific EAB Navigate elements to maximize consistent and impactful utilization by constituencies according to the phased roll-out guidance provided by EAB. Make adjustments over time to continually improve effectiveness of engagement with the product.

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Implement EAB's Communication Strategy Toolkit across campus.			
<p>The majority of this project will be defined by the EAB Navigate implementation following their recommended guidelines. EAB provides a Communication Strategy Toolkit to ensure that the entire campus community is engaged in Navigate and has a voice in the shared strategy.</p> <p>There is also a toolkit for promoting Navigate to students.</p> <p>Progress Update: All campus service departments have been introduced to Navigate's functionality and have adopted it at various levels according to the attached Adoption Grid. Administrative guidance regarding expected use for various offices will encourage fuller adoption over time. Students are utilizing Navigate for information, communication, and registration. As campus offices participate in fuller adoption, student utilization is expected to increase.</p>	Emily Hartke		Meeting progress target

Objective 4: Establish an assessment plan for evaluating student success outcomes using EAB Navigate.

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Define Matrix analytics that need to be monitored to ensure student success			
<p>Define the outcomes required to monitor the success of the students while capturing trends that help identify at risk students in advance. Ensure that these students are being placed in the retention alert system early in their time at the College. The majority of this project will be defined by the EAB Navigate implementation following their recommended guidelines.</p> <p>Progress Update: During Spring 2024, data tables were validated and revisions suggested. Historical Analytics is scheduled to be launched. These two factors set the stage for greater report utilization in the upcoming AY.</p>	Emily Hartke		Meeting progress target

TERMINOLOGY

CAFETERIA MODEL	<p>A common community college model in which institutions provide many disconnected, disjointed services, programs, and activities; it is often up to each student to navigate the complexities of the college experience</p>
COHORT	<p>Students grouped together by meta-Major or similar group for data collection, analysis, and big -picture decision-making about pathways development. Students will have at least one statistical factor in common.</p>
GATEKEEPER COURSES	<p>The first or lowest-level college-level course students must take and successfully complete in order to progress along his or her academic pathway.</p>
GUIDED PATHWAYS MODEL	<p>An institution-wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from his/her point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market. Guided Pathways is an umbrella term used to describe highly structured student experiences that guide them on the pathway to completion.</p>
KEY PERFORMANCE (KPIs)	<p>A set of metrics designed to measure students’ progress through milestones on his or her pathway. Specifically used to monitor the effects of institutional interventions.</p>
META-MAJOR	<p>A set of metrics designed to measure students’ progress through milestones on his or her pathway. Specifically used to monitor the effects of institutional interventions.</p>
MILESTONE MARKERS/COURSES	<p>Measurable educational achievements that denote essential degree-advancing courses such as completing a college -level math course or number of units within a defined period of time. May prompt a “nudge.”</p>
NUDGES	<p>Actions that guide decision making while preserving freedom of choice.</p>

ONBOARDING	The process of helping students move from application to first-day attendance by simplifying admissions, financial aid, orientation, and registration.
PATHWAY/ROAD MAP	A descriptive and easy-to-use plan detailing the scope and sequence of courses required to complete a credential efficiently and transition to baccalaureate degree programs or the labor market. Includes the route a student takes to connect with, enter, progress through, and complete his/her program of study, as well as, the skills they need to acquire for the labor market they will enter after their certificate or associate or baccalaureate degree.
PROGRAM	A set of courses and related activities that lead to an attainment of educational objectives such as a certificate or an associate's degree; often referred to as a major of study.
ON-RAMP	The integration of developmental education as a part of helping students successfully complete the critical introductory college-level courses in their initial field of interest. May consist of co-requisite coursework designed to scaffold students' success in critical college-level courses. Aligns math and other foundational skills coursework with a student's program of study, and integrates and contextualizes instruction to build academic and non-academic foundation skills throughout the college-level curriculum, particularly in program gateway courses.
STUDENT EDUCATIONAL PLAN(SEP)	A term-by-term individualized plan of courses a student should take based on his/her placement levels, full-time/part-time status, summer term plans, and pathway selection. The SEP should guide students through registration. Deviation from the SEP may adversely impact a student's financial aid and lead to excess unit accumulation.
STRUCTURED PROGRAMS	Streamlined programs of study featuring clear choices, limited electives, and targeted coursework relevant to a career roadmap or credentials required for transfer.
STACKABLE CREDENTIALS	Certificate or degree programs that offer off-ramps and on-ramps for students who need to move between higher education and the workforce. In stackable credentials pathways, students' earned credits count toward the next certificate or degree.

Guided Pathways Strategic Enrollment Management Team

Chair: Associate Dean of Enrollment: Pam Hartke
Team Assistant: Academic Services Specialist: TBA

Members:

Dean of Admissions Services: Jon Van Dyke
Dean of Workforce Solutions & Community Education: Chris Strohl
Director of MPR: Kelly Allee
Director of Data Analytics: Lisa Cole
Director of Dual Credit and Honors Experience; Tessa Wiles
Chair of Counseling and Judicial Affairs Advisement: Heather Nohren
Director of Financial Aid and Veteran Services: Jennifer Hedges
Coordinator of Student Communication & Initiatives: Peighton Hinote
Chief Information Officer: David Stewart
Director of Enterprise Applications: Tony Sharp
Dean of Academic Operations: Emily Ramage
Director of Student Life: Lisa Shumard-Shelton
Division Chair Business/Business Instructor: Tynia Kessler
Agriculture Business Faculty: Ryan Wildman
Academic Counselor: Jennifer Melton
Academic Counselor: Emily Hartke

Co-Sponsors:

VP for Student Services: Valerie Lynch
VP for Academic Services: Ikemefuna Nwosu

**Lake Land College 2023-2027 Guided Pathways SEM Planning
Working Groups by Focus Areas**

Focus Area 1: Guided Pathways Implementation

Leader: Pam Hartke

Members: Valerie Lynch
Emily Ramage
Ryan Wildman
Stacey Hakman

Focus Area 3: Onboarding Experience

Leader: Heather Nohren

Members: Jennifer Hedges
Tynia Kessler
David Stewart
Tessa Wiles

Focus Area 2: Recruitment and Marketing

Leader: Kelly Allee

Members: Peighton Hinote
Ike Nwosu
Chris Strohl
Jon Van Dyke

**Focus Area 4: Retention, Persistence,
and Completion**

Leader: Emily Hartke

Members: Jennifer Melton
Lisa Cole
Tony Sharp
Lisa Shumard- Shelton