Lakeland Community College Campus Completion Plan

Narrative Overview

Lakeland Community College opened its doors in 1967 as the first college in Ohio established by a vote of local citizens committed to providing higher education opportunities for people in the community. Since the College began, we have had the extraordinary opportunity to make a difference in the lives of our learners. Lakeland's mission is to provide quality learning opportunities to meet the social and economic needs of the community.

In fall 2012[1], 8,707 students were enrolled in for credit coursework at Lakeland Community College. First generation college students accounted for 39% of the entering student population. Of those students entering college for the first time at Lakeland, 52% were Pell-eligible and 68% took remedial courses. Part-time students made up 66% of the total enrollment. Students over age 25 comprised 52% of the total population. White, non-Hispanic students represented 74% of all students, while Black, non-Hispanic students represented 17%.

Lakeland's students come predominantly from three counties. Lake County is home to 62%[2] of our students, while 21% of our students come from Cuyahoga County, and 9% from Geauga County.

Students and community members take advantage of more than 130 associate degree and certificate programs, as well as numerous noncredit courses, seminars, and training opportunities. Each year, approximately 13,000[3] students enroll in for credit coursework.

Five associate degrees are offered: Associate of Arts, Associate of Science, Associate of Applied Science, Associate of Applied Business, and Associate of Technical Studies. We have numerous articulation agreements for seamless transfer to four-year institutions, several of which offer courses on our campus through the Holden University Center. Many of our degree and certificate programs prepare graduates to immediately enter the workforce upon program completion.

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[1] All data in this paragraph: Lakeland Community College, Progress and Completion Report, March 2014- OBR
[2] All data in this paragraph: Lakeland Community College, Highlights of Enrollment, Spring 2014
[3] HEI Query: Unduplicated Headcount and Credit Hours/FTE History

Our newly adopted Strategic Plan: *Focus on Student Success 2020* supports our core purpose to impact lives through learning, and our core values of excellence, accessibility, diversity, integrity, innovation, and joy. Strategic plan priorities include increasing student success and completion to ensure students meet their educational goals, and bridging educational attainment and workforce needs.

We have a strong record of collaboration with our high school partners, and, in spring semester 2014, eighty students representing 15 high schools earned a degree from Lakeland at the same time as they earned a high school diploma. High school students take college courses on our campus as well as at their high schools. In the past academic year, 841[4] high school students earned college credit through PSEO and dual enrollment programs. We will build on that collaboration in the coming years and connect even more high school students to our institution.

We host a Tech Prep consortium that has established relationships with 37 high schools. A dedicated Lakeland Tech Prep coordinator serves as a liaison between our College, area employers, and our high school partners to ensure programming meets workforce needs and blends academic coursework with high tech applied learning in a technical field.

Significant progress has been made in our delivery of remedial coursework. Students placing into developmental English must enroll in the appropriate English course during their first semester at Lakeland. In addition, students work with a transition mentor/completion coach as a personal point of reference to support services on campus. Students placing into developmental math may select self-paced online courses to speed progress. Summer bridge programs are available to introduce students to the college environment at the same time as they receive math and English support. Our Learning Center and Writing Center provide extra support free of charge to all Lakeland students. We will continue to assess and refine our practices to move even more students through our developmental programs into college level classes and on to a degree.

Lakeland's enrollments in online and hybrid classes have risen steadily since the College offered its first online courses more than a decade ago. In spring 2014[5], over 3,096 students took at least one fully online course, and 661 students took at least one course in a hybrid format. All five of our degree programs have been approved to be offered in an online format. Lakeland uses the Quality Matters framework to ensure online courses engage learners and maintain the high standards Lakeland students have come to expect. The learning technologies division

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[4] HEI Query of High School Admissions
[5] Lakeland Community College, Highlights of Enrollment, Spring 2014

provides professional development and support to instructors using technology in the delivery of course content.

We work closely with the Northeast Ohio Healthcare Workforce Collaborative which helps individuals interested in a healthcare career and those already working in the field to move up to higher paying jobs through education and training. Through our connections with regional educators and healthcare employers, we are providing the needed talent supply in the healthcare sector which is vital to the Northeast Ohio economy. Our Center for Business and Industry and our Entrepreneurship Center/Ohio Small Business Development Center help us stay abreast of job training and workforce development needs and respond to them.

Lakeland's Holden University Center affords students the opportunity to complete a bachelor's or graduate degree from a variety of four-year institutions right here in Lake County. Bridge coursework at Lakeland makes this option more affordable than completing the degree on a university main campus.

Students have access to numerous support services designed to help them transition to the college environment and achieve success here at Lakeland. Services include, but are not limited to: counseling, accommodation services, psychological services, and Men's, Women's, Veteran's and Hispanic Centers. The number of veterans enrolled at Lakeland is increasing, and we have provided extra support for them through the hiring of a Veterans Program Coordinator, establishment of a Veterans Steering Group, and creation of a dedicated lounge area. In addition, a Women's Center and Men's Resource Center provide support services to their constituencies. A Hispanic outreach coordinator works closely with our high school partners and helps Hispanic students make a successful transition to college.

Additionally, Lakeland provides incoming students the opportunity to refresh their skills through a QuickStart to college program and summer skill building bridge programs.

We recognize that the high percentage of students with risk factors (first generation college student status, Pell-eligibility, academic under-preparedness) demands that we do more to position students for success by providing them with a strong start and supporting them to completion. First-generation college students, students in need of remediation, and Pell-eligible students generally persisted at lower rates than the total cohort. The research indicates, and Lakeland's own data supports, that the longer it takes a student to complete his or her course work, the less likely he or she is to persist and earn a degree. Four percent[6] of Lakeland's full-time students in the fall 2010 Cohort earned their degree on time (two years), while 11% earned their degree in three years. Of those students who earned their degree in three years, over 29% earned their degree in a different discipline than the one in which they started. The

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[6] All data in this paragraph: Lakeland Community College, Progress and Completion Report, March 2014- OBR

lowest completion rates for the fall 2010 Cohort are for those students who began in need of remediation, with 2% earning their degree on time and 8% earning their degree within three years.

In response to the challenges to college completion faced by our students, two major College-wide initiatives are underway: Mandatory New Student Orientation and a required First Year Experience Course which will result in student connection to an Academic Pathway with dedicated counseling and faculty.

Beginning for fall of 2014, all new students must attend New Student Orientation. This collaborative initiative brings representatives from admissions, counseling, financial aid, and student activities together to ensure students are entering the College armed with the information they need to successfully navigate entry to college. In addition, students will meet individually with a counselor to register for first semester classes and make a successful start. Paying for college is a key topic of the orientation session with information provided about grants, scholarships, and loans. Through the Lakeland Foundation, scholarships will be made available to high achieving students through the Academic Excellence scholarship program. Additionally, any financial aid student eligible to take out a loan must attend in-person entrance loan counseling before borrowing funds. In order to evaluate and continuously improve this process, students will be asked to complete an exit survey about their new student orientation experience.

Students entering Lakeland will enroll in a first year experience (FYEX) course beginning fall semester of 2015. The course will be piloted in spring semester of 2015. This one credit hour course will provide students with detailed information about being a successful college student at Lakeland and connect them to the resources they need to complete their coursework and a degree or certificate. Students will leave the class with an individualized plan that maps specific steps they will take in their path for achieving success in college and details how their academic choices translate into career readiness. This course brings together all areas of the College to support student success.

Following creation of this academic plan, students will be assigned to an academic pathway within the College which will provide them with dedicated counseling and faculty support to help them stay on track and graduate in a timely fashion.

Lakeland's *Focus on Student Success 2020* Strategic Plan also addresses the need to strengthen our institutional effectiveness through assessment for continuous improvement. A strengthened commitment to excellence through professional development will assist us in making sure that those supporting student success have the information and tools they need to assist our learners. At the present time, a College-wide group is evaluating our support for

online learners and proposing enhancements that will lead to more online course completions. In addition, another group with broad-based campus representation is examining a comprehensive early alert process that will create support and intervention designed to prevent student course withdrawal and encourage degree completion.

As a College community we are dedicated to the success of our students and the timely award of degrees and certificates. Outlined below are our focused strategies and expected outcomes leading to college completion.

Focused Strategies and Expected Outcomes

Focus:	Strategy:	Leadership:	Expected Outcome:	Measure:	Timeline:
Connection to the Institution	Implement new Lakeland website	Director for Administrative Technologies; Manager of Marketing and Communications	Comprehensive up to date information about academic programs and workforce development opportunities provided to the public	Number of website visits	Completed late spring of 2014 with continuing refinement as needed
Connection to the Institution	Implement Mandatory New Student Orientation	Associate Vice President of Student Development and Dean of Students	Early communication of expectations of being a college student including available support services and financial resources and responsibilities	Attendance at New Student Orientation sessions	Spring 2014 and then ongoing
Connection to the Institution	Strengthen High School Partnerships	Director for Student Success; College Tech Prep Coordinator	Increased award of Lakeland college credit to students while in high school	Number of dual enrollment courses offered in area high schools; number of PSEO students attending courses on Lakeland's campus; number of Tech Prep students continuing their college education	Ongoing
Connection to the Institution	Participate in P16 Councils and Lakeland Area Counselors Association	Director for Student Success	Increased engagement with high school administrators, counselors, and teachers	Number of college ready students who apply for admission	Ongoing
Connection to the Institution	Increase opportunities for adults to earn college credits through Prior Learning Assessments	Associate Provost for Enrollment Management; Academic Deans	Leverage prior learning to decrease time to attainment of degree or certificate	Number of college credits awarded through Prior Learning Assessments	2014-2015 academic year and then ongoing
Connection to the Institution	Increase outreach efforts to minority groups and veterans	Enrollment Management Steering Group	Create increased engagement with minority groups and veterans	Number of minority students and veterans who apply for admission	2014-2015 academic year and then ongoing

Focus:	Strategy:	Leadership:	Expected Outcome:	Measure:	Timeline:
Successful First-Year Entry	Implement mandatory New Student Orientation	Associate Vice President of Student Development and Dean of Students; Associate Provost for Enrollment Management	Individual meeting with a counselor for selection of first semester courses	Number of students registering for first semester courses	Spring 2014 and then ongoing
Successful First-Year Entry	Expand Financial Counseling	Director for Financial Aid and Enrollment Support; Executive Director of the Lakeland Foundation	Greater understanding of the financial obligations of attending college and availability of scholarship and grant money	Number of students receiving scholarships and grant money including Academic Excellence Scholarships	Spring 2014 and then ongoing
Successful First-Year Entry	Assess and refine delivery of developmental education	Academic Deans	Students will move more quickly through developmental courses	Percentage of students completing developmental education coursework	2014-2015 academic year and then ongoing
Successful First-Year Entry	Require completion of a First Year Experience Course	Associate Provost for Enrollment Management	Creation of individualized academic plan and connection with faculty and counselors within the chosen academic pathway	Number of students who attain a degree or certificate pursuant to the individualized academic plan	Course to be piloted in Spring semester of 2015 and made mandatory Fall semester of 2015 – student attainment of degree or certificate would be in 2016 or after
Successful First-Year Entry	Strengthen efforts to welcome and integrate students of diverse backgrounds	Associate Vice-President of Student Development and Dean of Students	Students will be better connected to campus support systems and activities	Number of students served by Men's and Women's Centers, Hispanic Center, and Veteran's Center	Fall 2014 and then ongoing

Focus:	Strategy:	Leadership:	Expected Outcome:	Measure:	Timeline:
Student Progress	Create early intervention system to keep students on track to completion	AQIP Action Project on Early Alerts	Students at risk of academic failure in course(s)will be provided the needed support to succeed	Percentage of students completing course(s) and ultimately certificates and degrees	Creation of early intervention system in fall 2014 with pilot in spring 2015
Student Progress	Implement revised AA and AS degree curriculum	Executive Vice President and Provost	Students will complete the AA and AS degree in less time	Percentage of full time students completing a degree in four academic semesters	Implemented in fall 2014 with results in spring of 2016
Student Progress	Implement Academic Pathway specific counseling	Associate Provost for Enrollment Management	Students will have access to a counselor specifically trained to advise them in their degree or certificate pathway	Student and counselor connections	Fall 2014 and then ongoing
Student Progress	Leverage DegreeWorks software to keep students on track	Associate Provost for Enrollment Management	Students will track progress toward completion	Number of students using DegreeWorks to track progress	Ongoing
Student Progress	Expand distance learning and flexible delivery methods	Dean of Learning Technologies	Students will have more alternatives to traditional face-to-face classes	Number of online and flexible delivery courses	Fall 2014 and then ongoing

Student Progress	Enhance support services to online students	Dean of Learning Technologies	Students not physically on our campus will be better connected to support services including the library, learning center, and career services	Percentage of students completing online courses	Fall 2014 and then ongoing

Focus:	Strategy:	Leadership:	Expected Outcome:	Measure:	Timeline:
Student Completion	Remove barriers to completion by streamlining graduation application process	Associate Provost for Enrollment Management	Graduation application process is more user friendly and designed to assist students in completing final coursework	Number of students applying for graduation who complete final coursework needed	Began in spring 2014 and then ongoing
Student Completion	Perform periodic audit of coursework to ensure student stays on academic pathway to completion	Associate Provost for Enrollment Management	Identify students who have strayed from their academic plan and counsel them toward completion	Students enrolled at the college who have earned more than 60 credits	Begin in fall 2014 and then ongoing
Student Completion	Timely award credit for prior learning	Associate Provost for Enrollment Management	Upon admission, timely review prior learning assessment recommendations and transfer credit requests	Time to degree	Begin in fall 2014 and then ongoing
Student Completion	Credit When It's Due	Associate Provost for Enrollment Management	Award of Associate's Degree to students who completed relevant coursework	Number of degrees awarded	Ongoing
Student Completion	Review course delivery methods and course scheduling to ensure access to courses	Academic Deans	Students are able to enroll in the courses needed to complete a degree or certificate	Time to degree	Ongoing

Focus:	Strategy:	Leadership:	Expected Outcome:	Measure:	Timeline:
Workforce Connection	Leverage advisory boards and community connections to identify opportunities for new degrees and certificates	Executive Vice President and Provost; Academic Deans	Development of new degree and certificate options in growing occupational areas	Number of workforce relevant degrees and certificates	Ongoing
Workforce Connection	Expand Holden University Center partnership programs in high demand career areas	Executive Vice President and Provost; Academic Deans	Offering of additional partnership four year degree opportunities on our campus	Number of Holden University Center partnership programs in high demand career areas	Ongoing
Workforce Connection	Expand internship and cooperative work experience opportunities	Career Services Director	Early connection of students with employers needing a trained workforce	Number of students completing an internship or cooperative work experience	Ongoing
Workforce Connection	Strengthen job training and workforce development programs	Director for Center for Business and Industry ; Director for the Entrepreneurship Center/Ohio Small Business Development Center	Expanded connection of curriculum to job training and workforce development needs of our community	Number of job training and workforce development programs offered	Ongoing