

Persistence and Completion Academy Application

Institution: Lakeland Community College
Application Date: November 23, 2015

City, State: Kirtland, OH

Cohort Preference

Please identify Cohort / start dates in order of preference:

1 Spring 2016	March 10–11, 2016	Information & Planning Workshop
	June 22–24, 2016	Roundtable
2 Spring	June 21–22, 2016	Information & Planning Workshop
	October 2016 (TBD)	Roundtable

Purpose for Academy Participation

Please indicate institutional purpose for participation in the Academy:

- Open Pathway Quality Initiative
- AQIP Pathway Action Project
- Other institutional purposes

Application Questions

The institution should provide responses to the following questions. The application should be no more than five pages.

1. Provide a brief overview of the institution's student populations.

Lakeland's student population for Fall 2015 includes:

Total student population: 7,893

New students in high school (College Credit Plus): 9.6%

New students direct from high school: 9.2%

New students delayed from high school: 4.9%

New students transferring from other institutions: 4.7%

Continuing (59.7%) and returning (11.9%) students: 71.6%

Our student population includes: Students 25 and older: 39.2%; minority students: 20.3%; distance education students: 39.2% of our students take one or more online courses; and veterans (and/or their dependents): 2.5%.

2. Describe the student persistence and completion issues that led the institution to apply to the Academy. Why did the institution select the Academy as a means for institutional improvement?

As a community college, we serve a large number of students with risk factors that can inhibit persistence and completion. During the 2014-2015 academic year, we had a total of 1,725 non-duplicated first time college students (excluding current Post Secondary Enrollment Option students). First generation students represented 40.9% (706 students); 57.6% (994 students) represented Pell-eligible students; and 82.8% (1,429 students) were not college ready, placing into developmental education courses. Students that were in all three of these categories represent 24.2% of our incoming cohort. In looking at our data, student engagement (CCSSE), student persistence, retention and completion rates (NCCBP and IPEDS), and how we compare with peer comparison groups, we find that our rates are generally below the median.

We realize we need to identify the best ways to analyze and use data to guide us in the development of strategies which will make a difference. In addition, we had some college-wide discussions with faculty using the Completion by Design Consolidated Loss Momentum Framework Inventory. These discussions have helped to identify the need and possible ways to enhance connection, entry, progress, and completion.

Lakeland is interested in engaging in a structured and facilitated experience through the Higher Learning Commission as we believe it will help us move toward a more comprehensive plan for raising our persistence and completion rates. While we have had college-wide discussions about persistence and completion and have structured our State of Ohio Strategic Completion Plan around the Completion By Design Consolidated Loss Momentum Framework Inventory, we have not made significant or sufficient progress.

The Academy will provide the mentoring, visibility and structure needed for a successful campus-wide initiative. We are eager to learn about effective, proven best practices related to persistence and completion and ways we might strategically implement those at Lakeland to raise our persistence and completion rates.

3. Provide a brief summary of the institution's recent efforts to improve student persistence and completion. Include the individuals and groups that have been involved in these efforts.

Three of the most notable efforts to improve student persistence and completions are: 1) reduction of credit hours required to earn an AA and AS degree; 2) implementation of a mandatory New Student Orientation program; and 3) implementation of a First Year Experience course. These initiatives were the result of campus-wide collaborations involving faculty, staff, administrators, and students.

As a result of the work we did at the AQIP Strategy Forum last winter, we began an AQIP Action Project: Advancing our Culture of Collaboration for Student Success. The action project team (with representatives from multiple areas of the college) spent the fall semester testing an appreciative inquiry approach to collaborative work and produced a list of strategies currently in place at the college to improve student persistence and completion, which includes: 1) co-requisite English developmental model; 2) Math Bridge Program to provide added math support; 3) Jump Start Program for recent high school graduates; 4) Math in Minutes program for drop-in tutoring; 5) deployment of tutors to areas throughout the college; 6) welcoming students at the start of each semester with free doughnuts and coffee and providing guides to help new students find classrooms; 7) Fuel for Finals program offers free food to students during final exam week; 8) walk-in counseling appointments; 9) textbooks placed on reserve in library and materials provided online for free; 10) mobile Lakeland App; 11) faculty availability to students through posted office hours; 12) streamlining of business services to help with financing an education; 13) dedicated Career Services Office to assist

with internships, cooperative work experiences, and job search techniques and strategies; 14) use of icebreakers in the classroom for faculty and students to learn names and make friends; 15) class size limits set at number which will foster interaction; 16) inclusion of multiple progress checkpoints within a course; and 17) innovative teaching techniques including the flipped classroom.

We have another AQIP Action Project (also with representatives from multiple areas of the campus) working on an early alert system. The system has been piloted and refinements are being made before it is implemented campus-wide. We would like to make sure the data supports that we are using the right interventions for the right audience at the right time.

Lakeland has an enrollment management group that meets monthly during the academic year. This group consists of 18 employees from the college including administrators, department heads, and faculty. The group has recently created an enrollment management plan for FY 2015 through FY 2017. The college also has an Associate Provost for Retention and Completion who oversees student success initiatives.

4. What data informed the institution's decision to pursue its recent efforts to improve student persistence and completion?

We have been looking at the NCCBP results and the IPEDS completion results. With only one exception (transfer rate), Lakeland's rates are below the NCCBP and IPEDS comparison group median. Here are some of Lakeland's NCCBP and IPEDS measures:

For the 2014 NCCBP:

Fall-fall persistence rate: 43.35% [comparison rate: 48.78%]

Next-term persistence rate: 66.50% [comparison rate: 71.75%]

Transfer rate (in three years or 150%): 36.68% (this is actually Lakeland's one excellent P&C measure) [comparison rate: 15.78%]

Graduation rate (in six years or 300%): 18.31% [comparison rate: 30.43%]

For IPEDS in Fall 2014:

First-time, full-time retention rate: 45% [comparison rate: 59%]

First-time, part-time retention rate: 42% [comparison rate: 43%]

Graduation rate in 2014 (first-time, full-time students in three years or 150%): 13% [comparison rate: 19%]

5. How does participation in the Academy align with the institution's current academic or strategic priorities?

Lakeland's Strategic Plan, Focus on Student Success 2020, includes several objectives related to helping improve student persistence and completion. Specifically, Goal 1 (increase student success and completion to ensure students meet their educational goals) has three direct objectives: Objective 1 (Strengthen Our Connection to Prospective Students) has four initiatives; Objective 2 (Position Students for Success) has seven initiatives; and Objective 3 (Monitor Student Progress and Accelerate Completions) has five initiatives.

The college also created and submitted a Strategic Completion Plan prepared in response to an initiative at the State of Ohio Department of Higher Education that includes five focus areas (Connection to the Institution, Successful First-Year Entry, Student Progress, Student Completion, and Workforce Connection) and includes 26 focused strategies and expected outcomes.

6. What potential challenges and issues might the Academy team have to address?

Lakeland's departments are very focused on the work they do, determining new ways to serve a diverse student population, and maximizing their efforts with limited resources. Like many institutions, all employees (including key leaders) have many responsibilities and already full schedules. While we are accomplishing many of our goals, finding available time to assemble representatives from all constituencies can be a challenge. We will need to effectively communicate the priority of this endeavor, find times that are conducive for us to meet, and ensure participation long-term so we can examine data and best practices in-depth and strategize about ways to make meaningful changes and progress on our campus.

7. What human, financial, technological and other resources has the institution committed to Academy participation?

Lakeland sent a team of college leaders to attend the Persistence and Completion Workshop this past summer. That investment of time and money was well spent! The team came back with a deeper perspective of the complexities surrounding the issues, and we believe that a longer period of participation along with some additional key team members would be a productive experience for the college. Our college president is fully supportive of our participation in the Academy and will ensure we have the resources needed to make our participation successful.

Institutional Contact Information

Please list the name and contact information for the individual who will serve as the primary contact for Academy communications. Note: The primary contact may change with notice to HLC at anytime during an institution's participation in the Academy.

Name:

Laura Barnard

Position title:

Associate Provost for Retention & Completion, and Dean of Applied Studies

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lbarnard@lakelandcc.edu

Application Affirmation

I affirm that this application represents the institution accurately and that the institution agrees, if admitted, to commit to meaningful and productive participation in the Persistence and Completion Academy for the full Academy cycle.



November 23, 2015

Signature of Institution CEO

Date

Morris W. Beverage Jr., EDM, President and Interim Provost

Printed Name of Institution CEO

Submission of Application

Please review the entire application for accuracy and completeness prior to submitting for review, as subsequent versions may not be accepted and incomplete applications may not be considered. Once complete, applications should be sent to academy@hlcommission.org on or before the established deadline for the cohort that the institution would like to join.