Strategic Planning FY 2019-2021

Bi-Annual Report to the Board of Trustees

August 20, 2020

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
C O L L E G E

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Update from the President:

We are pleased to present the newest edition of the *Strategic Plan Bi-Annual Report* to the Board of Trustees and College community for the FY 2019-2021 planning cycle. Despite numerous challenges in recent months due to the COVID-19 pandemic, we made significant progress 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.

Our efforts have been unified and overseen by the Guided Pathways Leadership Team and Data Analytics Task Force. For this report, each leadership team has provided progress statements and narrative updates 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.

The Guided Pathways Leadership team, in conjunction with program coordinators and lead faculty members, analyzed and mapped 158 programs this past year, completing the mapping for all seven academic divisions. The team also collaborated to survey students' preferences in scheduling and identify an appropriate student planning/tracking tool that will support a Guided Pathways model.
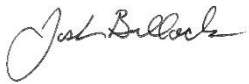
A key accomplishment for the Data Analytics initiative has been the implementation of Tableau, a data visualization software tool that will help us transition data into actionable insights. Still in the pilot phase, reports are being developed to give end users access to data in real-time.

With this report, we also provide updated college-level key performance indicators (KPIs), which we closely monitor for long-term trend analysis. We present data in two formats, a quick summary table overview for each goal and a more detailed examination of each KPI that summarizes the results graphically over time. Additionally, we provide a summary analysis of all KPIs to highlight our strengths in retention and completion rates for full-time students and our sustained tradition of providing a quality, affordable education. We also identify areas of opportunity to address enrollment challenges and enhance success for our part-time students and students taking online courses.

Despite the pandemic and campus access restrictions this past spring and summer, we remained focused on supporting our students. We were able to encourage student retention by allowing an option for Pass/Withdrawal grade changes at the end of each term. In fact, an analysis of student outcomes from the spring 2020 semester (refer to Exhibit E) reveals the percentage of students who withdrew was actually less than the three preceding spring

semesters, and student grade performance was comparable to the previous three spring semesters.

I am incredibly proud of the Laker family for living our values of caring, communication, teamship, innovation and excellence during the transitions thrust upon us in 2020. Together, we have overcome many obstacles to continue providing a valuable educational experience for our students while emphasizing the health and safety of our students, staff and college community. Thank you to the Board of Trustees, faculty and staff for your dedication and unwavering commitment to advance success for each Lake Land student and meet the ever-changing educational needs of the Lake Land College District.

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.

Guided Pathways - Strategies

Goal	Strategic Initative (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

Data Analytics - Strategies

Goal	Strategic Initative (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 divison meetings.	Data Analytics Task Force provides regular updates and data discussions to employee group and divison 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 addordability.	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 addordability.	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 neccesary updates and shared with college community.	Data Analytics Task Force Meeting Minutes, Records on shared drive.
Goal 3: Commit to quality, access and addordability.	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 addordability.	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 lauch the pilot projects.	Data Analytics Task Force Meeting Minutes and Additional Committee Records in Shared Drive.
Goal 3: Commit to quality, access and addordability.	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.

Data Analytics - Strategies

Goal	Strategic Initative (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 addordability.	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 addordability.	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

Data Analytics

Focus Strategy	Status	Task Coordinator
Year Three - 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		Lisa Cole

Guided Pathways

Focus Strategy	Status	Task Coordinator
Promote College-Wide Understanding of GPS	⬆	Darci Cather
Promote College-Wide Understanding of GPS	⬆	Darci Cather
Meta-Major Creation and Implementation	⬆	Darci Cather
Meta-Major Creation and Implementation	⬆	Darci Cather
Create clear curricular pathways	⬆	Darci Cather
Create clear curricular pathways	⬆	Darci Cather
Redesign needs for placement, advising, and registration	⬆	Darci Cather
Redesign needs for placement, advising, and registration	⬆ (red)	Darci Cather
Identify and implement supports to help academically underprepared students	⬆	Darci Cather
Identify and implement supports to help academically underprepared students	⬆	Darci Cather
Develop integrated course schedules	⬆	Darci Cather
Develop integrated course schedules	⬆	Darci Cather
Student tracking system	⬆	Darci Cather
Student tracking system	⬆	Darci Cather
Develop a plan to identify students at risk of falling off pathways	⬆	Darci Cather
Develop a plan to identify students at risk of falling off pathways	⬆	Darci Cather

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 06/08/2020 ⬆ Meeting progress target
Mid-Year Progress Report: FY20 Outcome: GPLT provides regular updates to employee group and division meetings. Annual report submitted and website continually maintained and updated. For FY20, the GPLT met progress target. The GPLT provided regular updates at employee group and division meetings. Annual report will be submitted and website is continually maintained and updated.	

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 06/08/2020 ⬆ Meeting progress target
Mid-Year Progress Report: FY20 Outcome: Meta-majors finalized for implementation. Progress Narrative: During FY2019, the GPLT developed the meta-majors. During FY2020, the GPLT has worked with ISS to code the meta-majors (henceforth called Areas of Study) in Colleague. The team is also working with MPR and ISS to update the website in order to capture the Areas of Study. Application has been updated and these changes are set to go into effect September 2020. Progress target is met for FY20 and GPLT will continue to work with ISS and MPR to ensure we stay on target with any additional changes.	

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 06/08/2020 ⬆ Meeting progress target

Mid-Year Progress Report: FY20 Outcome: Complete program mapping in all remaining academic programs. Progress Narrative: During FY2019, the GPLT completed all program maps in the Agriculture Division. During FY2020, the GPLT completed program mapping in all remaining academic divisions. Program maps were created by program coordinators in conjunction with GPLT team members. Maps were reviewed by each division and by the GPLT prior to going to curriculum committee for approval. Curriculum committee approved all maps minus one (which will be returned to committee in September). At this point, program maps have been internally finalized and are in process of being updated in Colleague. Maps will move to ICCB in August for final approval. GPLT has met the outcome target for FY20. Maps will be available in datatel and on the website when the application opens in September 2020.

Strategy:	Redesign needs for placement, advising, and registration
Task Coordinator(s):	Darci Cather
Cabinet Member:	(Interim VP for Student Services)

Description: Identify redesign needs in processes for placement, advising, and registration to support the pathways.

Status Statement:	11/18/2019 ⬆ Meeting progress target 06/08/2020 ⬆ Not meeting progress target

Mid-Year Progress Report: FY20 Outcome: Redesign needs in processes for placement, advising, and registration identified to support meta-major and default program maps implementation. Progress Narrative: During FY20, the GPLT worked with ISS, Admissions, and Counseling to update the registration process to support the Areas of Study (meta-majors). Additionally, the team worked with ISS and MPR to update the website to support Areas of Study. However, given the resignation of the VPSS and the recent pandemic, delays occurred in the examination of and redesign in advising and placement processes. Process evaluation and redesign will occur in fall 2020 in order to ensure that necessary elements are finalized and implemented in Fall 2021 for full GPS roll-out. Progress target was partially met and will continue to be an area of emphasis for FY21.

Reason for not meeting actions: As noted above, process evaluation and redesign will occur in fall 2020 in order to ensure that necessary elements are finalized and implemented in Fall 2021 for full GPS roll-out. The Interim VPSS, in conjunction with the Dean of GPS, is developing an enrollment management project plan that will also encompass necessary priorities for GPS implementation. Work will begin again in the Fall 2020 in order to allow the division to immediately focus upon the enrollment challenges presented by the pandemic. Project plan is also designed to provide a framework from which to work for when the college experiences a transition in leadership in Student Services (anticipated in the fall of 2020 as well).

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 06/08/2020 ⬆ Meeting progress target

Mid-Year Progress Report: FY20: Redesigned academic support are finalized for implementation. Progress Narrative: During FY20, the GPLT worked with the program coordinators to identify any necessary supports to help academically underprepared students during the program mapping process. Supports will be reviewed and considered for implementation. Target has been met for FY20.

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 06/08/2020 ⬆ Meeting progress target

Mid-Year Progress Report: FY20 Outcome: Redesign needs in scheduling are identified and finalized for implementation. Progress Narrative: 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 continued into FY20, as a series of three student surveys were conducted. After the conclusion of this research, the College decided to implement a centralized scheduling process and hired an Academic Scheduling Coordinator. The Academic Scheduling Coordinator is working with the Dean of GPS to redesign the scheduling process and update schedules to support GPS. As such, progress target is met for FY20.

Strategy:	Student tracking system
Task Coordinator(s):	Darci Cather
Cabinet Member:	(Interim Vice President for Student Services)

Description: Identify elements needed in a student tracking system to monitor student success along the pathway.

Status Statement:	11/18/2019 ⬆ Meeting progress target 06/08/2020 ⬆ Meeting progress target

Mid-Year Progress Report: FY20 Outcome: Appropriate student planning/tracking tool identified and plans underway for purchase or transition of current student planning/ tracking tools. Progress Narrative: During FY20, the GPLT, in conjunction with the Director of Data Analytics, reviewed several software tools that included tracking features and student planning tools. Software researched included Ad astra, EAB Navigate, EduNav, and Ellucian's products. The GPLT developed an evaluation tool for identifying software that would best support the GPS model. The GPLT identified and made a recommendation to the Cabinet for purchase of an appropriate student planning/tracking tool in December 2019. As a result, the progress target has been met.

Strategy:	Develop a plan to identify students at risk of falling off pathways
Task Coordinator(s):	Darci Cather
Cabinet Member:	(Interim Vice President for Student Services)

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 06/08/2020 ⬆ Meeting progress target

Mid-Year Progress Report: FY20 Outcome: Plan for identifying at-risk students determined and supports needed to get students back on track. Progress Narrative: For FY20, the GPLT, in conjunction with the Director of Data Analytics, reviewed several software tools that could also assist in identifying at-risk student and provide support in getting those students back on track. Software researched included Ad astra, EAB Navigate, EduNav, and Ellucian's products. The GPLT developed an evaluation tool for identifying software that would best support the GPS model. The GPLT identified and made a recommendation to the Cabinet for purchase of an appropriate early alert software which was EAB Navigate. The team determined that the product would allow the college to meet multiple goals in providing tools and supports for not only early alerts and risk scores, but also for tracking and student planning. The recommended software encompassed a case management approach that would fully support the GPS model. GPLT met progress target for FY20.

Strategy:	Year Three - Data analytics education plan for all staff.
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh

Description: Develop an education plan for staff utilization of tools, policies, procedures and data dictionary.

Status Statement:	11/18/2019 ⬆ Meeting progress target 06/11/2020 ⬆ Meeting progress target

Mid-Year Progress Report: At the end of year two this has started with developing end user documentation. This was handed out to selected end users for feedback. As year three progresses, it will be distributed to others and once face-to-face trainings can be held they will be conducted.

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 06/01/2020 ⬆ Meeting progress target

Mid-Year Progress Report: The Data Dictionary will be on ongoing process. As new reports are developed and new items added the descriptions will be added to the Data Dictionary. Currently a general list of terms is included with the Data Request Form to assist users when asking for data to know the correct items to ask for to meet their needs.

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

06/01/2020 ⬆ Meeting progress target

Mid-Year Progress Report: The current Data Task Force has completed their task in defining the need and hiring the Director of Data Analytics. It is now time to revamp the team to become the Liaisons/Champions for Data. This new team makeup will consist of those individuals that embrace data and are influential in assisting others in becoming data minded. These champions will be trained in Tableau and will also be a driver in the data that will publish in Tableau.

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

06/01/2020 ⬆ Meeting progress target

Mid-Year Progress Report: Tableau has been purchased and installed. Various reports are published and a select group of people currently have access and are using it and providing feedback. As the users begin to feel more comfortable with the data this will be rolled out to more users across campus. Tableau is currently implementing a predictive model and once that is operational it will be reviewed to determine if it meets our needs or if additional software will need to be acquired. A Data Warehouse is operational and more data is being added. This is eliminating the data silos that are housed in numerous locations. As more users are brought onto this data warehouse we will expand and more silos will be consolidated in one location.

Strategy:	KPIs for strategic planning bi-annual reporting.
Task Coordinator(s):	Jean Anne Grunloh
Cabinet Members:	Jean Anne Grunloh and 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 05/06/2020 ⬆ 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, we are now also providing a summary analysis of the KPIs with each bi-annual report to support data-driven decision making and improve 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 06/11/2020 ⬆ Meeting progress target

Mid-Year Progress Report: During year two the College KPI's were developed and publish in Tableau to assist with the data collection. These will be expanded this year to other units of the College. This is where the data champions will be utilized to assist in gathering requirements.

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 06/01/2020 ⬆ Meeting progress target

Mid-Year Progress Report: We are ahead of schedule on this task. Work has been progressing with division chairs to develop reports that will reduce the amount of data that has to be manipulated and also provide data that has never been available to them. A report has been developed to show enrollment, both total and section enrollment, by data with an historical look at the previous 5 years. The report is providing data for schedule building and the knowledge of when section enrollment happens. In addition, reporting for program review is now active in Tableau to assist with completing that reporting as well.

Strategy:	Hiring of Director of Data Analytics position
Task Coordinator(s):	Jean Anne Grunloh
Cabinet Members:	Jean Anne Grunloh and Josh Bullock
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:	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.

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 06/01/2020 ⬆ Meeting progress target

Mid-Year Progress Report: During monthly Employee and Board of Trustees meetings reports have been prepared and presented to assist in a better understanding of the data. During each meeting the audience had been very attentive and good questions have been asked.

Strategy:	Develop plan and address continual quality improvement and training needs.
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh

Description: Year Three - Develop plan and address continual quality improvement and training needs.

Status Statement:	11/18/2019 ⬆ Meeting progress target 06/01/2020 ⬆ Meeting progress target

Mid-Year Progress Report: This is a year 3 initiative but during year 2 it has become evident that the need for data integrity across the campus needs to be addressed. The end users need to understand the data that they are entering and know how it is being used. It is important to develop processes to validate the data so it is not identified after State and Federal Reports have been submitted. Once these are submitted there is not an avenue to make corrections.

Strategy:	Establish a data governance model
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh
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 06/11/2020 ⬆ Meeting progress target
Mid-Year Progress Report: Plan was reviewed and no changes were required.	

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 for the previous three to four 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 fall 2019 and summer 2020 due to few changes within the time period. However, data related to the strengths and opportunities has 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 Full-Time Students*: First-time, full-time degree seekers at Lake Land average a 52.1% completion rate at 150% time (within three years) and a 53.7% 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 range between 51% and 54% at 150% time and 53% and 54% at 200% time.

3. *Cost per FTE*: Over the past four 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 FY2018, 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 at 200% time (i.e., four years after starting college) averages around 54%, and for part-time students this average rate drops dramatically to only 20%. When looking at success rates (i.e., enrolled and/or graduated), these rates increase to 57% for full time students and 25% for part-time students.

   Although there is a significant difference in the completion and success rates for part-time students as compared to full-time students, Lake Land has been implementing strategies for many years now to address this disparity and a positive trend line is emerging. The completion rates for first-time, part-time students has increased from 12% for the fall 2014 cohort to 28.1% at 200% time for the fall 2016 cohort and the success rates for first-time, part-time students increased from 18% for the fall 2014 cohort to 32.8% for fall 2016 cohort.

   Although this trend covers only a few years of results, it shows evidence that many of the College's strategies that began with the previous planning cycle and prior efforts of the Retention, Persistence and Completion Task Force have yielded greater success for our part-time students. Examples of relevant strategies implemented during the prior planning cycle include:

   - Finish what you started campaign.
   - Enhance communication and intervention for students through improving academic standing process Improvement.
   - Verifying Degree Audits to identify students who have met degree criteria.

   With our current planning cycle, preparing the foundation to implement Guided Pathways to Student Success will hopefully further these efforts. Lake Land will continue monitoring future part-time cohorts to track completion and success

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

rates. This will help determine if additional strategies or modifications to current strategies are necessary to maintain and increase part-time student success.

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 three years is 88% for face-to-face and 74% for online, and the average pass rates are 91% for face-to-face and 79% for online.

In FY 2019, approximately 70% of degree seeing 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 and 65% of course enrollees took all of their courses online. We will closely monitor how the impact of the COVID-19 pandemic dramatically increased these rates in not only the spring of 2020 but also potentially many semesters to come.

Efforts to enhance persistence and completion rates in recent years for online courses have included the establishment of an Online Quality Task Force and the Vice President for Academic Services has been implementing a plan with numerous staff since 2018 to address various areas of concern in our online course offerings. Additionally, effective with the fall 2020 semester, Lake Land is launching a Faculty Tech Team, comprised of up to eight faculty members, who will be trained to offer specific educational technology training throughout the academic year to faculty and adjuncts.

3. *Enrollment*: The College's annual full-time equivalent (FTE) enrollment, excluding our enrollment with the Illinois Department of Corrections, has declined from 5,187 in FY 2014 to 3,818 in FY 2019. Additionally, over the past four 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. While the College has excelled at being the district's institution of choice for high school graduates choosing to pursue post-secondary education by our market penetration rates, the administration has plans underway to implement a Strategic Enrollment Management Plan in the coming year to help address overall enrollment challenges which have now been amplified by the COVID-19 pandemic.

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Lake Land College Strategic Plan College Level KPIs 2019-2021							
Metric	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	
	Outcome	Outcome	Outcome	Outcome	Outcome	Goal	Outcome
Goal 1: Advance Student Success							
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 2020
Enrolled	42.8%	43.4%	45.3%	44.4%			
Completed (fall, spring, summer)	23.0%	20.3%	22.2%	23.6%			
Total Retention (Enrolled & Completed)	65.7%	63.7%	67.5%	68.0%	Available September 2020		
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	73.2%	74.3%	76.7%	76.1%			
Graduate Rate: Successful Completion for First-Time Degree Seeking Students, Excluding DOC							
Completion Rates for first time full time degree seekers at 150% and 200% time	Fall 2014	Fall 2015	Fall 2016	Fall 2017			
150% Time (within 3 years)	52%	53.6%	51.1%				
200% Time (within 4 years)	53%	54.5%	54.0%				
Completion Rates for first time part time degree seekers at 150% and 200% time	Fall 2014	Fall 2015	Fall 2016	Fall 2017			
150% Time (within 3 years)	12%	13.9%	27.0%				
200% Time (within 4 years)	12%	17.1%	28.1%				
Success Rates for first time full time degree seekers at 150% and 200% time	Fall 2014	Fall 2015	Fall 2016	Fall 2017			
150% Time (within 3 years)	60%	62.2%	59.0%				
200% Time (within 4 years)	56%	57.4%	57.2%				
Success Rates for first time part time degree seekers at 150% and 200% time	Fall 2014	Fall 2015	Fall 2016	Fall 2017			
150% Time (within 3 years)	22%	26.0%	34.0%				
200% Time (within 4 years)	18%	22.4%	32.8%				

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%		

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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	FY2015	FY2016	FY2017	FY2018	FY2019		FY2020
AA	144	109	253	194	278		
AES	7	4	5	8	0		
AS	233	200	50	165	72		
AAS	389	358	367	375	397		
ALS	38	39	37	35	37		
CRT	489	436	571	530	509		
Total degrees	1,300	1,146	1,283	1,307	1,293		
Total Grads	1,058	975	1,060	1,105	1,045		

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8/20/2020

Goal 2: Fulfill evolving and emerging education and training needs											
Metric	Baseline	FY2016 Outcome	FY2017 Outcome	FY2018 Outcome	FY2019 Goal	FY2019 Outcome	FY2020 Goal	FY2020 Outcome	FY2021 Goal	FY2021 Outcome	Update
FTE Growth for All Students[3]	FY2015	FY2016	FY2017	FY2018		FY2019				FY2019	
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 Total Percent	1,211	1,070	975	1,062	1,080	1,105	1,105	1,052			
Number of Transfer Program Grads	404	389	311	302		367		344			Spring
Percent that Transfer	66%	66.3%	67.8%	71.20%	67.9%	67.3%	68.0%	75.6%			
Number of Career/Tech Program Grads	807	681	664	760		738		708			
Percent of Career/Tech that Transfer	16%	11.6%	16.9%	15.90%	15.2%	9.5%	15.0%	15.0%			
Total Graduates Percent Transfer to a Four Year Institution	35%	30.0%	30.0%	29.0%	31.0%	27.3%	31.0%	32.4%			
Percent Transfer to a Two Year Institution	5%	2.0%	3.0%	3.0%	3.3%	1.4%	3.0%	2.4%			
Total Percent of Graduates who Transfer	40%	32.0%	33.0%	31.0%	34.0%	28.7%	34.0%	34.8%			
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					
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%					Oct
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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Metric	Baseline	FY2016 Outcome	FY2017 Outcome	FY2018 Outcome	FY2019 Goal	FY2019 Outcome	FY2020 Goal	FY2020 Outcome	FY2021 Goal	FY2021 Outcome	Updates
Goal 3: Commit to quality, access, and affordability											
Tuition and Fees	FY2015	FY2016	FY2017	FY2018		FY2019		FY2020		FY2021	
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	30th or below	35th 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%	54%			Spring
Percent Attending Other in State Colleges	26.0%	32.0%	25.0%	25%		25%	25%	36%			
Percent attending out of state colleges	14.0%	12.0%	14.0%	14%		21%	17%	10%			
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		5,776.0			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		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

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Institutional Key Performance Indicators

Goal 1: Advance Student Success

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

Fall-to-Spring and Fall-to-Fall Retention (Enrolled and/or Completed) Rates by Fall Cohorts
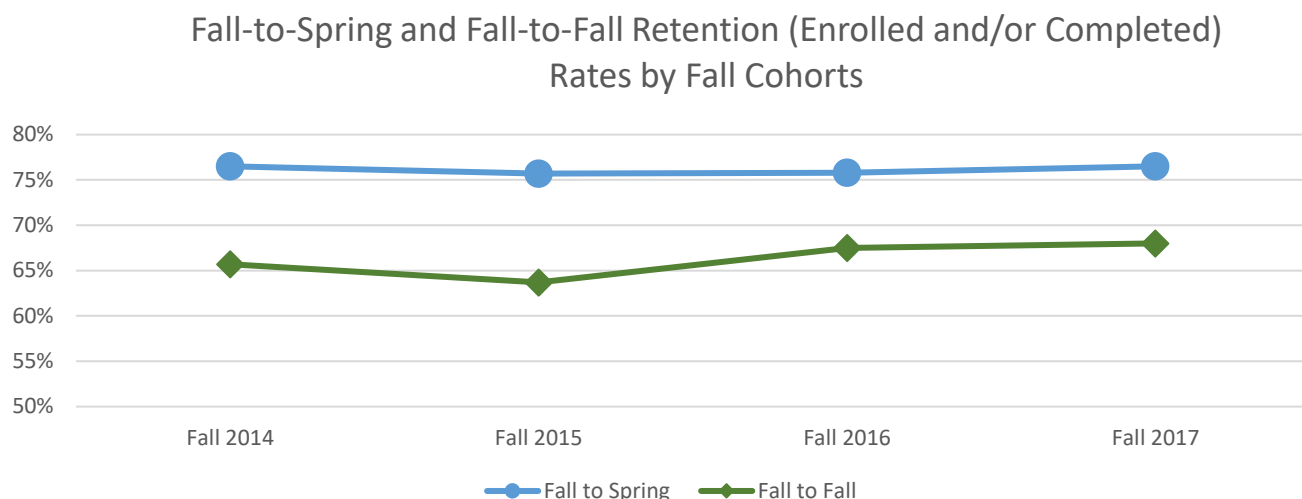
Definition: **Retention** rates represent the proportion of each cohort that continues enrollment and/or have completed a degree from fall to the following spring and/or the following fall. In this case, the fall cohort is defined as all degree seeking students enrolled in fall semester. Students are 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

<u>Outcome: Transfer Rates for Graduates and Non-Graduates by Fall Cohorts</u>

Transfer Rates for Graduates and Non-Graduates by Fall Cohorts

Legend: ● Fall 2014 ■ Fall 2015 ▲ Fall 2016 ● Fall 2017
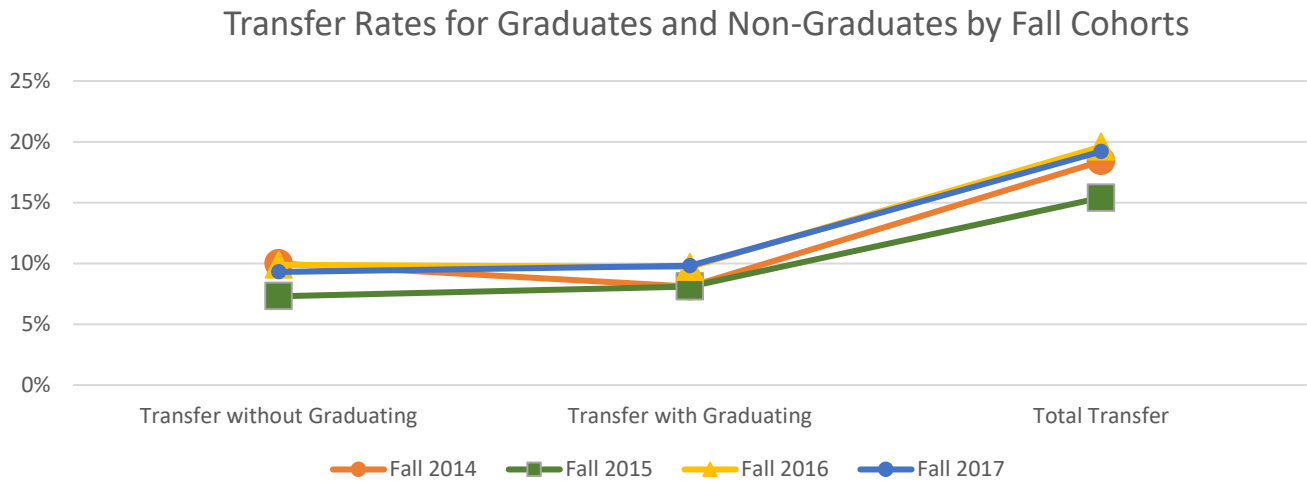
Definition: **Transfer** rates represent the proportion of each fall degree seeking cohort that transfers to another two- or four-year college or university by the following fall. In this case, the fall cohort is defined as all degree seeking students enrolled in the fall semester. Students can transfer 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

Fall-to-Fall Success Rates by Fall Cohorts
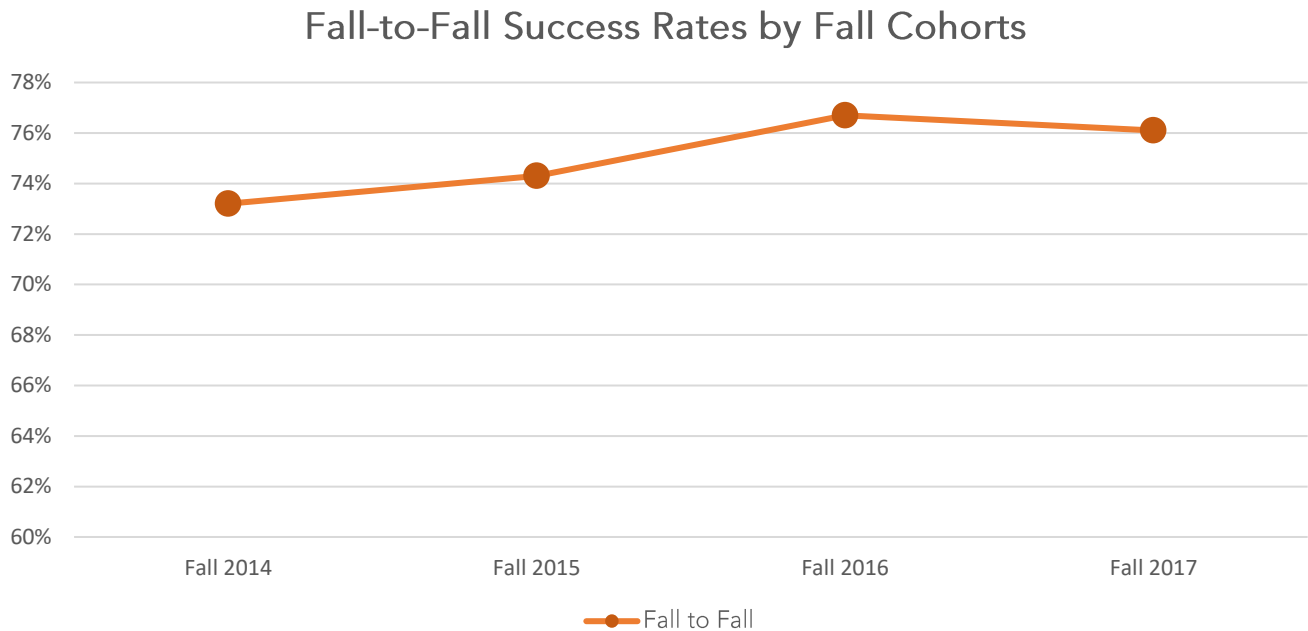
Definition: **Overall success** rates represent the proportion of each degree seeking fall cohort that continues enrollment, and/or graduates, and or transfers to another institution from fall to the following fall. In this case, the fall cohort is defined as all degree seeking students enrolled in fall 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

Credit Hour Accumulation for Degree Seekers
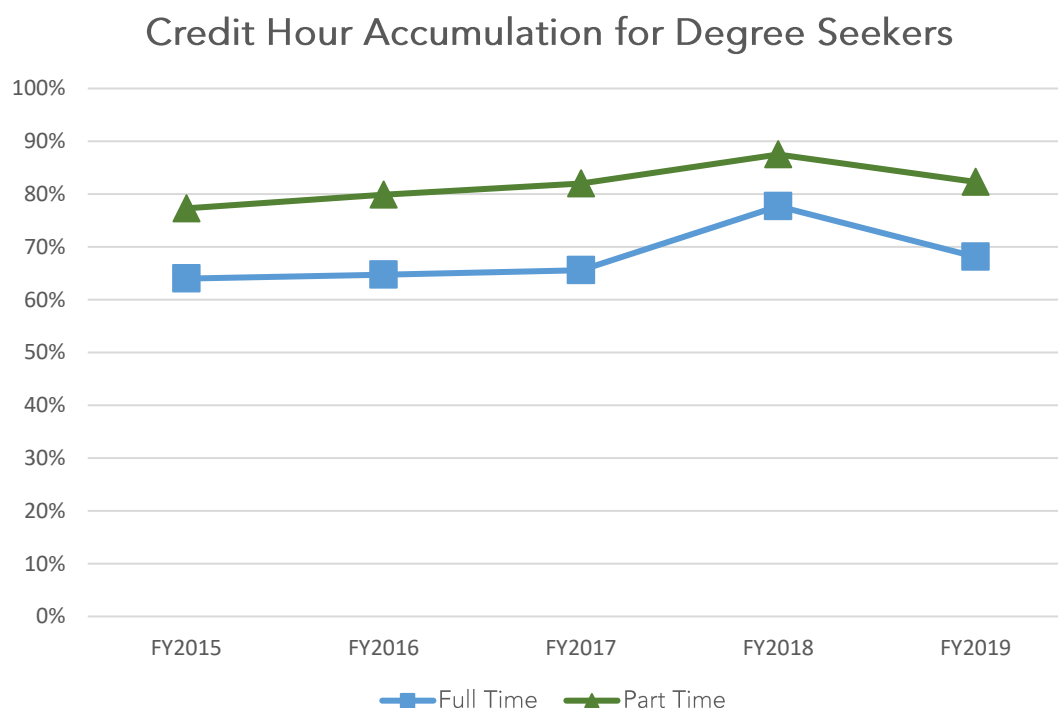
Definition: Credit hour accumulation involves the number of completed credit hours accumulated over one academic year. The graph represents the percentage of full-time degree seekers completing 24 or more credit hours and the percentage of part-time degree seekers completing 12 or more credit hours over 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

Legend: Agriculture, Allied Health, Business, Humanities, Math & Science, Social Science & Education, Technology
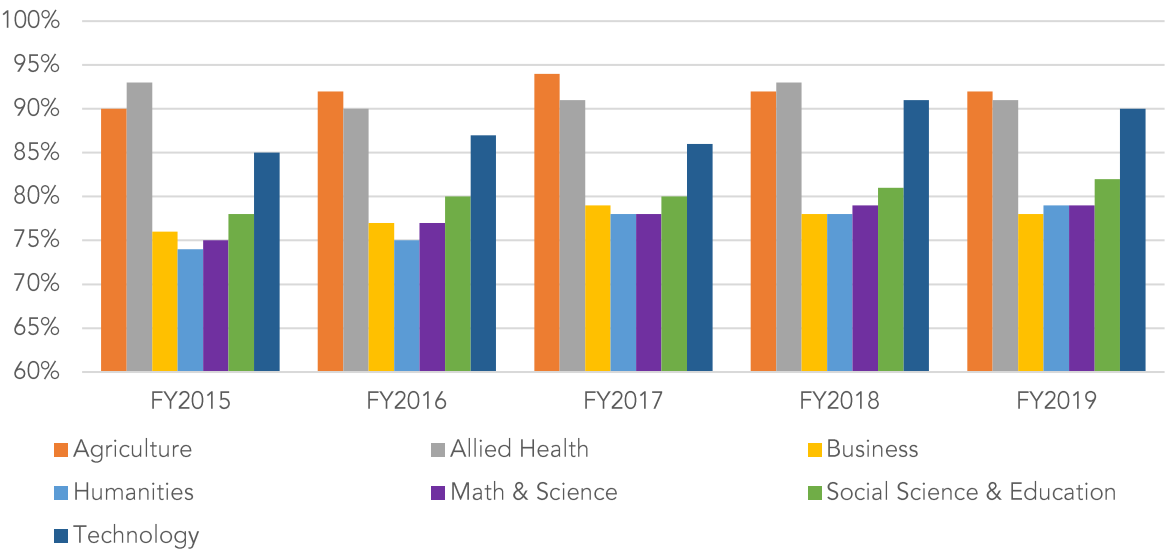
Percent of Students Passing Courses by Division
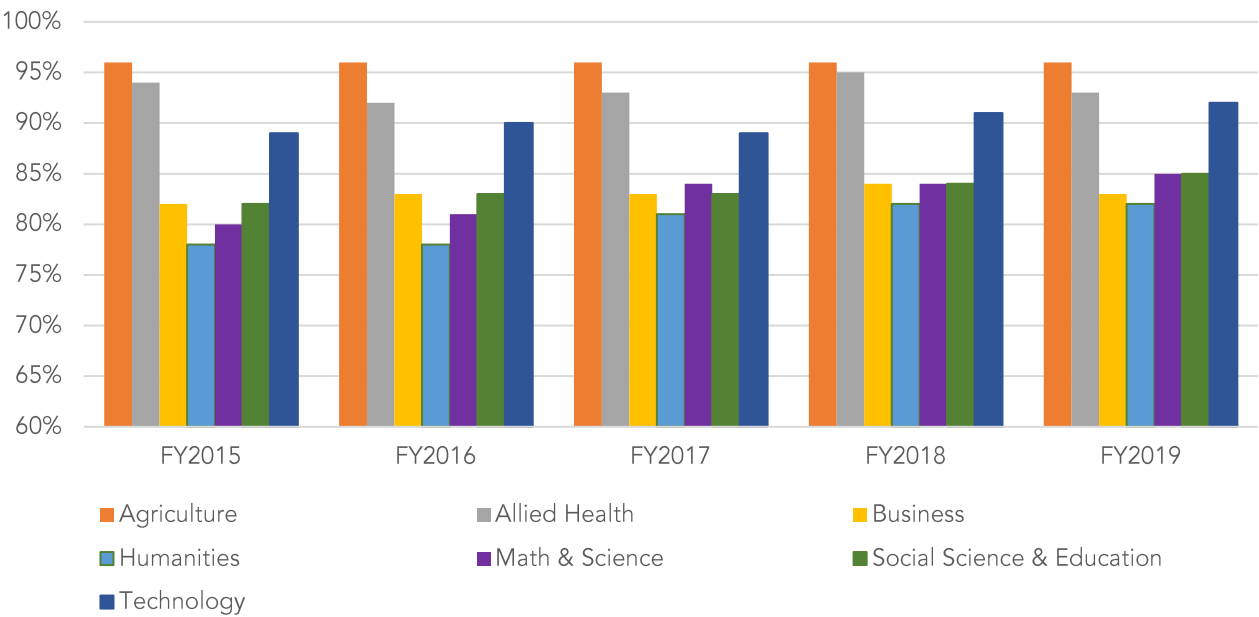
Legend: Agriculture, Allied Health, Business, Humanities, Math & Science, Social Science & Education, Technology

Percent of Successful Course Completion by Course Type

Legend: Face to Face — Online — Total

Percent of Students Passing Courses by Course Type

Legend: Face to Face — Online — Total
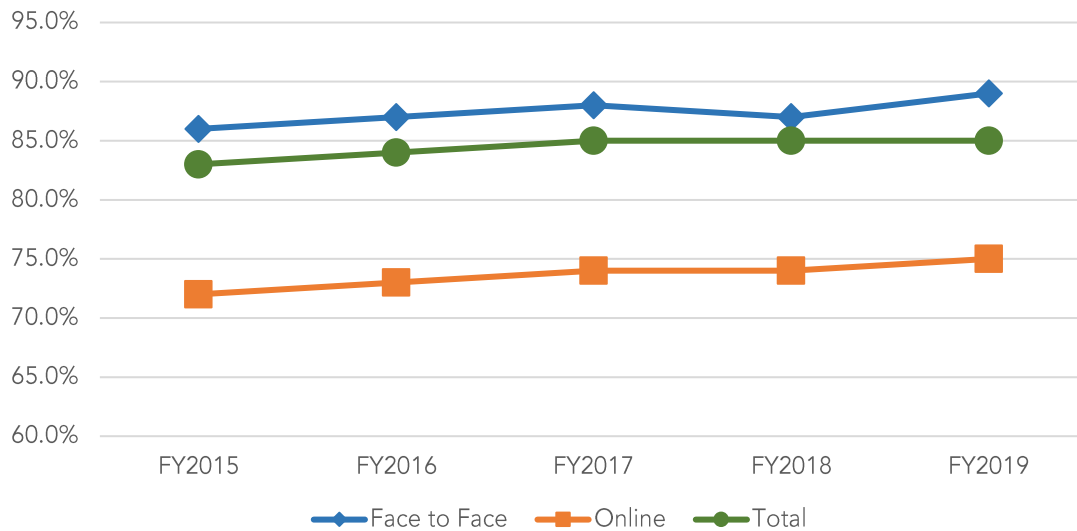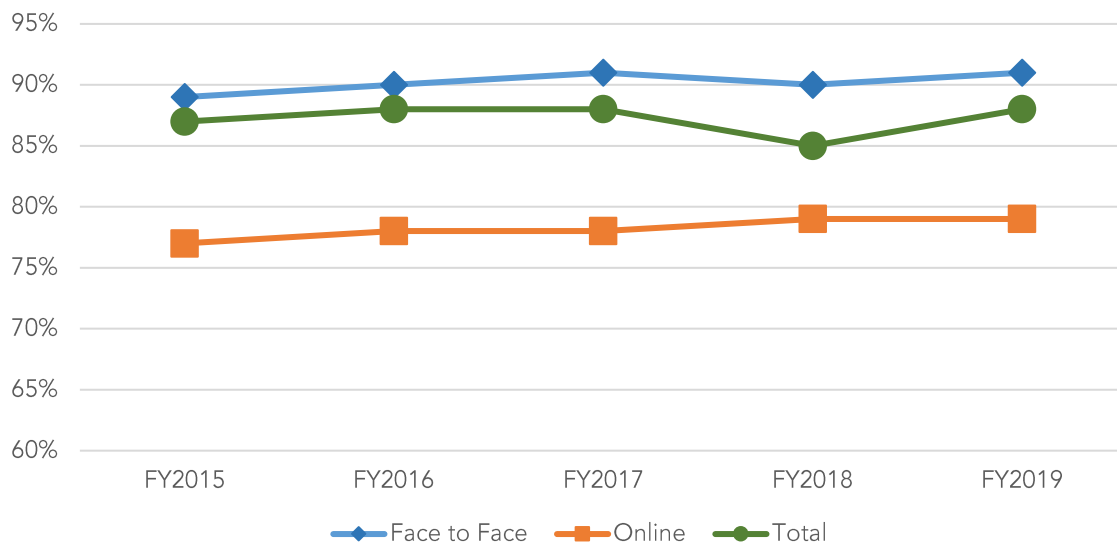
Definition: **Successful course completion** involves completing a course with an A, B, or C. The first graph represents the percentage of students who ***successfully*** complete courses by division and fiscal year. The third graph represents the percent of students ***successfully*** completing face-to-face 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%. 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

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[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

150% & 200% Time Completion Rate for First-Time Full-Time Degree Seekers
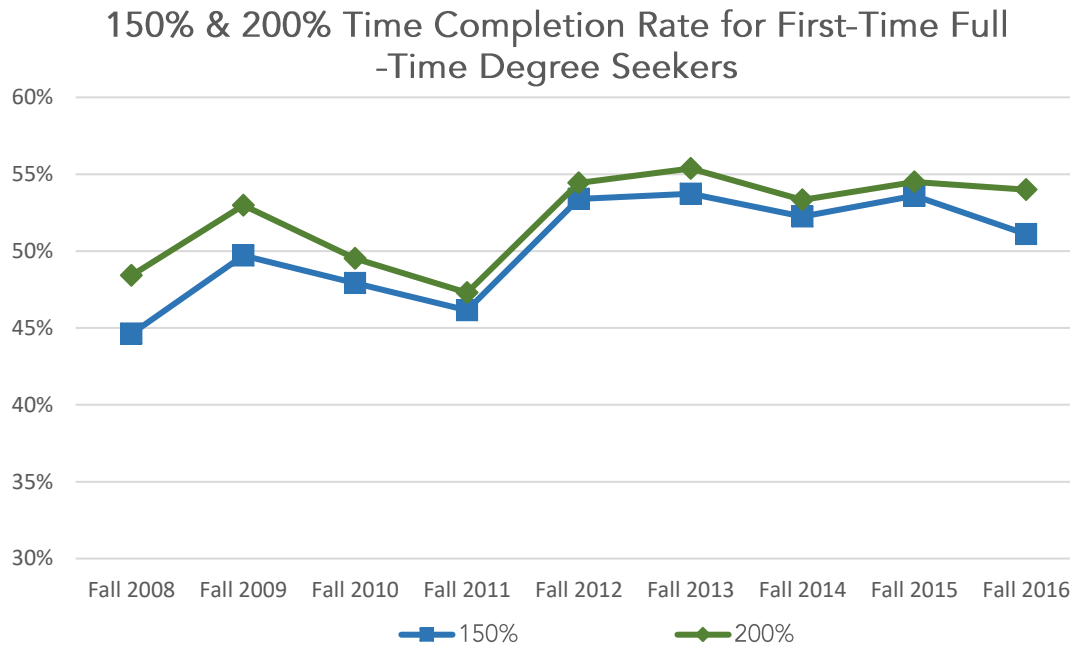
Definition: **Completion** rates represent the proportion of each first-time degree seeking student cohort that earns an Associate degree and/or certificate within three years (150%) or four years (200%) of their first fall term enrollment. A ***full-time cohort*** consists of all ***first-time, full-time*** 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 2016, 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 ranges 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 averages 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

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[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

150% & 200% Time Completion Rate for First-Time Part-Time Degree Seekers
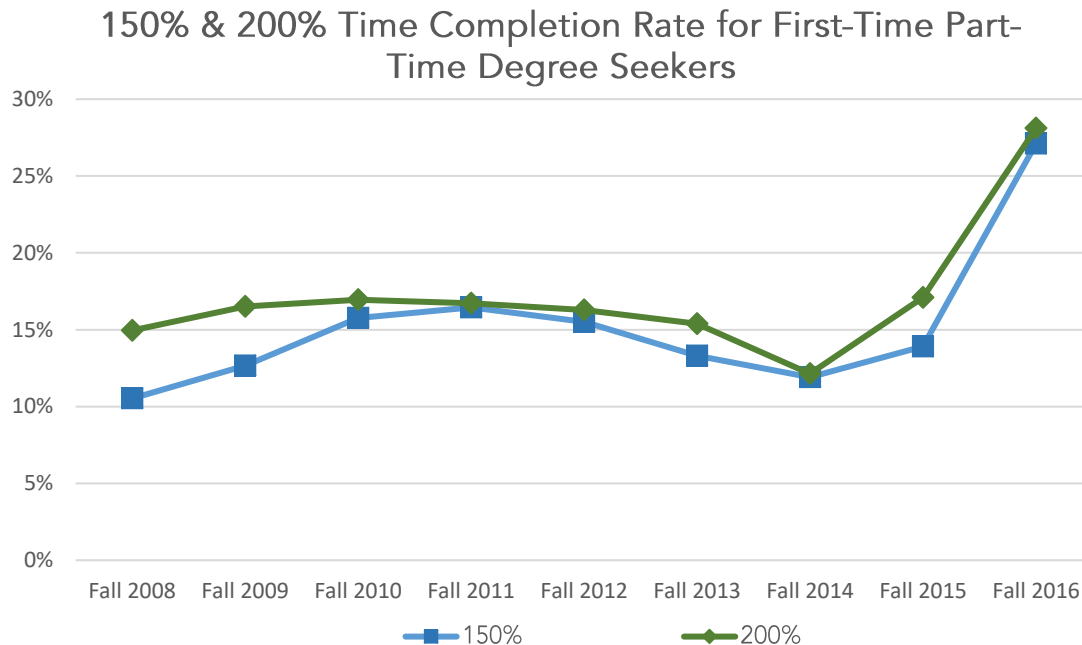
Definition: **Completion** rates represent the proportion of each first-time degree seeking student cohort that earns an Associate degree and/or certificate within three years (150%) or four years (200%) of their first fall term enrollment. The ***part-time*** cohort consists of all first-time, ***part-time*** 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 15% completion rate at 150% time and a 17% completion rate at 200% time. While rates remain fairly steady between the fall 2009 and 2015 cohorts, the fall 2016 cohort had a 27% and 28% completion rate at 150% and 200% time respectively. 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 at community colleges.[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

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[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

Success Rates for First-Time Full-Time Degree Seekers at 150% and 200% Time

Success Rates for First-Time Part-Time Degree Seekers at 150% and 200% Time
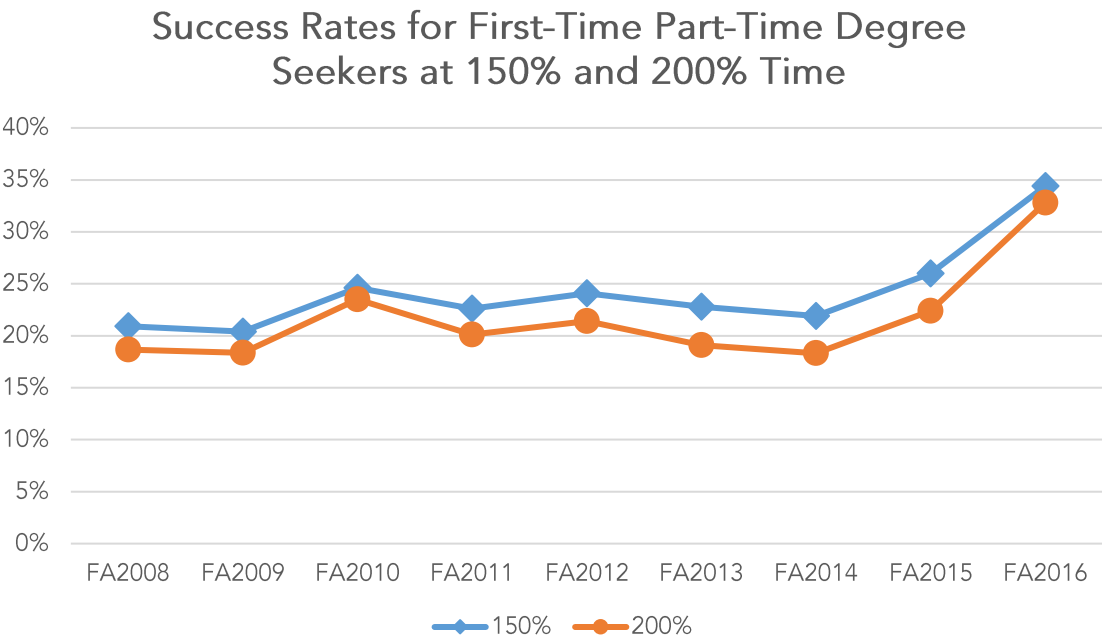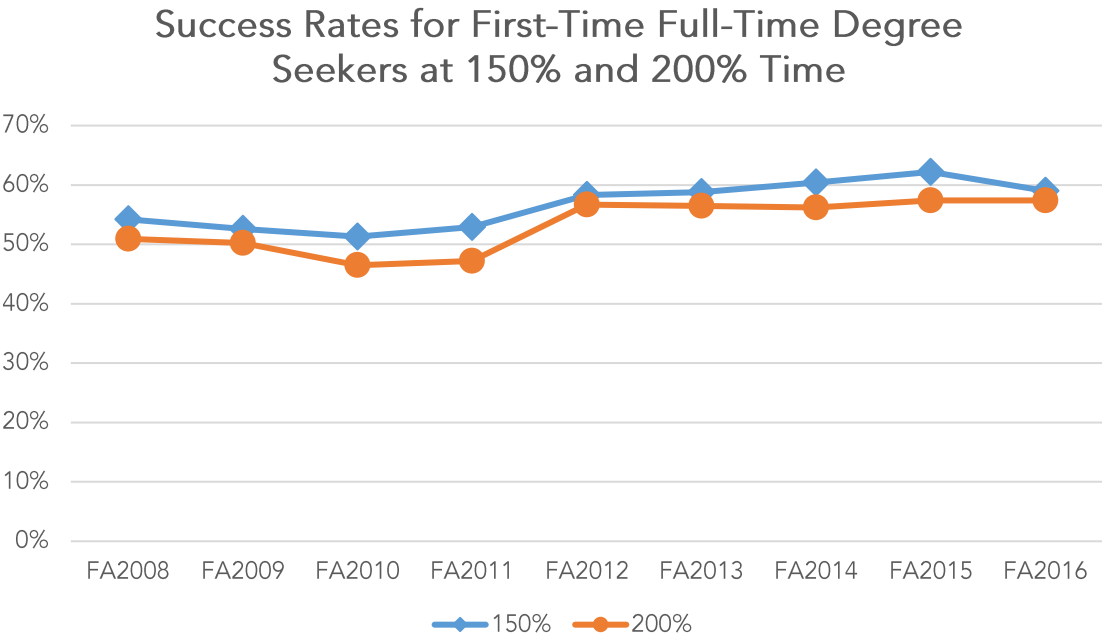
Definition: **Success rates** represent the proportion of each first-time, degree seeking fall cohort that ***successfully completes a degree or certificate and/or is still enrolled*** at 150% (3 years) and 200% (four years) time of enrollment. In this case, the fall cohort is defined as all first-time, 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 57% at 150% time and 53% at 200% time. For first-time, part-time degree seekers the average success rate is around 24% at 150% time and 22% 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 may be 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

Number of Graduates by Degree Type and Fiscal Year
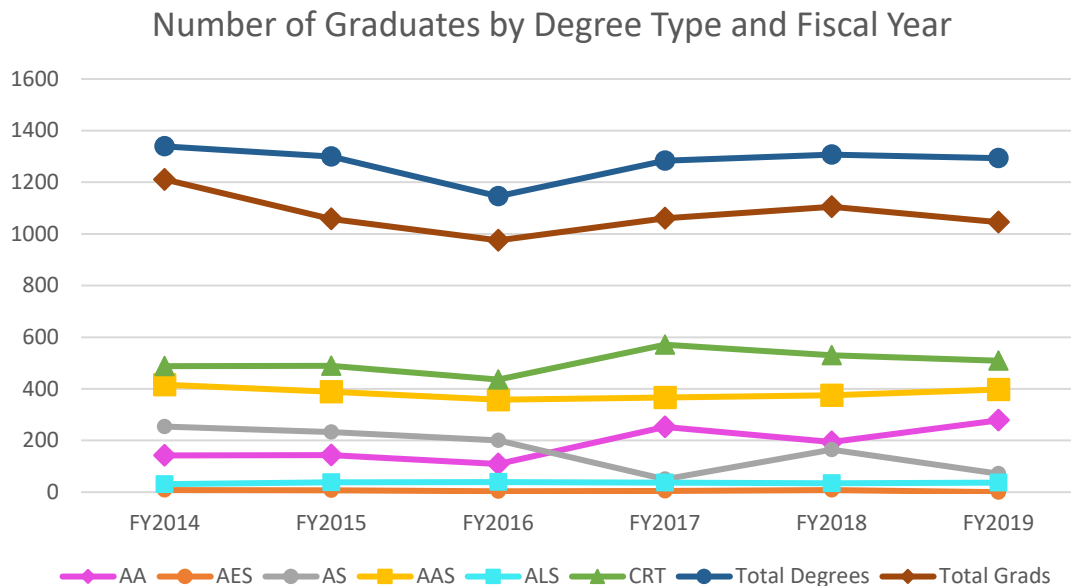
Definition: Number of graduates by degree type provides the number of students who graduated in the fiscal year by type of degree. Students can graduate with more than one degree and/or certificate within a fiscal year so the total number of degrees and graduates is also provided. Thus, the total number 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

<u>Outcome: FTE for ALL Students</u>

Reimbursable Student FTE Over Time
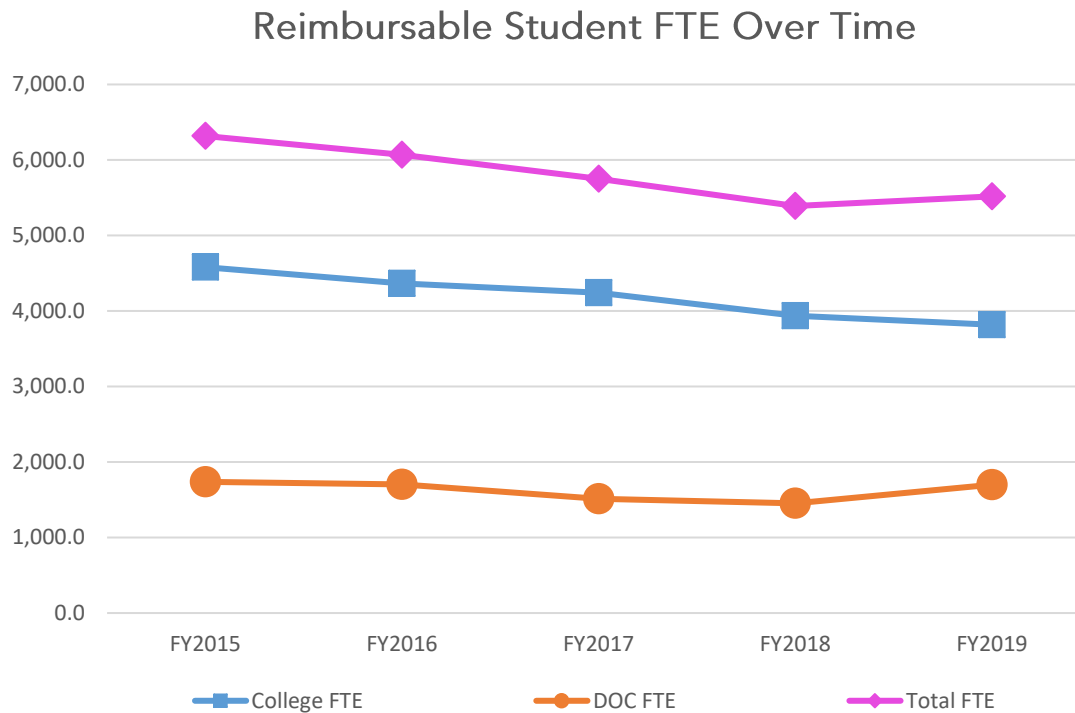
Definition: FTE is the full time equivalency of reimbursable credit hours for the academic year. **_Reimbursable credit hours_** - Students included are those certified by instructors as being in attendance at midterm, or have completed the course subsequent to midterm with a passing grade, and who are 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

Percent of Annual Graduates Who Transfer by Degree Type

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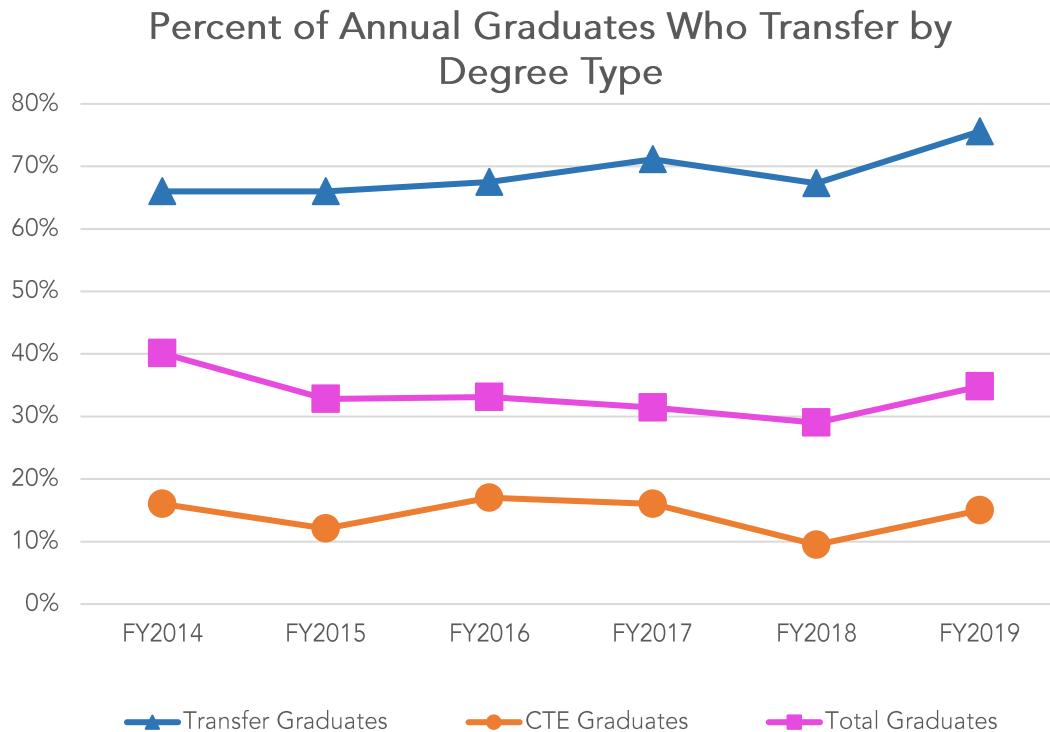
Definition: Graduates who transfer is the percent of students graduating in an academic year who transfer to another college/university. The percent of graduates in transfer programs, the percent of graduates in career/technical programs, and the percent of total graduates who transfer are included.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

Explanation: Transfer rates for students with transfer degrees range from 67% to 76% over time while only 10% to 17% of students with CTE degrees transfer. 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 five 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

Percent of Lake Land Graduates Transferring to a Two or Four Year Institution
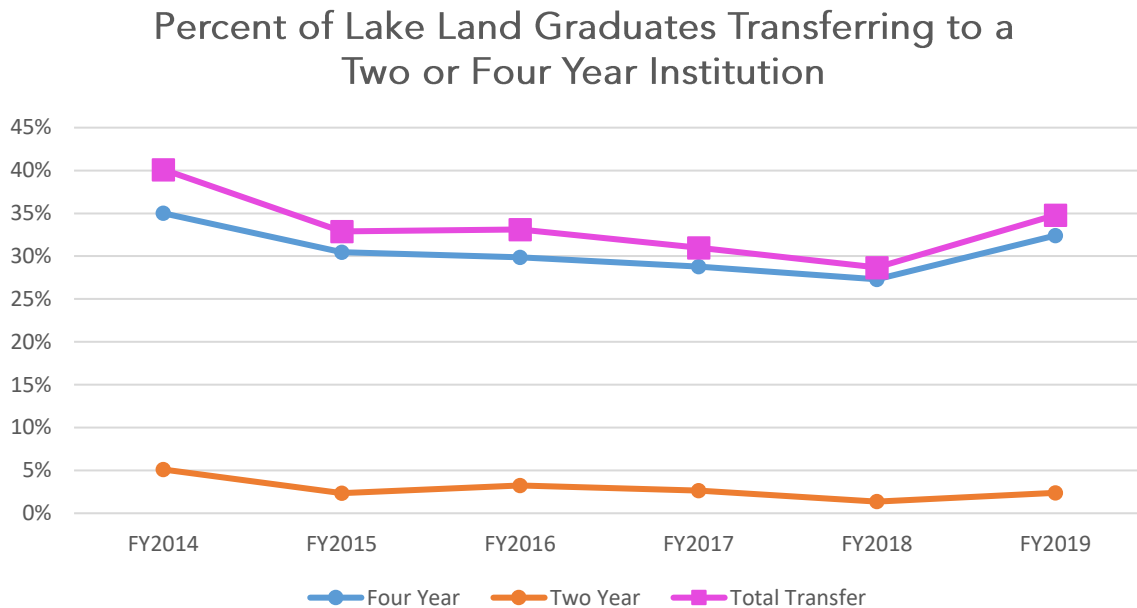
Definition: Graduates who transfer by institution type is defined as the percent of students graduating in an academic year who transfer to a four-year or a two-year institution. The percent of graduates transferring to four-year institutions, the percent of graduates transferring to two-year institutions, 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 31% 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.

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[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

Results from Work Based Learning Experience Student Surveys
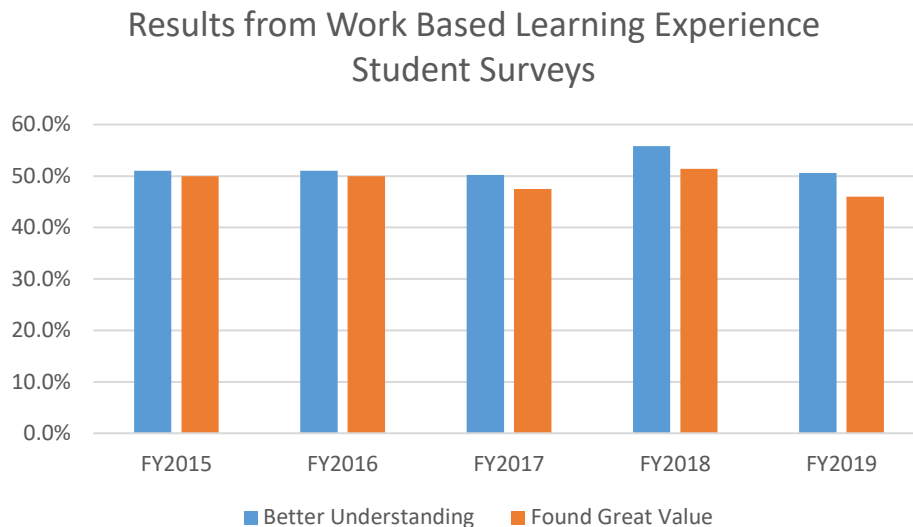
Definition: Every semester program coordinators have students who participate in work based learning experiences/internships complete a survey. The above graph presents the results from two survey questions. Better understanding represents the percent of students who strongly agree with the following 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

Percent of Associate Degree Graduates Who Transfer and Graduate within 200% Time
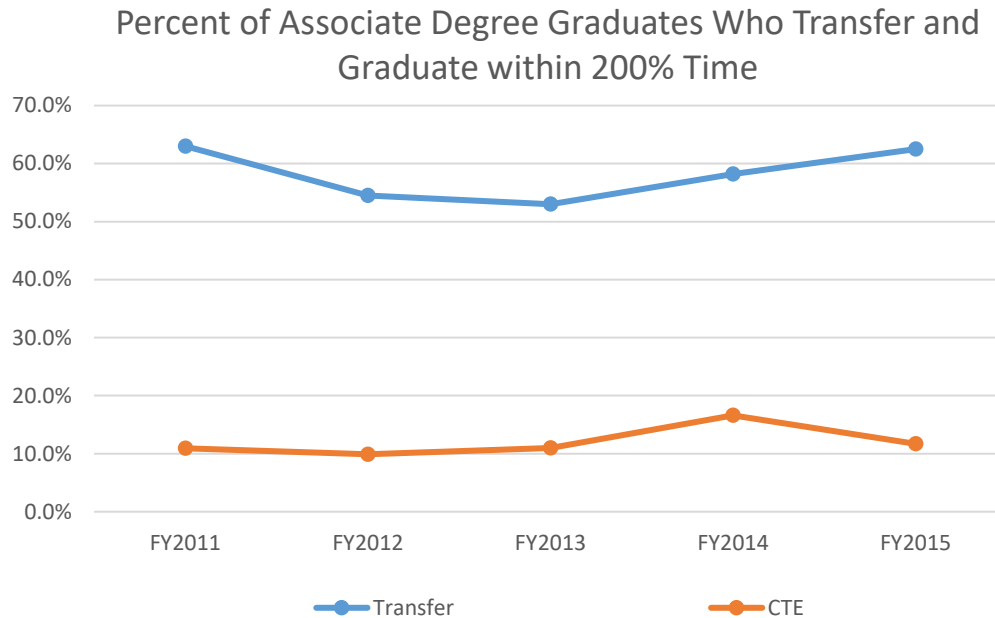
Definition: This outcome involves students who graduate with an associate degree during a fiscal year. These students are tracked to determine if they transfer to another college and complete a degree at the transfer institution within four years of graduating from Lake Land. The completion of degrees 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

Tuition and Fees Per Credit Hour by Fiscal Year
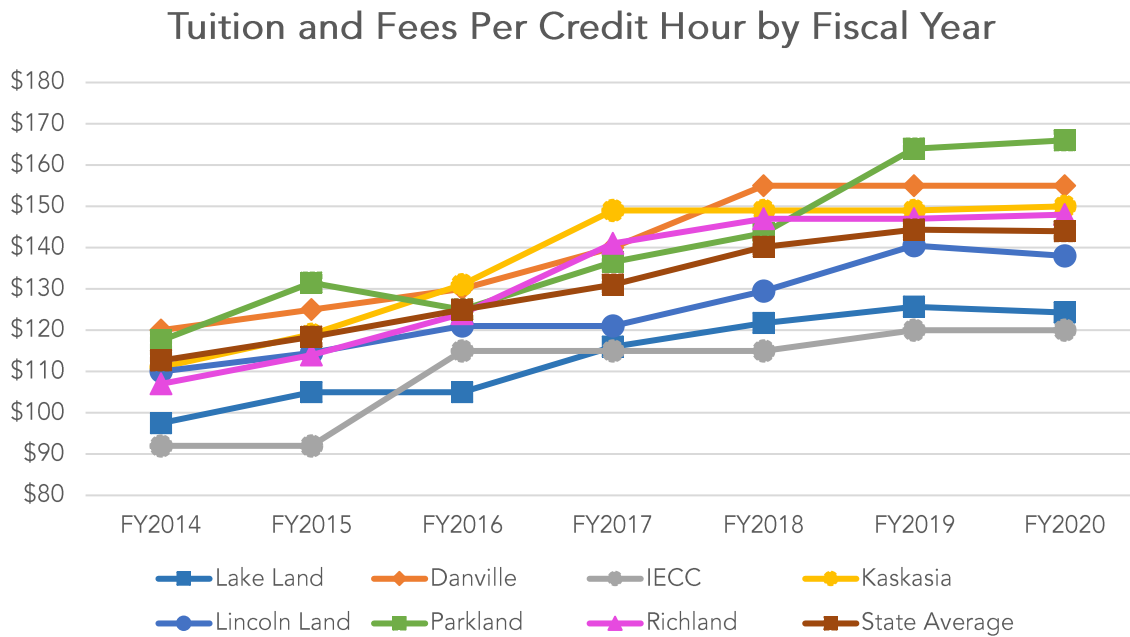
Definition: Cost of tuition and fees per credit hour is defined as the amount students pay per credit hour for tuition and fees (minus the cost of book rental for Lake Land College--$10.30 FY14 through FY16 and $11.30 for FY17 through FY19 and $13.42 for FY20) by fiscal year. Lake Land is one of the few community colleges in Illinois that rent textbooks. Students purchase their books at most other colleges.

Explanation: In FY2016 through FY2020, Lake Land ranked 31st, 31st, 34th, 33rd, and 35th 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

Percent of In-District High School Graduates Enrolled in Fall Terms
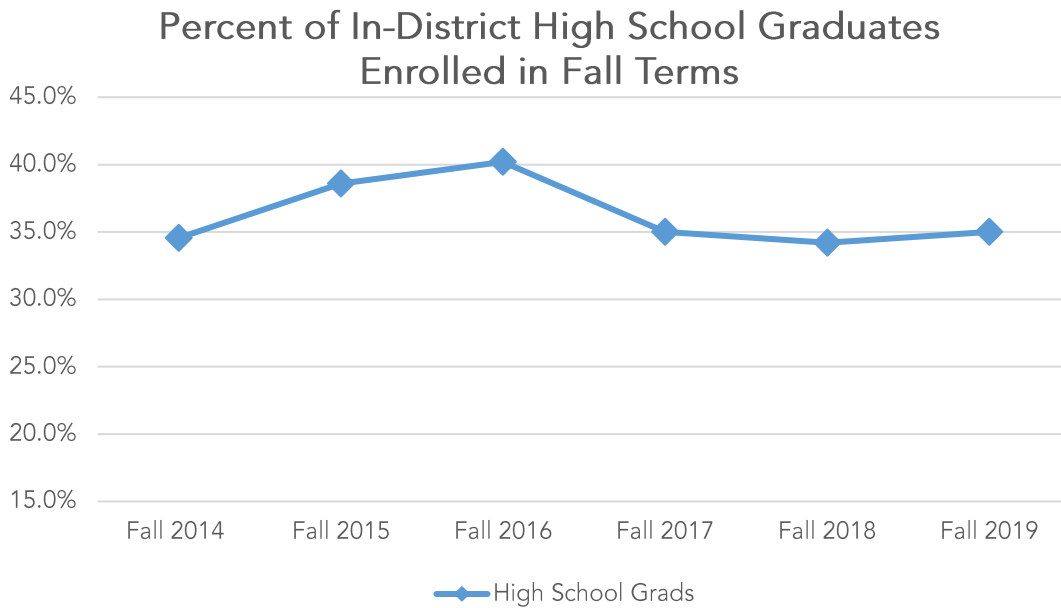
Definition: Market penetration for in-district high school students involves the percent of **_total_** recent in-district high school graduates enrolled at Lake Land College the fall after high school graduation. This percentage is based on **_ALL_** high school students graduating the previous spring. 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.

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[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

College Attendance for Recent In-District Grads: Percent Enrolled at Lake Land, Out-of-State Colleges, and Other In-State Colleges
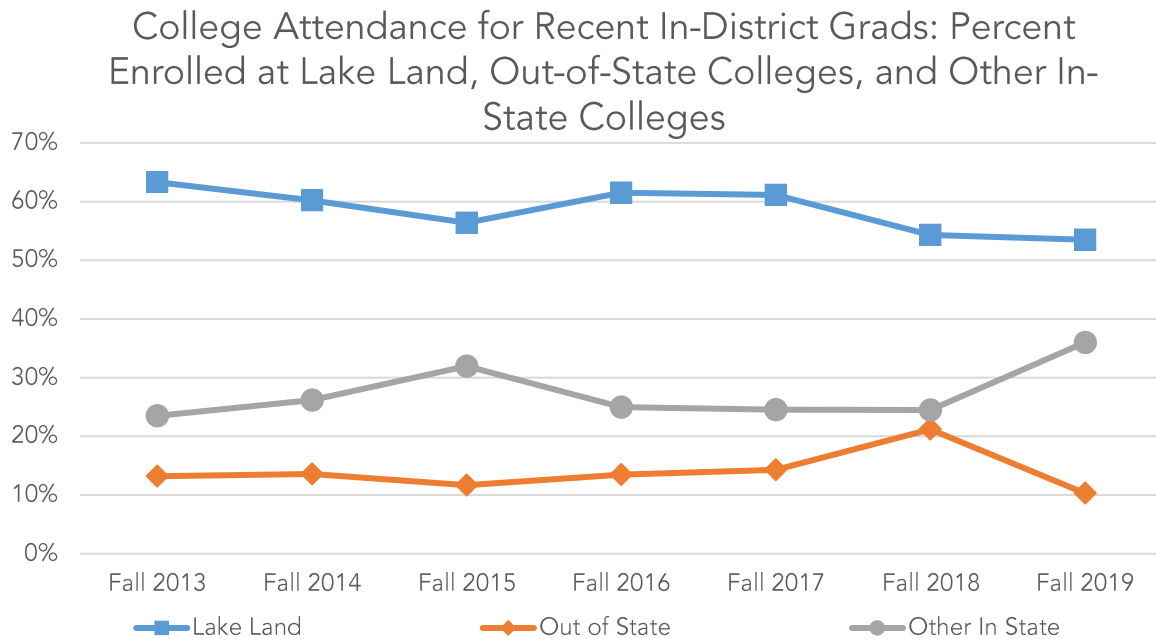
Definition: Market penetration of recent in-district high school students **_attending college_** provides a summary of where college enrollees attend college. For example, Lake Land College's district had a total of 1,826 students in the 2018 graduating class. Of these students, 1,318 attended college 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 and 2019. In fall 2015 and 2019, 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 and dropped back down to 10% in fall 2019.

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

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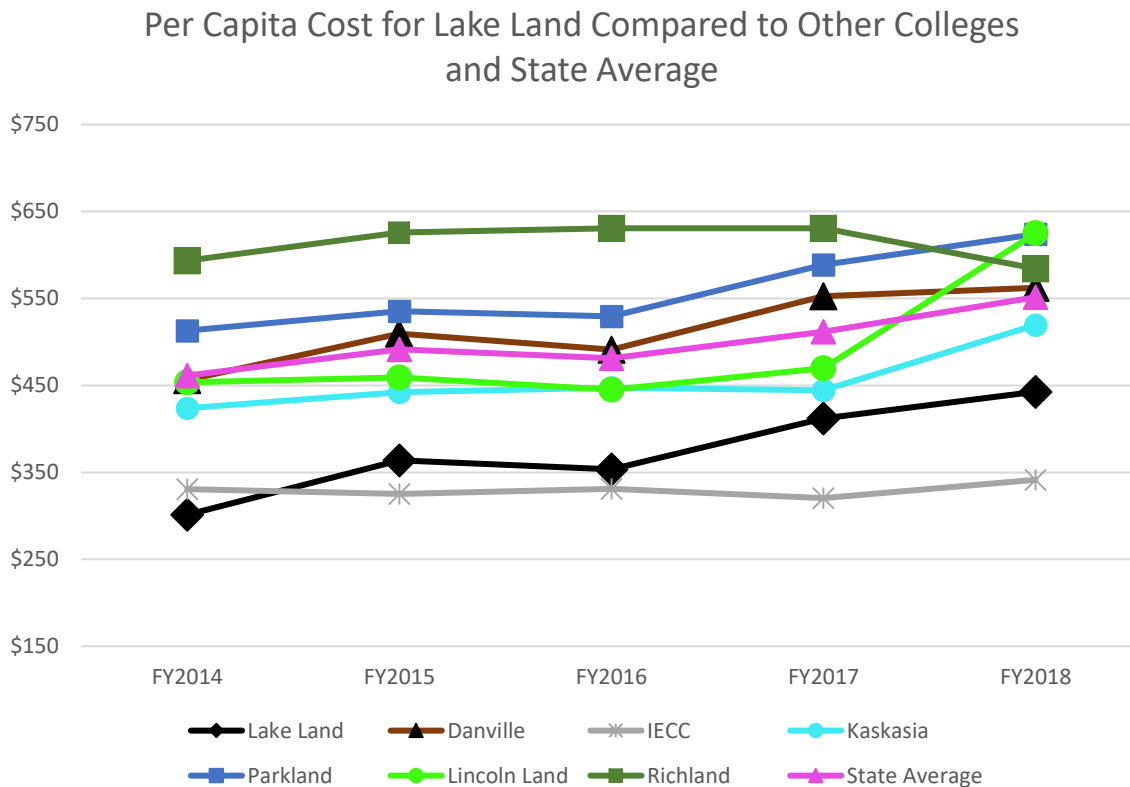
Definition: Per Capita Cost per FTE is defined as the annual total cost for full-time students enrolled at Lake Land College excluding DOC. This is calculated by using the total of audited operations expenses (Funds 1 and 2 less DOC) minus the SURS contribution pass through divided by the annual FTE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

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, 2020: 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 Laughhunn, 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

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

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

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 hired 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

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.

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 revel 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.

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.

Data Integrity is a key focus area for year three. What is Data Integrity?

Data integrity is the maintenance of and the assurance of the accuracy and consistency of data over its entire life-cycle, and is a critical aspect to the design, implementation and usage of any system which stores, processes, or retrieves data.

Why is Data Integrity important?

To make the best decisions for the future you must first have the most accurate data possible. Data that is produced and submitted to outside agencies is published and made available for potential students. If we are not providing the best data possible, we potentially could be losing funding for both state and federal grants and we could negatively impact our enrollment. If potential students compare our data with other Colleges and Universities and we haven't provided accurate data we might not compare as well as others and the student might chose to attend another College or University.

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 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.

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

Spring 2020 COVID-19 Impact on Students
Enrollment/Sections Information

During the 2020 spring semester the COVID-19 pandemic struck and caused the College to close the campus and to have instructors convert their face-to-face sections to an online/virtual format. Below you will see data of how the student outcomes were affected.

Many of the Mod II sections and Technical Training classes were not held for the semester.

Section Information

Section Count	Course Sections	Seat Count
1,042	A total of 2,108 sections were offered during Spring 2020. This includes technical training, Department of Corrections, Dual Credit as well as regular college classes. 1,042 required a change in modality. Online sections where proctoring of test face-to-face are also included in this number	12,584
524	Face to Face sections required a complete change to virtual - 41 of these sections were offered at Kluthe.	8,981
209	Dual Credit	2,215
261	Department of Corrections	1,042
18	IDOT – Technical Training	211
28	7 sections of Adult Ed Adult Training & 21 GED sections were impacted	129
2	CBI – CDL Classes	6
34	These sections were sections that already had an online component included at the start of the term. These section had required attendance for labs, speeches, group discussions or were required to have proctored exams that required face-to-face attendance	659

Seat Count = Number of students enrolled in sections. This is a duplicated number. If a student is enrolled in 6 sections they will be counted 6 times.

Student Information

The remainder of the report will only look at College Students. It will exclude IDOT, DOC, CBI & Adult Ed. Dual Credit will be included due to the offering of the pass/fail/withdraw option to them also.

Unduplicated Students	
Number of Students enrolled in at least one section that required a change in modality	4,843
Students never enrolled in an online class prior to 2020 spring	1,525
Had an online class prior to 2020 spring	2,306
Students not enrolled prior to 2020 spring (Dual Credit accounted for the majority of these)	1,012

How did the Students Perform?

Withdraws	
512	Withdrew from a section with a modality change
206	Withdrew from a section already taught virtually
52	Withdrew within the first few weeks of the modality change (March)
189	Withdrew in April
272	Withdrew the first week in May – Last week to withdraw
100	Complete withdraws - 175 students withdrew from all their sections in the Spring. 100 of the 175 withdrew after the change in modality

Students had the option to elect to convert their grade to a pass/fail grade. Those who received a B or C were converted to a P and those with a D or F were withdrawn from the class. These grade change requests were not included in the prior table's data.

Grade Change Requests	
Original Grade of B to P	6
Original Grade of C to P	54
Original Grade of D to Withdrawn	43
Original Grade of F to Withdrawn	132
158 Students requested	235

Comparing Success to Prior Spring Terms

Overall the distribution of grades were very favorable. Even with enrollment lower than previous years the percentage of grades received are very consistent. Additionally, the percentage of withdraws was less than in the prior spring semesters. We probably would see the P's grade in the W column without the pass/fail option for the students. This chart represents College classes including Dual Credit but excluding Adult Education, IDOT, DOC and Heartsaver.

Term	A		B		C		D		P		F		W		Total
2017SP	6,140	41.0%	4,101	27.4%	2,108	14.1%	523	3.5%	165	1.1%	464	3.1%	1,478	9.9%	14,979
2018SP	6,144	41.6%	3,869	26.2%	2,088	14.1%	531	3.6%	218	1.5%	471	3.2%	1,438	9.7%	14,759
2019SP	6,134	43.6%	3,635	25.8%	1,900	13.5%	510	3.6%	117	0.8%	415	2.9%	1,373	9.7%	14,084
2020SP	6,338	47.6%	3,289	24.7%	1,579	11.8%	327	2.5%	180	1.4%	378	2.8%	1,234	9.3%	13,325