

RESOLUTION NO. 21-20

**RESOLUTION TO ADOPT THE
LAKELAND COMMUNITY COLLEGE COMPLETION PLAN**

WHEREAS, pursuant to Ohio Revised Code Section 3345.81 and consistent with requirements set forth by the Chancellor of the Ohio Board of Regents, the Lakeland Community College Board of Trustees established and adopted a completion plan for the College on June 12, 2014 with updates on June 2, 2016 and June 7, 2018, and

WHEREAS, the completion plan recognizes that the core purpose of Lakeland Community College is to impact lives through learning; and embraces the College values of excellence, accessibility, diversity, integrity, innovation and joy; and envisions Lakeland Community College as being the best in creating quality learning opportunities; and reflects Lakeland Community College's mission to provide quality learning opportunities to meet the social and economic needs of the community; and

WHEREAS, the Board of Trustees, with input from constituencies across the College and the community, identified strategies for the five key areas of: connection to the institution, successful first-year entry, student progress, student completion, and workforce connection to address in order to meet the College's completion mission; and

WHEREAS, as set forth in ORC 3345.81, the Board of Trustees has updated its plan as attached,

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Lake County Community College District, Lake County, Ohio that:

Section 1. The Board hereby adopts the updated Lakeland Community College Completion Plan as attached.

Section 2. All formal actions of this Board of Trustees relating to the enactment of this Resolution were taken and adopted in open meetings and that all deliberations of the Board or any of its committees which resulted in formal action were in full compliance with the law.

ADOPTED:

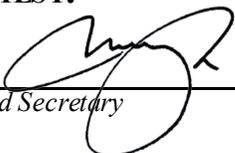
LAKE COUNTY COMMUNITY COLLEGE DISTRICT

November 24, 2020

Duane Frager

Board Chair

ATTEST:



Board Secretary



Campus Completion Plan Update 2020

The Completion by Design Preventing Loss, Creating Momentum Framework continues as the foundation of Lakeland's State Completion Plan. We report trends and progress, and updated the strategies, outcomes and measures in the development of this 2020 version of the Campus Completion Plan.

The strategies are priority areas for the college as we continue to provide the best possible education, services and support to our students. The strategies and their associated measures will continue to be reviewed each year as we strive for higher persistence and completion levels for all students.

FOCUS: Connection to the Institution

Strategy

1. Refinement of Lakeland Website/Digital Platforms

Leadership

Chief Information Officer; Director for Marketing and Communications

Expected Outcome

Comprehensive up-to-date information about academic programs, workforce development opportunities, and community events and special interest opportunities provided to students and the public

Measure

Continuous digital user experience refinements

Timeline

Ongoing

Progress and Comments

- In summer 2019, we began building our OneDrive/Microsoft Teams infrastructure, training staff and migrating content. By January 2020, the college was fully migrated to the MS Teams environment allowing for better collaboration.
 - Summer 2020, the college replaced PDF and event registration forms with Microsoft Forms for enhanced security.
- Online wayfinding was rolled out in January 2020.
- In 2016, we introduced live chat on select webpages. In 2020, we expanded the number of live chat responders and introduced ChatBot functionality for Lakeland's Student Service Center.
- In June 2020, enhancements were made for the student experience:
 - *Booklist* – Upon registering for classes, Booklist displays a student's class information and the "Required," "Choice of" or "Optional" books with pricing, purchase options and a link to Lakeland Online Bookstore for purchase.
 - *Class Schedule Viewer* – Features direct links to "schedule type" descriptions, a clearer grid displays days and schedule types by course.
 - *myLakeland mobile app upgrade* - Improves myLakeland mobile registration, adds the Booklist (as described above), and provides quick access to fill out the Immediate Needs Grant application and Chromebook reservation form.

- *Schedule It* reservation system was enhanced to support placement test and computer lab appointments.
- In summer 2020, we enhanced the future student webpage adding a virtual tour of campus and virtual information session.

Strategy

2. Strengthen K-12 Partnerships

Leadership

Associate Provost for Strategic Educational Programming and Retention Initiatives; Director for Strategic Educational Programs and Retention Initiatives

Expected Outcome

Increased award of Lakeland college credit to students while in high school
Increased engagement with high school administrators, counselors and teachers

Measure

- Number of College Credit Plus (CCP) students
- Number of dual enrollment courses offered in area high schools
- Number of high schools participating
- Number of Tech Prep students continuing their college education
- Number of partnership meetings on campus and elsewhere

Timeline

Ongoing

Progress and Comments

Lakeland’s enrollment of CCP students has remained consistent since 2017-18. The CCP enrollment decrease in 2020 can be attributed to the COVID pandemic. The institution works closely with high school partners to ensure a safe teaching environment on campus and at the high schools. Extensive planning is ongoing to increase enrollment, effectively communicate the many COVID-related changes and provide support to current students, including CCP.

CCP Enrollment

	2017-18	2018-19	2019-20	2020-21
Fall	1,508	1456	1508	1313
Spring	1,335	1342	1346	

Recent data related to Lakeland’s dual enrollment offerings shows stabilization of enrollment. It reflects both local/regional demographics and a sustainable enrollment model in a saturated market, strong K-12 partnerships, and an emphasis on equitable access through CCP eligibility preparation measures. Scheduling complications, changes in delivery and delayed re-openings due to the COVID-19 pandemic had a clear impact on all enrollment, including dual enrollment 2020-2021. The number of participating high schools decreased due to a school district merger and an agreement for shared facilities between a public regional campus and one of our former partners.

Dual Enrollment Offerings

	2017-18	2018-19	2019-20	2020-21
Dual Enrollment Courses offered at Participating High Schools	113	100	108	88
Participating High Schools	15	14	13	13

Through bi-lateral agreements, students graduating from Tech Prep programs through A-Tech, Auburn Career Center, Lake Shore Compact and Mayfield Excel T.E.C.C. have earned Lakeland credits giving them a head start on their college career.

Tech Prep Articulation

	2017-18	2018-19	2019-20
Number of Students	483	464	447
Credit Hours Awarded	4719	3622	3772

Additionally, 39 students who began as Tech Prep students graduated with associate degrees in spring 2018, 44 graduated in spring 2019, and 47 graduated in spring 2020.

- Lakeland hosts high school guidance counselors from local area high schools three times each year. High schools represented include 11 in Lake County, three in Geauga County and two in Cuyahoga County. During these meetings, guidance counselors learn more about degree and transfer options for high school students choosing to attend Lakeland either through CCP or after high school graduation. Guidance counselor meetings moved to a virtual format in response to COVID-19, which also increased accessibility and allowed more guidance counselors to participate.
- Annual visits to 23 partner high schools take place to engage high school leadership in planning and implementation of key enrollment strategies and new student support initiatives

- CCP staff visit 10 partner high schools each fall and spring to promote registration for the next term, provide basic registration support, and build relationships with CCP students and guidance counselors.
- Lakeland promoted two new pathways designed for CCP students, *Information Technology & Computer Science College Ready Now* and *Healthcare Career Pathways*. Wickliffe High School will begin Cohort Two of the *Information Technology & Computer Science College Ready Now* pathway in spring 2021. The Healthcare Pathway was introduced in fall 2020.
- Lakeland participates in annual CCP information sessions at local high schools within a 30-mile radius, often leading the CCP presentation. We are in the process of developing a virtual CCP information presentation to be included on the CCP website and shared with high school partners. This presentation will provide additional support and information for prospective CCP students and their families.
- CCP students can now participate in the Honors Program if they are completing their Lakeland degree (10 CCP students are participating fall 2020).
- Placement test preparation programming has been developed for all Lakeland students, and has been delivered at school districts with economically disadvantaged students, addressing equity concerns and improving access.
- Outreach with partners at districts with higher rates of students from lower socioeconomic backgrounds has been enhanced. This includes efforts to increase CCP enrollment in health technologies, information technology and other high demand/high wage areas within our local and regional areas in an effort to provide more equitable access to workforce opportunities.

Strategy

3. Increase Opportunities for Adults to Earn College Credits through Prior Learning Assessments

Leadership

Director for Articulation and Transfer; Academic Deans

Expected Outcome

Leverage prior learning to decrease time to attainment of degree or certificate

Measure

Number of college credits awarded through Prior Learning Assessments (PLA)

Timeline

Ongoing

Progress and Comments

- Since becoming a CLEP testing center in 2018, we have seen an increase in the number of credits awarded based on successful completion of CLEP exams. CLEP exams are one option that is discussed during academic counselor meetings with new adult students as a way to accelerate degree progress.
- The number of credits awarded for military experience has decreased compared to some earlier years. Earlier years include PLA credit that was awarded to veteran students who had been at the college for one or more semesters and had not requested a Joint Services Transcript (JST) upon initial admission to the college. More recent years are more representative of military credit awarded to veteran students new to the college.

	2017-18	2018-19	2019-20
Credits awarded PLA	518	835	696
Credits awarded Military Experience	270	120	84
Total	788	955	780

Strategy

4. Increase Outreach Efforts to Minority Groups and Veterans

Leadership

Enrollment Management Steering Group; Associate Vice President for Student Development and Dean of Students

Expected Outcome

Create increased engagement with minority groups and veterans

Measure

Number of minority students and veterans who enroll

Timeline

Ongoing

Progress and Comments

Enrollment by Race/Ethnicity

Race/Ethnicity	Fall 2018		Fall 2019		Fall 2020	
	Number	Percentage	Number	Percentage	Number	Percentage
American Indian or Alaska Native	21	0.3	18	0.3	15	0.3
Asian/Pacific Islander/Native Hawaiian	90	1.3	108	1.7	87	1.6
Black or African American	845	12.3	756	11.5	586	11.0
Hispanic of any race	293	4.3	303	4.6	258	4.8
Two or more races	172	2.2	187	2.8	155	2.9
Nonresident Alien	8	0.1	15	0.2	7	0.1
Race/Ethnicity Unknown	148	2.2	207	3.1	260	4.9
White	5288	77.0	4987	75.8	3959	74.3

Veteran Student Enrollment

	2018-19	2019-20	Fall 2020
Number of Students	147	147	112

As an open access institution, Lakeland Community College has a diverse student body that reflects the community it serves. The college continues to actively recruit diverse student populations to attend Lakeland through targeted marketing, recruitment events, outreach to high schools and community organizations with a large percentage of students from traditionally underrepresented populations, and collaboration with internal departments who support underserved student groups.

Lakeland obtains names of underserved high school seniors from ACT and other sources, and sends them college search material, recruitment emails, direct mail and invitations to campus recruitment events. Parents receive a college planning checklist and are encouraged to consider Lakeland. The college's main student recruitment publications, the Viewbook and Enrollment Guide, are translated into a Spanish version for prospective Hispanic students and their families.

Lakeland's Recruitment Center participates in community events with significant Hispanic and minority attendance, e.g., Historically Black Colleges and Universities College Fair in Cleveland, Ambassadors Soccer Camp, Painesville City Local School Back to School Bash, Harvey High School's Hispanic Heritage Month event, Euclid High School Open House, Euclid High School College Application Day, JFK Eagle Academy College, Career Day - Cleveland, City Family Resource Fair at Harvey High School, Education for Latino Families Night at Perry Public Library, and Bienvenido Lake County at Heritage Middle School.

Recruiters visit high schools with large numbers of underserved students, e.g., Cleveland Metropolitan School District, to talk with students.

African-American students along with co-advisors Counselor Ken Sharkey and Associate Provost Dr. Deborah Hardy formed a student club called Black Student Union.

Lakeland has centers dedicated to supporting the unique needs of male, female, Hispanic and veteran students. Center coordinators encourage first generation and underrepresented students to enroll and provide support services to help them reach their educational goals. They participate in recruitment events and provide outreach to local organizations.

Until October of 2019, these centers all reported to the associate vice president of student development and dean of students (AVP). Beginning in October 2019, Lakeland's Men's Resource and Women's Centers were reorganized to report to the senior director for strategic initiatives and campus engagement. Lakeland's Veterans Center and Lakeland's Hispanic Program continue to be overseen by the AVP.

Lakeland's Men's Resource Center offers a Pathfinders leadership and professional development program for African-American male students. The Women's Center offers a SMART (Student Mothers Achieving Real Triumph) program to help mothers overcome barriers which could keep them

from succeeding in college. Both centers offer a First Rung program to prepare individuals to take the GED and earn their high school equivalency diploma and then continue their studies.

Lakeland's Hispanic Program has a bilingual program coordinator who also understands the Hispanic culture in order to provide support to current Hispanic students as well as encouragement to local high school students considering college. Líderes Avanzado (Leaders Advancing), a higher education program of UnidosUS, was offered in fall 2018 and fall 2019 to support first-generation Latino students in their first and second years of college. The objective of this interactive program is to empower students by helping them discover their cultural intelligence and strengths at the same time as they learn how to utilize the many resources available to them at Lakeland in order to succeed in college and in their chosen career. Twenty students successfully completed the program in each of the two years, including participating in workshops and a community volunteer event at Lakeland. This program is currently on hold for fall 2020 due to COVID-19 restrictions.

The Hispanic Program partnered with other departments to bring these events to the Lakeland campus and surrounding community:

- English Language Circles, offered after English as Second Language (ESL) courses
- Knowledge Exchange events on Guatemalan Weaving, DACA and Migration
- Hispanic Heritage Month events on campus and in the community
- Spanish play at Lakeland that was very well attended
- Events in the community such as Spanish plays at Cleveland Public Theatre
- Day of the Dead events on campus and in the community
- Together with the Allied Healthcare Club and AmeriCorps Health Professions Affinity Community (HPAC), the Hispanic Program facilitated Addiction Awareness Days on campus. This event earned an award at the annual Student Leadership Banquet, organized by Lakeland Student Government and the office of student engagement and leadership.

The Hispanic Program provided opportunities for students to attend conferences, conventions and symposiums, including the National Associations of Hispanic Nurses, the United States Hispanic Leadership Institute and the Ohio Center for Latino Affairs. The program coordinator actively advised the Hispanic Club on campus and supervised volunteers to the Hispanic Program as well as assisted with marketing and recruitment initiatives and ESL programs as needed.

Lakeland's Veterans Center provides active duty personnel, veterans and reservists with information about veterans' services and educational benefits at Lakeland. A variety of resources are available to help veterans make a smooth and successful transition to college, including a lounge where student veterans can gather in private any time.

Wells Fargo donated \$25,000 in 2019 to support the operations of the Wells Fargo Veterans Lounge and programming offered by Lakeland's Veterans Center. Since 2018, the Wells Fargo funds were used exclusively in support of the Veterans Lounge, Veterans Center programming and some activities of the Student Veterans of America student organization.

Lakeland's minority student enrollment as a percentage of the total student population has increased from 15.7% in 2009 to 24.1% in 2019. The college's minority student population is significantly higher than the minority population of Lake County (10.9% in 2018).

Minority enrollment in Lakeland's Honors program increased from 21% to 23% and Pell eligibility increased from 11% to 15% from the first to second year of the program due to recruitment at urban area high schools.

FOCUS: Successful First-Year Entry

Strategy

1. Mandatory New Student Orientation (NSO) and Continuously Refine the Student Onboarding Process

Leadership

Senior Director for Strategic Initiatives and Campus Engagement

Expected Outcome

New students will complete orientation and individually meet with a counselor to select their first semester courses, better preparing them for success in college

Measure

Number of new students registering with confidence for first semester courses after attending NSO and meeting with a counselor

Timeline

Ongoing

Progress and Comments

	2016-17	2017-18	2018-19	2019-20
Number of students registering for courses during NSO	2,390	2,086	2,106	2,267
Percentage response of students completing the post-NSO survey, who strongly agree or agree with the statement: "I now believe I am better prepared to be successful in college."	94.8%	92.5%	92.6%	86.1%

- During the time frames listed above, we worked individually with students who are labeled as distance learners and are not able to make it to the physical campus for an orientation session. With a move to remote operations beginning in spring 2020, we offer the ability for all students to complete orientation online and meet with a counselor by phone or videoconference.
- Building from the 2018-19 Transfer Student Orientation (TSO) initiative, it is now mandatory for new transfer students to complete orientation and meet with a counselor. This will help us better set transfer students up for success at Lakeland.

- The new TSO requirement seems to be a contributing factor in the decline in the number of students who strongly agree or agree with the statement: “I now believe I am better prepared to be successful in college.” Feedback from some transfer students includes comments suggesting it should be optional, that they prefer to learn on their own or that it should be shorter. We are examining whether transfer students would be better served with an NSO experience targeted specifically to them.
- We continue to embed best practices from the guided pathways approach to advising and student support within Lakeland’s Admissions Office, Financial Aid Office, Counseling and Advising Center, Student Service Center and Student Engagement and Leadership.
- We continue to pilot and implement best practices from a holistic framework approach throughout the onboarding process. Initiatives such as “About Me” allow us to better personalize our outreach, connection and support for each new student as we learn more about them as unique individuals.

Strategy

2. Expand Financial Counseling

Leadership

Senior Director for Enrollment Operations; Director for Financial Aid and Enrollment Support; Vice President for Institutional Advancement & Executive Director of The Lakeland Foundation

Expected Outcome

Greater understanding of the financial obligations of attending college and availability of scholarship money

Measure

Number of students receiving scholarships, including total dollars received

Timeline

Ongoing

Progress and Comments

	2017-18	2018-19	2019-20
Students receiving academic scholarship funding	336	364	359
Total dollar amount of academic scholarship awards	\$406,105	\$844,060	\$787,326

- An online scholarship application is in use and easily accessible. This application is available through the Scholarship Center on the student portal.
- Students attending New Student Orientation receive an explanation of the financial obligations of attending college.
- There is a component of the First Year Experience course that addresses the cost of college.
- In compliance with federal regulations, we have the Net Price Calculator available on the website.
- Each October, we host the Financial Resources Showcase. It is for students to learn about all of the services available to help get through college and ease any financial burden. This event is attended by over 200 students.
- We offer several direct marketing and communication campaigns to promote the Free Application for Federal Student Aid (FAFSA) and also scholarships.
- Lakeland’s Financial Aid Office developed a program called Verification+. Students can meet one-on-one with a financial aid expert that

- processes federal verification paperwork and explains the student's eligibility.
- There are approximately 50 educational videos available on the college's website that address financial literacy. These videos are also embedded in some of Lakeland's Financial Aid Office's email correspondence to students.

Strategy

3. Assess and Refine Delivery of Developmental Education

Leadership

Academic Deans

Expected Outcome

Students will move more quickly through developmental courses

Measure

- Percentage of students completing developmental education coursework:
- English courses included: ENGL 0111 Fundamentals of College Literacy, ENGL 0220 College Reading and ENGL 1111 English Composition I (B) (a college-level course with one unit of instruction attached for developmental work)
- Math courses included: MATH 0745 Essential Skills for Algebra, MATH 0850 Beginning Algebra and MATH 0950 Intermediate Algebra. MATH 0890 Pre-Technical Mathematics has been deleted from the curriculum.
- Favorable comparison with developmental education English success and developmental education mathematics success as relates to the college's share of the SSLI funding

Timeline

Ongoing

Progress and Comments

English Developmental Education

English courses included: ENGL 0111, ENGL 0220 and ENGL 1111

	AY 17-18	AY 18-19	AY 19-20	2 Yr. Change
Course Completion Rates ¹	76.7%	78.7%	81.3%	2.0%
Course Success Rates ²	57.5%	62.1%	62.6%	4.6%
Total Students Enrolled ³	966	869	931	-35

¹ Course Completion Rates include any student that received a grade type of A, B, C, D, F or equivalent

² Course Success Rates include any student that received a grade type of A, B, C or equivalent

³ Total Students Enrolled include any student that was enrolled in the course and ended the term with any grade type including incompletes and withdrawals

Math Developmental Education

Math courses included: MATH 0745, MATH 0850, MATH 0890 and MATH 0950

	AY 17-18	AY 18-19	AY 19-20	2 Yr. Change
Course Completion Rates ¹	71.3%	73.4%	73.4%	2.9%
Course Success Rates ²	54.3%	56.2%	56.2%	3.4%
Total Students Enrolled ³	1950	1950	1681	-269

¹ Course Completion Rates include any student that received a grade type of A, B, C, D, F or equivalent

² Course Success Rates include any student that received a grade type of A, B, C or equivalent

³ Total Students Enrolled include any student that was enrolled in the course and ended the term with any grade type including incompletes and withdrawals

- Developmental English course completion and course success rates continue to increase since academic year 2014-2015 due to the addition of the ENGL 1111 co-requisite course. This co-requisite course has eliminated 36-39 sections of developmental English each year since 2014-2015 and has saved students at least one semester of time and three credit hours. As a result of ENGL 1111, the English department no longer offers developmental reading (ENGL 0220) but rather has incorporated this content into ENGL 1111.
- Engineering technologies created a new three course, all college-level math sequence effective in the fall 2018, to better align student outcomes with the requirements in technical studies across disciplines. This sequence has eliminated 6 sections of developmental math each year since 2014-2015 and has saved students at least one semester of time. The engineering technologies department will continue their redesigned math sequence.
- The mathematics department redesigned both MATH 1550 Statistics and MATH 1600 Survey of College Mathematics to reduce the prerequisite from MATH 0950 Intermediate Algebra to MATH 0850 Beginning Algebra. Combined with Lakeland's guided pathways efforts and the purposeful selection of the right math class for each degree, the number of developmental sections in MATH 0850 has decreased as students have been taking the appropriate math class for their major. Student pursuing a STEM field must still take MATH 0950 after MATH 0850 prior to taking MATH 1650 College Algebra.
- The mathematics department created a co-requisite math course in fall 2019 to accompany MATH 1600 Survey of College Mathematics for students who completed MATH 0850 unsuccessfully (UD grade). This course was also highly recommended to students who earned an SC grade in MATH 0850. The co-requisite course was one credit and linked to a section of MATH 1600, which would have saved students one semester of time and two credit hours; however, there was not enough enrollment to justify running the course.
- Lakeland's Learning Center continues to offer placement review sessions regularly throughout the academic year. Student success navigators prepare students to take or retake the Accuplacer Next Generation placement test specifically targeting students who have placed into developmental English or math and have high school transcripts with classes that reveal a higher placement may be possible.
- In conjunction with Lakeland's Learning Center and Counseling, the mathematics department created a proactive pilot to the math

placement appeals process mentioned in the Uniform Statewide Standards for Remediation-Free Status. This pilot purposefully connects with students on a personal level to discuss past math experiences and Lakeland math classes. During summer 2019, several hundred student files were reviewed, 42 students had a conversation with a specialist, 21 enrolled in a math class in their first academic year and 17 received a change in math placement. Of the 17, 11 took a math course in their first semester and seven earned a passing grade. Lakeland continued this program in summer 2020 and will analyze the data based on student enrollment and success in academic year 2020-2021.

Strategy

4. Require Completion of a First Year Experience (FYEX) Course

Leadership

Executive Vice President and Provost

Expected Outcome

Creation of individualized academic plan and strong start to college

Measure

Number of students who create an individualized academic plan and have a strong start to college

Timeline

Ongoing

Progress and Comments

	2015-16	2016-17	2017-18	2018-19	2019-20
Number of Students Creating a Completion Plan	973	876	709	1054	908

Lakeland continues to refine delivery of its first year experience course to serve the ever-changing needs of new students while at the same time maintaining in place individualized academic planning so that students continue on the pathway to their degree or certificate goal which started during their New Student Orientation meeting with an academic counselor. In order to ensure the best experience possible for students, a First Year Experience (FYEX) Advisory Committee was created. In addition, students complete an end of course evaluation.

The FYEX Advisory Committee began meeting regularly in fall 2018. The group's focus has been on equity and how the course might serve as a tool to level the playing field for students not only in the course but in preparation for success in their program/degree specific coursework. The group developed open educational resources (OERs) for FYEX 1000 which are easily accessible and free to all students. The textbook used in prior semesters was eliminated, saving students money. Materials for instructors were also developed and made available. During the 2019-2020 academic year, the advisory committee looked at what other equity practices could be incorporated into the course including addressing the technology challenges students may face. Funding had also been secured for a speaker on equity issues in the classroom to give a presentation to instructors on effective teaching of the FYEX course in a manner which levels the playing field for students. Unfortunately, the pandemic interrupted the work of the committee.

Strategy

5. Strengthen Efforts to Welcome and Foster Relationships with Students of Diverse Backgrounds.

Leadership

Associate Vice President for Student Development and Dean of Students; Senior Director for Strategic Initiatives and Campus Engagement

Expected Outcome

Students will be better connected to campus support systems and activities

Measure

Number of students served by Lakeland's Men's Resource Center and Women's Center, Hispanic Center and Veterans Center

Progress and Comments

- Lakeland's Veterans Center (along with the office of student engagement and leadership) continues to support our Lakeland Student Veterans of America (SVA) chapter. In 2019, Lakeland SVA was ranked in the top three out of 1500+ SVA chapters across the country. In 2020, our Lakeland SVA student president was ranked in the top five for student veteran of the year.
- Lakeland's Men's Resource Center continues to offer the Pathfinders Program, an academic support and leadership development program for African-American male students. The program includes a speaker series each semester featuring men from the African-American community who have completed college and established successful careers. Students participating in Pathfinders complete a community service project each semester and stay connected to Lakeland through their cohort.
- Lakeland's Women's Center began piloting a support group for students of color called, Voices of Color at Lakeland (VOCAL). VOCAL meets monthly discussing a variety of topics centered around race. The department also promotes their statement of diversity, equity and inclusion in their office, weekly newsletter and other publications. Their statement reads, "At the Women's Center, we celebrate the diversity of our sisterhood in age, race, gender identity, sexual orientation, ethnic and national origin, area of study, life experience and thought. We believe that a critical part of education is discovering people, practices and cultures that are new and different from what we know. One of our most important functions is to offer an opportunity for students to encounter new people and ideas, and begin to process and accept them with empathy. This is how we begin to understand that diversity and inclusion are positive attributes for our community."
- QuickStart to College has become an annual offering for Lakeland's Men's Resource and Women's Centers. The program continues to remain strong with 27 students participating in the latest cohort. QuickStart to College is a free college prep program aimed at preparing and acclimating prospective students to college. The program involves math review and incorporation of first year experience coursework for which students are granted credit and follow-up support during each student's first year at Lakeland. Oftentimes, students from QuickStart stay connected to Lakeland through participation in clubs and organizations. Several QuickStart grads have become officers in Lakeland Student Government, which are positions elected by the student body.

FOCUS: Student Progress

Strategy

1. Refinement of Early Intervention System to Keep Students on Track to Completion

Leadership

Associate Provost for Strategic Educational Programs and Retention Initiatives

Expected Outcome

Students at risk of academic failure in course(s) will be provided the needed support to succeed

Measure

Number of alerts

Timeline

Creation of early intervention system in fall 2014; identification of new early alert tool, Civitas Inspire, in spring 2020; configuration and implementation of Civitas Inspire in summer 2020 through fall 2020; target launch spring 2021

Progress and Comments

Six years after the launch of the original early intervention system, it was determined that continued use of the software was infeasible as it was no longer supported. Given Lakeland's commitment to providing outreach to students identified as at risk of academic failure and the increase in the number of faculty using the tool to help students, it became necessary to replace the antiquated and unsupported early alert system.

Civitas Inspire is a powerful early alert and holistic advising system which allows for early identification and support to different student groups, seamless collaboration between student support staff and faculty, and between academic departments. Inspire will provide intelligence, collaboration, and engagement capabilities, which will provide counselors, faculty and student support staff with data-informed opportunities to proactively address student needs. Student data is updated nightly, allowing counselors and student support staff to facilitate conversations with students and take action throughout the term around issues shown to influence persistence, such as Blackboard engagement.

	Spring 2016	2016-17	2017-18	2018-19	2019-20
Number of Alerts	38	490	1142	1580	1568

Strategy

2. Implementation of Professional Navigator Program*

Leadership

Associate Provost for Strategic Academic Programs and Retention Initiatives

Expected Outcome

Students will demonstrate an increase in or attainment of target performance measures of key indicators (successful course/program completion, eligibility or placement score improvement) through a proactive, cohort-based model.

Measure

Course grade, program completion, eligibility status, placement, GPA improvement, persistence, student satisfaction feedback

Timeline

Ongoing

Progress and Comments

In addition to the traditional Learning Center offerings (study skills, academic coaching, tutoring and writing support) and outreach done as part of Early Alert or other programming, professional navigators will be paired with unique student cohort groups to improve success in specific courses and select academic programs, or specific student populations and topics. The professional navigators will focus on equity and access by developing robust placement preparation options for adult, traditional and CCP students to maximize non-developmental course placement and to identify and suggest strategies to overcome skill gaps to enhance performance in all course work. Services provided by professional navigators will be directly related to student needs, skill assessment and target outcomes for the specific cohort.

The Program is too new to report meaningful data.

** This is a new strategy replacing the strategy “Academic Pathway Specific Counseling and Leveraging DegreeWorks Software to Keep Students on Track” in the 2018 Completion Plan. Work in this area has been completed.*

Strategy

3. Expand Distance Learning and Flexible Delivery Methods

Leadership

Director for Instructional Technology Innovation and Accessibility

Expected Outcome

Students will have more alternatives to traditional face-to-face classes

Measure

Number of online and flexible delivery courses

Timeline

Ongoing

Progress and Comments

Distance Learning Opportunities

	2017-2018	2018-2019	2019-2020
Number of online courses offered	404	400	386
Number of online course sections offered	721	713	669
Number of hybrid courses offered	102	102	90
Number of hybrid course sections offered	122	124	115

- Due to the pandemic, the online with synchronous requirements course format (WSR) is being used by several instructors, and we will continue to explore this delivery method going forward. In 2019-2020, 14 course sections were taught in this format. In fall semester 2020, 90 course sections were taught as WSR.

Strategy

4. Enhance Support Services to Online Students

Leadership

Associate Provost for Strategic Educational Programming and Retention Initiatives

Expected Outcome

Students not physically on our campus will be better connected to support services

Measure

Number of online students accessing support through eTutoring, Crash's Camp for Remote Learning Course modules, outreach by Remote Learning Concierge

Timeline

On-going; implementation of Crash's Camp for Remote Learning Course and onboarding of Remote Learning Concierge in fall 2020

Progress and Comments

- In addition to the continued offerings through the library, OhioLINK and Ohio e-Tutoring collaborative as noted in the 2018 Plan, the college has enhanced its virtual (WebEx) tutoring offered by Lakeland's Learning Center by adding the number of virtual tutoring slots and providing equipment/processes to improve the virtual tutoring experience.
- A new position, *Remote Learning Concierge*, was created to provide a more visible support presence for online learners and an opportunity for proactive outreach to students enrolled in online course work. The remote learning concierge will serve as a new resource for students and staff/faculty. Midway through the first semester of this initiative, the remote learning concierge provided outreach to over 70 students enrolled in online courses and conducted 16 follow-up sessions with students.
- Crash's Camp for Remote Learning, a five-module online learning preparation resource, was developed and rolled out to students in summer 2020. The module topics include Student Perspectives of Online Learning; Things to Know: Blackboard; Tips from a Professor; Strategies for Success; Getting Organized; and Available Lakeland Resources. As of October 8, 2020, over 700 students accessed the modules.
- Nudge campaigns using Civitas Illume nudge online students into behaviors that will aid in their success in the current term and persistence into the next term.

	2017-18	2018-19	2019-20	Fall 2020*
Number of Lakeland WebEx Tutoring Sessions	50	18	663	612
Number of Active eTutoring Student Accounts	35	26	72	1
Number of eTutoring Sessions	47	81	181	3

*Data available as of 10/8/2020

FOCUS: Student Completion

Strategy

1. Maintain all degrees at 61-65 credits unless accreditation agency mandates a higher number of credits; increase number of workforce ready certificates.

Leadership

Executive Vice President and Provost; Academic Deans

Expected Outcome

Students earn credentials in a timely fashion facilitating transfer or workforce entry

Measure

Number of degrees earned; number of transfers to four-year institutions

Progress and Comments

- Lakeland continues to monitor degree credit requirements to ensure they do not exceed 65 credits. Declining enrollments mean fewer students eligible to earn degrees/certificates or transfer to other colleges. Student transfer to achieve college goals remains very strong for Lakeland even in a time of declining enrollments.

	2017-18	2018-19	2019-20
Number of degrees	949	979	882
Certificates awarded	537	318	273
Students transferring to another college	860	686	712

- The top five Ohio public institutions where Lakeland students transfer to are Cleveland State University, Kent State University, Ohio University, The Youngstown State University and the University of Akron.

Strategy

2. Timely Award Credit for Prior Learning

Leadership

Director for Articulation and Transfer

Expected Outcome

Upon admission, timely review prior learning assessment recommendations and transfer credit requests

Measure

Time to award the credit

Timeline

Ongoing

Progress and Comments

- Transfer credit equivalencies have been automated for our seven largest feeder transfer colleges: Cuyahoga Community College, Cleveland State University, University of Akron, Bowling Green State University, Ohio University, University of Toledo and Kent State University. Since the last Completion Plan, this is an increase of two colleges. When transcripts are received from these institutions, transfer credit is transcribed within one week of receiving the transcript.
- During counselor meetings, counselors discuss students' prior learning experiences and when appropriate refer students to Lakeland's Transfer Center to discuss PLA options.
- Lakeland utilizes TES (Transfer Evaluation System) by CollegeSource to manage course equivalencies. To date, there are 5,618 established course equivalencies that can be accessed via TES and Transferology. The established equivalencies allow for an efficient turnaround time for transcript evaluations while also providing a resource via Transferology that prospective transfer students can access to see how their courses will transfer into Lakeland.

** The prior Strategy #2 "Remove Barriers to Completion by Streamlining Graduation Application Process" has been removed from the Plan as work in this area has been completed.*

Strategy**3. Credit When It's Due****Leadership**

Director for Articulation and Transfer

Expected Outcome

Award of associate degree to students who completed relevant coursework

Measure

Number of degrees awarded

Timeline

Ongoing

Progress and Comments

Lakeland completed 97 degree audits for reverse transfer in 2018-2019 and awarded 40 degrees. In 2019-2020, Lakeland completed 113 degree audits for reverse transfer and awarded 36 degrees.

Strategy**4. Review Course Delivery Methods and Course Scheduling to Ensure Access to Courses****Leadership**

Academic Deans

Expected Outcome

Students are able to enroll in the courses needed to timely complete a degree or certificate

Measure

Time to degree

Timeline

Ongoing

Progress and Comments

- As a result of Lakeland's guided pathways efforts, degree and certificate program faculty engaged in a purposeful process to review the courses required for graduation. Faculty developed semester-by-semester pathways for programs that list the courses required for completion and in which semester they should be completed. These pathways are embedded into the college's curriculum review and approval process, published in the college catalog, used during advising sessions and reviewed each semester by academic deans, department chairs and program directors during the schedule building process.
- Course list reports have been developed in Lakeland's data generating software (Argos) to allow an easier comparison of enrollment trends and past semester offerings. Deans use this tool each semester, along with program pathways, to track enrollments and course offerings to ensure Lakeland offers the appropriate courses each semester for students to complete their program in a timely manner.

FOCUS: Workforce Connection

Strategy

1. Leverage Advisory Boards and Community Connections to Strengthen and Expand Workforce Development Degrees and Certificates

Leadership

Executive Vice President and Provost; Academic Deans

Expected Outcome

Development of new degree and certificate options in growing occupational areas

Measure

- Number of workforce relevant degrees and certificates
- Number of workforce advisory committees

Timeline

Ongoing

Progress and Comments

- The following new degrees were added since 2018:
 - Associate of Applied Science in Physical Therapist Assistant (pending ODHE approval)
 - Associate of Applied Business in Information Technology and Computer Science - Cybersecurity Concentration
- The following new certificate program was added since 2018:
 - Dental Assisting Certificate
- We conducted a market analysis to determine the industry demand for a physical therapist assistant program prior to developing the program. Key findings included identification of regional workforce training needs and employment.
- We completed a needs assessment to determine the need for a dental assisting certificate program. Further, the Dental Hygiene Advisory Committee identified the need for this certificate option.
- Lakeland received \$4 million in state capital funds earmarked for renovation and new equipment in the Engineering Building to support degree and certificate programs. In fall 2019, Engineering Technology Advisory Committee meetings were held with the express goal of eliciting input from community employers as to their workforce development and education needs. Representatives from area manufacturing employers provided valuable insights that informed equipment purchasing decisions.
- In 2017-18, the college had 32 advisory committees. The college still maintains 32 in 2019-20.

Strategy

2. Expand Internship and Cooperative Work Experience Opportunities for All Programs

Leadership

Executive Vice President and Provost; Academic Deans; Director for Career Services

Expected Outcome

Early connection of students with employers needing a trained workforce

Measure

Number of students completing an internship or cooperative work experience

Timeline

Ongoing

Progress and Comments

- Lakeland's Career Services connected students to internships:
 - 2018-19: 30 internships
 - 2019-20: 18 internships
- During 2019-20, two of the internships completed were the direct result of the development of Lakeland's new cybersecurity program. As a result of the COVID-19 pandemic, both internships transitioned from on-site to remote participation status. Both internships resulted in employment for the participating students.
- COVID-19 restrictions limited the number of internship opportunities in summer 2020, contributing to a decline in the total number of internships during the 2019-20 academic year.
- Many academic programs continue to require internship experiences as part of the curriculum.

Internships

Program	2018-19	2019-20
Biotechnology Science	3	4
Criminal Justice	8	2
Early Childhood Education	14	7
Geospatial Technology	5	8
Human Services	7	5
Nuclear Engineering Technology	4	3
Paralegal Studies	9	12

Strategy

3. Expand Holden University Center Partnership Programs in High Demand Career Areas

Leadership

Executive Vice President and Provost; Academic Deans

Expected Outcome

Offering of additional partnership four-year degree opportunities on our campus

Measure

Number of Holden University Center partnership programs in high demand career areas

Timeline

Ongoing

Progress and Comments

Since opening in fall 2011, the Holden University Center has had over 1,000 students graduate with degrees through Lakeland's university partnership programs. The Holden University Center has continued to expand partners and program opportunities. Bowling Green State University's eCampus is the center's most recent university partner to offer bachelor and graduate degree options.

The Holden University Center now offers 23 bachelor's degree programs, 19 graduate degree and certificate/endorsement programs, and one doctoral program from 11 university partners close to home for area residents. Current university partners include: Bowling Green State University, Cleveland State University, Franklin University, Hiram College, John Carroll University, Kent State University, Lake Erie College, Notre Dame College, The University of Akron, Ursuline College and Youngstown State University.

Bowling Green State University:

- Bachelor of Science in Allied Health
- Bachelor of Science in Nursing
- Bachelor of Science in Technology – Management & Technology
- Bachelor of Science in Technology – Quality Systems
- Master of Science in Criminal Justice
- Master of Education in Classroom Technology
- Master of Education in Curriculum and Teaching

- Master of Education in Instructional Design and Technology
- Master of Education in Special Education – Assistive Technology
- Master of Education in Special Education – Autism Spectrum Disorders
- Master of Education in Special Education – Secondary Transition TTW
- Master of Education in Reading

Cleveland State University:

- Bachelor of Business Administration
- Bachelor of Arts in Organizational Leadership
- Bachelor of Arts in Psychology
- Bachelor of Arts in Public Safety Management
- Bachelor of Arts in Urban Studies

Franklin University:

- Bachelor of Science in Accounting and Forensic Accounting
- Bachelor of Science in Business Forensics
- Bachelor of Science in Health Information Management

Hiram College:

- Bachelor of Arts in Entrepreneurship
- Bachelor of Arts in Marketing

John Carroll University:

- Reading Endorsement Program

Kent State University:

- Bachelor of Arts in Paralegal Studies
- Bachelor of Technical and Applied Studies, Computer Technology General Concentration

Lake Erie College:

- Bachelor of Arts in Communication
- Master of Business Administration

- Master of Business Administration – Health Care Administration
- Master of Business Administration – Health Informatics
- Master of Business Administration – information Technology Management

Notre Dame College:

- Bachelor of Arts in Sport Management
- Master of Arts in National Security and Intelligence Studies

The University of Akron:

- Bachelor of Science in Nursing

Ursuline College:

- Bachelor of Arts in Humanities
- Master of Science in Nursing
- Doctor of Nursing Practice

Youngstown State University:

- Bachelor of Science in Applied Science in Allied Health
- Bachelor of Science in Applied Science in Criminal Justice
- Bachelor of Social Work
- Master of Social Work

Number of Holden University Center Graduates

	2013	2014	2015	2016	2017	2018	2019	2020	Overall
Undergraduate Students	38	31	70	92	97	137	113	89	667
Graduate Students	43	68	48	48	76	51	38	62	434
Totals	81	99	118	140	173	188	151	151	1101