

Strategic Planning FY 2019-2021

Bi-Annual Report to the Board of Trustees

December 19, 2019

Mission Statement:

Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve. Our college fulfills this mission through: university transfer education; technical & career education; workforce development, community and continuing education; intellectual and cultural programs; and support services.

Vision Statement:

Engaging minds, changing lives, through the power of learning.

LAKE LAND
COLLEGE

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Update from the President:

We are pleased to present Lake Land College's *FY 2019-2021 Strategic Plan Bi-Annual Report* to the Board of Trustees and College community. We are in the midst of the current planning phase to build a college-wide foundation in two key focus areas:

1. Implementing Guided Pathways to Success (GPS), while expanding K-12 and university partnerships, to provide a clear pathway to meaningful educational or career outcomes.
2. Implementing data analytics in support of GPS and furthering our commitment to becoming a data-informed institution.

GPS is an integrated, institution-wide approach designed to guide each student effectively and efficiently to their attainment of high-quality post-secondary credentials and careers. Central to the pathways model are clear, educationally coherent program maps that include specific course sequences, progress milestones and program-learning outcomes. The program maps are also aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field.

Data analytics entails many essential conditions for implementing guided pathways. Additionally, we strive to create an environment where data is readily accessible; where all employees are trained in using data for monitoring and improvement; and employees are empowered to take action based on the data.

Our Guided Pathways Leadership Team and Data Analytics Task Force continue to unify and oversee efforts across the campus community for the two focus areas. Each leadership team has provided progress statements and narrative updates in this report for 18 strategic initiatives being pursued in alignment with the focus areas and simultaneously in support of our three goals: to advance student success, fulfill evolving and emerging education and training needs, and commit to quality, access and affordability. In this report, we also provide updated college-level key performance indicators (KPIs), which we closely monitor for long-term trend analysis.

Thank you to the Board of Trustees, faculty, and staff for uniting in the planning process and demonstrating a willingness to engage in innovative and transformative approaches to enhance student success and meet the ever-changing needs of our students and the communities we serve.



Dr. Josh Bullock, President

Lake Land College Strategic Plan FY 2019-2021

Two Key Focus Areas:

1. Implement **Guided Pathways to Success (GPS)**, while expanding K-12 and university partnerships, to provide a clear pathway to meaningful educational or career outcomes.
2. Develop institutional intelligence capacity (**data analytics**) to disseminate actionable data and analytic tools to all college faculty and staff.

Each strategic initiative (project) that we pursue in this planning cycle will align with one or both of these key focus areas and support one or more of the following goals and objectives:

Goal 1: Advance student success.

- 1.1 Foster a holistic student experience through academic and social integration.
- 1.2 Ensure a student-centered culture through excellent teaching and exceptional service.
- 1.3 Improve retention, persistence and completion.

Goal 2: Fulfill evolving and emerging education and training needs.

- 2.1 Partner with community, business, and education.
- 2.2 Align programs, services and delivery methods.
- 2.3 Expand transfer options and career pathways.

Goal 3: Commit to quality, access and affordability.

- 3.1 Innovate for advancement.
- 3.2 Invest strategically in personnel, facilities and equipment.
- 3.3 Demonstrate personal and institutional accountability through data-driven decision making.

Goal	Strategic Initiative (Task)	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 19	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 20	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 21	Source of Data
Goal 1: Advance Student Success.	Years One, Two and Three - Promote college-wide understanding of Guided Pathways model and how Guided Pathways can be used to improve student experiences, retention, and completion.	Campus-wide training regarding GPS through employee group meetings, staff development days, and division meetings. Design and update GPS website.	GPLT provides regular updates to employee group and division meetings. Annual report submitted and website continually maintained and updated.	GPLT provides regular updates to employee group and division meetings. Annual report submitted and website continually maintained and updated.	Website, Meeting Minutes, Annual Reports
Goal 1: Advance Student Success.	Create meta-majors to introduce students to major area of study as a link to specific programs of study.	Draft of meta-majors to be presented to Cabinet	Meta-majors finalized for implementation.	Full implementation of meta-majors	Meta-majors
Goal 2: Fulfill evolving and emerging education and training needs.	Create clear curricular pathways aligned with employment and further education.	Pilot program mapping process in Agriculture Division.	Complete program mapping in all remaining academic programs.	Program maps are finalized for implementation.	Program maps
Goal 1: Advance Student Success.	Identify redesign needs in processes for placement, advising, and registration to support the pathways.	Research gaps in current processes through EAB Enrollment Pain Point Audit, student focus groups, and GPS Scale of Adoption (Self-Assessment)	Redesign needs in processes for placement, advising, and registration identified to support meta-major and default program maps implementation.	Elements are finalized for implementation in support of meta-major and default program maps.	EAB Enrollment Pain Point Audit, Student Focus Groups Results, Scale of Adoption, Annual Report
Goal 1: Advance Student Success.	Identify and implement supports to help academically underprepared student to succeed in "gateway" courses for the major program, including but not limited to math and English.	N/A	Necessary supports to help academically underprepared students identified during the mapping process.	Implementation of redesigned academic supports.	Redesigned academic supports
Goal 1: Advance Student Success.	Develop integrated course schedules so that students can take courses when they need them, can plan their schedules, and complete programs in the shortest time possible.	Identify gaps in course scheduling and research best practices in course scheduling.	Redesign needs in scheduling are identified and finalized for implementation.	Implementation of redesigned scheduling processes to support Guided Pathways.	Redesigned course schedules
Goal 1: Advance Student Success.	Identify elements needed in a student tracking system to monitor student success along the pathway.	N/A	Identify gaps, research best practices in student tracking, and identify appropriate student planning/tracking tool. Plans underway for purchase or transition of current student planning/ tracking tools.	Implementation of redesigned student tracking system to monitor student success along the pathway.	Student tracking system
Goal 1: Advance Student Success.	Develop a plan for the College to identify students at risk of falling off-track and supports to intervene in ways to help students get back on track.	N/A	Identify gaps in current system in identifying student at-risk for falling off-track.	Transition into and pilot of redesigned process of identifying students at risk for falling off their pathway.	Student tracking system/Early alert system

Goal	Strategic Initiative (Task)	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 19	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 20	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 21	Source of Data
Goal 1: Advance Student Success.	Years One, Two and Three - Promote college-wide understanding of data analytics terminology and how data analytics can be used to improve student outcomes and operational efficiencies.	Data discussion sessions held with administrators, supervisors and division chairs in fall 2018. FAQs developed and shared college-wide in spring 2019.	Data Analytics Task Force provides regular updates and data discussions to employee group and division meetings.	Data Analytics Task Force provides regular updates and data discussions to employee group and division meetings.	Data Analytics Task Force Meeting Minutes and Additional Committee Records in Shared Drive.
Goal 1: Advance Student Success.	Year One - Investigate appropriate tools and software to transition from numerous data silos to a unified platform. Year Two - Identify and purchase appropriate tool.	Rubric tool developed to ensure investigation of potential software tools optimally aligns with the College's goals and resources.	Appropriate data analytics tool identified and plans underway for purchase to transition from numerous data silos to a unified platform.	N/A	Data Analytics Task Force Meeting Minutes. Board of Trustees Meeting Minutes.
Goal 3: Commit to quality, access and affordability.	Years One, Two and Three - Establish data governance model including policies and procedures in year one. Review and update policies and procedures as we progress with development in years two and three.	Data governance/ethics policy submitted to Board for approval, including reference to accompanying procedures.	Policies and procedures reviewed and updated as warranted.	Policies and procedures reviewed and updated as warranted.	Board Policy Manual, Board meeting minutes, Data Analytics Task Force Meeting Minutes, Records on shared drive.
Goal 3: Commit to quality, access and affordability.	Years One, Two and Three - Develop a common data dictionary and data standards in year one. Review and update as we progress with development in years two and three.	Common data dictionary and data standards document published and shared with college community.	Common data dictionary and data standards document reviewed for necessary updates and shared with college community.	Common data dictionary and data standards document reviewed for necessary updates and shared with college community.	Data Analytics Task Force Meeting Minutes, Records on shared drive.
Goal 3: Commit to quality, access and affordability.	Year One - Create a Director of Data Analytics position to oversee the planning, implementation and ongoing operation of the data analytics initiative.	Director of Data Analytics hired.	N/A	N/A	HR Records and Board of Trustees Meeting Minutes.
Goal 3: Commit to quality, access and affordability.	Year Three - Identify at least three pilot projects to utilize data analytics program and software tools, with one being Guided Pathways and Ag Division.	N/A	N/A	Pilot projects identified. Director of Data Analytics coordinating actions to launch the pilot projects.	Data Analytics Task Force Meeting Minutes and Additional Committee Records in Shared Drive.
Goal 3: Commit to quality, access and affordability.	Years Two and Three - Identify a data liaison within each unit, department or division to foster communication between data analytics experts and staff. Align liaisons with Guided Pathways liaison structure. Coordinate data analytics utilization via each department's data liaison and foster awareness for success stories, data driven decisions, use of data, learn best practices, etc.	N/A	Data liaison identified within each unit, department or division.	Data liaisons coordinating with key focus area teams to achieve strategic goals, foster data analytics awareness and learn best practices.	Data Analytics Task Force Meeting Minutes and Additional Committee Records in Shared Drive.

Goal	Strategic Initiative (Task)	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 19	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 20	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 21	Source of Data
Goal 1: Advance Student Success.	Year Three - Develop an education plan for staff utilization of tools, policies, procedures and data dictionary.	N/A	N/A	Education plan established and shared with college community.	Data Analytics Task Force Meeting Minutes and Additional Committee Records in Shared Drive.
Goal 3: Commit to quality, access and affordability.	Year Three - Develop plan to address continual quality improvement and training needs.	N/A	N/A	Ongoing Quality Improvement Plan established and shared with College Community.	Data Analytics Task Force Meeting Minutes and Additional Committee Records in Shared Drive.
Goal 3: Commit to quality, access and affordability.	Years One, Two and Three - Identify and evaluate college-wide KPIs for overall strategic planning process and additional KPIs relevant to data analytics to measure incorporation of predictive modeling applications and actions/decisions based on data analytics.	Key performance indicators updated and published in Mid-Year Report.	Key performance indicators updated and published in Mid-Year Report.	Key performance indicators updated and published in Mid-Year Report.	Strategic Plan Mid Year Report, Data Analytics Task Force Meeting Minutes and Additional Committee Records in Shared Drive.
Goal 1: Advance Student Success.	Year Three - Each unit will begin to identify its own metrics or KPI's to measure success. Establish goal that by year five each department will have identified its own metrics for success.	N/A	N/A	Initial unit level KPIs identified.	Strategic Plan Mid Year Report, Data Analytics Task Force Meeting Minutes and Additional Committee Records in Shared Drive.

Performance Dashboard of Strategies by Focus Area



Meeting progress target



Not meeting progress target



Project placed on hold



Achieved - strategy development complete














Abandoned


Guided Pathways


Focus Strategy	Status	Task Coordinator
Promote college-wide understanding of GPS.		Darci Cather
Meta-Major creation and implementation.		Darci Cather
Create clear curricular pathways.		Darci Cather
Redesign needs for placement, advising, and registration.		Darci Cather
Identify and implement supports to help academically underprepared students.		Darci Cather
Develop integrated course schedules.		Darci Cather
Student tracking system.		Darci Cather
Develop a plan to identify students at risk of falling off pathways.		Darci Cather

Data Analytics


Focus Strategy	Status	Task Coordinator
Develop a data analytics education plan for all staff.		Lisa Cole
Develop a Data Dictionary.		Lisa Cole
Data liaisons.		Lisa Cole
Data Analytics Software Tool(s).		Lisa Cole
KPIs for strategic planning bi-annual reporting.		Jean Anne Grunloh
Appropriate KPIs for each unit to measure success.		Lisa Cole
Data Analytics Pilot Projects with New Software Tool(s).		Lisa Cole
Hiring of Director of Data Analytics position.		Jean Anne Grunloh
Promote college-wide understanding through Data Discussions.		Lisa Cole
Develop plan and address continual quality improvement and training needs.		Lisa Cole
Establish a data governance model		Lee Spaniol


Guided Pathways - Strategy Status Updates

Strategy:	Promote College-Wide Understanding of GPS
Task Coordinator(s):	Darci Cather
Cabinet Member:	Jon Althaus
Description: Years One, Two and Three - Promote college-wide understanding of Guided Pathways model and how Guided Pathways can be used to improve student experiences, retention, and completion.	
Status Statement:	11/18/2019  Meeting progress target
Mid-Year Progress Report: For FY20, the GPLT is meeting progress target. GPLT provides regular updates to employee group and division meetings. Annual report submitted and presented to the board in July 2019. Moreover, website is continually maintained and updated. Additionally, Dean of GPS presented to the Professional Advisory Committee with high school partners in October 2019. Lake Land College's GPS website may be accessed at the following link: https://www.lakelandcollege.edu/guided-pathways/ .	


Strategy:	Meta-Major Creation and Implementation
Task Coordinator(s):	Darci Cather
Cabinet Member:	Jon Althaus
Description: Create meta-majors to introduce students to major area of study as a link to specific programs of study.	
Status Statement:	11/18/2019  Meeting progress target
Mid-Year Progress Report: For FY2019, meta-majors were developed through extensive research by the GPLT. In FY20, the GPLT is working with ISS to code meta-majors (henceforth called Areas of Study) in Colleague and with MPR to update website to reflect metas. The College's application including profile and intent to enroll will be updated to allow students to choose an area of study first. These changes are set to go into effect in September 2020. Additionally, GPLT has made recommendations to Cabinet for changes on the website. Recommendations include an area of study page similar to that of Bakersfield Community College. These changes too are projected to go into effect in September 2020 and the GPLT is working with ISS and MPR to ensure we stay on progress.	


Guided Pathways - Strategy Status Updates

Strategy:	Create clear curricular pathways
Task Coordinator(s):	Darci Cather
Cabinet Member:	Jon Althaus
Description: Create clear curricular pathways aligned with employment and further education.	
Status Statement:	11/18/2019  Meeting progress target
Mid-Year Progress Report: For FY 2019, the GPLT has completed all program maps in the Agriculture Division. Maps went to curriculum committee in September 2019 and were approved in October 2019. At this time, the GPLT is currently mapping the remaining programs. First drafts of program maps are due at the end of the semester with second drafts due in early spring. Maps should proceed to curriculum committee in later spring.	


Strategy:	Redesign needs for placement, advising, and registration
Task Coordinator(s):	Darci Cather
Cabinet Member:	Beth Gerl
Description: Identify redesign needs in processes for placement, advising, and registration to support the pathways.	
Status Statement:	11/18/2019  Meeting progress target
Mid-Year Progress Report: The GPLT is currently working with ISS and MPR to modify the registration process and website to support meta-majors. Proposed changes are projected to go into effect in September 2020. Advising and orientation processes will be evaluated in the spring/summer of 2020 after program maps are completed. Redesign efforts will be focused on supporting meta-majors so that the team can align with work to be completed by the Enrollment Consultant.	


Guided Pathways - Strategy Status Updates

Strategy:	Identify and implement supports to help academically underprepared students
Task Coordinator(s):	Darci Cather
Cabinet Member:	Jon Althaus
Description: Identify and implement supports to help academically underprepared student to succeed in "gateway" courses for the major program, including but not limited to math and English.	
Status Statement:	11/18/2019  Meeting progress target
Mid-Year Progress Report: During FY20, the GPLT will identify necessary supports to help academically underprepared students. These supports will be identified during the program mapping process. GPLT team members are currently in process of mapping their various areas and first drafts of maps will be submitted at the end of the fall semester.	


Strategy:	Develop integrated course schedules
Task Coordinator(s):	Darci Cather
Cabinet Member:	Jon Althaus
Description: Develop integrated course schedules so that students can take courses when they need them, can plan their schedules, and complete programs in the shortest time possible.	
Status Statement:	11/18/2019  Meeting progress target
Mid-Year Progress Report: In FY2019, the GPLT identified gaps in scheduling practices through examination of course utilization and cancellation data, as well as interviews with Division Chairs. The team's research has continued into FY2020, as they have conducted a series of three student surveys. GPLT will continue to examine gaps in the current scheduling processes and will develop student schedules to support the program maps in Spring/Summer 2020.	


Guided Pathways - Strategy Status Updates

Strategy:	Student tracking system
Task Coordinator(s):	Darci Cather
Cabinet Member:	Beth Gerl
Description: Identify elements needed in a student tracking system to monitor student success along the pathway.	
Status Statement:	11/18/2019  Meeting progress target
Mid-Year Progress Report: During FY20, the GPLT has reviewed several software tools that include early alert systems as well as student planning tools. Software researched include Ad Astra, EAB Navigate, and EduNav. Additionally, the GPLT has developed an evaluation tool for identifying software that will support the GPS model including the early alert system and student planning features. GPLT is on target to provide software evaluation and conclusions at the end of the Fall 2019 semester.	


Strategy:	Develop a plan to identify students at risk of falling off pathways
Task Coordinator(s):	Darci Cather
Cabinet Member:	Beth Gerl
Description: Develop a plan for the College to identify students at risk of falling off-track and supports to intervene in ways to help students get back on track.	
Status Statement:	11/18/2019  Meeting progress target
Mid-Year Progress Report: For FY2020, the GPLT has been reviewing software that could assist in identifying at-risk students and keeping them on track. Software reviewed includes Ad Astra, EAB Navigate, and EduNav. Team is prepared to complete software review and submit evaluation and conclusions to Cabinet at the end of the Fall 2019 semester.	


Data Analytics - Strategy Status Updates

Strategy:	Data analytics education plan for all staff.
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh
Description: Year Three - Develop an education plan for staff utilization of tools, policies, procedures and data dictionary.	
Status Statement:	11/18/2019  Meeting progress target
Mid-Year Progress Report: Goal will be pursued in year three of the planning cycle.	


Strategy:	Develop a Data Dictionary
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh
Description: Draft an initial data dictionary that provides definitions and explanations of all potential variables for data analysis for the college. The data dictionary will be a living document that will be modified on an ongoing basis. Additional variables and definitions will be included in the document over time as new or existing variables are identified.	
Status Statement:	10/21/2019  Meeting progress target
Mid-Year Progress Report: For 2019, a common list of terms has been developed and attached to the Data Research Request Form. This is to give someone requesting data a common language to know what they are requesting. As reports are developed, the Data Dictionary will also be edited. The data dictionary will contain a description of elements in the report for a better understanding of each element.	


Data Analytics - Strategy Status Updates

Strategy:	Data Liaisons
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh
Description: Years Two and Three - Identify a data liaison within each unit, department or division to foster communication between data analytics experts and staff. Align liaisons with Guided Pathways liaison structure. Coordinate data analytics utilization via each department's data liaison and foster awareness for success stories, data driven decisions, use of data, learn best practices, etc.	
Status Statement:	11/18/2019  Meeting progress target
Mid-Year Progress Report: Goal is being pursued in year two of the planning cycle.	


Strategy:	Data Analytics Software Tool(s)
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh
Description: Year One - Investigate appropriate tools and software to transition from numerous data silos to a unified platform. Year Two - Identify and purchase appropriate tool.	
Status Statement:	10/21/2019  Meeting progress target
Mid-Year Progress Report: During FY 2019, the software Tableau has been purchased and reports and analytics are being developed. Tableau has a vast number of features including the ability of predictive analytics. Tableau has an interface for end users to access via a browser and will display data in dashboards. Tableau allows for filtering which will give the end users a unique experience based on what data they want to see. This is a start to the analytics software. Based on the software that is purchased for Guided Pathways and whether the analytics that is embedded will satisfy our needs, additional software may be necessary in the future but not at this time.	


Data Analytics - Strategy Status Updates

Strategy:	KPIs for strategic planning bi-annual reporting.
Task Coordinator(s):	Jean Anne Grunloh
Cabinet Member:	Dr. Josh Bullock
Description: Years One, Two and Three - Identify and evaluate college-wide KPIs for overall strategic planning process and additional KPIs relevant to data analytics to measure incorporation of predictive modeling applications and actions/decisions based on data analytics.	
Status Statement:	10/29/2019  Meeting progress target
Mid-Year Progress Report: College-level key performance indicators (KPIs) are updated and included in each strategic plan bi-annual report. Additional KPIs were added in 2019 to support development of the two key focus areas, Guided Pathways to Student Success and Data Analytics. Additionally, since 2019 a summary analysis of the KPIs are provided with each bi-annual report to support data-driven decision making and improving student success outcomes.	


Strategy:	Appropriate KPIs for each unit to measure success.
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh
Description: Year Three - Each unit will begin to identify its own metrics or KPI's to measure success. Establish goal that by year five each department will have identified its own metrics for success.	
Status Statement:	11/18/2019  Meeting progress target
Mid-Year Progress Report: Goal will be pursued in year three of the planning cycle.	


Data Analytics - Strategy Status Updates

Strategy:	Data Analytics Pilot Projects with New Software Tool(s).
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh
Description:	Year Three - Identify at least three pilot projects to utilize data analytics program and software tools, with one being Guided Pathways and Ag Division.
Status Statement:	11/18/2019  Meeting progress target
Mid-Year Progress Report: Goal will be pursued in year three of the planning cycle.	


Strategy:	Hiring of Director of Data Analytics position
Task Coordinator(s):	Jean Anne Grunloh
Cabinet Member:	Jean Anne Grunloh
Description:	Year One - Create a Director of Data Analytics position to oversee the planning, implementation and ongoing operation of the data analytics initiative.
Status Statement:	11/18/2019  Achieved - strategy development complete
Mid-Year Progress Report: The Board of Trustees approved the appointment of Ms. Lisa Cole to the new administrative position of Director of Data Analytics during the May 2019 regular Board meeting.	

Data Analytics - Strategy Status Updates

Strategy:	Promote college-wide understanding through Data Discussions.
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh
Description: Years One, Two and Three - Promote college-wide understanding of data analytics terminology and how data analytics can be used to improve student outcomes and operational efficiencies.	
Status Statement:	10/21/2019  Meeting progress target
Mid-Year Progress Report: At this time we are presenting monthly data point discussions at the board of trustees meeting as well as the three employee staff meetings each semester. Each month we will discuss a different data point. So far, the discussions have been well received and even at a few meetings many good questions were brought up by various staff members to contribute to the data discussions.	

Strategy:	Develop plan and address continual quality improvement and training needs.
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh
Cabinet Notes:	
Description: Year Three - Develop plan and address continual quality improvement and training needs.	
Status Statement:	11/18/2019  Meeting progress target
Mid-Year Progress Report: Goal will be pursued in year three of the planning cycle.	

Data Analytics - Strategy Status Updates

Strategy:	Establish a data governance model
Task Coordinator(s):	Lee Spaniol
Cabinet Member:	Jean Anne Grunloh
Cabinet Notes:	
Description: Establish a data governance model including policies and procedures in year one. Review and update policies and procedures as we progress with development in years two and three.	
Status Statement:	11/07/2019  Meeting progress target
Mid-Year Progress Report: During 2018, a sub-committee of the Data Analytics Task force completed research and developed three procedures. Those three procedures are: 1 - Managing Access to Lake Land College Data; 2 - Data Access and Sharing Internal to Lake Land College; 3 - Data Access and Sharing External to Lake Land College. This sub-committee also reviewed the existing Board Policies that relate to this area. Those are: 1 - 11.23 Ethics Act; 2 - 11.28 Security of Critical and Sensitive Information; 3 - 11.29 Human Research by Internal and External Constituents. The three developed procedures reference the Board Policy as appropriate. The sub-committee presented the proposed procedures to the entire Data Analytics Task Force and received approval to move forward. The Cabinet reviewed the proposed procedures and approved to move forward. The sub-committee presented to the entire campus community, fielded questions, accepted input and finalized the procedures.	

Summary Analysis - Institutional Key Performance Indicators

Lake Land College identified and closely monitored a specific set of key performance indicators (KPIs) related to the three goals for the 2016 to 2018 strategic plan cycle. While we have kept the same three goals for the current strategic plan three-year cycle, we have added two key focus areas - creating the foundation for data analytics and Guided Pathways to Student Success. As a result, a few of the outcome measures established in the original strategic plan have changed to be more reflective of the current strategic plan's focus areas.

We present results for the KPIs in two formats. The first format offers a quick overview for all the KPIs by presenting results in a summary table for each goal with an indication of the time period for outcomes and baseline data. For example, some results are presented by fiscal year while others follow a fall cohort of students over time. The second format provides a more detailed examination of each KPI. This format summarizes the results graphically over time for each KPI and provides a definition, an explanation of results, the College's goal for that metric, and the data source.

For the FY 2019-2021 planning cycle, we have averaged the findings for each KPI up to the previous five reporting years for benchmark data and, where appropriate, established goals to meet or exceed the benchmarks for each metric over the next three years.

Our college-level metrics reveal numerous ways we excel at providing Lake Land students with access to a quality, affordable education – the heart of our mission. The following analyses highlight just a few of our strengths and point out some areas of opportunity for our consideration as we progress toward implementing data analytics and Guided Pathways to advance success for every student.

Overall, the strengths and opportunities remain the same between spring 2019 and fall 2019 due to few changes within the time period. However, data related to the strengths and opportunities have been updated where appropriate.

Strengths:

1. **Retention:** According to the National Student Clearinghouse, the retention from fall-to-fall for all first-time community college students is approximately 62.2%. The 2014 through 2017 fall degree seeking cohorts at Lake Land easily exceed this retention rate. Our fall-to-fall retention rates for these cohorts have increased between the fall 2014 cohort (65.7%) and fall 2017 cohort (68%).
2. ***Completion Rates for First-Time Full-Time Students:*** The fall cohorts of first-time full-time degree seeking students between fall 2008 and fall 2015 at Lake Land average a 50% completion rate at 150% time (within three years) and a 52% completion rate at 200% time (within four years). This is well above the national

average for community colleges (23.5% and 29.2% respectively).¹ Overall, completion rates for fall cohorts between 2008 and 2015 range between 46% and 54% at 150% time and 47% and 55% at 200% time.

3. *Cost per FTE*: Over the past five years, when compared to all other community colleges in Illinois, Lake Land has been 36th, 37th, or 38th out of 39 colleges for cost per FTE. This indicates that Lake Land is efficient in its spending and extends that efficiency to students. In fact, between FY2015 and FY2019, Lake Land tuition and fees remained in the bottom quartile for all community colleges in Illinois.

Opportunities:

1. *Completion and Success Rates for Part-Time Students*: Completion rates for first-time, full-time students enrolled in fall 2015 at 200% time (i.e., four years after starting college) is 54.5%, and for first-time part-time students enrolled in fall 2015, this rate drops dramatically to only 17.1%. When looking at success rates (i.e., enrolled and/or graduated), these rates increase to 57.4% for first-time full-time students and 22.4% for first-time part-time students enrolled in fall 2015.

Considerations:

In addition to our efforts underway to implement Guided Pathways to Student Success, what additional strategies should we contemplate that would increase completion and success rates for our part-time students? For example, should we review for potential changes to course schedules and course lengths that would be more accommodating for part-time students? How can we develop a greater understanding of the various challenges our part-time students face and then enhance support systems to help part-time students overcome these challenges?

2. *Persistence and Completion Rates for Online Courses*: Students taking face-to-face courses have higher successful completion (receive an A, B, or C) and passing (receive an A, B, C, or D) rates than students taking online courses. The average for successful course completion over the past five years is 87% for face-to-face and 73% for online, and the average pass rates are 90% for face-to-face and 78% for online.

Considerations:

In FY 2019, approximately 70% of degree seeking students took at least one online course, 74% of course enrollees took at least one online course, 17% of degree seeking students took all of their courses online

¹ *Trends in Community College Enrollment and Completion Data*. (2017). American Association of Community Colleges.

and 65% of course enrollees took all of their courses online. It is important to note that face-to-face courses include all hybrid courses. In addition to the College establishing an Online Quality Task Force, the Vice President for Academic Services has been implementing a plan with numerous staff since 2018 to enhance our online course offerings. We also believe the implementation of the Guided Pathways for Student Success initiative will most likely have an impact on the number of online courses in the future. Some things to examine to enhance student success with online course work might be enabling a student to assess his/her ability in the online environment prior to first taking an online course, examining opportunities for greater support in the online learning environment, and providing more professional development opportunities for instructors like the Innovation Camp. Despite the fact that our persistence and completion rates for online courses lag behind our rates for face-to-face courses, Lake Land's online rates exceed state and national averages, and Lake Land was recently named to the list of best online community colleges in Illinois by the Senior Education Group. Thus, there may be marketing opportunities to students seeking online course options.

3. *Enrollment:* The College's annual, reimbursable full-time equivalent (FTE) enrollment, excluding our enrollment with the Illinois Department of Corrections, has declined from 4,578.1 in FY 2015 to 3,818.2 in FY 2019. Additionally, according to data from the National Student Clearinghouse over the past five years, an average of 67% of recent in-district high school graduates attended college the fall after high school graduation. This means that during these same years an average of 33% of recent high school graduates did not enroll in college.

Considerations:

While the College has excelled at being the district's institution of choice for high school graduates choosing to pursue post-secondary education based on our market penetration rates, how can we encourage more in-district high school graduates to consider the numerous and lifelong benefits of obtaining some type of post-secondary education, training and/or certification? How can Lake Land enhance marketing opportunities for its programs and services to appeal to the adult population in our district with no post-secondary education?

Lake Land College Strategic Plan College Level KPIs 2019-2021							
Metric	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	
	Outcome	Outcome	Outcome	Outcome	Outcome	Goal	Outcome
<i>Goal 1: Advance Student Success</i>							
Retention for ALL degree seekers (excludes DOC)	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort		Fall 2019 Cohort
Fall Cohorts	3,816	3,579	3,254	3,409	3,426		
Fall to Spring Retention	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019		Spring 2020
Enrolled	73.2%	73.2%	72.3%	74.0%	74.1%		
Completed (Fall not Enrolled Spring)	3.3%	2.5%	3.5%	2.5%	2.2%		
Total Retention (Enrolled & Completed)	76.5%	75.7%	75.8%	76.5%	76.4%		
Fall to Fall Retention	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019		Fall 2021
Enrolled	42.8%	43.4%	45.3%	44.4%	Available August 2020		
Completed (fall, spring, summer)	23.0%	20.3%	22.2%	23.6%			
Total Retention (Enrolled & Completed)	65.7%	63.7%	67.5%	68.0%			
Transfer without Graduating	10.0%	7.3%	9.9%	9.3%			
Transfer with Graduating	8.4%	8.1%	9.7%	9.8%			
Total Transferred	18.4%	15.4%	19.6%	19.2%			
Total Success Fall to Fall	73.16%	74.3%	76.7%	76.1%			
Graduate Rate: Successful Completion for First-Time Full-Time Degree Seeking Students, Excluding DOC							
Completion Rates for first time full time degree seekers at 150% and 200% time	Fall 2014	Fall 2015					
150% Time (within 3 years)	52%	53.6%					
200% Time (within 4 years)	53%	54.5%					
Completion Rates for first time part time degree seekers at 150% and 200% time	Fall 2014	Fall 2015					
150% Time (within 3 years)	12%	13.9%					
200% Time (within 4 years)	12%	17.1%					
Success Rates for first time full time degree seekers at 150% and 200% time	Fall 2014	Fall 2015					
150% Time (within 3 years)	60%	62.2%					
200% Time (within 4 years)	56%	57.4%					
Success Rates for first time part time degree seekers at 150% and 200% time	Fall 2014	Fall 2015					
150% Time (within 3 years)	22%	26.0%					
200% Time (within 4 years)	18%	22.4%					

Yellow Highlights=New Numbers

Red=Results do not meet or exceed goals

Lake Land College Strategic Plan College Level KPIs 2019-2021							
Metric	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	
	Outcome	Outcome	Outcome	Outcome	Outcome	Goal	Outcome
Persistence for Degree Seekers (excludes DOC)	FY2015	FY2016	FY2017	FY2018	FY2019		FY2020
Full Time Students	2,427	2,333	2,256	2,273	2,162		
Completed 24 or more Hours	64.0%	64.7%	65.6%	77.7%	68.1%		
Part Time Students	1,389	1,246	1,214	1,136	1,142		
Completed 12 or more hours	77.3%	79.9%	82.0%	87.5%	82.3%		
Persistence: Successful Completion and Passing Rate, Including All Students Enrolled for FY, Excluding DOC							
Persistence: Percent of Successful (C or Higher) Course Completion by Division	FY2015	FY2016	FY2017	FY2018	FY2019		FY2020
Agriculture	90%	92%	94%	92%	92%		
Allied Health	93%	90%	91%	93%	91%		
Business	76%	77%	79%	78%	78%		
Humanities	74%	75%	78%	78%	79%		
Math & Science	75%	77%	78%	79%	79%		
Social Science & Education	78%	80%	80%	81%	82%		
Technology	85%	87%	86%	91%	90%		
Total Overall	83%	84%	85%	84%	85%		
Persistence: Percent of Students Passing Courses (D or Higher) by Division	FY2015	FY2016	FY2017	FY2018	FY2019		FY2020
Agriculture	96%	96%	96%	96%	96%		
Allied Health	94%	92%	93%	95%	93%		
Business	82%	83%	83%	84%	83%		
Humanities	78%	78%	81%	82%	82%		
Math & Science	80%	81%	84%	84%	85%		
Social Science & Education	82%	83%	83%	84%	85%		
Technology	89%	90%	89%	91%	92%		
Total Overall	87%	88%	75%	87%	88%		
Persistence: Successful Course Completion by Course Type (C or Higher)	FY2015	FY2016	FY2017	FY2018	FY2019		FY2020
Face to Face	86%	87%	88%	87%	89%		
Online/Hybrid	72%	73%	74%	74%	75%		
Total Overall	83%	84%	85%	84%	85%		

Yellow Highlights=New Numbers

Red=Results do not meet or exceed goals

Lake Land College Strategic Plan College Level KPIs 2019-2021							
Metric	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	
	Outcome	Outcome	Outcome	Outcome	Outcome	Goal	Outcome
Persistence: Percent of students passing courses by course type (D or Higher)	FY2015	FY2016	FY2017	FY2018	FY2019		FY2020
Face to Face	89%	90%	91%	90%	91%		
Online/Hybrid	77%	78%	78%	79%	79%		
Total Overall	87%	88%	88%	85%	88%		
Graduate: Number of Completers (Duplicated) for Fiscal Year, Excluding DOC							
Graduates by Degree Type	FY2014	FY2015	FY2016	FY2017	FY2018		FY2019
AA	142	144	109	253	194		278
AES	8	7	4	5	8		0
AS	254	233	200	50	165		72
AAS	416	389	358	367	375		397
ALS	31	38	39	37	35		37
CRT	488	489	436	571	530		509
Total degrees	1,339	1,300	1,146	1,283	1,307		1,293
Total Grads	1,211	1,058	975	1,060	1,105		1,045

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Goal 2: Fulfill evolving and emerging education and training needs											
Metric	Baseline	FY2016 Outcome	FY2017 Outcome	FY2018 Outcome	FY2019		FY2020		FY2021		Update
FTE Growth for All Students ³	FY2015	FY2016	FY2017	FY2018	Goal	Outcome	Goal	Outcome	Goal	Outcome	
Total Reimbursable FTE	6,315.3	6,067.5	5,751.5	5,390.3	5,305.6	5,516.2	5,381.9				Fall
DOC Reimbursable FTE	1,737.2	1,703.2	1,511.4	1,453.0	1,525.6	1,698.0	1,601.9				
College Reimbursable FTE (non-DOC)	4,578.1	4,364.2	4,240.0	3,937.4	3,780.0	3,818.2	3,780.0				
Graduates who Transfer (Excludes DOC)	FY2014	FY2015	FY2016	FY2017		FY2018		FY2019		FY2020	
Total graduates	1,211	1,070	975	1,062	1,080	1,105	1,105				Spring
Total Percent	32.9%	32.9%	33.1%	31.6%	32.7%		33.0%				
Number of Transfer Program Grads	404	389	311	302		367	370				
Percent that Transfer	66%	66.3%	67.8%	71.20%	67.9%	67.3%	68.0%				
Number of Career/Tech Program Grads	807	681	664	760		738	740				
Percent of Career/Tech that Transfer	16%	11.6%	16.9%	15.90%	15.2%	9.5%	12.0%				
Total Graduates											
Percent Transfer to a Four Year Institution	35%	30.0%	30.0%	29.0%	31.0%	27.3%	30.0%				
Percent Transfer to a Two Year Institution	5%	2.0%	3.0%	3.0%	3.3%	1.4%	2.0%				
Total Percent of Graduates who Transfer	40%	32.0%	33.0%	31.0%	34.0%	28.7%	30.0%				
Partnerships		FY2015	FY2016	FY2017		FY2018		FY2019		FY2020	
As a result of my work based learning experience, I have a better understanding of concepts, theories, and skills in my program of study.	% of students strongly agree	51.0%	51.0%	50.2%	50.7%	55.8%	55.0%	50.6%			Fall
How valuable was your work based learning experience in providing additional experience beyond the classroom?	% of students find great value	50.0%	50.0%	47.5%	49.2%	51.4%	51.0%	46.0%			
Cohort Graduates Transfer and Graduate within 200% after leaving LLC (excludes DOC)	FY2011 Grads	FY2012 Grads	FY2013 Grads	FY2014 Grads		FY2015 Grads		FY2016 Grads		FY2017 Grads	
Total Graduates	930	944	882	1,211		1,070					Aug/Sept
Total graduates with transfer degree	334	330	318	404	389	389					
Percent of graduates with transfer degree	36%	35.0%	36.1%	33.4%	35.1%	36.4%					
Percent of transfer grads that transfer to another institution	78%	94.8%	68.6%	72.0%	78.5%	77.6%					
Percent of transfer grads that transfer and graduate from transfer institution	63%	54.5%	53%	58.2%	57.3%	62.5%					
Total graduates with CTE associate degree	596	614	564	807	681	681					
Percent of graduates with CTE degree	64.1%	65.0%	63.9%	66.6%	64.9%	63.6%					
Percent of CTE Program Grads that transfer to another institution	24.8%	26.9%	24.6%	31.0%	26.8%	25.6%					
Percent of CTE grads that transfer and graduate from transfer institution	10.9%	9.9%	11.0%	16.6%	12.1%	11.7%					

Text Color Codes:

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Purple = Preliminary Figures

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Goal 3: Commit to quality, access, and affordability											
Metric	Baseline	FY2016 Outcome	FY2017 Outcome	FY2018 Outcome	FY2019		FY2020		FY2021		Updates
Tuition and Fees	FY2015	FY2016	FY2017	FY2018	Goal	Outcome	Goal	Outcome	Goal	Outcome	
Tuition and Fees Cost less book rental	\$105.00	\$105.00	\$116.00	\$121.70		\$125.70		\$125.70			
LLC Rank of all 39 Community Colleges Districts	tied for 30th	31st of 39	31st of 39	34th of 39	30th or below	33rd of 39					When Data is available from ICCB
Market Penetration	Fall 2014	Fall 2015	Fall 2016	Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Percent of In District High School Graduates enrolled at Lake Land the fall following High School Graduation	34.6%	38.6%	40.2%	35%	37.1%	34%	37%	35%			
College Attendance of Recent High School Graduates:											
Percent Attending Lake Land	60.0%	56.0%	62.0%	61%	59.8%	54%	58%				Spring
Percent Attending Other in State Colleges	26.0%	32.0%	25.0%	25%		25%	25%				
Percent attending out of state colleges	14.0%	12.0%	14.0%	14%		21%	17%				
Cost/FTE	FY2014	FY2015	FY2016	FY2017		FY2018		FY2019		FY2020	
Audited Operations Expenses (Funds 1 & 2 Less DOC)	\$38,460,164	\$40,147,222	\$42,964,073	\$ 44,017,995		\$ 43,130,668		\$ 45,524,623			
Audited Operations SURS Contribution pass through AND Retiree Health Insurance	\$8,711,368	\$10,090,935	\$11,679,457	\$ 15,331,267		\$ 15,953,963		\$ 15,792,383			
Total Audited Operations Expenses Less SURS Pass Through	\$29,748,796	\$30,056,287	\$31,284,616	\$ 28,686,728		\$ 27,176,705		\$ 29,732,240			When Data is available from ICCB
Annual Reimbursable FTE Less DOC	5,187.0	4,578.1	4,364.2	4,240.1		3,937.4		3,818.2			
Total FTE ¹	7,294.0	6,657.0	6,378.0	6,057.0		5,667.0					When Data is available from ICCB
Per Capita Costs ²	\$301.30	\$363.72	\$353.42	\$412.08		\$442.76					When Data is available from ICCB
Cost/FTE (where LLC falls compared to all other CC in IL)*	38th of 39	37th of 39	38th of 39	36th of 39	30th or below	37th of 39			30th or below		When Data is available from ICCB

https://www.iccb.org/iccb/wp-content/docs/historical_tables/Historical_Annual_FTE_by_College_1990-2018.xlsx

Text Color Codes:

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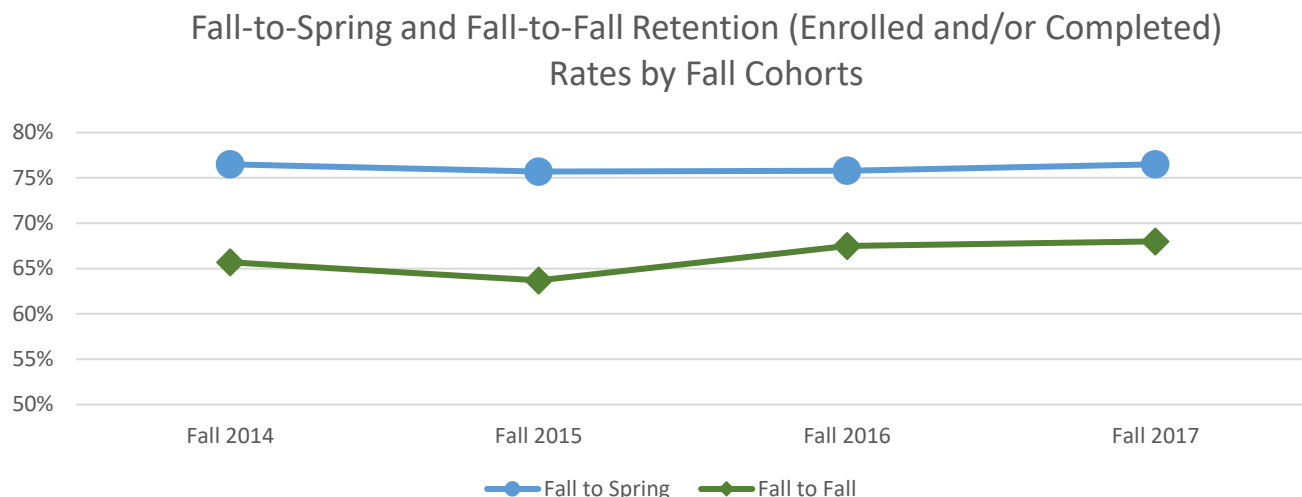
Purple = Preliminary Figures

Red = Results do not meet or exceed goals

Institutional Key Performance Indicators

Goal 1: Advance Student Success

Outcome: Retention (Enrolled &/or Completed) for all Degree Seeking Students



Definition: Retention rates represent the proportion of each cohort that continues enrollment and/or have completed a degree from fall to the following spring and/or the following fall. In this case, the fall cohort is defined as all degree seeking students enrolled in fall semester. Students are considered retained if they are enrolled in the following semester and/or have completed a degree. Each year a handful of students complete a degree in fall or spring yet continue to enroll at Lake Land the following term with one or more courses. Dual credit and DOC students are excluded from this measure.

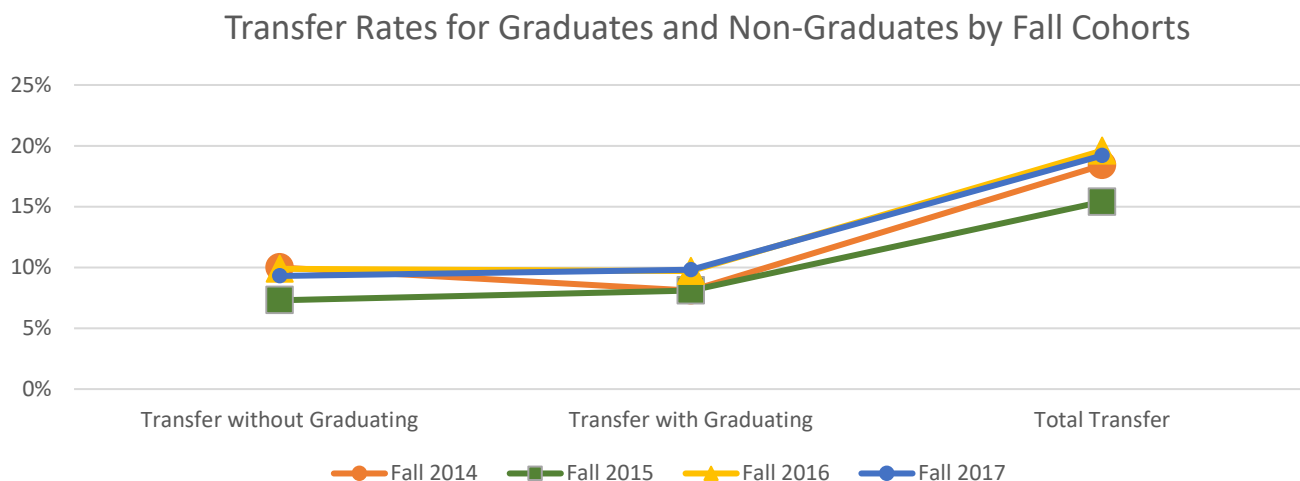
Explanation: The spring retention rate for degree seeking students enrolled in the fall term ranges between 76% and 77%. The fall-to-fall retention rates have increased about 4% between the fall 2015 cohort (64%) and fall 2017 cohort (68%).

Lake Land College Goal: Lake Land used retention data from the past four years to establish its retention goal. Lake Land's fall-to-spring retention goal is to meet or exceed 76.3%, and its fall-to-fall retention goal is to meet or exceed 67.9%.

Source: Institutional Research End of Term XQER Reports using ISS's End of Term Data.

Goal 1: Advance Student Success

Outcome: Transfer Rates for Graduates and Non-Graduates by Fall Cohorts



Definition: Transfer rates represent the proportion of each fall degree seeking cohort that transfers to another two- or four-year college or university by the following fall. In this case, the fall cohort is defined as all degree seeking students enrolled in the fall semester. Students can transfer after graduating with a degree from Lake Land or transfer without graduating. Both graduates and non-graduates who transfer are reported in the graph above along with a total percentage of students who transfer. Dual credit and DOC students are excluded.

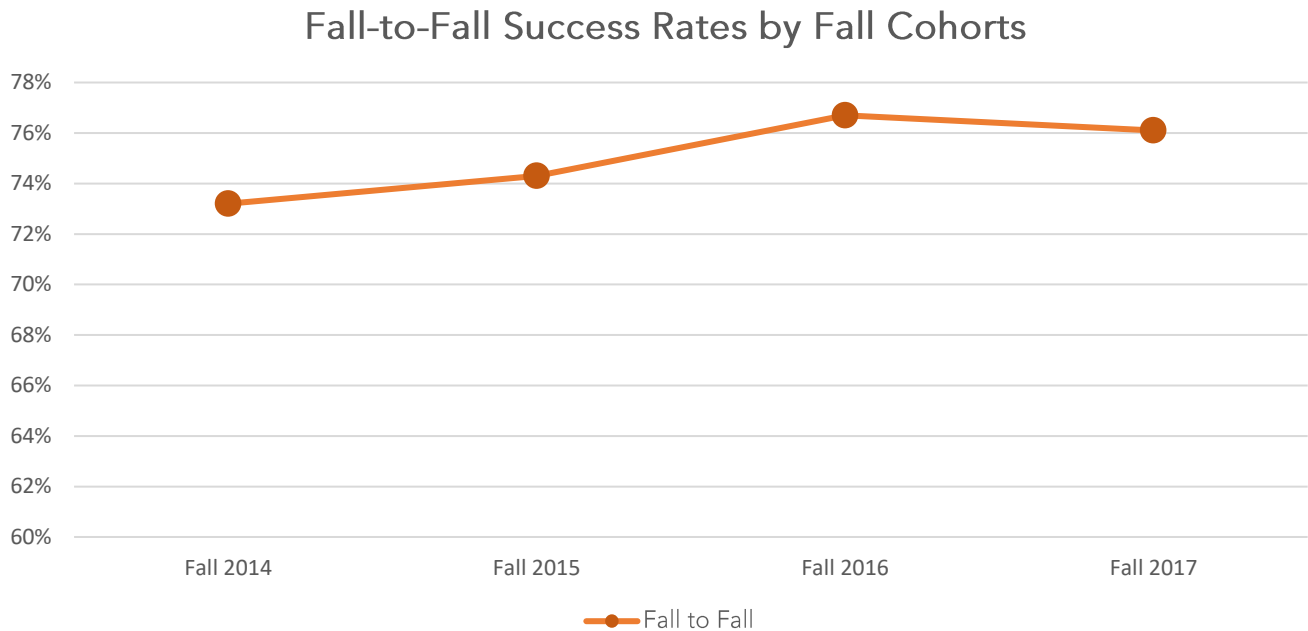
Explanation: It appears that around 7% to 10% of degree seeking students at Lake Land College transfer to another institution before graduating and around 8% to 10% transfer after graduating from Lake Land. On average, around 9% of degree seekers transfer before graduating and 9% transfer after graduating. Overall, an average of 18% of degree seeking students transfer by the following fall.

Lake Land College Goal: Lake Land's transfer goal is to have an average of 18.2% of its degree seeking students to transfer to another institution with or without graduating.

Source: Institutional Research End of Term XQER Reports using ISS's End of Term Data and transfer information from the National Student Clearinghouse (NSC).

Goal 1: Advance Student Success

Outcome: Overall Success Rates by Fall Cohorts



Definition: Overall success rates represent the proportion of each degree seeking fall cohort that continues enrollment, and/or graduates, and or transfers to another institution from fall to the following fall. In this case, the fall cohort is defined as all degree seeking students enrolled in fall semester. Students are considered successful if they are enrolled in the following semester and/or have completed a degree and/or have transferred to another institution. Dual credit and DOC students are excluded.

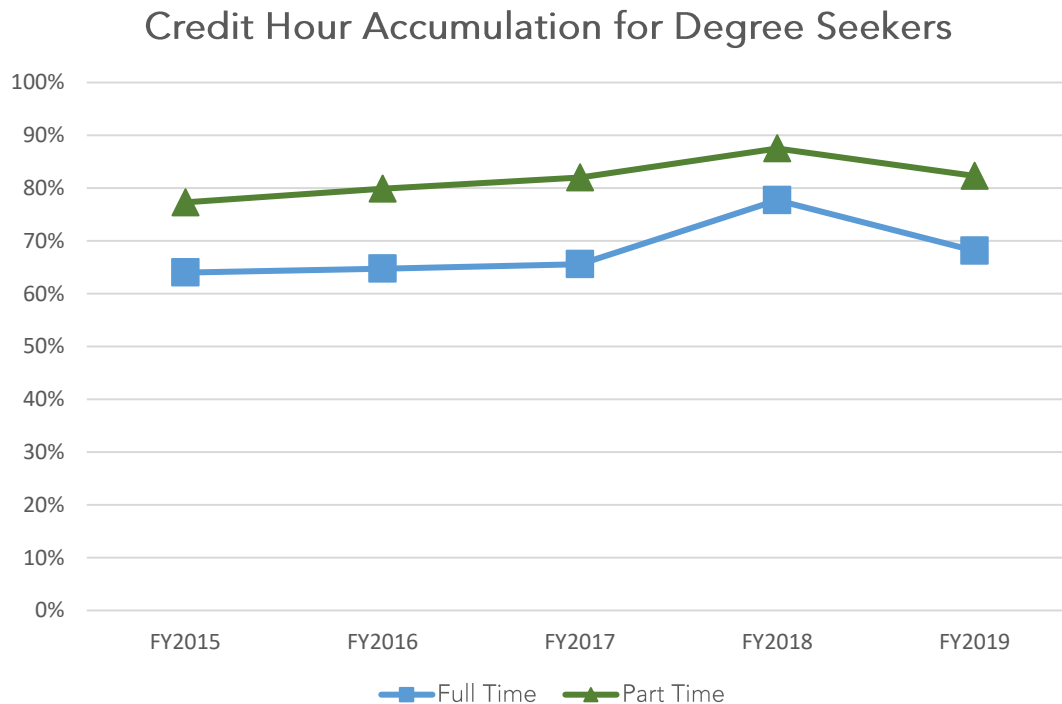
Explanation: The fall-to-fall success rates range between 73% and 77% and has seen a steady increase between the fall 2014 and fall 2017 cohorts.

Lake Land College Goal: National or state averages related to success for any degree seeker are not available. All data that could be found focused on first-time degree seekers. As a result, Lake Land averaged its success rate across four fall term degree seeking cohorts. Lake Land's goal is to meet or exceed a 75.1% success rate. In other words, at least 75% of degree seeking students enrolled in a fall term will enroll, graduate, or transfer to another college by the following fall term.

Sources: Institutional Research End of Term Reports using ISS's End of Term Data, Graduation reports by term and NSC data.

Goal 1: Advance Student Success

Outcome: Credit Hour Accumulation for Degree Seekers



Definition: Credit hour accumulation involves the number of completed credit hours accumulated over one academic year. The graph represents the percentage of full-time degree seekers completing 24 or more credit hours and the percentage of part-time degree seekers completing 12 or more credit hours over an academic year. Full- and part-time status are identified by the number of credit hours in which a student is enrolled during the fall term. Dual and DOC students are excluded.

Explanation: Between FY2015 and FY2019, a range of 64% to 78% of full-time degree seekers accumulated 24 or more credit hours during the academic year. A large percent of part-time degree seekers accumulate 12 or more credit hours over an academic year. In FY2015 77% of part-time degree seekers accumulated 12 or more credit hours. This percentage increased to 88% in FY2018 and decreased to 82% in FY2019.

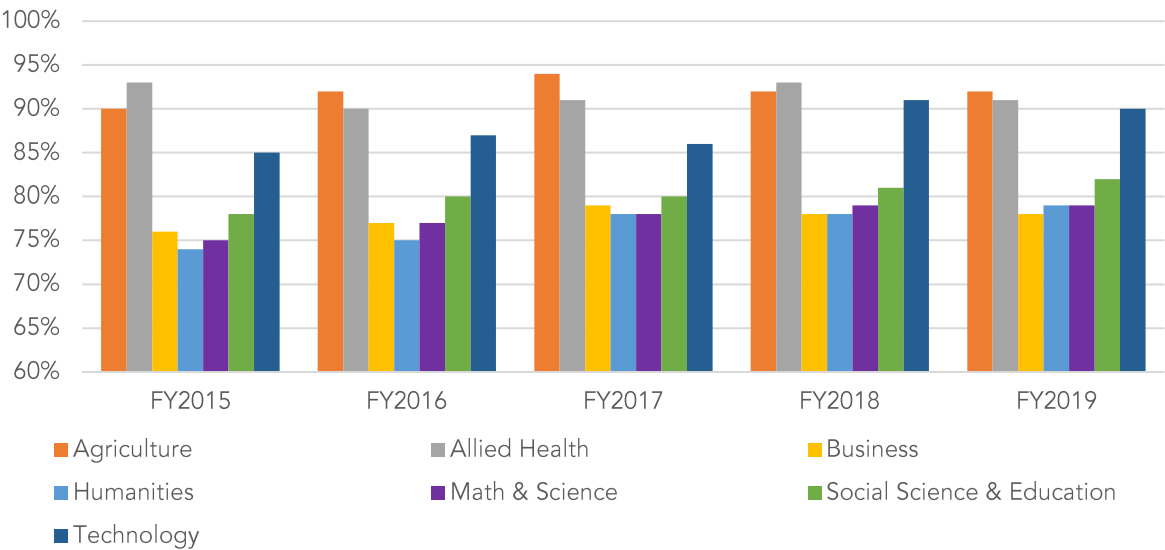
Lake Land College Goal: According to Complete College America, only 12% of first-time, full-time students complete 24 or more credit hours and 22% of part-time students complete 12 or more credit hours annually. The Illinois community college credit accumulation average for full-time students completing 24 or more hours is 30.5% and 25.4% of part-time students complete 12 or more hours in an academic year. Lake Land established this goal by averaging the previous four years of credit hour accumulation. Lake Land's goal is to have 74.8% or more of full-time students complete 24 or more and 34.1% of part time students complete 12 or more credit hours.

Source: Institutional Research A1 Reports

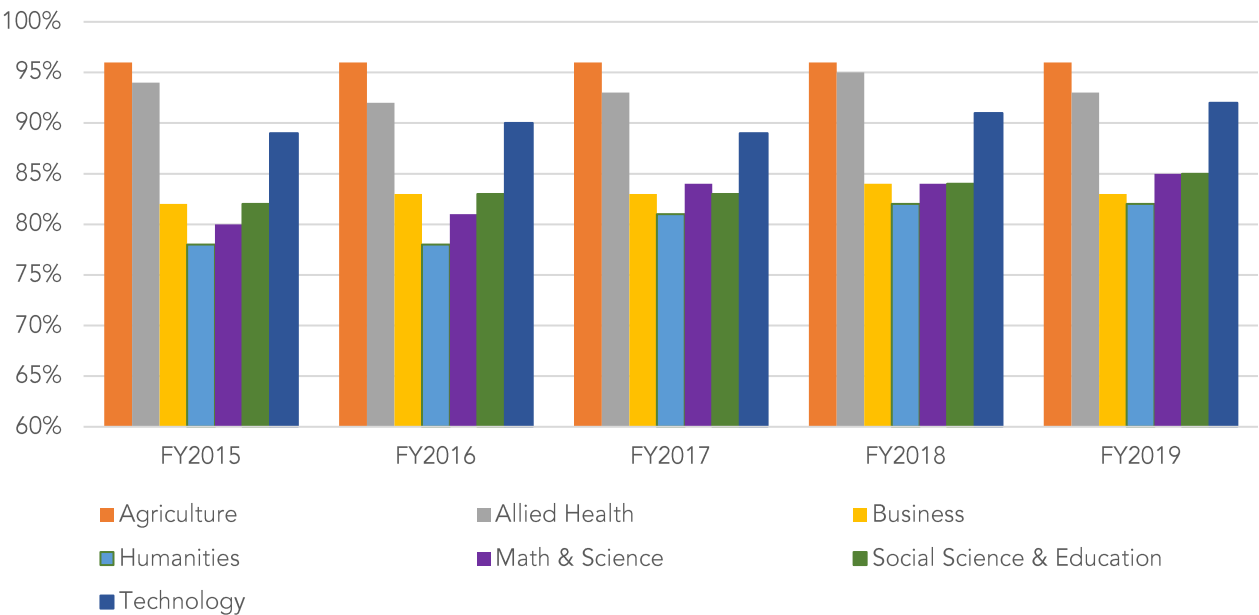
Goal 1: Advance Student Success

Outcome: Successful Course Completion

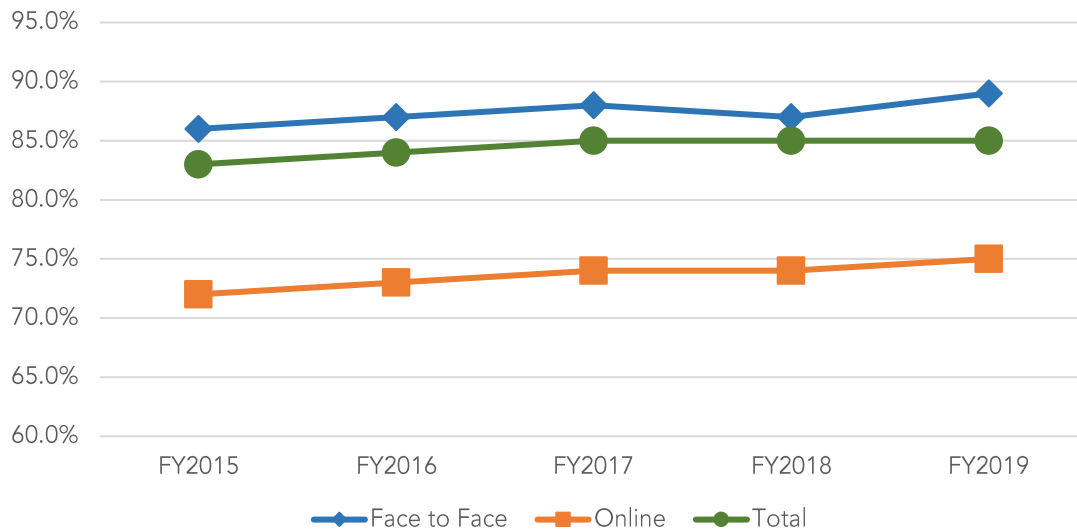
Percent of Successful Course Completion by Division



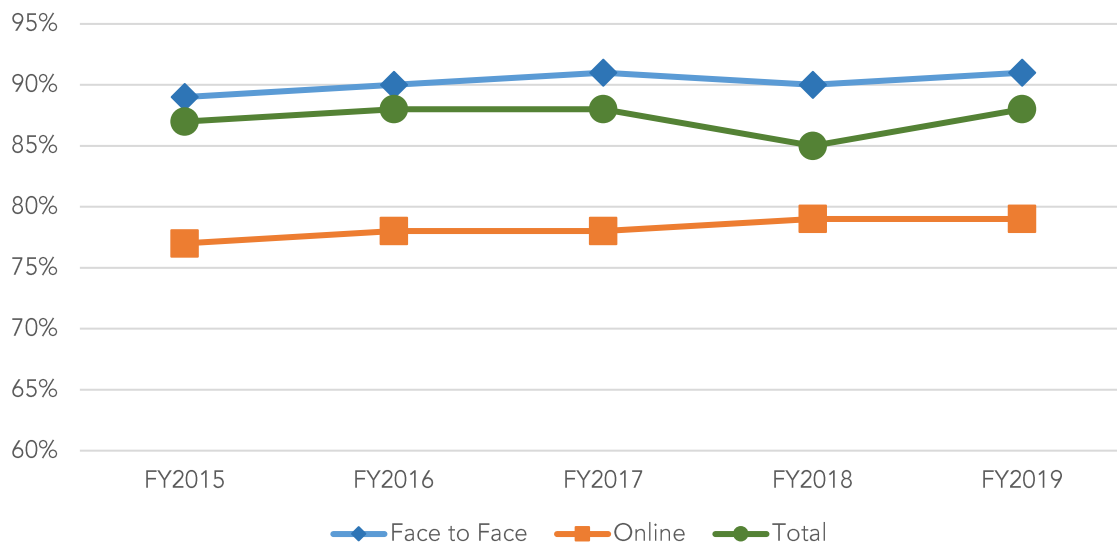
Percent of Students Passing Courses by Division



Percent of Successful Course Completion by Course Type



Percent of Students Passing Courses by Course Type



Definition: Successful course completion involves completing a course with an A, B, or C. The first graph represents the percentage of students who **successfully** complete courses by division and fiscal year. The third graph represents the percent of students **successfully** completing face-to-face and online courses by fiscal year. **Passing courses** involves students completing a course with a passing grade of A, B, C, or D. The second graph presents the percent of students completing courses with a **passing grade** and the fourth graph reports the

percent of students completing online and face-to-face courses with **a passing grade**. Dual and DOC students are excluded.

Explanation: While the **successful course completion** varies quite a bit among the divisions, it remains very steady within each division. Agriculture, Allied Health, and Technology divisions have the highest successful course completion rates across the college. Allied Health's course completion rates range between 96% and 97%. Agriculture's successful course completion rates range between 90% and 94% while Technology's course persistence hovers between 85% and 91%. The Humanities, Math and Science, and Business divisions have fairly similar successful completion rates which range between 74% and 79%. The percent of students **passing courses** mimics the results of successful course completion. These percentages are slightly higher for each division since it includes students receiving a passing grade of an A, B, C, or D. Including D's as a grade increases the course completion rates by 2% to 3% for each division.

Successful course completion for face-to-face courses averages around 87% and the completion for online courses averages around 74%. Face-to-face courses have a completion rate 10% higher than online courses. When examining the percent of students **passing courses**, the results mimic the percentages of students successfully completing courses. Again, the percentages for both online and face-to-face students with a **passing grade** is around 4% higher than the percentages of students **successfully completing courses**. Several factors may play into this difference. A few potential reasons could include the following: student engagement or feeling connected to the instructor or fellow students in online courses may be difficult, students with developmental course needs taking online classes, and students may be unprepared for online courses (i.e., new to online courses, struggle with the technology, access to Internet and computers, etc.).

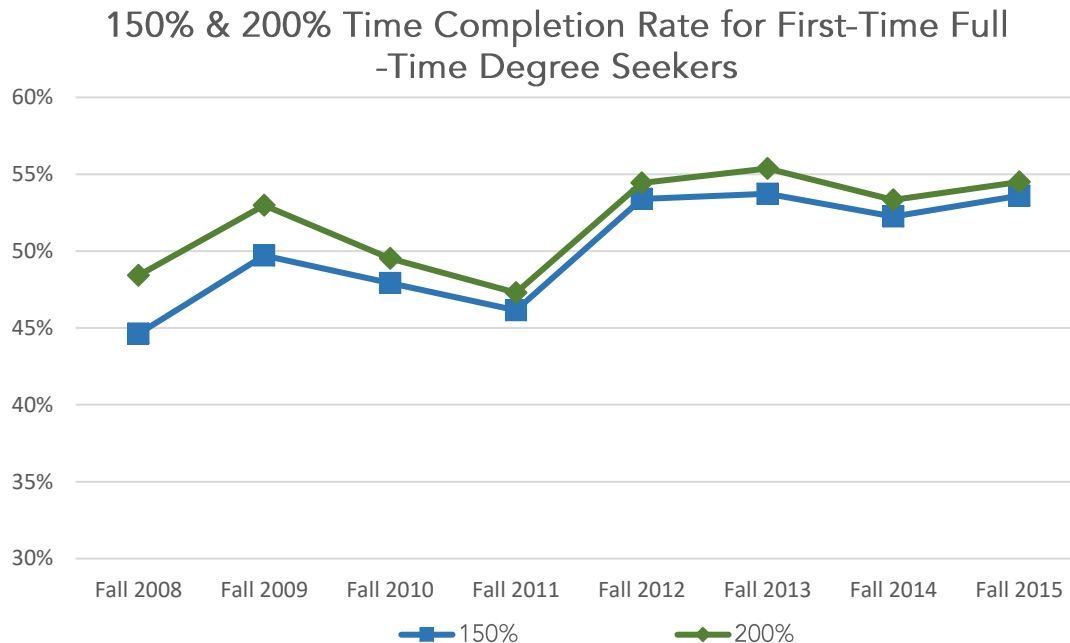
Lake Land College Goal: According to the Community College Research Center, completion rates for online courses tend to be lower than completion for face-to-face courses by around 5.5% in one state and 12.7% in another state.¹ Course completion rates for students taking all online courses were even lower in these states (8.2% and 14.7% lower respectively than students taking face-to-face courses). Using the past two years of data available, Lake Land's goal is to have 74% or more of its students successfully complete courses and 79% of its students successfully pass courses.

Source: Course Persistence Reports

¹ Jaggars, Edgecombe, & Stacey, (2013). *What we know about online course outcomes*. Community College Research Center.

Goal 1: Advance Student Success

Outcome: Completion Rates for First-Time, Full-Time Degree Seekers



Definition: Completion rates represent the proportion of each first-time degree seeking student cohort that earns an Associate degree and/or certificate within three years (150%) or four years (200%) of their first fall term enrollment. A full-time cohort consists of all first-time, full-time degree or certificate seeking students enrolling in college for the first time after high school in a fall semester. A full-time student is enrolled in 12 or more credit hours in the first fall term. Dual and DOC students are excluded from this measure.

Explanation: Between fall 2008 and fall 2015, First-time, full-time degree seekers at Lake Land average a 50% completion rate at 150% time and a 52% completion rate at 200% time. This is well above the national average for community colleges (23.5% and 29.2% respectively). Completion rates range between 45% and 54% at 150% time and 48% and 55% at 200% time.

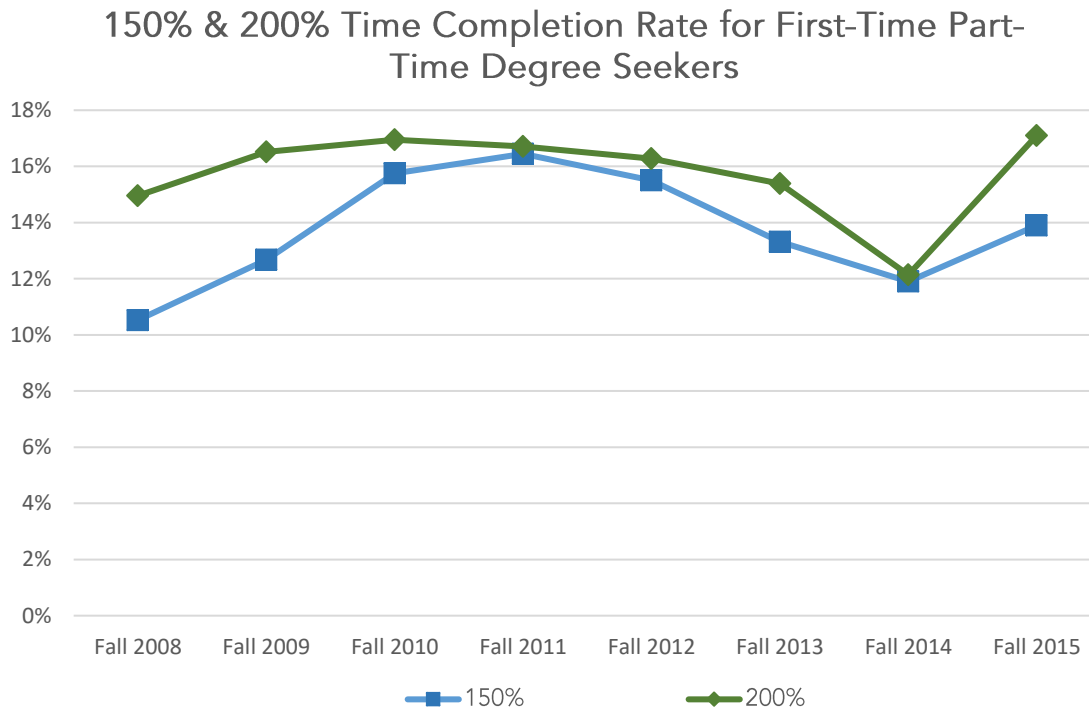
Lake Land College Goal: According to the American Association of Community Colleges (AACC), completion rates for first-time, full-time students average 23.5% at 150% time and 29.0% at 200% time.² Using data compiled across the past four years, Lake Land identified that on average 50% of first-time full-time students complete a degree within 150% time and 52% complete within 200% time. Lake Land's goal is to meet or exceed these percentages for first-time, full-time students.

Source: Institutional Research Retention Reports, XQRT

² Trends in Community College Enrollment and Completion Data. (2017). American Association of Community Colleges.

Goal 1: Advance Student Success

Outcome: Completion Rates for First-Time, Part-Time Degree Seekers



Definition: Completion rates represent the proportion of each first-time degree seeking student cohort that earns an Associate degree and/or certificate within three years (150%) or four years (200%) of their first fall term enrollment. The part-time cohort consists of all first-time, part-time degree or certificate seeking students enrolling in college for the first time after high school in a fall semester. A part-time student is enrolled in less than 12 credit hours in the first fall term. Dual and DOC students are excluded from this measure.

Explanation: First-time, part-time degree seekers at Lake Land average a 14% completion rate at 150% time and a 16% completion rate at 200% time. According to Campbell and Bombardieri (2017), only 17% of first time part-time students complete a degree within eight years of their first term of enrollment at community colleges compared to 21.4% at four-year institutions. This may be due in part to the large number of community college part-time students who transfer before completing a degree.³

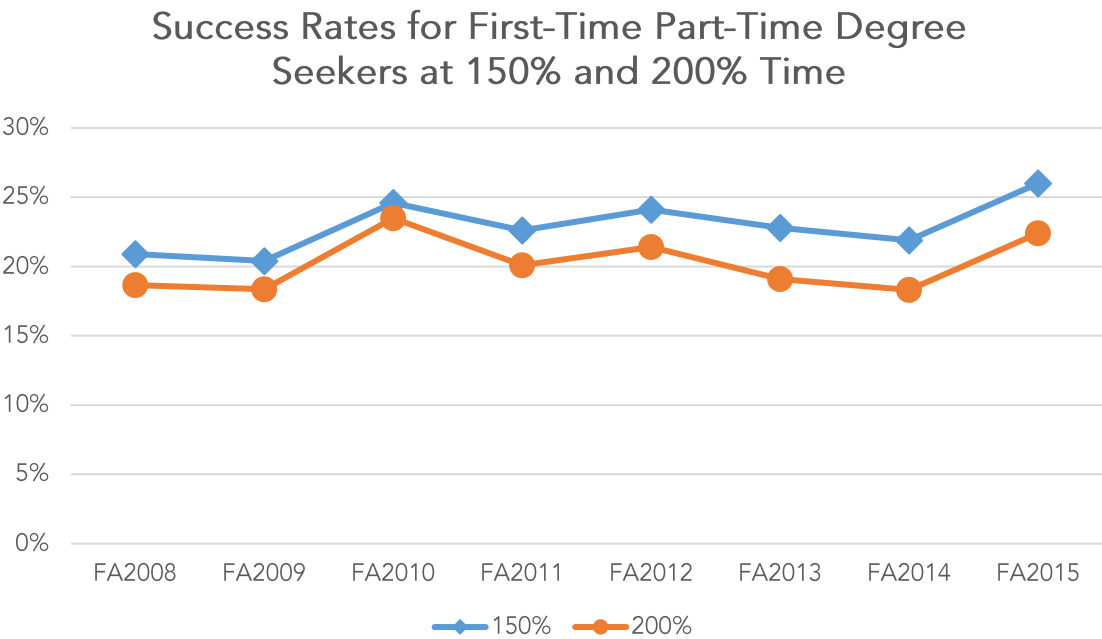
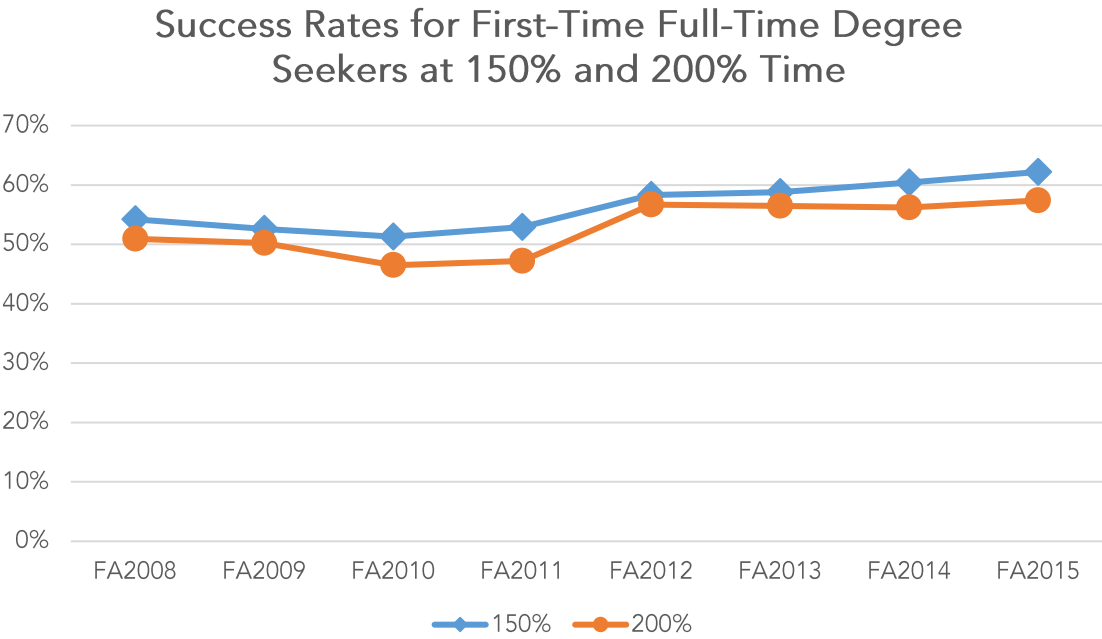
Lake Land College Goal: Using data compiled across the past four years, Lake Land identified that on average 15% of first-time, part-time students complete a degree within 150% time and 16% complete within 200% time. Lake Land's goal is to continue to meet or exceed these percentages for first-time, part-time students.

Source: Institutional Research Retention Reports, XQRT

³ Campbell, C, & Bombardieri, M. (2017). New data highlight how higher education is failing part time students. Center for American Progress. Retrieved from: <https://www.americanprogress.org/issues/education-postsecondary/news/2017/10/18/440997/new-data-highlight-higher-education-failing-part-time-students/>

Goal 1: Advance Student Success

Outcome: Success Rates for All First-Time Degree Seeking Students



Definition: Success rates represent the proportion of each first-time, degree seeking fall cohort that successfully completes a degree or certificate and/or is still enrolled at 150% (3 years) and 200% (four years) time of enrollment. In this case, the fall cohort is defined as all first-time, full-time or part-time degree seeking students enrolled for the first time in the indicated fall semester. Students are considered successful if they are enrolled and/or graduated within three years (150% time) or four years (200%) of their first semester at Lake Land. Dual and DOC students are excluded from this measure.

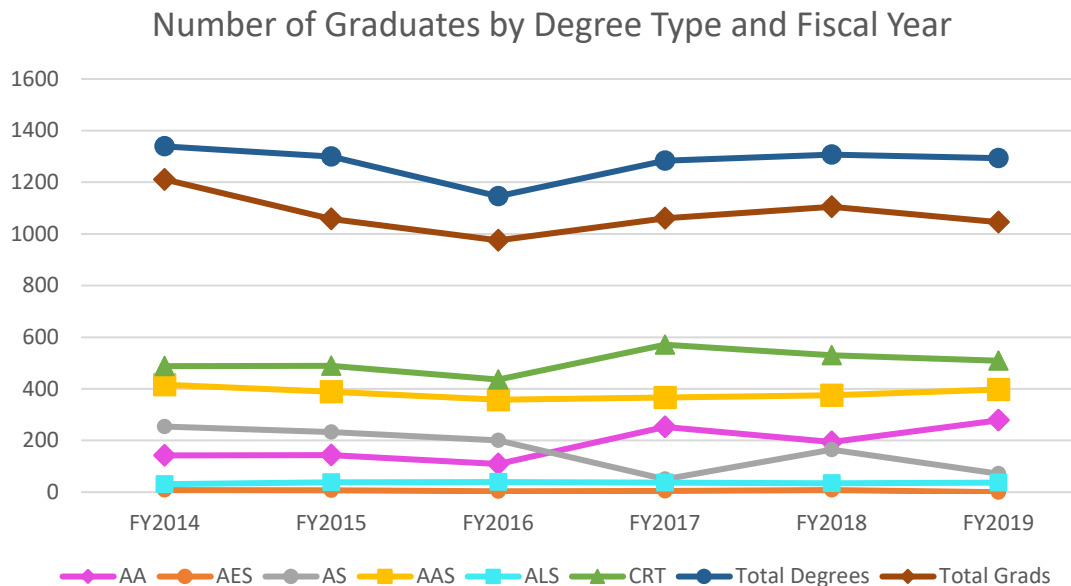
Explanation: For first-time, full-time degree seekers, the average success rate is around 56% at 150% time and 53% at 200% time. For first-time, part-time degree seekers the average success rate is around 23% at 150% time and 20% at 200% time. While additional students graduate between 150% and 200% time, fewer students tend to be enrolled at 200% time compared to 150% time. This is why the success rates at 200% time are slightly less than at 150% time for both full- and part-time students.

Lake Land College Goal: Using data compiled across the past four years, Lake Land identified that on average 55% of first-time, full-time students are successful within 150% time and 52% are successful within 200% time. Around 24% of first-time, part-time students are successful at 150% time and 21% are successful at 200% time. Lake Land's goal is to continue to meet or exceed these percentages for first-time students.

Source: Institutional Research XQRT Retention Reports

Goal 1: Advance Student Success

Outcome: Number of Completers by Degree Type



Definition: Number of graduates by degree type provides the number of students who graduated in the fiscal year by type of degree. Students can graduate with more than one degree and/or certificate within a fiscal year so the total number of degrees and graduates is also provided. Thus, the total number of graduates are not necessarily the number of unique graduates. DOC students are excluded from this measure.

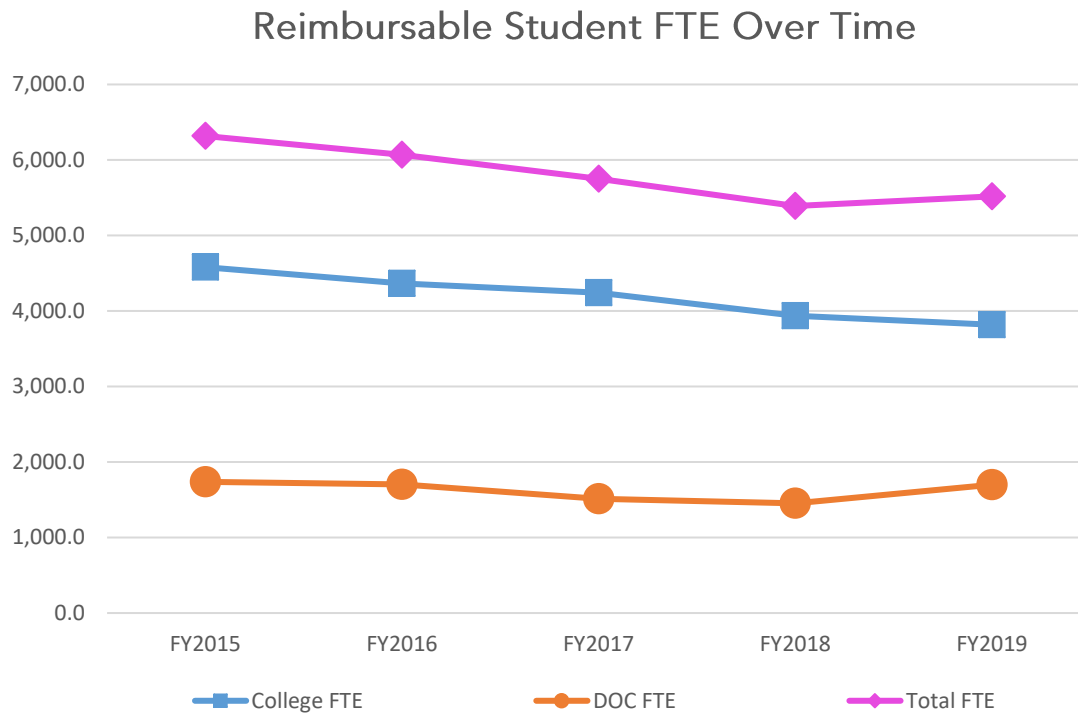
Explanation: For the most part, the number of degrees awarded by type have remained fairly steady over time with a few exceptions. Between FY2016 and FY2017, the number of AA degrees has increased and the number of AS degrees has decreased. This is probably due to a change in requirements for AS degrees. AS degrees now require an additional math course. As a result, many of the degrees designated as Associate in Science degrees in FY2016 are now designated as Associate in Arts degrees.

Lake Land College Goal: Continue to monitor and track graduates by degree type.

Source: Institutional Research Annual Graduate Report, XQGD

Goal 2: Fulfill Evolving and Emerging Education and Training Needs

Outcome: FTE for ALL Students



Definition: FTE is the full time equivalency of reimbursable credit hours for the academic year.

Reimbursable credit hours - Students included are those certified by instructors as being in attendance at midterm, or have completed the course subsequent to midterm with a passing grade, and who are residents of the state of Illinois, who only repeat courses in accordance with ICCB Rule 1501.507c6. Students completing the course the first time with a grade less than a “C” or withdrew after midterm can be claimed one additional time. **One FTE** is equal to 30 credit hours. FTE is the total number of earned credit hours for summer, fall, and spring terms divided by 30. Annual FTE is different from term FTE. Term FTE is the total credit hours for that *TERM* divided by 15 credit hours. College FTE is calculated based on college degree seeking students, dual credit students, course enrollees and technical training students. DOC FTE is based on credit hours generated by students in any of the DOC sites.

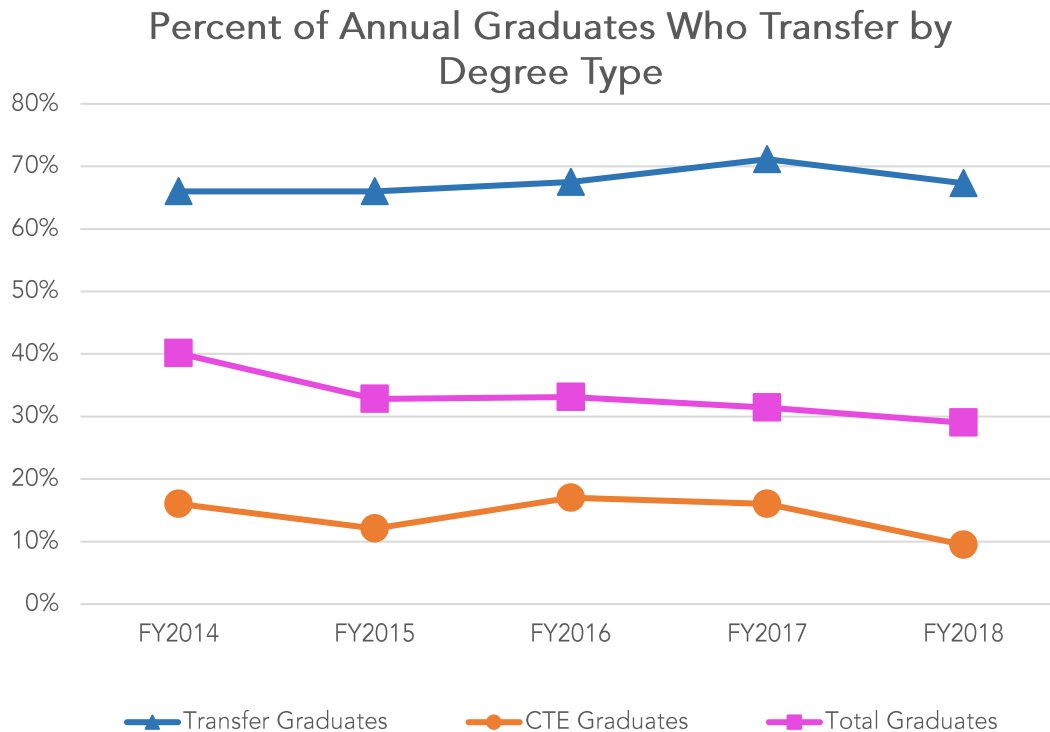
Explanation: Total FTE including both college and DOC has steadily declined between FY2015 and FY2018 and increased slightly in FY2019. DOC FTE was fairly steady between FY2015 and FY2016 but has decreased steadily between FY2016 and FY2018. Most of this drop can be attributed to a state funding issue. Illinois did not have a budget in FY2017 and funding was not available to hire the staff needed to teach classes at many DOC sites. With the help from additional DOC sites, DOC FTE increased in FY2019. College FTE, along with enrollment, has been steadily declining over the past five years.

Lake Land College Goal: Lake Land’s goal for annual, reimbursable FTE for all students is to meet or exceed an annual FTE of 5306 which includes both DOC and college FTE.

Source: Lake Land College Audits

Goal 2: Fulfill Evolving and Emerging Education and Training Needs

Outcome: Annual Graduates Who Transfer by Degree Type



Definition: Graduates who transfer is the percent of students graduating in an academic year who transfer to another college/university. The percent of graduates in transfer programs, the percent of graduates in career/technical programs, and the percent of total graduates who transfer are included. DOC students are excluded from this analysis.

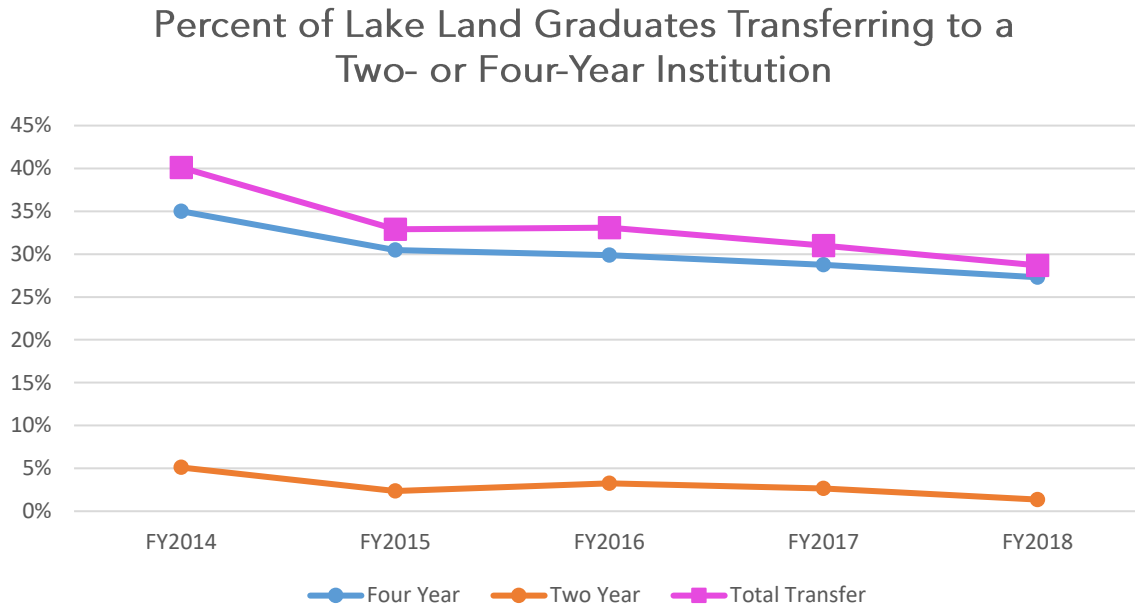
Explanation: Transfer rates for students with transfer degrees range from 67% to 72% over time. When combined, around a third of all graduates transfer over time. However, one must take into consideration when looking at both transfer and CTE graduates as a whole, the number of CTE graduates is usually at least double the number of transfer graduates. Far fewer CTE graduates transfer and many never intend to transfer to a four-year institution.

Lake Land College Goal: Lake Land has averaged the transfer rates for CTE graduates and transfer graduates over the past four years. Lake Land is using these averages to establish transfer rates of its graduates in these types of programs. Lake Land's transfer goals are as follows: 68% or more of transfer graduates will transfer to another institution, 15% or more of CTE graduates will transfer to another institution, and overall 34% or more of Lake Land's graduates will transfer to another institution.

Source: XQER, XQGD, and National Student Clearinghouse.

Goal 2: Fulfill Evolving and Emerging Education and Training Needs

Outcome: Annual Graduates Who Transfer by Institution Type



Definition: Graduates who transfer by institution type is defined as the percent of students graduating in an academic year who transfer to a four-year or a two-year institution. The percent of graduates transferring to four-year institutions, the percent of graduates transferring to two-year institutions, and the percent of total graduates who transfer are included. DOC students are excluded from this analysis.

Explanation: Transfer rates for students transferring to a four-year institution are much higher than that of students transferring to another two-year institution. On average about 30% of graduating students transfer to a four-year institution and only an average of 3% transfer to another two-year institution. Jenkins and Fink (2016) estimate that 33% of community college students transfer to a four-year institution, and 29% transfer after completing a degree or certificate.⁴

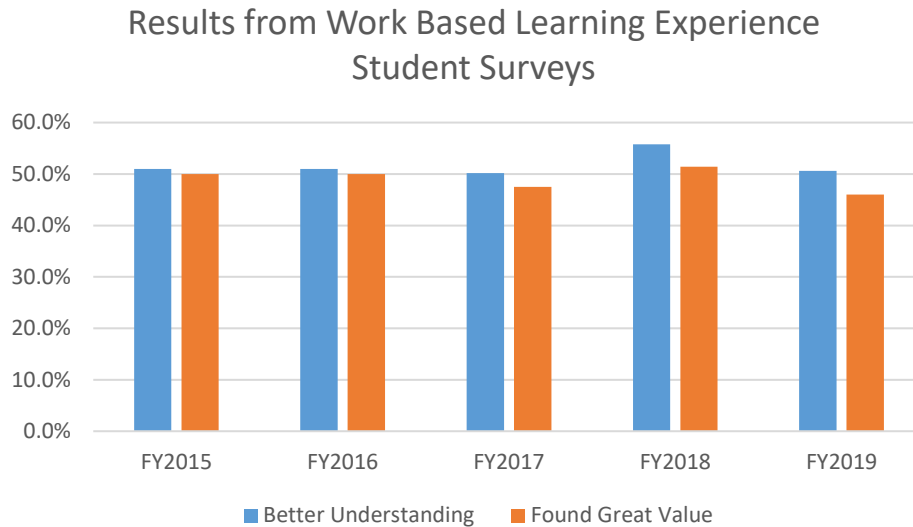
Lake Land College Goal: Overall, Lake Land would like to see 34% or more of graduates transfer to another institution with at least 31% or more transferring to a four-year institution and 3% or more transferring to a two-year institution.

Source: XQER, XQGD, and National Student Clearinghouse.

⁴ Jenkins, D., & Fink, J. (2016). *Tracking transfer: New measures of institutional and state effectiveness in helping community college students attain bachelor's degrees*. New York, NY: Community College Research Center, Teachers College, Columbia University. Retrieved from <http://ccrc.tc.columbia.edu/publications/tracking-transfer-institutional-state-effectiveness.html>

Goal 2: Fulfill Evolving and Emerging Education and Training Needs

Outcome: Results from Internship Survey



Definition: Every semester program coordinators have students who participate in work based learning experiences/internships complete a survey. The above graph presents the results from two survey questions. Better understanding represents the percent of students who strongly agree with the following statement: As a result of my work based learning experience, I have a better understanding of concepts, theories, and skills in my program of study. Found great value represents the percent of students who responded with find great value to the following question: How valuable was your work based learning experience in providing additional experience beyond the classroom? DOC students are excluded from this analysis.

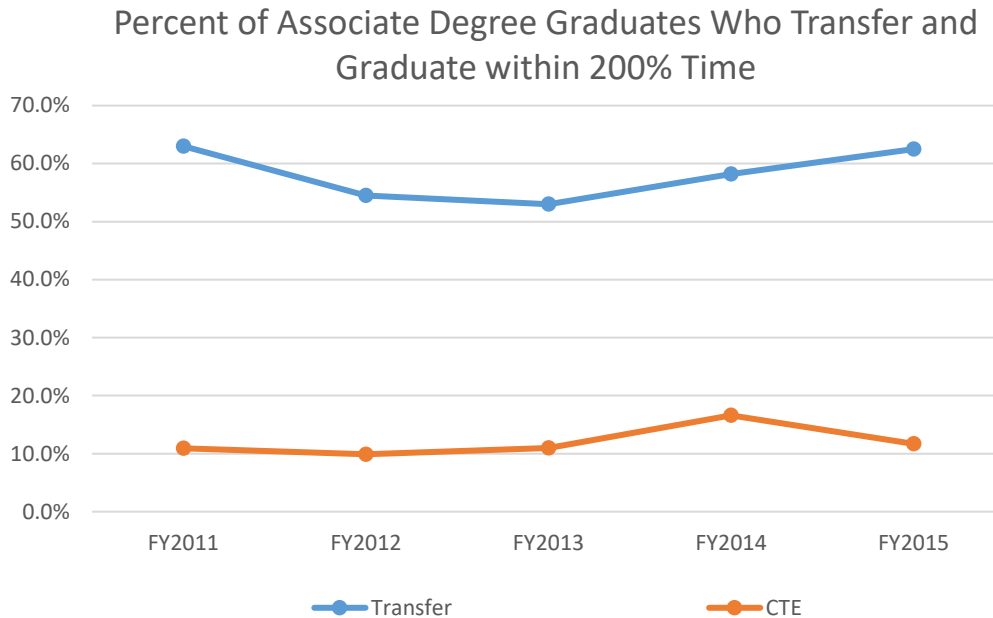
Explanation: Fifty to fifty-five percent of students participating in work based learning experiences indicate they have a better understanding of concepts, theories, and skills in their program of study after participating in some kind of occupational experience. Over time, 46% to 51% of students participating in work based learning experiences find great value in these experiences.

Lake Land College Goal: Lake Land will continue to survey all students with a work based learning experience. The goal is to continue to see at least 51% or more of students having a better understanding of their concepts, theories, and skills in their program of study and for 49% or more to find great value in their work based learning experience.

Source: Work Based Learning Experience Survey.

Goal 2: Fulfill Evolving and Emerging Education and Training Needs

Outcome: Associate Degree Graduates who Transfer and Graduate



Definition: This outcome involves students who graduate with an associate degree during a fiscal year. These students are tracked to determine if they transfer to another college and complete a degree at the transfer institution within four years of graduating from Lake Land. The completion of degrees at transfer schools may be underreported through the National Student Clearinghouse. Not all of the schools that submit data to the clearinghouse provide graduate data. DOC students and certificate only graduates are excluded from this analysis.

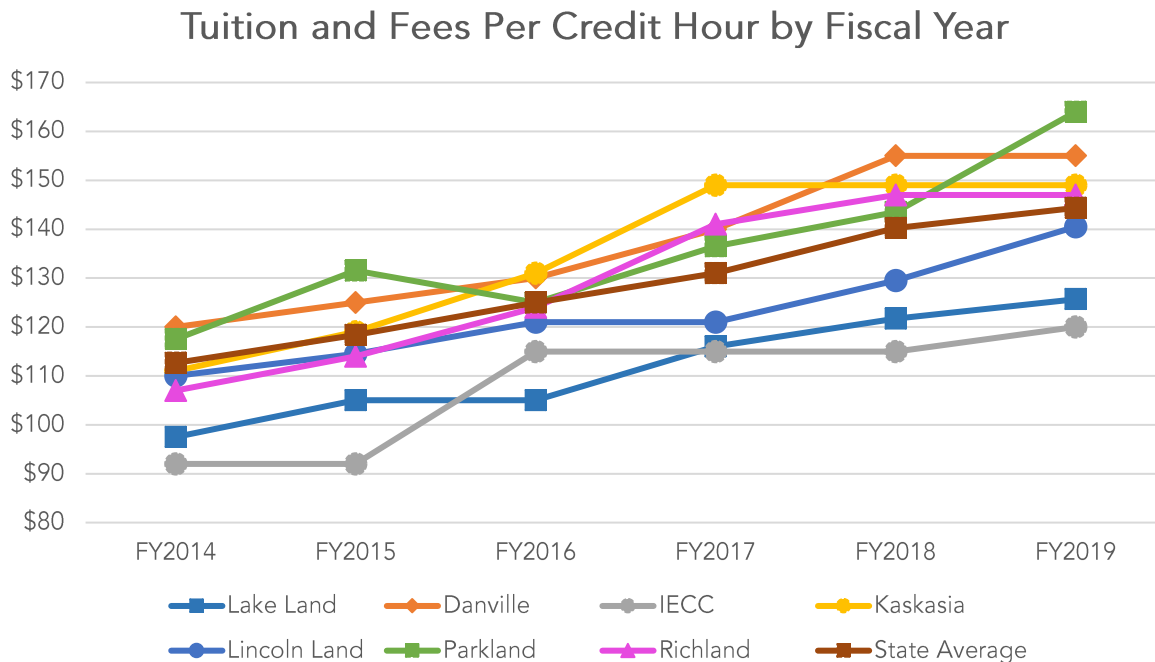
Explanation: Within four years of graduating from Lake Land with an associate degree, an average of 58% of students with a transfer degree transfer to another institution and graduate from the transfer college. An average of 12% of Lake Land graduates with a CTE associate degree transfer and graduate with a degree within four years of graduating from Lake Land. It is not surprising to see the difference in transfer and graduation rates between transfer and CTE graduates, since, in all likelihood, transfer students plan to seek additional education. However, the fact that at least 10% of CTE graduates transfer and graduate with additional degrees is still impressive.

Lake Land College Goal: Lake Land will continue to monitor and track transfer graduation rates for all associate degree graduates. The goal is to see at least 57% or more of transfer graduates to transfer and graduate from their transfer institution within 200% time of transfer, and to see at least 12% or more of its CTE graduates who transfer to graduate from their transfer institution within 200% time.

Source: XQER, XQGD, and National Student Clearinghouse.

Goal 3: Commit to Quality, Access, and Affordability

Outcome: Tuition and Fees



Definition: Cost of tuition and fees per credit hour is defined as the amount students pay per credit hour for tuition and fees (minus the cost of book rental for Lake Land College--\$10.30 FY14 through FY16 and \$11.30 for FY17 through FY19) by fiscal year. Lake Land is one of the few community colleges in Illinois that rent textbooks. Students purchase their books at most other colleges.

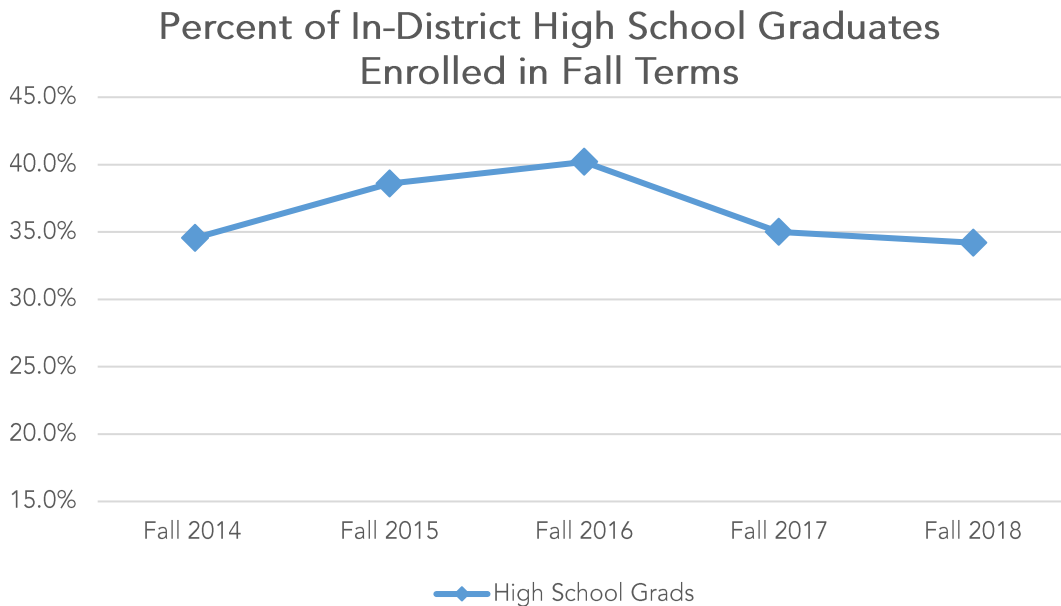
Explanation: In FY2014 through FY2019, Lake Land ranked 33rd, 30th, 31st, 31st, 34th, and 33rd respectively in cost per credit hour. As indicated in the graph, the cost per credit hour for Lake Land across time is lower than tuition and fees at other community college counterparts in Illinois and Lake Land's cost is lower than the state average over time.

Lake Land College Goal: Maintain a rank between 31st and 39th for cost of tuition and fees per credit hour when compared to all other community colleges in Illinois.

Source: ICCB Financial Data

Goal 3: Commit to Quality, Access, and Affordability

Outcome: Market Penetration In-District High Schools



Definition: Market penetration for in-district high school students involves the percent of **total** recent in-district high school graduates enrolled at Lake Land College the fall after high school graduation. This percentage is based on **ALL** high school students graduating the previous spring. For example, the fall 2014 number is based on the total number of in-district high school graduates in spring 2014. Dual and DOC students are excluded from this analysis.

Explanation: Enrollment for recent high school graduates has seen both increases and decreases. According to The Chronicle of Higher Education, this trend will continue. Colleges across the country, including community colleges, have experienced and will continue to experience a decrease in enrollment. The biggest factor for this decline is the declining number of high school graduates. These numbers are expected to continue to decline through the 2029-2030 academic year.⁵

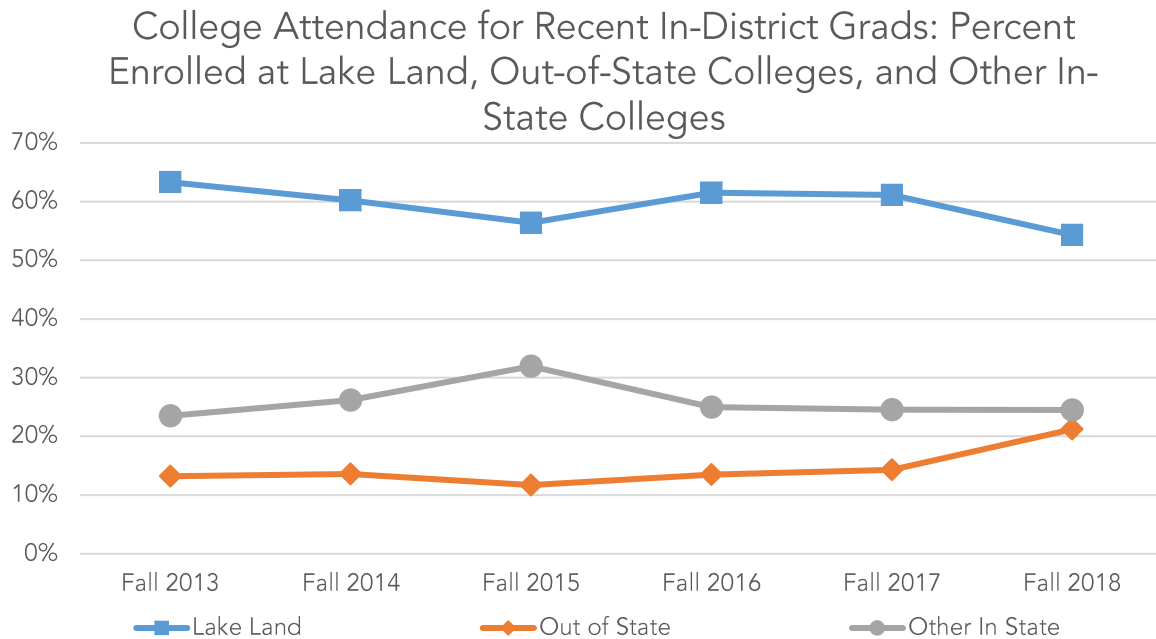
Lake Land College Goal: Achieve enrollment of 37% or more of recent in-district high school graduates the fall after high school graduation.

Source: Fall 10th Day Reports, Enrollment Reports, and U.S. Census Bureau.

⁵ The Future of Enrollment: Where Colleges Will Find Their Next Students (2017). The Chronicle of Higher Education.

Goal 3: Commit to Quality, Access, and Affordability

Outcome: Market Penetration: Recent In-District High School Graduates Attending College



Definition: Market penetration of recent in-district high school students attending college provides a summary of where college enrollees attend college. For example, Lake Land College's district had a total of 1,826 students in the 2018 graduating class. Of these students, 1,318 attended college the fall after graduation. This graph focuses on just the 1,318 students attending college and summarizes the percent of these students who enroll at Lake Land, who enroll at other in state colleges, and who enroll at out of state colleges. Dual credit students who have not graduated from high school and DOC students are excluded from this analysis.

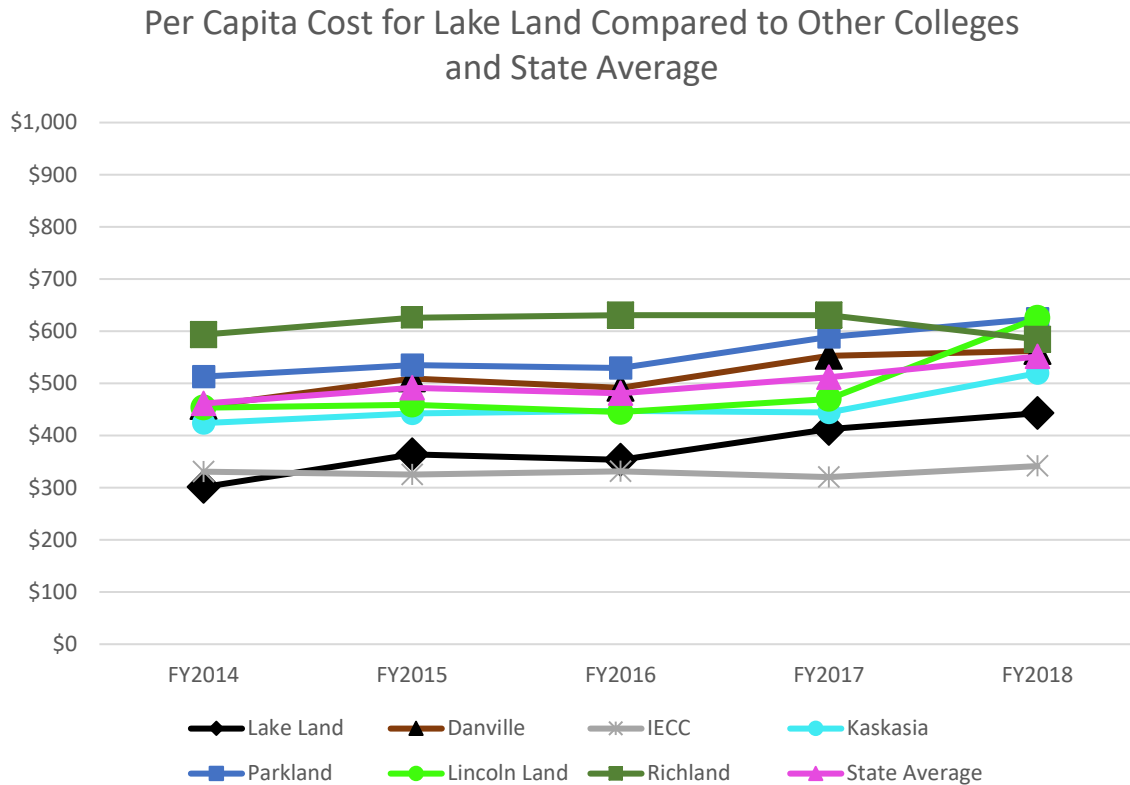
Explanation: Of the recent high school graduates attending college, an average of 59% attend Lake Land College. Since fall 2013, Lake Land has seen a 9% decrease in enrollment for this group with a 7% dip in fall 2015 and a 9% dip in fall 2018. In fall 2015, other in state colleges saw an increase in college attendance from this group while fall 2018 experienced a marked increase in out of state college enrollment. Out of state college enrollment jumped from 14.3% in fall 2017 to 21.2% in 2018.

Lake Land College Goal: Achieve enrollment of 60% or more of college-bound recent high school graduates enrolling at Lake Land College.

Source: National Student Clearinghouse and CRM reports.

Goal 3: Commit to Quality, Access, and Affordability

Outcome: Per Capita Cost per FTE



Definition: Per Capita Cost per FTE is defined as the annual total cost for full-time students enrolled at Lake Land College excluding DOC. This is calculated by using the total of audited operations expenses (Funds 1 and 2 less DOC) minus the SURS contribution pass through divided by the annual FTE less DOC.

Explanation: In FY2014 through FY2018, Lake Land ranked 38th, 37th, 38th, 36th and 37th respectively in cost per FTE.

Lake Land College Goal: Maintain a rank between 31st and 39th for cost per FTE when compared to all other community colleges in Illinois.

Source: ICCB Financial Data and Lake Land College Annual Audit

Exhibit A

Lake Land College Strategic Planning Committee

Purpose: Assist with facilitating the development and maintenance of the College's strategic plan. Serve as a resource to the President's Cabinet on issues related to the strategic plan. Be champions for the planning process and aid in communicating the process with the college community. Specific tasks include:

- Vet the strategic planning process.
- Research trends in higher education and provide as inputs to the planning process.
- Serve as facilitators for strategic planning visioning sessions.
- Assess visioning session feedback and develop a summary of results and key findings.
- Assist the President's Cabinet with development of College level goals and objectives.
- Participate in the annual review and updating of the College strategic plan.
- Be champions for the planning process and resulting plan.

Composition as of July 1, 2019: The Committee is comprised of the following individuals:

Sponsor: Dr. Josh Bullock, President

Chair: Jean Anne Grunloh, Senior Executive to the President

Committee Assistant: Seirra Laughunn, Administrative Assistant, President's Office

Members:

- (3) 1 member from each of the bargaining units as appointed by the unit's Executive Committee.
 - Michelle Gill (Para-professional)
 - Shelby Musselman (Custodial Association)
 - Joe Tillman (Faculty Association)
 - (2) 1 support staff each from the student services and business services teams.
 - Tony Sharp (Business Services)
 - Michelle Zumbahlen (Student Services)
 - (1) Career Tech faculty member
 - John Carpenter
 - (1) Transfer faculty member
 - Cheryl Beam
 - (1) Division chair
 - Ike Nwosu
 - (3) 1 appointed team member each from the academic services, student services and business services teams.
 - Darci Cather (Academic Services)
 - Emily Hartke (Student Services)
 - Madge Shoot (Business Services)
 - (1) Director of Institutional Research
 - Dr. Lynn Breer
 - (1) Director of Data Analytics
 - Lisa Cole
-

Exhibit B

Strategic Planning Lake Land College Key Focus Areas – Leadership & Task Force Teams

Guided Pathways Leadership Team	
Team Member	
Darci Cather	Dean of Guided Pathways (Team Chair)
Jennifer Melton	Academic Counselor
Bryan Burrell	Academic Counselor
Ryan Wildman	Instructional Faculty
Cassandra Porter	Instructional Faculty
Jon Lebold	Instructional Faculty
Brenda Hunzinger	Instructional Faculty
Matthew Greider	Instructional Faculty
Ed Thomas	Instructional Faculty
Dyke Barkley	Instructional Faculty
Brian Madlem	Instructional Faculty

Data Analytics Task Force	
Team Member	
Jean Anne Grunloh	Senior Executive to the President (Sponsor)
Lisa Cole	Director of Data Analytics (Task Force Chair)
Darci Cather	Dean of Guided Pathways
Lee Spaniol	Director of Information Systems and Services
Lynn Breer	Director of Institutional Research and Reporting
Gregory Capitosti	Chemistry Instructor
Tynia Kessler	Business Instructor
Jennifer Melton	Academic Counselor
Sarah Hill	Information Services Librarian

Exhibit C

Guided Pathways for Success Frequently Asked Questions

Why is Lake Land College implementing Guided Pathways?

Implementing Guided Pathways to Success (GPS), while expanding K-12 and university partnerships, to provide a clear pathway to meaningful educational or career outcomes for our students is one of two key focus areas for the College's FY 2019-2021 Strategic Plan. The Guided Pathways to Success Model supports the strategic plan goals of advancing student success and fulfilling the evolving and emerging education and training needs. It is designed to help students seamlessly transition into higher education through multiple entry points and smoothly advance toward their educational and career goals.

What is a guided pathway?

A guided pathway is a descriptive and easy-to-use plan detailing the scope and sequence of courses required to complete a credential efficiently and transition to baccalaureate degree programs or the labor market. It includes the route a student takes to connect with, enter, progress through, and complete his/her program of study, as well as, the skills they need to acquire for the labor market they will enter after their certificate or associate or baccalaureate degree. Programs have integrated supports along the way to ensure students are staying on the path.

Do students have to participate in a Guided Pathway?

Guided Pathways are designed in such a way that all students will be placed on a pathway which aligns with their career and/or educational goals. Students will still have options on the courses they take, as well as choice of time and modality.

What are the advantages of Guided Pathways for the students?

Guided Pathways are clearly structured programs closely aligned with support services. They provide success management tools including career exploration, guided onboarding, and academic planning. These tools will assist students to choose and stay on a career path and complete the program of study. They help identify "at risk" students for early intervention. Guided Pathways are designed to ensure that students are able to complete their degrees in a timely manner and not accumulate credits that do not count towards their degrees.

What are the advantages of Guided Pathways for the faculty?

Guided Pathways has many advantages for faculty. It is designed to further our goal of helping students be more successful in their courses, helping with completion and retention rates. Additionally, it takes the guesswork out of advising by making course selections clear. Furthermore, it provides faculty with analytics to determine if course and programs are being met, as well as early alert tools. Faculty may use this data to

Exhibit C

continually adapt and improve their courses. They can also easily alert students when they are going off track or are in danger of failing.

Don't we already have pathways at Lake Land College?

While Lake Land actually has a lot of components that address the essential practices of Guided Pathways (program models in the catalog, mandatory orientation, mandatory advisement, etc.), they are housed in various silos and aren't streamlined in a continuous structured experience for students where all of the components support one another. Guided Pathways is designed to ensure that all programs are clearly mapped out to student end goals with clear support services systematically built in along the way. Materials should also be easily accessible and understandable for students.

Will implementing Guided Pathways change the schedule and when courses are offered?

Lake Land College is currently in the process of moving toward a centralized scheduling approach to support the implementation of Guided Pathways. As such, the College is hiring an Academic Scheduling Coordinator who will be responsible for managing and coordinating the development of the master schedule based upon the academic program maps, student need, and faculty/course utilization strategies. As Guided Pathways are implemented, we will likely see changes to the schedule, as we move toward greater predictability and structure in scheduling.

Additionally, Guided Pathways will not require students to be full or part-time or take traditional vs. online classes and so on. It is not designed to limit modality, and the pathways will not change due to scheduling. At the same time, they are designed to ensure that students can complete a full sequence of courses in a timely manner. Thus, if a course is not being offered in sequence or at a time that is conducive to students, there is a possibility the schedule might change. Guided Pathways are designed to ensure student success so such changes will occur later in the implementation process if it is deemed necessary to help students persist and succeed in their courses. These changes will be designed to happen gradually through a careful and strategic implementation process.

How can Guided Pathways help part-time students?

Guided Pathways can help part-time students clarify their career options and make connections between these options and programs of study earlier in their trajectory. In doing so, we can immediately show students how their education will bridge to a living wage and a career path. Additionally, Guided Pathways can help students get into programs of study earlier and the work they do can be placed into a clearer context for why they are taking the courses and how the coursework fits into a more cohesive whole program of study. Guided Pathways also incorporates integrated "intrusive

Exhibit C

advising” and interventions to help guide students in their journeys, encourage them to continue, and notify them when they are off track.

Are there Guided Pathways for students that require remedial math and English courses?

One of the essential components of Guided Pathways is the development and incorporation of co-requisite courses. Lake Land College has already made great strides in this area! Focus would then be placed on expanding these initiatives to scale. Guided Pathways is also structured to ensure that students are placed in the “right” math that is relevant to their career goals. Pathways are designed to ensure that students can receive the help they need.

Will students lose their right to choose their own classes?

No, Guided Pathways present recommended pathways or sequences of courses designed to fit the students’ end career and/or educational goals. At the same time, they do present an opt-out feature for students if they would decide to take a different course.

What is a “meta-major”?

A meta-major is a collection of academic programs that have common or related content. Programs within a meta-major will share some common requirements to allow for early exploration as students may enroll in this broad field of interest without collecting excess units. Lake Land College had developed 10 meta-majors which will be called Areas of Study that are designed around career interests and curricular commonalities.

Will students still be able to choose undecided as a major?

In the Guided Pathways Model, students will no longer choose “undecided” as a major. Rather, they will work closely with an Academic Counselor to determine their area(s) of interest and choose an exploratory Area of Study. Areas of Study are designed to give students an opportunity to explore career interests/academic programs within a certain area before making a final selection. Rather than delaying the choice by choosing “undecided,” students will make choices incrementally, determining their major by the end of the first semester or a set number of accumulated credit hours.

Exhibit D

Data Analytics FAQs

What is data analytics?

Data analytics (DA) involves the use of specialized software and tools to analyze large and complex data sets with the intention of garnering insights about the information they contain and assisting the institution in making data informed decisions.

Why is Lake Land College implementing data analytics?

Implementing data analytics is one of two key focus areas for the College's FY 2019-2021 Strategic Plan. This supports our goal for committing to quality, access and affordability, and furthers our pledge to becoming a data-informed institution. Additionally, data analytics entails many essential conditions for implementing the College's other key focus area, Guided Pathways to Success (GPS), such as an institution's commitment to using data, developing the capacity to use data, and building the technology infrastructure. As we currently operate, we generally have access to vast numbers of historical reports in different locations and in many different formats. Employees often have issues gaining access to the data, if they are aware that data might exist, to help them in their roles. Furthermore, employees, department leaders, and other staff frequently must analyze this historical reporting on their own, with little to no formal training in data analysis. However, we envision the College will create an environment where data is readily accessible; where all employees are trained in using data for monitoring and improvement; and employees are empowered to take action based on the data.

What are the types of analytics for a higher education institution?

- Institutional business analytics (operational efficiency)
- Student engagement analytics (for student success)
- Student learning analytics (for student success)

How can we align data analytics to support guided pathways and student success?

Predictive modeling, a component of data analytics, seeks to reveal relationships and patterns within large volumes of student data that can be used to predict behavior and events. With these tools in place we will be able to:

- Identify at risk students, target student outreach and afford timely intervention efforts.
- Uncover and validate high-impact practices to focus the right efforts that help students succeed the most.
- Empower systems and campuses by promoting a culture of data literacy and customization.
- Create powerful narratives and analytics that are prospective rather than retrospective.
- Use prescriptive or predictive modeling tools to help students make choices that are best for them.

Exhibit D

What are some common obstacles for an institution of higher education to implement data analytics?

- Lack of clarity on campuses for Institutional Research (IR) and IT functions. Who is responsible for analytics?
- Reporting requirements and demands of compliance reporting for IR and IT and smaller institutions.
- Silos between departments.
- Expense of data analytics software/tools and expertise.
- Data integrity and data ethics.
- Silos of data sources.

How will we develop the foundation for institution-wide data analytics capacities by FY 2021?

A Data Analytics Task Force, formed in January 2018, audited our processes (gap analysis), researched best practices, defined what a successful implementation would look like, and identified strategies to include:

- Procurement of appropriate tools and software to transition from numerous data silos to a unified platform.
- Promotion of understanding for all staff of how data analytics can improve student outcomes and operational efficiencies.
- Establishment of a data governance model including policies and procedures.
- Development of a common data dictionary and data standards.
- Creation of a Director of Data Analytics position to oversee the planning, implementation and ongoing operation of the data analytics initiative. The Data Analytics Task Force served as the search team and the position was filled in the summer of 2019. The new Director of Data Analytics now oversees all strategies identified by the Task Force.

How does the Director of Data Analytics differ from the Director of Institutional Research and Reporting?

The Director for Institutional Research and Reporting focuses on collecting data, disseminating information and writing reports in support of federal, state and internal reporting requirements. Additionally, the position coordinates the collection, dissemination and responses to internal surveys of students and staff and external surveys from government agencies and associations. The director's efforts will primarily concern reporting on what has occurred and providing assistance with primary research.

The Director for Data Analytics will focus on implementing technology based analytic solutions and data resources that support the College community in applying evidence-based practices and making data-informed decisions. The position will provide strategic leadership for data governance, utilize appropriate statistical techniques in data analysis and generate critical

Exhibit D

insights through analytics. The director will serve as the primary liaison between the Information Systems and Services (ISS) Department and external vendors of data analytics software tools. The director's efforts will primarily concern ensuring robust systems and practices to predict the future outcomes based on historical data.

How do I request data from the Director of Data Analytics and/or the Director of Institutional Research and Reporting?

Although the Director of Data Analytics and the Director of Institutional Research are two distinct positions, their collective duties will require a close working relationship, especially to respond to requests for data. Staff should submit requests to the following email address: data-requests@lakelandcollege.edu. This is delivered to both directors who will provide feedback as soon as possible.

What role will the new Director for Data Analytics play in assessing programs/courses from a profit/business analytics standpoint?

The Director's initial charge will be to work with the Data Analytics Task Force, ISS and the campus community to implement the tools and processes necessary to allow for multi-faceted data analysis and predictive analytics to occur. At this point there are no predetermined areas of focus for the director to assess. Specific areas of focus will be determined as the data analytics initiative evolves.

Is the College planning to add positions to support the Director for Data Analytics?

Currently, the College has no plans to add positions to support the work of the Director for Data Analytics. Implementing data analytics at Lake Land will require a significant undertaking and needed support will need to be considered as the initiative evolves.

Will faculty and staff have access to any data analytics tools the college may implement?

The College's goal is to eventually host a repository of self-service interactive reports and analytic tools. Tools would be available to faculty and staff who have completed training in accessing and utilizing the data. It is anticipated that faculty and staff will be granted access, based on their role, to appropriate and relevant tools.

Will the Director for Data Analytics be looking at all of our current technologies and making recommendations?

The Director for Data Analytics will be working closely with the Director of ISS, and the president's cabinet, to ensure the technology systems in place at Lake Land are able to support a robust data analytics platform.

Exhibit D

Still have questions about data analytics?

For additional question please contact:

Data Analytics & Institutional Research	
Lisa Cole	Director of Data Analytics (Data Analytics Task Force Chair)
Lynn Breer	Director of Institutional Research and Reporting

What is the role now for the Data Analytics Task Force?

Members of the Data Analytics Task Force are champions to data analytics, fostering awareness for best practices and success stories. They serve as liaisons to their various units, departments or divisions to foster communication between data analytics experts and staff and they encourage data request submissions when data should be used to make decisions.

Data Analytics Task Force	
Team Member	
Jean Anne Grunloh	Senior Executive to the President (Sponsor)
Lisa Cole	Director of Data Analytics (Task Force Chair)
Darci Cather	Dean of Guided Pathways
Lee Spaniol	Director of Information Systems and Services
Lynn Breer	Director of Institutional Research and Reporting
Gregory Capitosti	Chemistry Instructor
Tynia Kessler	Business Instructor
Jennifer Melton	Academic Counselor
Sarah Hill	Information Services Librarian