

# Guided Pathways Strategic Enrollment Management Plan FY 2023-2027

Bi-Annual Report to the Board of Trustees  
July 14, 2025



LAKE LAND  
COLLEGE



## Table of Contents

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Update from the GPSEM Project Lead.....	4-5
Guided Pathways Strategic Enrollment Management Plan Matrix.....	6
Strategic Enrollment Management Update.....	7
GPSEM – Project Legend .....	8
Action Plan Statements with Project Updates .....	9-19
Terminology .....	20-21
GPSEM Planning Committee .....	22-23

# Update from the Guided Pathways Strategic Enrollment Management Lead:

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

This report offers a comprehensive summary of the institution’s progress in implementing Guided Pathways initiatives over the past year. Guided Pathways is a student-centered, systemic approach to higher education designed to increase student success and streamline the academic journey from enrollment to completion.

The framework is built upon four foundational pillars:

1. Clarify the Path: Guided Pathways establishes clearly structured academic and career pathways that outline the courses, milestones, and experiences students need to reach their goals. These defined roadmaps help students make informed decisions, improving persistence and completion rates.
2. Enter the Path: Recognizing the varied challenges students face, Guided Pathways ensures robust support services that address academic, financial, and personal needs. Students receive individualized education plans, register for appropriate coursework early, and are introduced to their field of interest within the first year. This structured start helps them understand how their academic plans align with their career, transfer, and personal goals, while reducing confusion and eliminating unnecessary steps.
3. Stay on the Path: Through proactive advising, career exploration, and guided academic planning, students are equipped to make informed decisions and stay aligned with their goals. Timely, relevant information supports consistent progress and long-term success.
4. Ensure Learning: Guided Pathways involves continuous assessment and improvement. By analyzing student outcomes and institutional effectiveness, we identify areas for enhancement and implement data-driven strategies to improve learning and success.

The Guided Pathways Strategic Enrollment Management (GPSEM) Team, consisting of four working groups, has been meeting frequently over the past three years. Their work aligns with the College’s strategic plan and focuses on four core areas:

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

This report outlines progress on GPSEM projects and the broader implementation of the Guided Pathways framework. It highlights key achievements, challenges encountered, and strategies for continued advancement. Drawing from institutional data and stakeholder input, the report provides an objective assessment of impact and areas for further development.

As part of our commitment to transparency and accountability, we report on the status of 15 identified projects scheduled throughout the five-year planning cycle. Seven projects are currently on track, five have been completed, and the remaining are either on hold or scheduled to begin later in the cycle.

The landscape of higher education is evolving as we speak. In June of 2025, after ten years of research, the Community College Research Center (CCRC) has taken a new look at the original Pathways framework and is presenting a “framework for moving forward”, and adding five areas (frontiers) for colleges to focus on to improve student outcomes:

1. Strengthening program career and baccalaureate transfer outcomes
2. Teaching students to be versatile learners
3. Strengthening recruitment and onboarding
4. Ensuring students complete in as little time and at as low a cost as possible
5. Building on-ramps to high-opportunity postsecondary pathways from high school

This Bi-Annual Report serves as both a reflection of our progress and a guide for continued efforts toward enhancing student success and completion rates by creating a more structured and supportive educational experience.

A handwritten signature in black ink that reads "Pam Hartke". The script is cursive and fluid, with the first letters of each word being capitalized and prominent.

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	A. Fully implement Guided Pathways Model to enhance and support student success.	A. Operationalize a comprehensive recruiting and marketing plan to attract and retain new and current students.	A. Operationalize a structured onboarding process to improve the student experience.	A. Fully integrate EAB Navigate functionalities using a tiered approach to strengthen retention, persistence and completion efforts.
PRIORITY OBJECTIVES	<ol style="list-style-type: none"> <li>1. Assess current status of Guided Pathways implementation.</li> <li>2. Create a plan to develop Guided Pathways components not yet adopted.</li> <li>3. Establish a collaborative framework/communication plan for stakeholders to fully adopt GPS in their daily work.</li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>1. Audit current recruiting and marketing efforts.</li> <li>2. Analyze results of recruiting and marketing audit to identify the gaps in effectiveness.</li> <li>3. Establish a collaborative framework/communication plan for stakeholders to participate in recruitment and marketing efforts.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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).</li> <li>2. Analyze results of onboarding audit to identify gaps in effectiveness for all student categories and develop interventions to streamline the onboarding experience.</li> <li>3. Establish a collaborative framework/communication plan for students and staff to adopt the improved onboarding process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify EAB Navigate functionality for implementation to support retention, persistence and completion.</li> <li>2. Develop identified EAB Navigate functionalities.</li> <li>3. Establish a collaborative framework/communication plan for stakeholders to utilize EAB Navigate.</li> <li>4. Establish an assessment plan for evaluating student success outcomes using EAB Navigate.</li> </ol>

# Enrollment Initiative Team- Update

The Enrollment Initiative Team was established to develop and implement strategies aimed at improving enrollment and registration outcomes. These initiatives play a key role in supporting the goals of our Guided Pathways and Strategic Enrollment Management (GPSEM) Team, which focuses on creating clear, streamlined pathways—including onboarding and registration—for both prospective and current students.

## Summer 2025 Enrollment Recap

Thanks to the collaborative efforts across campus, Summer 2025 enrollment saw meaningful growth in nearly every key category:

- Headcount increased by 1.8% (1,456 students, up from 1,430 in 2024)
- FTE increased by 2.8%, totaling 532.1
- Applicants Enrolled or Matriculation Rate hit 40.82%
- Credit hours increased to 7,982
- Dual credit student headcount grew by 23.7%
- Non-degree enrollment increased 5.3%

The progress made was due to the collaborative effort from every team and department involved in student outreach, advising, and registration. While we didn't fully reach our targets of a 5% increase in FTE and Head Count or achieve 55% matriculation, we're committed to building on this momentum. As we look ahead to Fall, we're bringing valuable insights and new strategies to continue driving enrollment forward.







## Fall 2025 Enrollment Goals & Progress

Looking ahead to the Fall 2025 semester, we continue to aim for a 5% increase in Headcount, 5% increase in FTE, and a 55% Applicant Enrollment (Matriculation) rate for the Fall term. As of this report, we have a solid start towards reaching these goals, and with continued efforts, we are confident we can reach and exceed our targets.

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 <b>5</b>	 <b>Achieved - strategy development complete</b>	Project has been completed
<b>7</b>	 <b>Meeting progress target</b>	Project is on target and continuing to see activity
<b>0</b>	 <b>Not Meeting progress target</b>	Project is not on planned target but will still be active
<b>1</b>	 <b>Future Project</b>	Project is planned to be started in future years of the plan
<b>2</b>	 <b>Project placed on hold</b>	Project was not started as planned but will be in the future
<b>0</b>	 <b>Abandoned</b>	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
<b>Action Plan: Research existing tools to assess our current status of implementation.</b>			
Examine scale of adoption from CCRC to determine where the college is with GP implementation.	Pam Hartke		<b>Achieved - strategy development complete</b>
<p><b>Progress update:</b> 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
<b>Action Plan: Analyze what components of Guided Pathways have yet to be adopted</b>			
Study which components of Guided Pathways have yet to be adopted and what, if any, are the barriers of implementation	Pam Hartke		<b>Meeting progress target</b>
<p><b>Progress update:</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. 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.</li> <li>4. The five frontiers of Guided Pathways. The five frontiers represent the evolution of this model, highlighting areas where further attention and refinement are needed to maximize Guided Pathways' impact on student outcomes and equity.</li> </ol>			

## 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
<b>Action Plan: Develop and scale a collaborative framework/communication plan for stakeholders to fully adopt GPS in to their daily work.</b>			
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.	Pam Hartke		 <b>Meeting progress target</b>
<b>Progress update:</b> 1. Continuing to submit updates in the Laker Low Down- complete 2. Attending Supervisor Meetings and Employee Meetings to give progress updates- complete 3. A weekly bulletin is sent out every Wednesday to all faculty and staff with enrollment updates			

### 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
<b>Action Plan:</b>			
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.	Pam Hartke		 <b>Future Project</b>
<b>Progress update:</b> Project will being in FY24 or later after the communication plan for the stakeholders in Objection 3 is complete.			

## 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
<b>Action Plan: Complete SWOT analysis of our current marketing activities.</b>			
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		 <b>Meeting progress target</b>
<p><b>Progress Update:</b> 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. This SWOT analysis assisted the website redesign team in simplifying the steps a student needs to take to move through the process of becoming a new student. This will be reflected in the new "I am a Future Student" web page.</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
<b>Action Plan: Analyze data that has been gathered from a high level to identify opportunities for improvement and audit target audiences.</b>			
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.	Kelly Allee		 <b>Meeting progress target</b>

#### Progress Update:


- Through this effort, we have identified gaps in communicating with 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.
- 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.
- We have improved the flow of communication to those who Request More Information.
- We have started analyzing the programs that readmit students go into to determine if there are any trends that we can use in marketing.
- 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 the promotion of visit opportunities.
- 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.
- We added videos to each Area of Study to help people see the different majors in those areas.
- 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.
- We continue to monitor the printed schedule initiative and will make a determination on the future following the next academic year.
- We are using data from the Enrollment Initiatives Team to deliver digital ads to students who have applied but not enrolled, stopped out, and not entered college immediately following high school graduation.

## 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
<b>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.</b>			
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		<b>Meeting progress target</b>
<b>Progress Update:</b> 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. 3. We are building relationships and outcomes in this area with several faculty working with the MPR and REM offices to build outreach plans and marketing materials. Some examples include Criminal Justice, Medical Assistant, the Humanities Division, Sociology and Art.			

### 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
<b>Action Plan: Identify the target populations and develop personas for each.</b>			
Identify target audiences. Identify characteristics and messaging for target audiences. Develop communication and marketing tactics.	Kelly Allee		<b>Project placed on hold</b>
<b>Progress Update:</b> 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. 3. We developed a robust plan to communicate with GED students/graduates. Due to limited staffing, this plan is on hold.			

## 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
<b>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.</b>			
<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><b>Progress Update:</b> 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>	Heather Nohren		<b>Achieved - strategy development complete</b>

## 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
<b>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).</b>			
<ol style="list-style-type: none"> <li>1. Determine painpoints for students when completing the Laker Profile and Intent to Enroll.</li> <li>2. Identify communication gaps from the point of completing the Laker Profile to Course registration for all student populations.</li> <li>3. Determine how we can personalize our communications with students while onboarding students.</li> </ol>	Heather Nohren		<b>Meeting progress target</b>
<p>Progress Update:</p> <p>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.</p> <p>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.</p> <p>Pathify was successfully implemented as the new Laker Hub in Spring 2025, as planned. As a next step, meetings are scheduled for Summer 2025 to explore the integration of New Student Orientation access and communications directly into a student's personalized Laker Hub. This transition aims to eliminate the need for students to manually enter a URL in a browser, streamlining access to orientation materials and improving the student experience.</p> <p>Additionally, efforts will continue throughout the summer to design and implement student-specific tasks and user-friendly electronic checklists within the new Laker Hub. These tools will support key onboarding steps tailored to different student populations, helping to ensure a smoother, more guided transition for students as they complete the onboarding process.</p> <p>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.</p> <p>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.</p> <p>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 the Fall 2024 semester.</p> <p>6. Expanded Orientation Options through Counseling Services</p> <p>In response to feedback from both prospective students and staff, Counseling Services identified the need to offer a fully in-person orientation format. As of May 2025, students now have the option to choose between two orientation formats:</p> <ul style="list-style-type: none"> <li>• Hybrid Orientation: Includes an online component followed by a one-on-one counseling appointment, which can be conducted in person, by phone, or via Zoom.</li> <li>• Fully In-Person Orientation: All orientation content is delivered in person, followed by an individualized, in-person counseling appointment.</li> </ul> <p>This expanded approach allows students to select the format that best fits their learning style and scheduling needs. Counseling Services will be collecting data and feedback from participants in both formats to assess effectiveness and identify future improvements.</p>			

## 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:** Through detailed flowcharting, data gathering, and identification of pain points in the current onboarding process, the taskforce has recognized a critical need for a comprehensive case management student support system. This system would serve prospective students, applicants, and newly registered students through the critical first 10 days of each semester – an early window when student support is most impactful.

Heather Nohren



**Achieved - strategy development complete**

**Progress Update:** To address this, the Onboarding Task Force recommends that the institution's new strategic plan prioritize the implementation of a case management approach within student services. Specifically, during the 2025-2026 academic year, the following would be recommended:

- Adopting and training users on dedicated case management software
- Identification of case management best practices among departmental leaders
- Case management process mapping across departmental units
- Identification of student services staff to provide personalized, efficient, and proactive support utilizing the new case management approach throughout the early stages of the student experience.

Implementation of a case management approach will assist with the following:

- Improving matriculation rates from prospective student, to applicant, to registered student
- Ensuring students are connected with the right staff and resources at the right time, especially since data indicates students who apply earlier need consistent personalized touchpoints while they wait to register
- Increasing student satisfaction and engagement during onboarding
- Reducing student attrition during the first 10 days of registration
- Tracking and identifying common student needs during the onboarding period
- Enhancing cross-departmental coordination and responsiveness
- Addressing the unique needs of adult learners entering competency-based programs
- Supporting students enrolled in workforce development, ESL, GED and other non-traditional programs as they transition to college credit coursework

This approach aligns with the institution's commitment to student success and supports Lake Land College's new strategic direction of streamlining enrollment processes and technology and facilitating access to comprehensive support services.




## 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
<b>Action Plan: Identify EAB Navigate functionality areas that affect RPC</b>			
Following EAB Navigate implementation guidelines, key departments will define their RPC efforts and identify functionality that will assist them to achieve current RPC goals.	Jennifer Melton		<b>Achieved - strategy development complete</b>
<b>Progress Update:</b> A tool to identify RPC goals, RPC efforts, and supportive EAB functionality was introduced at the March 19, 2024 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
<b>Action Plan: Accomplish Phases I &amp; II of the EAB Navigate Implementation Project Plan</b>			
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.	Jennifer Melton		<b>Achieved - strategy development complete</b>
<b>Progress Update:</b> 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
<b>Action Plan: Implement EAB's Communication Strategy Toolkit across campus.</b>			
<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>Progress Update:</p> <ol style="list-style-type: none"> <li>1. During the Spring of 2025, three rounds of progress reports were done instead of just a midterm round. While we're still learning how to improve the response rate, the feedback from the student service units who use the progress report data (TRIO, Athletics/LV Judging, and Accommodations) was that the more frequent requests were helpful in terms of identifying students at risk of attrition earlier.</li> <li>2. 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.</li> <li>3. 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.</li> <li>4. Navigate Ap Admin continues to work towards implementing new care units and strengthening the features being used by existing care units.</li> </ol>	Jennifer Melton		<b>Meeting progress target</b>

## GPSEM Plan 2023-2027 - Projects

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

Strategic Project Description	Project Leader	Status Options	Progress Update
<b>Action Plan: Define Matrix analytics that need to be monitored to ensure student success</b>			
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		<b>Project placed on hold</b>
Progress Update: In the spring of 2025, the team has been actively working through the challenges that have arisen when ensuring the validity of the data inside the historical and predictive analytics component of the Navigate software. As of the time of this report in July 2025, the team is still working with Navigate on some issues.			

# TERMINOLOGY

<b>CAFETERIA MODEL</b>	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
<b>COHORT</b>	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.
<b>GATEKEEPER COURSES</b>	The first or lowest-level college-level course students must take and successfully complete in order to progress along his or her academic pathway.
<b>GUIDED PATHWAYS MODEL</b>	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.
<b>KEY PERFORMANCE (KPIs)</b>	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.
<b>META-MAJOR</b>	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.
<b>MILESTONE MARKERS/COURSES</b>	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."
<b>NUDGES</b>	Actions that guide decision making while preserving freedom of choice.

<b>ONBOARDING</b>	The process of helping students move from application to first-day attendance by simplifying admissions, financial aid, orientation, and registration.
<b>PATHWAY/ROAD MAP</b>	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.
<b>PROGRAM</b>	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.
<b>ON-RAMP</b>	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.
<b>STUDENT EDUCATIONAL PLAN(SEP)</b>	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.
<b>STRUCTURED PROGRAMS</b>	Streamlined programs of study featuring clear choices, limited electives, and targeted coursework relevant to a career roadmap or credentials required for transfer.
<b>STACKABLE CREDENTIALS</b>	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