

Lakeland Moments that Matter Overview

From the moment students are admitted, they face several decision points that can make or break their college success. These defining points are referred to as “Moments that Matter.” These moments are ripe for experimentation for new student-friendly processes, rituals, programs, communications, roles, spaces, or events. If we get these moments right, students’ chances of meeting their goals will increase.

In the **Start with Students** exhibit, we identified six critical Moments that Matter. In this document, each moment that matter is described in more detail with quote from a student, an overview of why the moment is important, and a question for how to rethink support in this moment. The concept that follows is a starter ideas developed in co-design sessions by Lakeland employees.

Consider the following questions:

- What do you think about each concept?
- What ideas do you have to build on them?
- What other rituals, processes, spaces, events, or programs could you imagine that would help students in each Moment that Matters?



Moments That Matter

As highlighted along the journey, the weight of external responsibilities can make college especially difficult to navigate. As you may have experienced, balancing school and life can be precarious and overwhelming. While tapping into Lakeland's support system might have helped you power through the stress, seemingly small logistical setbacks—like missing an email—can lead you to lose your footing. These minor issues can snowball into much larger problems.

Within the routine of managing day-to-day responsibilities, it's easy to lose sight of how well-intentioned processes and policies are experienced by students, especially by those who are vulnerable to self-defeating thoughts.

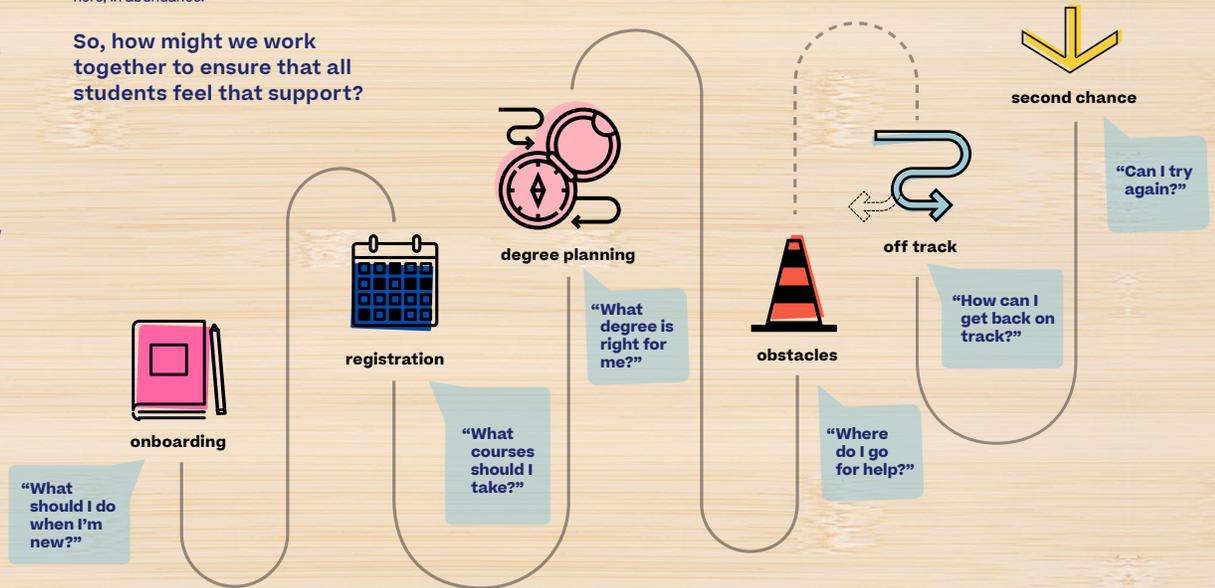
It's a humbling reminder that in ways big and small, the work of employees matters to students.

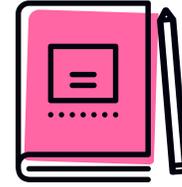
The sincere desire to provide the support that students need is already here, in abundance.

So, how might we work together to ensure that all students feel that support?

From the moment students are admitted, they face several decision points that can make or break their college success. These defining moments are called **MOMENTS THAT MATTER**.

Let's focus on these moments, and rethink how Lakeland can provide student-friendly guidance that simplifies the journey to completion.





Onboarding

WHAT WE HEARD

“Communication between departments is not great.
Five different departments will tell you different things.”

WHY THIS MOMENT MATTERS

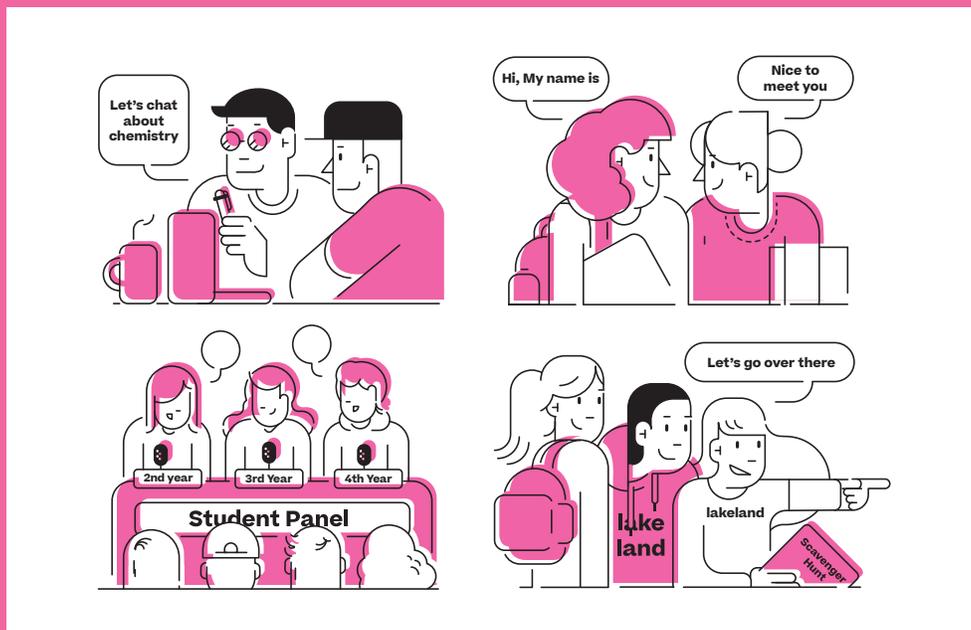
While the onboarding process may seem like a linear path from acceptance to enrollment, many students see it differently: a maze of confusing delays, complicated tasks, and complex decision points wrapped up in unfamiliar language.

HOW MIGHT WE help students navigate the winding path from admissions to orientation to day one of class?

WHAT OTHER WAYS CAN WE BRING THIS MOMENT TO LIFE?

Write your idea, feedback, or question on a post-it and put it up here!

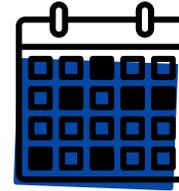
Launch



Welcome to **Launch**, a mandatory one-stop introduction to Lakeland. This two-day experience for all new students is designed to be both fun and informative, highlighting the most need-to-know campus information so that students are fully prepared for day one of class.

Survey questions submitted during the application process allow the Launch Navigation Team to provide a highly personalized agenda that meets the diverse needs of Lakeland's incoming student population. New students can follow differentiated paths based on what they're interested in learning about: tuition planning, academic resources, areas of study, clubs, etc.

To accommodate students who are unable to attend during scheduled times, the Launch experience is transformed into a visually appealing, personalized online experience that mimics the interactivity of the in-person session.



Registration

WHAT WE HEARD

“I didn’t even know I needed to register. I dropped my daughter off at college on Friday, and showed up here on Monday ready to go to class.”

WHY THIS MOMENT MATTERS

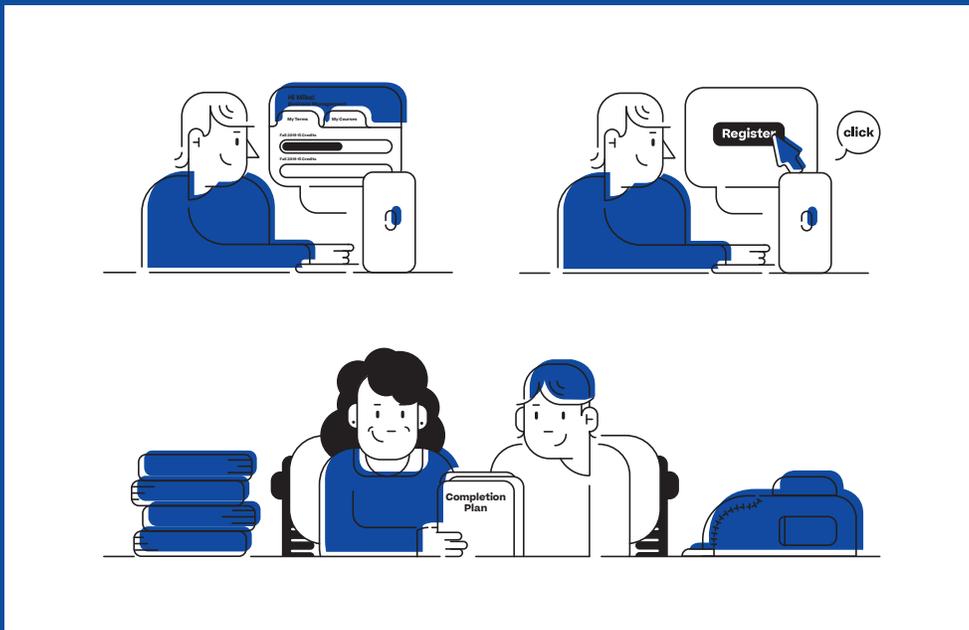
Student outcomes data show that students who register for classes late are more likely to struggle academically compared to those who register on time. And it’s no wonder: students who wait to register until the last minute are more likely occupied with family or work responsibilities and may not understand the benefits of registering early.

HOW MIGHT WE incentivize early registration and other behaviors correlated to success?

WHAT OTHER WAYS CAN WE BRING THIS MOMENT TO LIFE?

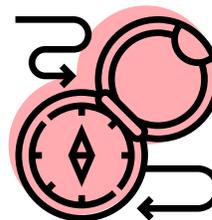
Write your idea, feedback, or question on a post-it and put it up here!

Lakeland Regatta



Merit-based scholarships—our traditional tool for rewarding academic achievement—typically go to the highest-performing students who are likely to succeed. The **Lakeland Regatta** initiative targets the most at-risk students by offering scholarships to incentivize the behaviors associated with success, such as completing 30 credits per year, meeting the priority registration deadline, meeting with a counselor every semester, and following a Completion Plan.

Degree Planning



WHAT WE HEARD

“I wish I had more options for career and degree exploration. People sometimes think they’ll get something from job X, but really they’ll get it from job Y. There’s a career explorations class, and the career center can help with job shadowing. It’s close, but not quite. We need more.”

WHY THIS MOMENT MATTERS

Determining the best-fit program of study requires students to choose from over 100 possible degrees and certificates, so career exploration is critical to making an informed choice. Too often, students do not conduct thorough research before selecting a degree or certificate; instead they rely on advice from family and friends and may choose an initial program that doesn't align with their interests.

HOW MIGHT WE frontload career exploration earlier in the student journey to help students pinpoint their career interests before they select a program of study?

WHAT OTHER WAYS CAN WE BRING THIS MOMENT TO LIFE?

Write your idea, feedback, or question on a post-it and put it up here!

Best Fit



Well ahead of counseling conversations about selecting a degree or certificate program, students who apply to Lakeland take a brief career-matching assessment that asks them about their skills, interests, ambitions and lifestyle.

The assessment generates a series of career clusters for the student, all mapped to the degrees and certificates that Lakeland offers. The student is empowered to initiate their own major and career exploration, while counselors receive the assessment results of enrolled students to better inform advising conversations.

Obstacles



WHAT WE HEARD

“Just a week ago, my little nephew’s father was killed. I was going through all these things with school because we’re in the middle of the semester, and tests are coming up. And I was just, like, ‘Why is this happening to me? How do I deal with my personal life and put that to the side and still come here and give it my all?’”

WHY THIS MOMENT MATTERS

According to a report from the Bill & Melinda Gates Foundation, "The number one reason students give for leaving school is the fact that they had to work and go to school at the same time and, despite their best efforts, the stress of trying to do both eventually took its toll." Our students bring with them all the difficulties of their lives outside of school, including doubt about their ability to succeed, stress about making ends meet, and anxiety about transitioning to college.

HOW MIGHT WE proactively monitor students for the first signs of trouble and create a safety net to catch small problems before they escalate?

WHAT OTHER WAYS CAN WE BRING THIS MOMENT TO LIFE?

Write your idea, feedback, or question on a post-it and put it up here!

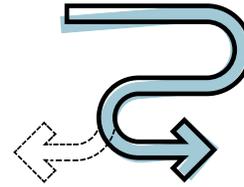
Coordinated Care



Taking inspiration from the population health care model which keeps people healthy through a combination of preventative care, remote monitoring and in-person interventions, **Coordinated Care** is a differentiated strategy for supporting Lakeland students. Data analytics platforms already in place at the college are leveraged to identify which students fall into categories of low-, moderate-, and high-touch.

Low-touch students are equipped with self-service tools, such as online portals, a welcoming help desk, and light nudges to stay in the know about important campus information. Students in the “murky middle” are more closely monitored, and at the first signs of trouble, support staff reach out through a combination of positive email nudges and in-person contact. High-touch students are assigned more intensive care, such as coaching and case management.

Off-Course



WHAT WE HEARD

“I didn’t do well in psych my first semester. I was taking six classes. It was too much. This semester I’m taking it slow, just taking career explorations. I wanted to get motivated again.”

WHY THIS MOMENT MATTERS

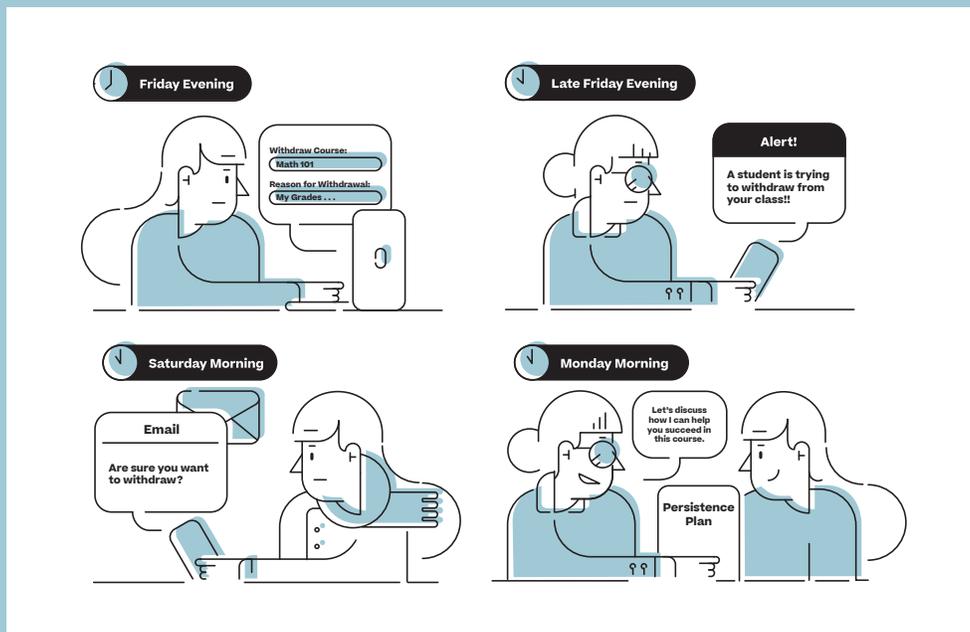
When a student fails a class, a number of negative things can happen. Progress to graduation slows, which adds to the cost of school. GPAs drop, threatening financial aid. Confidence is often shaken, compromising the motivation to persist. The earlier we learn of student needs, the more effective our interventions will be.

HOW MIGHT WE use our early warning systems in a more coordinated way to connect struggling students to academic support?

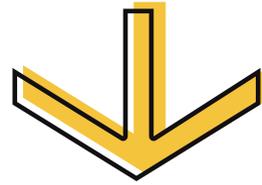
WHAT OTHER WAYS CAN WE BRING THIS MOMENT TO LIFE?

Write your idea, feedback, or question on a post-it and put it up here!

Cooling Off Period



The reasons for withdrawing from a course are varying, and yet many students withdraw for reasons that could have been remedied after an advising conversation. When a student indicates their intention to withdraw electronically or in-person, they must wait 48 hours before they can officially withdraw from the course. During this “cooling off period,” the instructor receives an alert of the student’s request. The college then has 48 hours to contact the student, identify the reason for the withdrawal, connect the student with resources, and create a plan for improvement.



Second Chance

WHAT WE HEARD

“When I came here, I had four grandkids that I was trying to help raise. I was catering to my children, my husband, my family. I was last on the list. One year I got on academic probation because work was so hard...I couldn't study... couldn't do any assignments. I had to take a couple of months break because it was just too much.”

WHY THIS MOMENT MATTERS

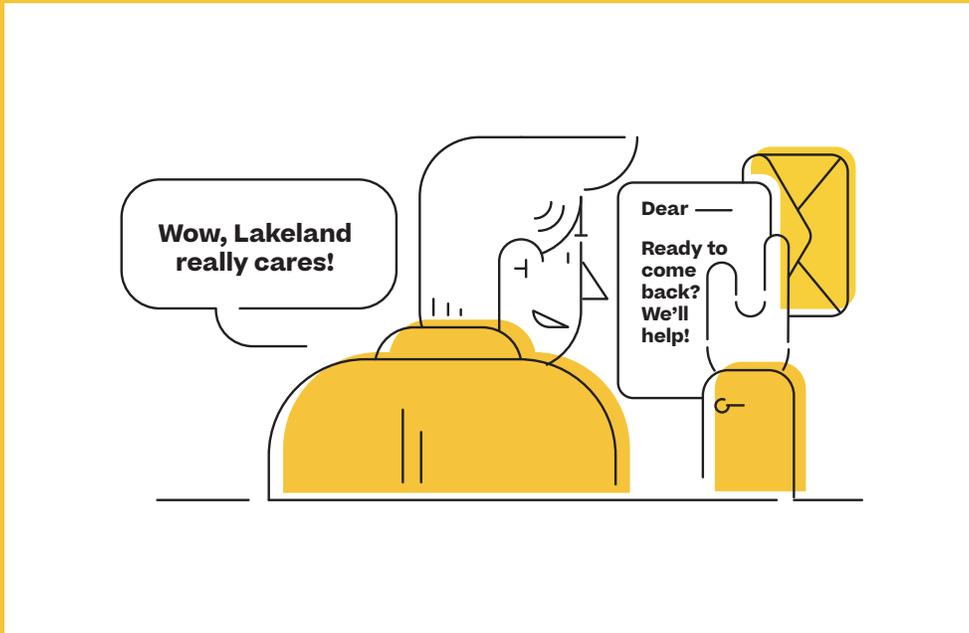
Many students are “ghosting” Lakeland—disappearing without a word. Some of these students are in good academic standing and intend to re-enroll at a later date. They don't think of themselves as having dropped out. Instead, for various reasons, they are “taking a break.” We can support these students by having mechanisms in place to outreach and let them know that help is here when they are ready to return.

HOW MIGHT WE proactively reach out to encourage students to return to Lakeland after an absence?

WHAT OTHER WAYS CAN WE BRING THIS MOMENT TO LIFE?

Write your idea, feedback, or question on a post-it and put it up here!

Search & Rescue



Recognizing that some students will need to take a pause from school for a period of time, the **Search and Rescue Team** secures students' permission to re-engage them at a future date. This staff member reconnects with "stopouts" over the phone or in person to better understand what is keeping them from completion. They then offer individualized incentives for re-admission and chart a course for future support.