RESOLUTION NO. 14-18

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 and an update on June 2, 2016; 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.
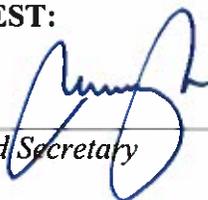
ADOPTED: **LAKE COUNTY COMMUNITY COLLEGE DISTRICT**

May 31, 2018

Board Chair

ATTEST:

Board Secretary

Lakeland
COMMUNITY COLLEGE

Campus Completion Plan Update 2018

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 2018 version of the Campus Completion Plan.

We included data where applicable and available. Some data is not yet available since this Plan is being prepared prior to the end of the academic year. 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. **Implementation and Refinement of Lakeland Website/Digital Platforms**

Leadership
Director for Administrative Technologies; Director for Marketing and Communications

Expected Outcome
Comprehensive up-to-date information about academic programs and workforce development opportunities provided to students and the public

Measure
Continuous digital user refinements

Timeline
Ongoing

Progress and Comments
- In early 2016, the website was updated with responsive design. This update accommodates users viewing the site on mobile devices or tablets. When the new site launched, 75 percent of visitors were viewing from a desktop. Today, 58 percent are viewing from a desktop while 42 percent are viewing from a mobile device or tablet.
- In summer 2017, a new feedback and information request page was launched. This new page allows visitors to self-serve in order to find the answer they need, contact a department through the departmental directory, or share a comment through a form that is monitored through human resources. A new athletics site was also implemented bringing the Lakers' website more in line with other college athletic sites.
- In late 2017, the server backend hardware was upgraded and the site moved to the latest version of the platform.
- Adjustments were made to ensure ADA compliance. We will continue to monitor for ADA compliance and make refinements as necessary.
- A new online course catalog was launched in March 2018.

Strategy

2. Strengthen K-12 Partnerships

Leadership
Assistant Provost for Educational Programming; Director for Nonprofit and Public Service Center

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 steadily increased since 2014-15.

	2014-15	2015-16	2016-17	2017-18
Fall	821	1,096	1,472	1,508
Spring	804	1,119	1,310	1,335

- The number of dual enrollment courses and high schools participating in dual enrollment has increased significantly since 2014-15 and then shows modest change since 2015-16.

	2014-15	2015-16	2016-17	2017-18
Dual Enrollment Courses offered at Participating High Schools	30	97	101	113
Participating High Schools	7	15	15	15

- 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.

	2014-15	2015-16	2016-17
Number of Students	366	456	507
Credit Hours Awarded	2,939	4,151	4,981

- Additionally, 31 students who began as Tech Prep students graduated with associate degrees in spring 2016, 30 graduated in spring 2017, and 39 are anticipated to graduate in spring 2018.

- 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.
- We held six planning meetings during the 2017-18 school year with 16 school districts to create the framework for the evaluation of relevant National Clearinghouse data. Teams from each district include teachers, counselors and building principal. This project is currently funded by the Martha Holden Jennings Foundation. The goal of the project is to identify opportunities to increase the number of students who successfully reach their educational goals by identifying common challenges and proposing solutions that can be applied across districts. Currently, every district except one in Lake and Geauga Counties participates.
- We helped facilitate a leadership program for high school students that served eight districts in Lake County. SALES is a service learning/ leadership program spearheaded by the Wickliffe and Riverside Schools. It is open to every district in Lake and Geauga Counties. Lakeland's Nonprofit Center facilitates the project planning for the students throughout the program. The program just competed its pilot year and will run again next year.
- We conducted the Poverty Simulation experience with five school districts (Perry, Wickliffe, Painesville City, Bedford, and Willoughby-Eastlake) in the last two years. The Poverty Simulation allows participants to experience what it is like to live a month in poverty. Participants take on the role of a family member. During the simulated month they must pay their rent, purchase food, pay their utilities, attend school or work, etc. Everyone is living slightly above the poverty level. A total of 740 teachers were trained.

Strategy

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

Leadership
Associate Provost for Enrollment Management; 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
- As part of ODHE's PLA initiative, Lakeland has established course equivalencies and minimum scores for all CLEP exams. This information is available on Lakeland's website.
- In January 2018, Lakeland became a CLEP testing center with the intent to increase access to alternative credit for Lakeland students.
- Lakeland is participating in FastPath Ohio which will facilitate students being able to learn about alternative credit via portfolio review and provide a mechanism to initiate the process.

	2013-14	2014-15	2015-16	2016-17	2017-18*
Credits awarded PLA	668	871	867	783	518
Credits awarded Military Experience	200	332	246	122	270
Total	868	1203	1113	905	788

*As of 4/30/2018

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 2015		Fall 2016		Fall 2017	
	Number	Percentage	Number	Percentage	Number	Percentage
American Indian or Alaska Native	39	0.5	23	0.3	26	0.3
Asian/Pacific Islander/Native Hawaiian	111	1.4	112	1.4	108	1.4
Black or African American	1,055	13.4	1,049	13.2	1,009	13.3
Hispanic of any race	253	3.2	272	3.4	257	3.4
Two or more races	144	1.8	169	2.1	171	2.3
Nonresident Alien	15	0.2	13	0.2	9	0.1
Race/Ethnicity Unknown	302	3.8	250	3.1	184	2.4
White	5,974	75.7	6,053	76.2	5,807	76.7

Veteran Student Enrollment

	2014-15	2015-16	2016-17
Number of Students	308	289	284

- Wells Fargo donates approximately $10,000 per year to support the operations of the Wells Fargo Veterans Lounge and programming offered by the Veterans Center. During 2016-17, a portion of the funding was used to support the Hispanic Program and LGBTQ+ programming. Funds were also used to host the SafeZone program. During 2017-18, the Wells Fargo funds were used exclusively in support of the Veterans Lounge and Veterans Center programming.
- The industrial welding program continues to focus recruitment on veterans and trade-adjusted impacted workers through both internal and external resources including: Lakeland's veterans' benefits certifying specialist, Lakeland's veterans support services coordinator, veterans' services commissions in Ashtabula, Geauga and Lake Counties as well as their respective departments of job and family services.
- Lakeland continues to participate in community events with significant Hispanic and minority presence (e.g., 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).
- Recruitment assisted Lakeland's Hispanic coordinator in the development of the Knowledge Exchange "How to Assist Hispanic Students."
- The college's view book and enrollment guide were translated into a Spanish version.
- The college formed a Hispanic Program Advisory Board.
- African-American students along with co-advisors Counselor Ken Sharkey and Associate Provost Dr. Deborah Hardy formed a student club called Black Student Union.
- A veteran's memorial fund has been established to support a variety of projects and needs for Lakeland student veterans.
- Lakeland's Veteran's Memorial on campus was updated and dedicated in September 2017 thanks to the Student Veterans of America chapter at Lakeland.

FOCUS: Successful First-Year Entry

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

Leadership
Associate Provost for Enrollment Management

Expected Outcome
Individual meeting with a counselor for selection of first semester courses and better preparation 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

	2014-15	2015-16	2016-17	2017-18
Number of students registering for courses during NSO	1,929	2,124	2,390	2,086
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."	94.2%	94.4%	94.8%	92.5%

- We work individually with students who are labeled as distance learners and are not able to make it to the physical campus for an orientation session. Transfer students are able to attend orientation, but it is not mandated for that population at this time. A separate initiative is underway to develop an orientation for transfer students. The first Transfer Student Orientation (TSO) sessions will be offered for spring 2019 admits. TSO will focus on time to degree/efficiency and will streamline the process for transfer admits from initial inquiry to registration.
- We are embedding best practices from the guided pathways approach to advising and student support within Admissions, Financial Aid, the Counseling Center, Student Service Center, and Student Engagement and Leadership.

Strategy

2. Expand Financial Counseling

Leadership

Director for Financial Aid and Enrollment Support; 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

	2014-15	**2015-16**	**2016-17**	**2017-18**
Students receiving academic scholarship funding	432	379	503	336
Total dollar amount of academic scholarship awards	$509,954	$452,782	$446, 532	$406,105

- A new 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 web.
- We held our first Financial Resources Showcase in October. It was for students to learn about all of the services available to help get through college and ease any financial burden.
- All of the Financial Aid Office and Student Service Center staff are now certified Ohio Benefit Bank Counselors which allows us to assist students with the Ohio Benefit Bank process.

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, ENGL 1111 English Composition I (B)
    - Math courses included: MATH 0745 Essential Skills for Algebra, MATH 0850 Beginning Algebra, MATH 0890 Pre-Technical Mathematics, and MATH 0950 Intermediate Algebra
- 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 14-15	AY 15-16	AY 16-17	AY 17-18	2 Yr Change	Fall 2017
Course Completion Rates[1]	70.8%	71.2%	73.4%	N/A	2.6%	78.9%
Course Success Rates[2]	53.8%	55.9%	58.0%	N/A	4.2%	60.6%
Total Students Enrolled[3]	1401	1132	1020	N/A	-381	634

[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
N/A = Not Available

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

	AY 14-15	AY 15-16	AY 16-17	AY 17-18	2 Yr Change	Fall 2017
Course Completion Rates[1]	66.3%	67.4%	67.3%	N/A	1.2%	72.1%
Course Success Rates[2]	42.8%	47.2%	45.8%	N/A	3.3%	55.6%
Total Students Enrolled[3]	2667	2230	1841	N/A	-815	997

[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
N/A = Not Available

- Lakeland continues to look at strategies to improve completion rates for our developmental education courses and hired a dean effective July 2018 with experience in developmental math reform.
- Engineering Technologies created a new three course, all college-level math sequence, to better align student outcomes with the requirements in technical studies across disciplines. To create that sequence the developmental technical math course was removed (MATH 0890). This change is effective in fall 2018.
- Effective fall 2018, the English Department will no longer offer ENGL 0220 College Reading which had been offered as a co-requisite for some students to take in conjunction with their developmental English courses, depending on placement scores. The English Department determined that the course was a barrier to success for students, as it meant many students had to complete three additional units of developmental English in addition to ENGL 0111 and ENGL 1111. In addition, many of the outcomes of College Reading are now covered in the first year experience course and/or are already covered in ENGL 0111 and ENGL 1111.
- For FY 2018, Lakeland's percentage share of the SSI Component for DEV Success Points is 4.84 percent which is above enrollment share; 6.55 percent for Developmental Education English success, also above enrollment share; and 3.70 percent for Developmental Education Mathematics success which is below enrollment share. Our goal is to move developmental mathematics success to above enrollment share.

Strategy

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

Leadership
Associate Provost for Enrollment Management

Expected Outcome
Creation of individualized academic plan and strong start to college

Measure
Number of students who create an individualized academic plan and persist to the next semester

Timeline
Ongoing

Progress and Comments
Lakeland implemented an FYEX 1000 First Year Experience course which was added to all degrees beginning in fall 2015. Students who completed the course created an academic plan.

	2015-16	**2016-17**	**2017-18**
Number of Students Creating a Completion Plan	973	876	709

Persistence and Retention

Overall Cohort of New Students Entering in Fall

Cohort	Cohort Size	Persistence	Retention
		Fall to Spring	**Fall to Fall**
Fall 2013	1318	69.7%	44.0%
Fall 2014	1190	67.1%	46.9%
Fall 2015	903	69.8%	48.8%
Fall 2016	886	72.8%	50.5%
Fall 2017	857	72.2%	

- The FYEX course has been required for new students for three academic years, 2015-16, 2016-17, 2017-18. In fall 2018, we will be reactivating the advisory committee with membership that will include counselors and faculty who have taught the course, administration and student representation. The role of the advisory committee is to review the curriculum and recommend enhancements through the curriculum process.

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

Expected Outcome
Students will be better connected to campus support systems and activities

Measure
Number of students served by Men's and Women's Centers, Hispanic Center, and Veteran's Center

Progress and Comments
- Lakeland's Diversity Committee, Women's Center, and Human Resources partnered with the YWCA of Greater Cleveland to offer a workshop series based on developing cultural competency. Fifty employees participated in the workshops held during the spring 2018 semester. The goal of the workshops was to build a culture in which faculty, staff and students from diverse backgrounds can effectively collaborate and work together to achieve common goals. The workshops were designed to help participants be able to: identify elements of diversity, culture and privilege and understand how these elements impact our self-awareness, understanding of society, and our relationships with others; recognize and respond appropriately when cultural differences are affecting behaviors or decision-making; develop strategies to manage cross-cultural conflict in a productive way; identify different types of biases that can impact work and performance, and develop strategies to mitigate the risk factors for unconscious bias; address disrespectful and/or intolerant behaviors with staff, faculty, students and community partners consistently in a timely manner; and engage in respectful and tolerant dialogue across differences.
- Number of veterans that visit veterans lounge:
  - August through December 2015 = 370 (Average 74 veterans per month)
  - January through December 2016 = 1271 (Average 106 veterans per month
  - January through December 2017 = 2243 (Average 187 veterans per month)
  - January through April 2018 = 1199 (Average 300 veterans per month)
- The veteran's program added a new computer lab and private study area for veteran students.
- The Department of Veterans Affairs now makes quarterly visits to campus to provide assistance to veteran students with application and certification of benefits. The Veteran's Center runs two resource fairs each year connecting veteran students to federal, state and county resources.
- The Veteran's Center supported a resurgence and reorganization of the Student Veterans of America Chapter. In 2016, there were two student members; in 2017, eight students members; and in 2018, 16 student members.

- Mary Goss-Hill, Women's Center program manager, received Lakeland's Diversity Award for her diligence in promoting diversity at Lakeland and successfully raising awareness of the experiences of Lakeland students through various means, including coordinating educational programs, presentations and guest speakers that serve and celebrate Lakeland's diverse student populations.
- The Men's Center completed the tenth year of offering the Pathfinders Program, an academic support and leadership development program for African-American male students. The program includes an eight-part 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. Community service projects for the past three years have included two presentations by Pathfinder students to teenage members of the Boys and Girls Club of Cleveland on the merits of pursuing college and staying in high school. The presentations also included organized activities and games and pizza. Pathfinder students held a clothing drive, and delivery, for families who lost possessions in an apartment building fire in Warrensville Hts. Pathfinder students assisted with the annual toy collection sponsored by the Teaching/Learning Center and assisted with the set-up of the annual Lakeland Rummage Sale, proceeds of which went into scholarship funds.
- Beginning in spring 2016, the Men's and Women's Centers managed a Dash Grant from Great Lakes Community Developments to award emergency grants, up to $500, to students (Pell recipients) at risk of dropping out due to financial emergencies such as eviction, utility shut-off, transportation difficulties or hunger. The average grant award to students was $454. The total amount awarded over the last 2.5 years includes:

Spring 2016	22 grants	$11,000
2016 – 2017	50 grants	$23,000
2017 – 2018	48 grants	$20,500

- The Men's and Women's Centers conducted the QuickStart to College Program in summer 2017 with 31 students participating. 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. Plans are in place to offer this program in the 2018-19 academic year.

FOCUS: Student Progress

Strategy
1. **Create and Implement Early Intervention System to Keep Students on Track to Completion**

Leadership
AQIP Action Project Team on Early Alerts; Associate Provost for Enrollment Management; Associate Provost for Teaching and Learning; and Director for Student Engagement and Leadership

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

Measure
Number of alerts triggered and addressed through early intervention system

Timeline
Creation of early intervention system in fall 2014 with pilot in spring 2015; implementation of broader-based early alert system following the pilot with continued refinement

Progress and Comments
*   The college initiated an Early Alert system to identify and communicate with students who are at risk of failing a course based on performance or other non-academic reasons. The college's faculty are trained to initiate alerts based on specific criteria (e.g., performance, attendance, resources) and these alerts are then forwarded to the appropriate student support department (student success, admissions and registration, financial aid, student development, and counseling). The alert is then addressed through a personal outreach directly to the student which often includes a referral to one of the college's support services departments. The alerts are also tracked and categorized so that the college can ensure all are addressed in a timely manner. On a semi-annual basis, the alerts are summarized and evaluated by the Early Alert Work Group so that the college can look for trends and identify ways to address the ongoing needs or issues that are occurring.
*   The Early Alert system was piloted during summer 2015 and fall 2015; went live with full production in spring 2016. The pilot included two gateway courses: BUSM 1300 Introduction to Business and HLTH 1215 Medical Terminology for Health Professions courses.

Course	Outcome Measures	Fall 2015		Fall 2016		Fall 2017	
BUSM 1300		Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
	No. of students	496	336	507	370	447	297
	% of students completed the course with an A, B, C Grade	67.7%		73.0%		66.4%	
	% of students that withdrew	8.7% (43)		6.9% (35)		8.3% (37)	
	No. of Instructors Reporting	16.7% (2)		72.7% (8)		50.0% (6)	
	No. of Sections Reporting	11.1% (2)		61.1% (11)		47.1% (8)	
HLTH 1215		Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
	No. of students	286	200	289	184	292	212
	% of students completed the course with an A, B, C Grade	69.9%		63.7%		72.6%	
	% of students that withdrew	15.7% (45)		12.5% (36)		14.7 % (43)	
	No. of Instructors Reporting	-		40.0% (4)		36.4% (4)	
	No. of Sections Reporting	-		50.0% (8)		43.8% (16)	

	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018*
Number of Alerts	38	15	193	282	39	678	425

*As of 4/27/2018

Strategy

2. Academic Pathway Specific Counseling and Leveraging DegreeWorks Software to Keep Students on Track

Leadership

Associate Provost for Enrollment Management

Expected Outcome

Students will have access to a counselor specifically trained to advise them in their degree or certificate pathway. Through DegreeWorks, students can easily identify when they have strayed from their academic plan and be counseled toward completion.

Measure

Student and counselor connections

Timeline

Ongoing

Progress and Comments

- Lakeland counselors meet with students to establish "Completion Plans" as part of the student's First Year Experience (FYEX) course.
- Beginning spring 2018, there is a dedicated counselor in the new Health Technologies Building, increasing access for students to meet with a Health Technologies counselor. This same model has been in place for several semesters with a dedicated counselor in the T Building providing increased access for students pursuing certificates and degrees in accounting, business and paralegal programs.

	2016-17	2017-18*
Scheduled Appointments with Students (does not include cancelled or "no shows")	5,502	5,534
Open Advising (no appointment)	3,298	2,932

*As of 5/7/2018

- DegreeWorks is easily accessed by students through the student portal on myLakeland.

Strategy

3. Expand Distance Learning and Flexible Delivery Methods

Leadership
Chief Academic Technologies Officer

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

	2014-15	2015-16	2016-17
Number of online courses offered	194	184	184
Number of online course sections offered	713	729	691
Number of hybrid courses offered	67	60	44
Number of hybrid course sections offered	118	105	121

- Interactive video distance learning (IVDL) is being used by several faculty members and we will continue to explore this delivery method. In 2017-18, 13 course sections were taught in this format.

Strategy

4.   Enhance Support Services to Online Students

Expected Outcome

Students not physically on our campus will be better connected to support services including the Library, Learning Center, and Career Services

Measure

The number of online students accessing support

Timeline

Fall 2014 and then ongoing

Progress and Comments

- Reference librarians from Lakeland's library are available by phone and online to assist with research, off-campus access, instructions on using the OhioLINK databases, and finding quality information on the Internet.
- Lakeland belongs to Ohio's eTutoring collaborative which is an effort between Ohio's two- and four-year institutions whereby academic support is provided at a distance.
- WebEx tutoring is done by Lakeland tutors. This is a distance, screen sharing, tutoring option for students who need assistance with writing and other subjects including Accounting and Logic.

	2016-17	2017-18*
Number of Lakeland WebEx Tutoring Sessions	82	50
Number of Active eTutoring Student Accounts	46	35
Number of eTutoring Sessions	150	47

*Data available as of 3/30/2018

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 and certificates earned; number of transfers to four-year institutions

Progress and Comments
- For FY 2018, Lakeland's percentage share of the SSI Component for Completion Milestones (Overall) was 4.88 percent and was above the SSI proxy. Drilling down, Associate's Degree Completion (5.15 percent) and Associate's Degree Access (4.21 percent) were also above the SSI proxy. Transfers (6.32 percent) and Transfers Access (4.84 percent) were also above the SSI proxy. Certificates (1.67 percent) and Certificates Access (1.52 percent) were below the SSI proxy. Our goal is to maintain or reach above SSI proxy status helping students to reach their individual completion goals.

	2014-15	2015-16	2016-17
Number of degrees	1009	1033	924
Certificates awarded	249	472	414
Students transferring to another college	867	938	889

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

Strategy

2. Remove Barriers to Completion by Streamlining Graduation Application Process

Leadership

Associate Provost for Enrollment Management

Expected Outcome

Graduation application process is more user friendly and designed to assist students in completing final coursework

Measure

Number of students applying for graduation who complete final coursework needed

Timeline

Ongoing

Progress and Comments

- The graduation application has been moved from a paper application that students were required to complete in person to an online process. The online application was piloted in fall 2017 and fully implemented in spring 2018. This process allows students easier access to apply for graduation and facilitates communication between counselors and students enabling them to communicate earlier as to whether degree requirements have been met and facilitate arrangements to complete remaining requirements as needed.

Strategy

3. Timely Award Credit for Prior Learning

Leadership

Associate Provost for Enrollment Management

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 five largest feeder transfer colleges: Cuyahoga Community College, Cleveland State University, University of Akron, Bowling Green State University, and Kent State University. When transcripts are received from these institutions, transfer credit is transcripted within one week of receiving the transcript.
- During counselor meetings, counselors discuss students' prior learning experiences and when appropriate refer students to the Transfer Center to discuss PLA options.

Strategy

4. Credit When It's Due

Leadership

Associate Provost for Enrollment Management

Expected Outcome

Award of associate degree to students who completed relevant coursework

Measure

Number of degrees awarded

Timeline

Ongoing

Progress and Comments

- Lakeland expanded reverse transfer to Holden University Center private college partners. As more Holden University Center partners are added, we will include them in this process.
- Lakeland completed 60 degree audits for reverse transfer in 2017 and awarded 25 degrees.

Strategy

5.   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

- The college is involved in a continuous monitoring of the schedule to ensure access to courses including adding sections to meet demand when sections fill and running low enrolled sections as needed for students to continue progression to completion.
- Through a State Innovation grant, Ad Astra course scheduling tool was utilized during the 2017-18 academic year and helped with more efficient and effective scheduling including a cost savings of $177,000.

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 2016:

Associate of Arts in Business
Associate of Applied Science in Biotechnology Science: Bioinformatics Concentration
Associate of Applied Science in Electronic Engineering Technology: Computer Hardware Engineering Technology Concentration
Associate of Applied Science in Electronic Engineering Technology: Electro-Mechanical Engineering Technology Concentration
Associate of Applied Science in Electronic Engineering Technology: Telecommunications Engineering Technology Concentration
Associate of Applied Science in Industrial Welding
Associate of Applied Science in Occupational Therapy Assistant

The following new certificate programs were added since 2016:

Apple iOS: Mobile Application Development Certificate
Geospatial Technology Skills Certificate
Industrial Welding I Certificate
Industrial Welding II Certificate
Java/Android: Mobile Application Development Certificate
Nursing Assistant Certificate
Polysomnography Certificate

- We conducted an Industrial Welding Workforce Survey in summer 2016. Key findings included identification of workforce training needs and skills required for new employees. The advisory committee then recommended curriculum changes including dividing the program into basic and advanced welding to facilitate articulation.
- We are currently working with the Indiana/Kentucky/Ohio Regional Council of Carpenters and the Pipefitters Local 120 to begin developing a fast track into their apprenticeship programs to meet workforce needs.
- We conducted labor market needs assessments for potential new health technology degree and certificate programs which included making connections with local employers.
- A Strategic Growth Plan for Engineering Technology Programs was completed in fall 2017 and identified potential new programs in high career-growth areas, including additive manufacturing, logistics technology, and cybersecurity. In spring 2018, the college partnered with Lorain County Community College (LCCC) to host an "employer convening" on campus with a focus on cybersecurity. We talked with the employers about a "learn and earn" model that has been used successfully at LCCC. We continue to have dialog with these employers.
- In spring 2018, the college received $4 million in State capital funds earmarked for renovation and new equipment in the Engineering Building. As we begin the design for the renovation, we will be looking to spend these dollars in a strategic way using labor market data with a focus on job training and workforce development.
- In 2016-17, the college had 30 advisory committees. This increased to 32 in 2017-18.

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 Department connected students to internships:
2016-17: 40 internships
2017-18: 37 internships to date (not including summer 2018)

Many academic programs continue to require internship experiences.

Internships

Program	2016-17	2017-18
Biotechnology Science	6	10
Criminal Justice	4	8
Early Childhood Education	18	12
Geospatial Technology	0	18
Human Services	14	10
Nuclear Engineering Technology	8	0
Paralegal Studies	26	20

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
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	Overall
Undergraduate Students	38	31	70	92	97	137	465
Graduate Students	43	68	48	48	76	51	334
Totals	81	99	118	140	173	188	799