

Guided Pathways Strategic Enrollment Management Plan FY 2023-2027

Bi-Annual Report to the Board of Trustees
December 23, 2024

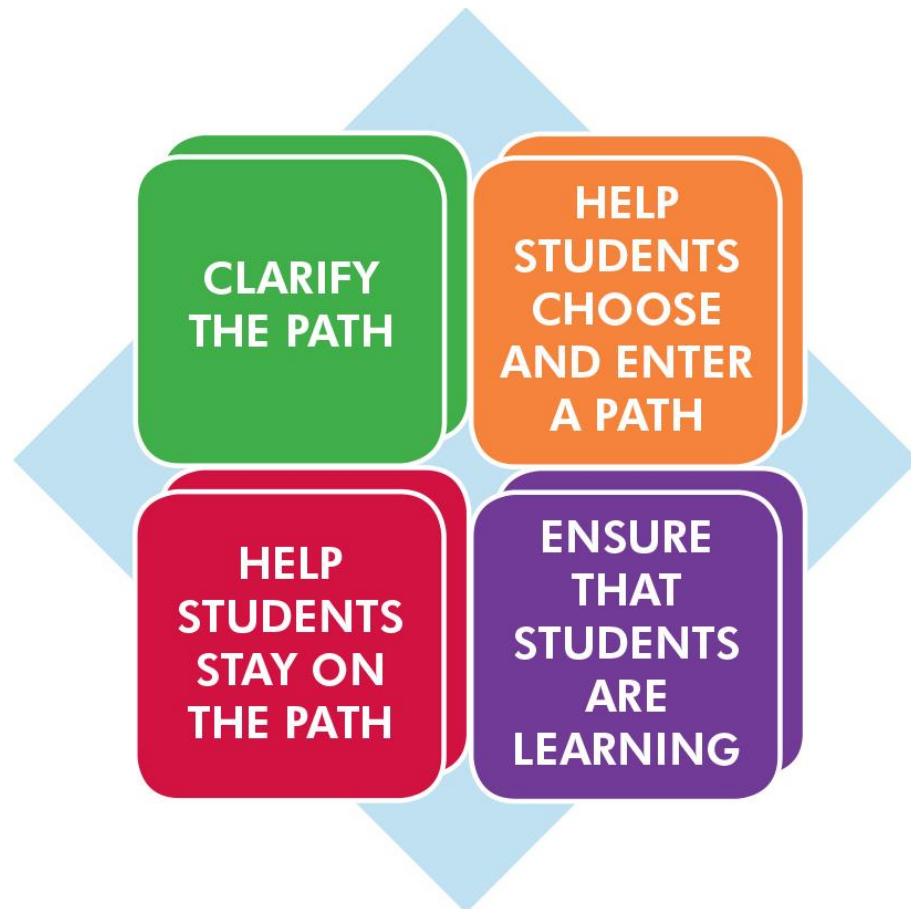


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Update from the Guided Pathways Strategic Enrollment Management Lead:

We present the second Guided Pathways Bi-Annual Report for the FY 2023-2027 planning cycle to the Board of Trustees and College community.

The Guided Pathways Bi-Annual Report provides 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 that enhances student success and streamlines 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 individualized education plans and registering for courses that will lead to degree completion in a defined timeline. They are also ensured to take classes 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:** Guided Pathways empowers students to make informed decisions about their educational and career paths through proactive advising, career exploration and guided academic planning. 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.

The Guided Pathways Strategic Enrollment Management Team (GPSEM) is comprised of four working groups and has been meeting regularly for the last two years. They have been working on the four focus areas of the GPSEM Matrix, an integral part of the college's strategic plan.

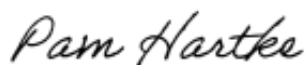
The GPSEM Plan supports the goals and objectives in our plan and is in alignment with our four focus areas, which are:

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

This report details our progress with the GPSEM projects and the key components of our Guided Pathways framework. It highlights notable achievements, discusses challenges encountered, and outlines 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 with previous planning cycles and to provide transparency and accountability, we provide strategy status updates on 15 projects we have identified to pursue at various times within the five-year planning cycle. We are meeting progress targets for 7 projects and have completed or achieved 4. For some of the projects, we have intentionally placed them on hold or slated them for a future start date within the planning cycle.

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



Pam Hartke
Associate Dean of Recruitment and 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

Since its infancy, the Enrollment Initiative Team has been formed to brainstorm enrollment and registration initiatives and set goals so we can make positive strides in our enrollment and registration numbers. Enrollment initiatives are 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.

Fall 2024 Enrollment Goal Updates

The Enrollment Initiative Team has worked diligently since last fall 2023, setting several goals for the 2024 Fall semester. Below are a few successes the college saw from the initiatives:

Headcount- The headcount for Fall 2024 was 7.06%, which means we reached our headcount enrollment goal of up to 5% and exceeded it. This is an increase of 261 students compared to the 10th day of 2023. ESL (English as a Second Language) enrollment and increased high school dual credit students contributed to the enrollment increase. Additionally, the College saw an increase in enrollment in a variety of areas, including associate in engineering science, course enrollees (students not seeking a degree or certificate), certificate-seeking students, area of study/career exploring students (also called meta-majors), and general liberal studies associate degree students.

Full-Time Equivalency—FTE is up .47%. This is an increase of 11 students compared to the 10th day of 2023. We recognize this is shy of our goal of a 5% increase in FTE for Fall 2024. We also recognize that the college community significantly improved compared to last year. On the 10th day of Fall 2023, we were down approximately 3.5% in FTE.

In-District High School Graduates Enrolled in Fall 2024- Currently, the total number of in-district graduates for the class of 2024 is 1,737. We had 28.55% (496 graduates) of the graduating class enrolled in Fall 2024. This is just shy of a 2% increase from the Fall 2023

Spring 2025 Enrollment Initiatives and Goals

As we look ahead to the Spring 2025 semester, we plan to focus on retention—one of the key pillars of a strong Strategic Enrollment Management plan and Guided Pathways framework. Retention is also closely aligned with Focus Area 2, Goal A of the College's Strategic Plan: Improve retention, persistence, and completion.

Enrollment Initiative—If current students register for classes by midnight, December 5, they will receive a Laker gift bag with unique Laker Gear and giveaways. The goal is to have 5% more students (86 headcount) registered, for a total of 1,800 students, by December 5 compared to the same date last year.

Goal Update- We were shy of meeting the 5% goal by December 5 but did meet it on December 17.

Retention Initiative—From Fall 2023 to Spring 2024, the college retained 60% of its students, compared to the national average of 67%. Academic Divisions with a retention rate below 67% would receive a pizza party if they increased their retention rate by 1%. Academic Divisions over the 67% retention rate would receive a pizza party if they maintained or increased their retention rate by 1%.







Goal Update- As of December 23, 2024, all Academic Divisions have met or exceeded their retention goal with a total college retention rate of 73.3%.

The Enrollment Initiative Team will continue to increase touchpoints for students who registered earlier to keep them engaged with the College. Touchpoints will include messaging on academic support services available when courses start and encouraging students to speak with a counselor or faculty advisor before dropping coursework to see how we can assist them. The Counseling, MPR, and Recruitment/Enrollment Offices will continue collaborating on current and future enrollment initiatives using data analytics from Tableau visualization software tool. We are eager to see the progress and its impact on the College's enrollment.

The Enrollment Initiative Team:

Associate Dean of Recruitment and Enrollment Management, Pam Hartke
Chair of Counseling & Student Conduct, Heather Nohren
Director of Marketing and Public Relations, Kelly Allee
Director of Data Analytics, Lisa Cole
Dean of Enrollment and Student Success, Jamie Corda Hadjaoui

GPSEM Plan 2023-2027- Project Lead


Number of Projects 4	 Achieved - strategy development complete	Project has been completed
7	 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
1	 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		Achieved - strategy development complete
<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:</p> <ol style="list-style-type: none"> In the Fall of 2024, a new Dean of Enrollment and Student Success was hired, who will oversee the implementation of Guided Pathways. Having an administrator who can work collaboratively with both the Academic and Student Services divisions will make the implementation of GP a smoother process. To identify the components of Guided Pathways that have yet to be adopted, we are meeting with the Guided Pathways Leadership Team members to discuss how and/or why some of the decisions were made at the beginning of the Guided Pathways Implementation. This will ensure that when changes are being made in the curriculum, we can evaluate the program maps to ensure they still follow the Guided Pathways model. The college's lack of a First-Year Experience (FYE) is being addressed. Research has been done on the benefits of having an FYE program for new incoming students and how it positively affects retention. More research is needed to determine the best mode to execute the program so that it meets the needs of the students and the College. Creating and implementing an FYE involves collaboration with several different areas of the college, including academics, faculty, student services, etc. 			

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 stakeholders will help them stay in touch, be aware of the implementation stages, and adopt Guided Pathways into their daily work.</p> <p>Progress update:</p> <ol style="list-style-type: none"> 1. Continuing to submit updates in the Laker Low Down 2. Attending Supervisor Meetings and Employee Meetings to give progress updates 3. Creating two different types of newsletters will be emailed out every quarter to faculty and adjuncts and then to all Student Services. 	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.			
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	Kelly Allee		Meeting progress target
Progress Update: In this analysis, we determined that the process to apply to the College presented many barriers to students. As a result, we worked closely with Admissions and Records and several stakeholders across the College to change the "Intent to Enroll" to an "Application." The change went into effect in early September. Lake Land is now using language that is more accessible and clear to prospective students.			

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 calendly 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
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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 Allee		
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Meeting progress target

Progress Update: 1. Hosted the Keynote Presentation for the 2024 Fall Staff Development in partnership with the Enrollment Initiatives Team. The purpose of this was to help employees feel comfortable when someone asks them a Lake Land question in their community. The attendance was great and the activity was very engaging. The feedback was very positive and the session was scored with all 4.0s and 5.0s.
 2. We continue to use the Outreach (marketing) Toolkit with College Faculty and Staff with excellent results.

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
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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		
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Meeting progress target


Progress Update: 1. We have developed a Communication/Outreach plan for GED students. Our goal is to pilot this plan in the Spring 2025 semester, re-evaluate and then determine how to move from pilot to operational for Fall 2025.
 2. Through the work of the Enrollment Initiatives Team we have developed a Spring 2025 Marketing, Recruitment and Retention Plan with activities across Counseling Services, Recruitment and Enrollment Management and Marketing and Public Relations.

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, workforce development, financial aid, dual credit, foundation, and counseling to flowchart staff processes and onboarding experiences for 6 different populations of students. As a result the following was accomplished:</p> <p>Progress Update: 1. Time period of onboarding was defined: Onboarding experience begins when a prospective student demonstrates interest in Lake Land College when beginning a Laker Profile. Onboarding experience ends once a student is retained at the 10th day of their first semester. At this point in time, focus area # 4 – RPC (retention, persistence and completion) begins.</p> <p>2. Communication pieces including email campaigns, letters, text campaigns, flyers and other communication pieces were gathered for 6 student groups. These groups include non-degree, readmit/transfer, degree/certificate seeking, special admissions, dual credit students and workforce development students (ESL/GED).</p> <p>3. Visio performance was identified as the prime software to flowchart the onboarding experience for 6 student groups.</p> <p>4. Flowcharting to the 6 groups utilizing Visio Performance was completed. Communication flow within each chart documents what is communicated, from which department it is communicated, when it is communicated and how often it is communicated. We also identified when processes kick off for students which includes technology access, financial aid processing and other staff processes that are key to onboarding students.</p>	<p>Heather Nohren</p>		<p>Achieved - strategy development complete</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. Partnered with workforce development and added Chris Strohl to the Onboarding Task Force. ESL and GED populations continue to rise and are an important student group to encourage and onboard to college credit coursework once students are ready to transition.
2. Continued work with ISS to utilize the new student Hub (Pathify) for student electronic checklists as students onboard. Met with ISS to determine how new students will be coded with specific roles so they see the correct onboarding tasks per student group (degree/certificate seeking students vs non-degree students, for example). Pathify is set to be implemented in Spring, 2025. We will continue working with ISS to ensure the electronic checklists work for students. Welcome checklists were identified as the appropriate checklists for students to see in an electronic format to ensure the information students receive when onboarding is consistent.
3. Improved New Student Orientation communication with students during the Summer and Fall 2024 semesters, utilizing Navigate for automated texting and enrollment campaigns. These efforts resulted in a 20% increase in New Student Orientation attendance for Summer and Fall 2024 terms.
4. Determined there is a need for additional communication with students while onboarding, especially between the time of application and registration. The enrollment initiatives team pulled data that highlighted the month students applied and the percentage of students who actually registered for courses. The team would like to host a staff development in February with stakeholders to determine what additional communication pieces could be added between the time of application and registration.
5. Counseling Services and Admissions and Records partnered to pull lists of students who were not registered and were readmitting/transferring to the College. Counseling Services utilized Navigate to build a text enrollment campaign, offering to arrange an individualized appointment with a counselor. 25% of readmit/transfer students within the campaign registered for courses for Fall 2024 semester.

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
<p>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.</p>			

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
<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>			

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.

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.

Jennifer Melton



Meeting progress target

Progress Update:

1. In Spring 2024, the previous Navigate AP admin developed a differentiated calendar (also referred to as the toolkit) that highlights retention efforts. This calendar was developed for all student services units. Some of these efforts in the calendar have been piloted but there are still more initiatives to be identified. After the retirement of the initial Navigate Ap Admin, a new one has been onboarded at the end of Spring 2024 into Summer 2024. The goal is to revisit the calendar and begin implementing the new retention initiatives identified by each student services unit.
2. In Fall 2024, the calendar was revisited for implementation in Spring 2025. The goal is for the Navigate Ap Admin to meet with student services department leaders to continue working on this initiative.
3. Navigate Ap Admin continues to work towards implementing new care units and strengthening the features being used by existing care units.

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

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.

Jennifer Melton



Project placed on hold

Progress Update: In the Fall of 2024, historical data was uploaded to Navigate, and the team was in the process of validating the data to make sure what was being sent was correct. It would help with the analytics to develop a predictive/at-risk retention model. After consulting with the Director of Data Analytics, there was concern that the data did not match the IPEDS data. The team will be working with EAB to discuss the best way to go about revalidation/reconfiguring of what is being pulled in the dailies.

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 the 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 a 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. It 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 Recruitment and Enrollment Management: Pam Hartke

Team Assistant: Administrative Assistant for Enrollment & Student Success: Nicole Ethridge

Members:

Dean of Enrollment and Student Success: Jamie Corda Hadjaoui

Dean of Workforce Solutions & Community Education: Chris Strohl

Director of Marketing and Public Relations: Kelly Allee

Director of Data Analytics: Lisa Cole

Director of Dual Credit: Tessa Wiles

Chair of Counseling and Student Conduct: 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

Agriculture Business Faculty Instructor: Ryan Wildman

Counselor Student Accommodations, Mental Health Initiatives: Ellie Haskett

Academic Counselor: Jennifer Melton

Academic Counselor: Kellie Niemerg

Co-Sponsors:

Vice President for Student Services: TBD

Vice President 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: Jamie Corda Hadjaoui
Emily Ramage
Ryan Wildman
Nicole Ethridge

Focus Area 3: Onboarding Experience

Leader: Heather Nohren

Members: Jennifer Hedges
Kellie Niemerg
David Stewart
Tessa Wiles

Focus Area 2: Recruitment and Marketing

Leader: Kelly Allee

Members: Peighton Hinote
Ike Nwosu
Chris Strohl
Vacant

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

Leader: Jennifer Melton

Members: Ellie Haskett
Lisa Cole
Tony Sharp
Lisa Shumard-Shelton