Lakeland
COMMUNITY COLLEGE

AQIP

Systems
Portfolio

November 2013

LAKELAND

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S *Charting Our Future*

INSTITUTIONAL OVERVIEW

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

Our current strategic plan supports our core purpose to impact lives through learning, and our core values of excellence, accessibility, diversity, integrity, innovation, and joy. Strategic plan priorities include student success, access and affordability, financial capacity, quality, and opportunity.

We offer more than 130 associate degree and certificate programs, as well as numerous noncredit courses, seminars and training opportunities for community members of all ages. Each year, approximately 13,000 students take advantage of our credit coursework. Over 60 percent of our students reside in Lake County, and the remaining 40 percent reside in neighboring Cuyahoga, Geauga and Ashtabula counties.

Of the 13,000 students, approximately 42 percent are full-time, 60 percent are women, the average age is 28, and about 50 percent receive financial aid. We serve a growing number of minority students. Approximately 7,000 community members participate each year in our noncredit programming.

Lakeland employs 129 full-time and 458 part-time faculty members dedicated to student success and the social and economic needs of the community. Their work is supported by 223 full-time and 104 part-time staff and administrators. Approximately 250 individuals deliver our noncredit programming.

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

Our distance learning program has grown steadily over the last decade. Over 3,000 students are currently taking fully online courses, and 645 students are taking courses in a hybrid format. All five of our degree programs have been approved to be offered in an online format.

We continue to offer robust programming in the performing and visual arts, and our athletics program remains strong as we field seven intercollegiate teams each year. We are very proud that our student athletes succeed academically as well as athletically.

Classes are offered at our main campus in Kirtland. A limited number of courses are also offered at a course location in Madison, Ohio, 15 miles from our campus. The opening of the Holden University Center in fall 2011 allows students to complete a bachelor's degree at Lakeland through partnerships with four-year colleges and universities.

Our AQIP journey over the last four years has been significantly impacted by the financial challenges posed by declining state and local revenues. In order to meet these challenges and stay true to our mission and values, we successfully undertook two major local levy campaigns in 2010 and 2011.

Data-informed decision making became even more important to us as we had to learn to do more with fewer resources. In 2011, we began an AQIP action project titled Develop and Implement an Evidence-based Culture of Continuous Quality Improvement which allowed us to develop a Progress Center using Taskstream's accountability management system software. All departments develop goals, establish targets, and measure progress and effectiveness. Our Progress Center also allows us to systematically track and address non-academic complaints through a process recently put in place as a result of our Establishing a Process for Student/Stakeholder Non-Academic Complaints action project.

Student learning has particularly benefitted from the Progress Center as academic departments and programs enter assessment information into the center to track achievement of student learning outcomes. We now systematically track achievement and are able to address challenges as they arise.

Another significant AQIP action project for us was Integrating the University Center of Lakeland Community College. A 2010 community survey revealed that the highest priority for Lakeland should be partnerships with four-year universities so students can receive a bachelor's degree in the county. To meet this articulated need, we promised the community that if our 2010 levy passed we would dedicate the required resources to this endeavor. Through this action project, we created a seamless transition for the opening of a new facility with state-of-the-art classrooms in only 10 months. There are now seven four-year colleges and universities offering 15 programs. Discussions are underway for further expansion.

The state of Ohio funding model has recently shifted to performance-based funding from an enrollment-based funding model. Several of our AQIP action projects over the past few years have allowed us to put the processes in place which position us to successfully make this transition. The Mandatory New Student Orientation action project, the Improving Student Success by Eliminating Late Registration and Instituting Mandatory Placement action project, and the current Increasing Student Success – Focus on Completion action project will help us assist students in reaching their goals under the new funding formula.

Another challenge facing our college will be the anticipated increasing number of employees retiring as the retirement system in Ohio undergoes a fundamental change at the same time as increasing numbers of employees are reaching retirement age. Lakeland has enjoyed decades of low turnover, but this has the potential to change in 2015 with the amendments to the state retirement law making retirement prior to June 30, 2015 more attractive. Our current Succession Planning and Talent Development action project allows us to put in place the systems we need to successfully promote or hire those individuals who will help us continue to serve our students and the community.

Over the last several years, Lakeland has intensified its commitment to student success and completion. Using the nationally renowned Academic Pathways model, we recently launched a comprehensive plan to strengthen student engagement in their fields of study, as well as supportive services geared to each stage of degree or certificate completion. The Academic Pathways initiative enhances and affirms our long-standing values of providing rigorous, high quality academic experiences for students, and the support they need to reach their goals.

CATEGORY 1: Helping Students Learn

INTRODUCTION

HELPING STUDENTS LEARN focuses on the design, deployment, and effectiveness of teaching-learning processes that underlie your institution's credit and noncredit programs and courses, and on the processes required to support them.

Helping Students Learn is a category in which we have shown great improvement. In the past, our approach to teaching and learning was reacting or systematic. Currently, many of our processes are aligned or integrated, with only a few approaches that are systematic.

Processes for creating common learning outcomes (1P1) and for creating and measuring program student learning outcomes (1P2, 1P18) are integrated. Our assessment cycle guides all departments and programs in measuring and improving teaching and learning.

Our approaches to designing new programs (1P3), providing responsive programming (1P4), ensuring programs are up-to-date and effective (1P13), and determining if programs should be discontinued (1P14) are systematic, moving toward aligned. Our Curriculum Committee guides our curriculum processes, and although input from other sources is considered, the process still needs further development. In addition, we recently implemented a new program data monitoring system, which in time will become an integrated process.

Our processes for determining the preparation required of students (1P5) and for communicating the requirements to students (1P6) are aligned. We have developed processes to help place students in the courses that will best position them for success, and to communicate requirements to students. We have a systematic approach to helping students select programs of study (1P7). While we have several well-defined initiatives in place, we need to integrate them into a college-wide process.

Our approaches to assisting underprepared students (1P8) and students with disabilities (1P10) are aligned. We have implemented new developmental placement procedures and provide many student support services. We have begun to address differences in learning styles (1P9) by offering information at new student orientation and providing faculty professional development, but we do not yet have an aligned process.

We have fully integrated our process of defining, documenting and communicating effective teaching and learning expectations (1P11). The assessment cycle defines expectations, and we have several committees that also work to define excellence in teaching. The Progress Center provides a centralized platform for documenting assessment data and communicating assessment results to the administration. Our process for building an effective and efficient course delivery system (1P12) is aligned. We coordinate efforts between academic departments, Provost's Council, facilities management, and the Curriculum Committee to ensure our course offerings meet our students' needs.

Alignment of co-curricular goals with curricular learning objectives (1P16) is an aligned process. Many student organizations tie directly to an academic program and provide students the opportunity to enrich their educational experiences.

We have a systematic approach to determining if students have met learning requirements (1P17) that includes evaluating many sources, but further development of a process is needed.

PROCESSES (P)

1P1 **How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?**

Lakeland's student learning outcomes were developed in 2003 through a deliberative process that incorporated feedback and input from faculty and administration. These outcomes continue to serve as the common objectives we hold for all students pursuing associate degrees. Learning actively, thinking critically, communicating clearly, using information effectively, and interacting in diverse environments are essential skills which are interrelated and woven throughout the curriculum. Student learning outcomes, which are publicly stated in our catalog, guide us in producing graduates who have mastered modes of inquiry and are capable of collecting, analyzing and communicating information in current and changing environments.

For example, the learning outcome "interacts in diverse environments" links directly to the core college value of diversity: fostering civility by respecting and celebrating differences among individuals and communities. Through their experience at Lakeland, students have the opportunity to develop awareness of the diversity of human experience, to understand and respond to different contexts, to collaborate with others, and to act with respect for others.

The Learning Outcomes Assessment Committee (LOAC), which consists of academic administrators and faculty from various disciplines, continues to coordinate the assessment of student learning at an institutional level. LOAC leads several institutional assessment initiatives, which include:

- Refining rubrics: During the 2012-2013 academic year, LOAC examined the Association of American Colleges and Universities Valid Assessment of Learning in Undergraduate Education rubrics and revised rubrics for two student learning outcomes (thinks critically and communicates clearly). The committee is working on revising rubrics for the remaining three student learning outcomes.
- Providing Department and Program Review (DAPR) feedback: A key component of the DAPR process (7P1) is assessment of students' attainment of Lakeland's student learning outcomes. LOAC provides feedback to departments and programs relative to this assessment.
- Implementing a Student Learning Outcome of the Year: In order to provide institutional consistency, LOAC piloted a process during the 2012-2013 academic year in which four academic departments and programs focused on assessing one Lakeland student learning outcome "thinks critically." Based on the success of the pilot (1R2), the process was incorporated into our academic assessment cycle (Figure 1-1), and will be implemented with all academic departments and programs for the 2013-2014 academic year, using the "thinks critically" outcome. During the 2014-2015 academic year, a new outcome will be chosen. This process will occur for all five outcomes, and after all five have been assessed, the focus will return to thinks critically, and the cycle will begin again.

1P2 How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

We determine our specific department and program learning objectives at the department/program level, with the assistance of the Assessment Council. Assessment Council members include faculty who represent all academic divisions of the college, along with the associate provost for teaching and learning effectiveness. Each academic department or program is assigned an Assessment Council member who facilitates implementing the assessment process (Figure 1-1). All full-time faculty participate in the assessment process. In addition, some departments and programs also include adjunct faculty and advisory committees in the process. For many programs, accreditation requirements are incorporated into their program student learning outcomes. Once program and department mission statements and student learning outcomes are developed, they are displayed on the Lakeland website. Support for data collection and analysis comes from the director for institutional research and planning.

Figure 1-1
The Assessment Cycle
Assessment of Student Learning Outcomes (SLO)
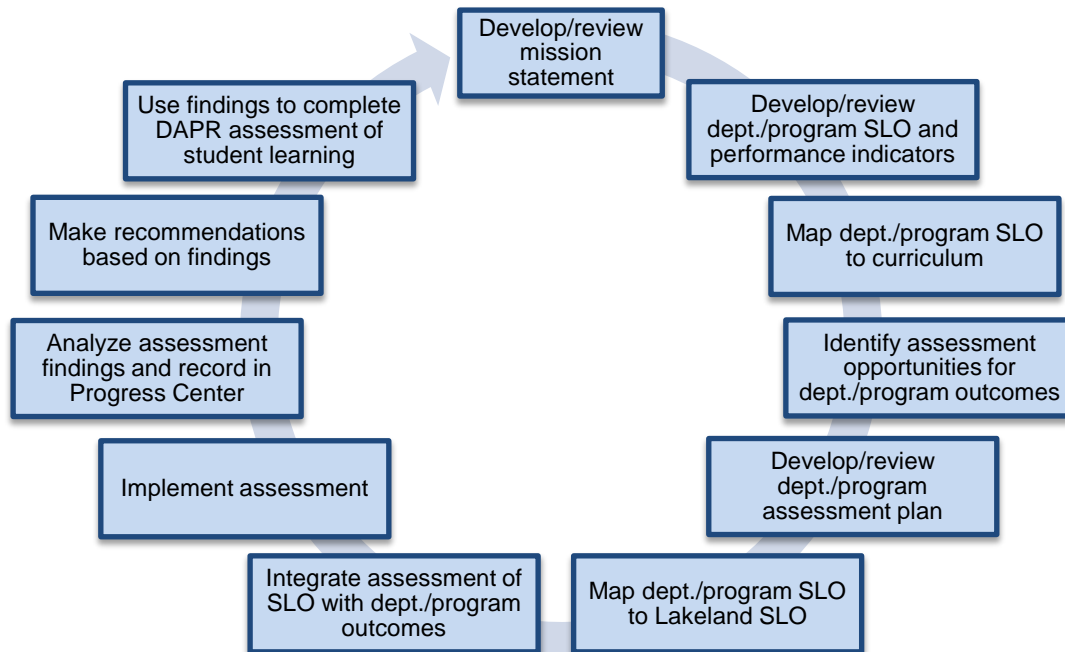
1P3 How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

Our Curriculum Procedures and Guidelines provide direction for our design work. A faculty curriculum coordinator and the executive vice president and provost oversee all changes to the curriculum. The curriculum revision process is initiated by the faculty and deans.

Program advisory committees, comprised primarily of area employers and professionals with expertise in the discipline, provide feedback on current knowledge, skills and values needed in the field. In addition to assisting in curriculum review, advisory committees may recommend creation of new programs to meet employer needs. Along with advisory committee input,

Lakeland continues to conduct environmental scanning, needs assessment, and research to determine the feasibility of new courses/programs.

Any new program/course must align with our mission and meet requirements of the Ohio Board of Regents, the Ohio Transfer Assurance Guide, and Ohio Transfer Module. All curriculum submissions must obtain documented approval by the department, division and dean prior to review by the Curriculum Committee. Where appropriate, a program advisory committee also reviews the submission and provides recommendations. For new degree programs, a needs assessment and approval by the Ohio Board of Regents address the issue of competitiveness with other institutions. Proposals are evaluated to ensure curriculum relevance while avoiding duplication of services.

1P4 How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market?

Our academic programming is thoughtfully designed to balance and integrate learning goals, students' career needs, and the realities of the employment market. Our process includes soliciting feedback and guidance from several key resources.

- Advisory committees, primarily comprised of area employers and professionals with expertise in the discipline, continue to provide regular input that shapes the curriculum.
- Statewide initiatives and market data/analysis also foster program development in new job growth areas.
- A review of all new programs and courses by our Curriculum Committee ensures that all academic programming meets our shared institutional learning outcomes.
- College-wide graduate surveys conducted on an annual basis help us track the success of our graduates by providing information on employment and continuing education status. Individual programs also collect data on employment rates and graduate success. Information from employers of graduates is gathered and analyzed to determine how well we prepared our students for the workplace.

In addition to ensuring the quality of academic programming internally, we also have a process designed to ensure that credits brought to our institution by transfer students meet our academic expectations. Students seeking transfer credit must meet with a Lakeland counselor to have their official transcripts evaluated and may be asked to provide college catalogs, course syllabi, and textbook names to ensure a thorough transfer credit review. Transcripts from international institutions will usually be sent to an independent credit evaluation organization.

In order to receive transfer credit: 1) official transcripts must be forwarded directly to the admissions office from the sending institution; 2) credits must have been earned at a regionally accredited institution, although college deans have discretion to grant credit if this criterion is not met; 3) a grade of "D" or higher, or "pass" or "satisfactory" must have been earned in the course; and 4) credit is not awarded for remedial coursework.

Our counseling department has a list of technical credits which have prior technical credit equivalency approval. Credits not on the list must be approved by the program chair or dean of the appropriate division. Courses determined not equivalent will be granted transfer as elective credits. In order to graduate with a technical degree, students must enroll and earn no fewer than 20 technical credits at Lakeland for the particular major.

Credits for prior learning (including credit by examination or experience, Advanced Placement, and College Level Examination Program (CLEP) credits) earned at other regionally accredited colleges are eligible for acceptance as transfer credits. Students requesting credit for prior learning meet with a counselor, with final decisions concerning the granting of credit resting with the division dean. Lakeland offers credit by articulation through the College Tech Prep high school program, Advanced Placement testing credit, and CLEP credit. Credit by certification and examination are also available. Requests for credit by experience are evaluated by the full-time faculty of the relevant discipline.

Lakeland's mission, "To provide quality learning opportunities to meet the social and economic needs of the community," provides the foundation for our diverse programs of study and service. Some students are here to take the first two years of a traditional four-year college or university curriculum. With the opening of our Holden University Center in 2011, these students can now complete a bachelor's degree on our campus through partnerships with four-year colleges and universities. Students also have the option to complete a four-year degree elsewhere. Our technical programs prepare students for immediate employment at the paraprofessional level. Continuing education programs meet the needs of individuals interested in additional learning through professional development and personal enrichment courses.

Lakeland's Board Policy 3354:2-20-02 affirms that in its educational and employment opportunities there shall be no discrimination against any person because of race, color, religion, sexual orientation, national origin, handicap, ancestry, disabled veteran or Vietnam-era veteran status, age, marital, and/or parental status. The Diversity Committee advises the president regarding diversity and equal opportunity issues and facilitates programs and services that meet the changing needs of individuals in a diverse community.

1P5   How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

We are an open admissions college, which means the college is open to high school graduates, individuals who hold a GED, Post Secondary Enrollment Option (PSEO) students, and non-high school graduates whose high school class has already graduated and who have successfully completed the Ability to Benefit test. Students are placed into the entry-level courses that will best position them for success based on COMPASS, ACT or SAT results. Lakeland uses the state-mandated cut-off scores for these assessments to determine if a student requires developmental coursework to prepare him or her for college-level math and English. Preparation of transfer students is addressed in the response to 1P4. Specific programs may have additional requirements which are dictated by accrediting bodies or program needs.

Prerequisite requirements for programs and individual courses are part of the Curriculum Committee review and approval process. The Academic Standards Committee and its subcommittees (formed as needed) make recommendations to the Vice President's Academic Advisory Council (VPAAC) concerning the preparation needed for student success. Proposals are forwarded to the executive vice president and provost for final approval.

1P6   How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?

We communicate the required preparation and learning and development objectives for programs, courses and degrees through the following means:

- Online and print college catalog
- Website including program-specific web pages
- Online class schedule
- New student orientation
- Course syllabi and outlines
- Program-specific information guides, handbooks and orientation programs
- Advisement sessions with counselors and faculty
- Recruitment events/open houses

Communication to current and prospective students is a continuous process that requires a coordinated effort among admissions, counseling, registration, and student support services. Coordination of our processes in this area was strengthened by the hiring of an associate provost for enrollment management responsible for integrating the areas of admissions, registration, counseling, services for students with disabilities, and financial aid.

The admissions and registration link from our homepage directs visitors to specific information about the enrollment process, including tuition costs. The counseling department link from the homepage directs visitors to information about student support services such as the Learning Center, Writing Center, and Student Accommodations Center. Each of our programs and departments has a public web page with specific degree/certificate/course information and requirements, including any accreditation status. The online employee directory as well as faculty homepages offer easy access to faculty, staff and administrators.

Upon application and admission to the college, incoming students are asked to confer with a counselor. The counseling department and Lakeland's website serve as centralized locations for program and degree requirements and objectives. Student email, the intranet, and our website inform students of deadlines and updates.

Lakeland is a public two-year institution of higher education governed by nine trustees. Three trustees are appointed by the governor of Ohio, and six trustees are appointed by the Lake County commissioners. Our website provides information about college governance and current trustees.

Students and the public are encouraged to communicate with us in person, via phone, email, and online. Links on our homepage invite the public to request information or contact us.

1P7 **How do you help students select programs of study that match their needs, interests, and abilities?**

Students are matched to programs of study that meet their needs, interests and abilities through a variety of sources. All students who take the COMPASS assessment meet with a counselor to interpret their assessment and discuss their educational goals. Counselors are also available to assist students throughout their tenure at Lakeland. Walk-in counseling as well as scheduled appointments are available throughout the academic year, including summer. Students are often encouraged by counselors to meet with the faculty in a particular discipline in order to explore further whether a program of study is a good fit. Information sessions and division open houses are another venue that can help students select programs of study.

Print and online resources for self-assessment of interest and learning styles are made available through the library and counseling department. Lakeland offers a career exploration course that allows students to take the Strong Interest Inventory Test, and helps them interpret their results and implications for program selection. Our career services office also provides students with information to select a program of study leading to a career.

1P8   How do you deal with students who are underprepared for the academic programs and courses you offer?

Academically underprepared students are placed into developmental coursework. Developmental courses at Lakeland are delivered as both prerequisite and co-requisite courses. Students who place into developmental English must enroll in the appropriate English course during their first semester of college. In addition, these students are assigned a transition mentor as a personal point of reference to support services on campus. Students who place into developmental math must complete the developmental sequence before they can enroll in college-level math required for their degree. Lakeland offers self-paced online math courses for students able to accelerate the developmental course completion process.

Additionally, we participate in several initiatives designed to help underprepared students before they enroll in college. Through summer bridge programs, partnerships with Adult Basic and Literacy Education (ABLE) and "Quick Start Programs," potential students explore the college learning environment while receiving math and English support. For many students who have not been in school for a number of years, these short but intensive experiences can replace the traditional 16-week developmental course.

We also offer the following services and courses for students at risk:

- Learning Center: assistance with study skills, core skills, and content-specific skills
- Writing Center: assistance with all stages of the writing process
- Student Accommodations Center: coordination of support services for eligible students with physical, psychological or learning disabilities
- Library services: One-on-one personal research appointments and information literacy instruction sessions
- English as a Second Language: Credit and noncredit courses to support students
- College success courses: Skills for College Success; Psychology of Effective Study

1P9   How do you detect and address differences in students' learning styles?

Students attending new student orientation receive a brief overview of learning styles and the impact their learning style has on their ability to succeed. Also, students can complete a learning styles inventory through the Skills for College Success course and the TEAS HOBET test, which is required of all nursing and allied health students. Individual faculty members may incorporate learning style assessments into their courses. In the fall of 2013, we began exploring development of a required first-year experience course which would include a comprehensive learning styles inventory and follow-up.

Professional development opportunities for faculty and tutors have been offered to help with detection of different learning styles and development of instructional strategies to address them. Faculty address differences in learning styles through the implementation of a variety of

instructional methods. Many of the course textbooks offer supplemental learning activities to address various learning styles, and the learner centered environment encouraged at Lakeland supports an interactive classroom allowing for full engagement of each learner.

1P10 How do you address the special needs of student subgroups (e.g. handicapped students, seniors, commuters)?

As a commuter campus, we accommodate the needs of students of all ages, three-fourths of whom are employed, by offering courses in a variety of formats including day, evening, weekend, accelerated, online, and hybrid.

The Student Accommodations Center offers significant outreach options for students with disabilities. The center staff works with local high schools to help students connect to these resources even before they come to campus. Students are also informed of our services once an application is submitted. The counselors coordinate support services, including: 1) individual contact with faculty members regarding classroom accommodations; 2) personal, career and academic advising; 3) liaison services with the Learning Center, support groups, and community agencies; 4) TDD and adaptive technology; and 5) alternative testing arrangements. Faculty are kept well-informed about accommodation needs, receive updated information each semester, and work closely with center staff. Physical accommodations are also provided throughout the campus (e.g., elevators, maps, tables rather than desks, etc.), allowing students with disabilities and seniors to access and be comfortable in all parts of campus.

Ohio seniors, 60 years and older, can audit credit courses on a space available basis and have instructional fees waived. Special programming is designed for seniors through our continuing education department. Senior College Days and Lunch and Learn seminars are two examples of programs created from the suggestions of our senior population.

Our student athletes receive additional support through an academic program designed to help them succeed in their coursework. Student athletes are assigned a faculty liaison who works with their sports team on a regular basis to ensure academic goals are being met and eligibility maintained.

International students are served by an international student coordinator, credit and noncredit English as a Second Language classes, an International Student Association, and access to an immediate needs fund.

The needs of many subgroups are met through our Ladders to Lakeland program, which is based on learning communities formed around common characteristics of specific subgroups. Cohorts are generally identified through our Men's and Women's Centers. A customized program is then developed to meet the unique needs of the group.

To meet the needs of veterans, a veterans program coordinator works with a college-wide task force to raise awareness of veterans' issues and collaborates with the veterans affairs coordinator in our admissions office to ensure student success. The program coordinator also advises our student group, Veterans Supporting Veterans. For a number of years running, we have been named a military friendly school by G.I. Jobs magazine based on criteria which include the services we provide to veterans.

We are also committed to the growing population of Hispanic students in our community. A Hispanic outreach coordinator works closely with our high school partners. Once the students

enter Lakeland, the outreach coordinator serves as a point of contact, helping them feel connected to the institution.

Online and distance learning students are recognized as another important subgroup. Lakeland works to support these students by making support services available in the digital environment, and by allowing the students to take assessments at other locations.

1P11 How do you define, document, and communicate across your organization your expectations for effective teaching and learning?

We define, document, and communicate expectations for effective teaching and learning in several ways.

- Our academic assessment process, as discussed in 1P1 and 1P2, provides a shared expectation for the teaching and learning process. All faculty are expected to define their specific department or program student learning outcomes, create assessment plans, and collect/analyze data related to each outcome. Documentation of student achievement of outcomes is found in the Progress Center (1R1, 7P1). The Progress Center also allows departments and programs to communicate their results with administrators.
- Twice yearly meetings of administrators and all department/program chairs provide another vehicle for communication.
- Effective teaching and learning is a major component of our year-long new faculty orientation program for tenure-track faculty.
- Full-time and part-time faculty are surveyed to assess their professional development needs. The Adjunct Faculty Advisory Committee, which consists of adjunct faculty and a full-time faculty liaison, also helps identify professional development needs of part-time faculty. The Excellence in Teaching and Professional Development Committee plans and conducts professional development activities.
- The dean of learning technologies supports effective online instruction. Quality Matters® serves as the course development guide for online course development. The online course development process encompasses course design, training, management, implementation, and evaluation. Students regularly evaluate online courses for effectiveness. Evaluations are reviewed, and course and teaching strategies are modified as needed.
- Our tenure and post-tenure review processes ensure that faculty meet teaching expectations.

Freedom of expression and the pursuit of truth in teaching and learning are guaranteed by our Lakeland Faculty Association collective bargaining agreement which states: "The College and the Association are both committed to the principle of academic freedom which guarantees that faculty members shall be protected from arbitrary or discriminatory treatment concerning their employment as a consequence of their exercise of freedom in teaching, freedom in research, and freedom in extra-mural activities, especially those of a professional nature, within the context of responsibility to the College." Our Faculty Handbook for Part-Time Instructors also states: "Lakeland Community College supports freedom of expression and inquiry between faculty and students."

Through Board Policy 3354:2-61-01, we have established certain behaviors as violating academic honesty and appropriate standards of student conduct. The student development

office administers the Student Conduct Code and Academic Honesty Policy. Lakeland's academic misconduct policy and procedure are part of the Student Conduct Code. They are printed in the student handbook and are available online. An academic integrity link on our website provides students with information about why academic integrity is important, how and why students cheat or plagiarize, how to report policy violations, and the consequences of misconduct. The Academic Integrity Committee sponsors events on campus to enhance awareness of the importance of academic honesty. Lakeland's librarians (both in-person and via the library homepage) provide detailed information on the ethical use of information resources.

1P12 How do you build an effective and efficient course delivery system that addresses both students' needs and your organization's requirements?

The college facilitates scheduling to serve students' needs while maximizing efficiency and classroom space. Lakeland offers face-to-face, hybrid, online, and accelerated courses. Classes are offered day, evening, weekend, full-term, and half-term. Lakeland offers a limited number of courses at a course location in Madison, Ohio, which is in the eastern part of Lake County. Lakeland has continued to experience strong online enrollment based on student demand.

Regular enrollment reports are provided to support decision making. The Provost's Council examines historical trends and patterns in order to determine effective and efficient course delivery systems. Administrators and faculty examine enrollment patterns and trends to help determine effective and efficient course delivery systems.

Surveys play an important role in assessing needs. In 2010, voters voiced a need for university partnerships to enable Lake County residents to complete bachelor's degrees in Lake County. As a result of feedback, Lakeland constructed a new building to house university programs. Each classroom in the new building is a high technology classroom with distance learning capability.

Courses and curricula are consistent across all forms and places of delivery. This includes dual credit courses taught at our partner high schools. The Curriculum Committee has oversight of all courses and approves one master outline for each course, which the faculty member adapts to the particular delivery mode. Courses taught in a reduced seat time format have traditional seat time replaced with out of class activities or online activities which substitute for the reduced seat time. Faculty in the high school teaching dual credit courses are selected and supervised by Lakeland deans and faculty in order to ensure that the courses taught in the high school are equivalent to those taught on our campus. Syllabi for dual credit courses are approved by Lakeland faculty, and faculty in the high school must meet the same teaching eligibility standards as faculty teaching on our campus.

1P13 How do you ensure that your programs and courses are up-to-date and effective?

We have several processes in place to ensure that programs and courses are current and effective, including an academic assessment cycle, DAPR, and the program data monitoring system (PDMS).

- The assessment cycle (1P2) guides departments and programs through the steps needed to set and review department/program student learning outcomes on an annual basis. All information is uploaded to the Progress Center, where stakeholders can review assessment plans, results, and action projects. Many programs include data from graduate follow-up surveys, employer surveys, job placement, and performance on licensure exams as part of their assessment results.
- DAPR (7P1) is a data-driven review, conducted every five years by departments/programs to evaluate courses/programs for relevancy and create action plans to update courses/programs as needed.
- Ongoing quantitative program monitoring is being accomplished through Lakeland's new PDMS. The PDMS was designed and developed under the leadership of the provost and Provost's Council. In addition, the VPAAC reviewed the draft components and data elements, and offered comments and suggestions. The PDMS is designed to collect meaningful data affecting program strength and viability, and through both individual data elements and longitudinal trends to provide "early alerts" of negative trends in enrollment, retention and completion. Within the PDMS context, the term "program" refers to both structured curricula leading to a degree or certificate (e.g., graphic design) and the academic disciplines that support these curricula (e.g., mathematics). A set of thresholds has been established to signal potential problem areas through program "flags." Some examples of program flags include warnings of low enrollments of program majors, declining enrollment over a five-year period, and low rates of program completions. Flagged programs receive immediate attention, affording department chairs, program coordinators, and faculty an opportunity to work with administration to develop realistic and appropriate action plans for improvement.

As a result of an extensive review of the Associate of Arts (AA) and Associate of Science (AS) degrees by the Degree Review Task Force and changes in the Ohio Board of Regents guidelines, modifications to Lakeland's AA and AS degrees will be made in this academic year to support the task force goal of student success and completion. All departments and programs will be reviewing curriculum in order to enhance effectiveness.

External program-specific accreditations and approvals are sought and maintained when available. The college currently has 18 external accreditations and approvals.

A college-wide Curriculum Committee is responsible for program and course rigor including the designation of appropriate prerequisites. Program/department chairs work with the deans to ensure access to necessary learning resources. The annual budgeting process provides an opportunity for modification and/or enhancement of specific resources.

We are committed to ensuring quality standards for all academic programs, and all faculty members are qualified to teach in their disciplines (4P2). We closely monitor dual credit courses offered in the high schools. A full-time faculty member operates as a liaison approving the course syllabi (to ensure they follow the official course outline) and performing one or more classroom observations each semester. The deans and liaisons also prepare annual evaluations of the instructor who must have the same credentials as on-campus instructors.

1P14   How do you change or discontinue programs and courses?

We have assessed program and department viability for a number of years using our DAPR process. More recently, assessment has been augmented by the more quantitative PDMS described in 1P13. Faculty and deans monitor data trends and community/employer needs, and may make recommendations to change or discontinue a program or course based on enrollment and other significant factors. Curriculum Procedures and Guidelines describe the process of making changes to the curriculum. A committee of fourteen faculty plus two students reviews input from divisions, and makes recommendations to the provost.

Programming is also responsive to student learning needs in the noncredit area. We have revised and/or discontinued some courses and programs based on analytics such as attendance levels, comparison market research, and student evaluations. Periodically, anecdotal evidence is gathered from roundtable discussions with other noncredit professionals statewide to help in making decisions.

1P15   How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?

We determine and address the learning support needs of our student and faculty in a number of ways. Surveys and evaluations are used to assess student needs and provide appropriate services. We now have an associate provost for teaching and learning effectiveness and a director for student success. These individuals play key roles in determining and addressing learning support needs and demonstrate our commitment to this process.

Our Learning Center is certified through the College Reading and Language Association. Its services include general and specific course tutoring, Math in Minutes for walk-in math assistance, Writing Center for writing support, computer lab support for one-on-one computer help, and e-tutor for online tutoring support. The Learning Center hosts an online scheduling system for students to register for tutoring on a 24/7 basis.

Our counseling department collaborates with faculty to assist students in selecting appropriate courses and programs. Annually, student evaluations are completed to assess counseling services. The feedback from student surveys helps us modify counseling services to better serve student needs. In 2011, the counseling department implemented walk-in counseling to increase student access to psycho-social, academic, and career support. The counselors for students with disabilities coordinate support services for eligible students with physical, psychological or learning disabilities. The recently completed Mandatory New Student Orientation action project resulted in the creation of a process for entering students to be directed to the programs, courses, and learning support systems critical to their success.

Librarians teach more than 300 information literacy classes per year reaching students in multiple disciplines. These classes focus on the research process including search strategies, evaluation of information, and the ethical and responsible use of information. Patrons have access to resources 24/7 via the library website. Librarians have developed or identified database tutorials, subject and research guides for topic selection, and guides to the evaluation, citation and ethical use of information. The library website provides access to email and phone reference services as well as to the Know It Now Chat reference service. One-on-one research appointments are available for students, faculty and the larger college community. Our library

faculty have partnered with English faculty to measure the impact of library instruction on student success.

We are a member of the statewide consortium OhioLINK (Ohio Online Learning Network) that provides access to more than 50 million books, 81,000 e-books, millions of electronic journals, and more than 100 research databases, many full text.

Librarians also offer professional development opportunities to faculty. They survey faculty to determine their learning needs and frequently apply for The Lakeland Foundation Faculty Challenge Grants that support the library's ability to offer workshops. Through our library's departmental liaison program, librarians and faculty collaborate to identify and acquire materials in support of the curriculum.

The career services office fosters a greater awareness of the world of work and promotes lifelong career management. Career services empowers students and alumni with up-to-date career knowledge, job search skills, and experiential education options so that they can choose, obtain and maintain meaningful careers and employment.

The Technology Strategy Committee oversees the development of the campus technology master plan. In spring 2013, we received a $20,000 grant from the Cleveland Foundation to assist with gathering and evaluating data related to classroom technology use and effectiveness. The funds will be used for an external audit of the current technology and identification of benchmarks for future recommendations.

The technological infrastructure and resources to support effective teaching and learning are maintained under the Learning Technologies Division, which is administered by the dean of learning technologies. A Joint Distance Learning Committee helps identify and address resource needs, and an electronic Track-It! system assists with monitoring technology help desk calls. Instructional design services and faculty development are provided on a scheduled basis and upon demand.

Classroom and office computers are updated on a four-year replacement cycle. Classroom technology is replaced and upgraded with state-of-the art interactive projection systems and document cameras. Computer labs are being upgraded with VMWare thin clients (virtual desktop technology).

We operate 14 scientific labs. The lab equipment is on routine service contracts to ensure that all laboratories are ready to support student learning. Science and health faculty play a key role in ensuring we have the proper up-to-date supplies and equipment needed for student success in these areas.

Our health technologies programs utilize over 50 clinical sites to facilitate training for over 20 health programs and certificates. Health program faculty monitor students at these sites and provide the requisite state-required oversight and ensure that student and patient needs are met.

A 400-seat theater accommodates our performing art events. We also have one of the largest open galleries in the region and stage eight major visual art exhibits each year that support our art programs and provide enjoyment to the larger college community. Faculty and staff working in the performing and visual art areas routinely interface with performers, artists and audience members and bring suggestions and resource needs to the dean of creative and liberal arts to be addressed as part of the annual budget cycle.

We have the 2008 and 2011 Community College Survey of Student Engagement (CCSSE) data for comparison. In the area of Support for Learners, Lakeland scored 49.7, compared to other Ohio schools' score of 49.3.

1P16 How do you align your co-curricular development goals with your curricular learning objectives?

Our co-curricular development goals align with our curricular learning outcomes, in large part due to the direct involvement of faculty and staff with first-hand knowledge of academic outcomes. New co-curricular activities are formally developed by faculty, staff and students. All of our clubs/organizations are student-driven, and have faculty/staff advisors.

Many clubs are directly tied to academic departments/programs. For example, student organizations include the Civil Engineering Technology Association, Paralegal Association, and the Student Nurses Association.

Policies of the student development office ensure that student clubs are suited to the institution's mission and contribute to the educational experience of students. In the college's student organization manual, guidelines for the formation of new student organizations specifically state, "The college supports the right of individuals to organize and participate in organizations within the context of general college student, alumni and community interests." It also states, "Experience in the areas of interpersonal relationships and decision-making related to the operations of the organizations can provide vital lessons and are encouraged." Co-curricular opportunities available to students include:

- Model UN/NATO, which offers students the opportunity to participate in events with other colleges which require them to acquire and exhibit knowledge and skills in the areas of international diplomacy.
- Phi Theta Kappa, Sigma Kappa Delta, and Mu Alpha Theta, which offer opportunities for participation in leadership and scholarly and social functions while providing service to the college and community.
- The Lakelander, our college student newspaper, which is designed to inform and entertain.
- Leadership opportunities through participation in the Campus Activities Board and Lakeland Student Government. Student leaders attend multiple leadership retreats and enroll in a three credit hour leadership development class (BUSM 2250). Student government leaders also serve on several academic committees.
- Many activities sponsored by the dental hygiene program for students, such as working in the Dental Hygiene Clinic and participating in Give Kids a Smile.
- The Teaching and Learning Center and Campus Kids, which offer education students the opportunity to participate in a lab school run on our campus. Students also share in the planning and execution of the "The Week of the Young Child," a national event designed to enhance understanding of the importance of the early years of childhood development.
- The International Student Club organizes social and educational events which align with the learning outcomes of "learns actively" and "interacts in diverse environments." The international studies office also sponsors the International Film Series and speaker forums. Some professors offer extra credit for participation.
- The annual Management Lecture Series presents successful leaders who describe their life stories and how they achieved their success. The lectures are used as required

assignments in the business capstone classes and are offered as extra credit in other courses. These programs are attended by business professors and students, the college community, and the community at-large, and contribute to college learning outcomes of "learns actively" and "thinks critically."

Overall, student clubs provide co-curricular opportunities for students to achieve our learning outcomes: learning actively, thinking critically, communicating clearly, using information effectively, and interacting in diverse environments.

1P17 How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

There are three levels of learning and development expectations for students: course, program and institutional. At the course level, we determine that students have met learning and development expectations through the final course grade. Grades are determined by using a variety of assessments including assignments, projects, research papers, exams, group projects, lab manuals, and clinical evaluation.

At the program level, students demonstrate mastery of student learning outcomes in capstone courses in several ways, such as completion of a portfolio or a field experience in which the practitioner at the site evaluates student competency. As part of the assessment cycle (1P2), programs develop a yearly assessment plan, which is recorded in the Progress Center, and once data analysis is completed, assessment results are also uploaded into Progress Center. Outside evidence that students are meeting expectations include passing licensure exams and obtaining certifications. All programs that have specific accreditation have data that reflect attainment of outcomes.

The final level of learning and development expectations for students is at the institutional level. A process to ensure that our graduates are achieving our five Lakeland student learning outcomes has been developed (1P1) and will be implemented college-wide beginning in spring 2014.

In addition, the counseling department reviews transcripts of degree and certificate candidates to ensure that cumulative student GPA and other requirements have been met prior to the awarding of the degree or certificate. Other means of ensuring graduates have met our learning and development expectations include Graduate Follow-Up Surveys, Employer Surveys, and comparing our graduates to other institutions through the use of CCSSE and national benchmarking data.

1P18 How do you design your processes for assessing student learning?

We continue to design processes to assess student learning through our committee structure:
- The Curriculum Committee has designed a process which facilitates assessment of student learning. Every course has course goals, course objectives, and specific assessment methods that must be included in designing a syllabus and assignments.
- The Assessment Council is primarily responsible for assessment of student learning at the department/program level, and has designed a process for helping departments/programs evaluate student learning (1P2).

- LOAC has the primary responsibility for assessment of student learning at the institutional level. This committee, with input from all full-time faculty, identified the five shared institutional student learning outcomes, and has identified a process for systematically assessing each of those outcomes.

RESULTS (R)

1R1 What measures of your students' learning and development do you collect and analyze regularly?

Although we continue to monitor students' learning through many sources (including grades, GPA, program reviews and outcomes, and data from the CCSSE, our primary measures of student learning and development are: 1) assessment of their attainment of department and program student learning outcomes; 2) Graduate Survey results; and 3) Employer Survey results.

As discussed in 1P2, the Assessment Council facilitates our assessment cycle with every academic department and program. Before we could begin data collection, the Assessment Council helped departments and programs develop mission statements (if not already in place), student learning outcomes, curriculum maps, and assessment plans. Ninety-four percent of departments and programs (49 out of 52) are working on or have submitted their mission statements and student learning outcomes, and 92 percent (48 out of 52) are working on or have submitted their curriculum maps. For the 2012-2013 academic year, 69 percent (36 of 52) of departments and programs had an assessment plan, and of those 36 who had a plan, 50 percent (18 of 36) have already reported results.

1R2 What are your performance results for your common student learning and development objectives?

In 2011, we conducted an assessment of two of our common student learning outcomes, "communicates clearly" and "thinks critically." For communicates clearly, evaluators used a detailed rubric where each of five performance indicators was rated on a 3-point scale (3 = meets expectations, 2 = needs improvement in some areas, and 1 = does not meet expectations). For thinks critically, evaluators used a holistic rubric where an overall rating on a 4-point scale was used (4 = exceeds expectations, 3 = meets expectations, 2 = needs improvement in some areas, and 1 = does not meet expectations). Artifacts from graduating students (N = 157) were analyzed. Results indicated that our graduating students rated midway between "meets expectations" and "needs improvement" (Figure 1-2).

Figure 1-2
Student Learning Outcome Results from Fall 2011

Performance Indicator: Communicates Clearly	Average Rating
Uses correct written English	2.32
Conveys a clear purpose	2.48
Presents ideas logically	2.46
Comprehends and uses the appropriate form of expression	2.56
Engages in an exchange of ideas	2.56

After analyzing this particular assessment process, we decided some changes were needed to improve it. First, we decided to utilize the detailed, rather than holistic rubric, and that we would measure each indicator on a 4-point scale rather than a 3-point scale. Second, we made changes to the process of who would be responsible for collecting student artifacts and rating them. Before introducing our new institutional assessment process to the whole college, we conducted a pilot project during the 2012-2013 academic year to assess feasibility. We chose to focus on only one outcome: "thinks critically." The rubric used to assess this outcome was revised to include detailed descriptors of each performance indicator, and measurement is done on a 4-point scale. Data from three of the four participating areas (N = 34) indicate our graduates are meeting expectations or approaching expectations (Figure 1-3).

Figure 1-3
Student Learning Outcome Results from Spring 2013

Performance Indicator: Thinks Critically	Average Rating
Identifies an issue or idea	3.10
Explores perspectives relevant to an issue or idea	2.83
Identifies and critiques options or positions	2.77
Selects an option or position	3.73
Implements and reflects on a selected option or position	2.95

We received positive feedback from the participating areas with regard to the process. Therefore, we plan to implement the process college-wide beginning in spring 2014. We believe our new approach will be successful because the number of courses that have integrated each performance indicator of our Lakeland student learning outcomes has steadily increased over the past five years (Figure 1-4). Because of this continuous improvement in the integration of Lakeland's student learning outcomes in our courses, we are confident that each department and program will be able to provide evidence of how well our graduating students are achieving the expected outcomes as we work to improve future results.

Figure 1-4
Change in the Percent of Courses Addressing Each Learning Outcome from 2009 to 2012*

		2009	2012
Learns Actively – The engaged student participates directly in learning activities.			
1.	The learner takes responsibility for his/her own learning	46%	51%
2.	The learner uses effective learning strategies	3%	14%
3.	The learner reflects on effectiveness of his/her own learning strategies	5%	17%
Thinks Critically – The critical thinker uses reason, ingenuity, and knowledge to examine relevant issues or ideas and solve problems.			
4.	The learner identifies an issue or idea	33%	42%
5.	The learner explores perspectives relevant to an issue or idea	10%	22%
6a/b.	The learner identifies and critiques options or positions	6a = 6% 6b = 23%	6a = 20% 6b = 34%
7.	The learner selects an option or position	46%	53%
8a/b.	The learner implements and reflects on a selected option or position	8a = 44% 8b = 1%	8a = 51% 8b = 13%
Communicates Clearly – The effective communicator demonstrates the ability to articulate and exchange ideas using multiple forms of expression.			
9a/b.	The learner uses correct spoken and written English	9a = 5% 9b = 8%	9a = 17% 9b = 19%
10.	The learner conveys a clear purpose	40%	49%
11.	The learner presents ideas logically	38%	48%

12a/b.	The learner comprehends and uses the appropriate form(s) of expression	12a = 40% 12b = 41%	12a = 50% 12b = 51%
13.	The learner engages in an exchange of ideas	6%	18%
Uses Information Effectively – The 21st century learner accesses and manages reliable information effectively and responsibly.			
14.	The learner develops an effective search strategy	3%	14%
15a/b.	The learner uses technology to access and manage information	15a = 23% 15b = 18%	15a = 29% 15b = 24%
16.	The learner uses selection criteria to choose appropriate information	33%	43%
17.	The learner uses information responsibly	11%	22%
Interacts in Diverse Environments – The responsible citizen develops awareness of the diversity of human experience, understanding and responding to interpersonal, historical, cultural, and global contexts.			
18a/b.	The learner demonstrates knowledge of diverse ideas and values	18a = 13% 18b = 12%	18a = 25% 18b = 24%
19.	The learner describes ways in which issues are embedded in relevant contexts	13%	25%
20a/b.	The learner collaborates with others in a variety of situations	20a = 6% 20b = 2%	20a = 18% 20b = 14%
21.	The learner acts with respect for others	7%	19%

Based on analysis conducted for Lakeland course outlines 2009-2012.

Another measure of student learning comes directly from our graduates. A Graduate Satisfaction Survey is conducted each year, which asks graduates to rate the level of impact that their Lakeland education had on obtaining certain skills that coincide with Lakeland's student learning outcomes (Figure 1-5). Graduates report a slight improvement in most skills based on student feedback over the selected years shown. All categories surveyed remain between "Moderate = 3.00" and "Great = 4.00" impact. The Graduate Satisfaction Survey averages a 75 percent response rate.

Figure 1-5
Graduate Satisfaction Survey Results, Selected Years

Student Learning Outcomes	Mean Scores		
	2008-2009	2010-2011	2012-2013
Speaking clearly and effectively	3.17	3.10	3.18
Writing clearly and effectively	3.25	3.24	3.33
Working effectively with others in a variety of situations	3.33	3.25	3.33
Developing strategies to meet personal goals	3.31	3.30	3.40
Thinking critically and analytically	3.46	3.46	3.54
Using technology effectively to access and manage information	3.33	3.30	3.35

Mean Scores: 4.00 = Great impact   3:00 = Moderate impact   2.00 = Minimal impact   1.00 = No impact

1R3 What are your performance results for your specific program learning objectives?

Performance results for each department and program are documented in the Progress Center. Results can be aggregated across departments and programs to provide an institutional overview, and can also be viewed for each individual department and program. Institutionally, among the departments and programs who have reported assessment results for 2012-2013, 77 percent of students either met or exceeded expectations for their performance indicators.

Examples of the results that are available at the department or program level are shown in Figures 1-6 and 1-7.

Figure 1-6
Example Outcome Assessment from Early Childhood Education Department 2012-2013

Outcome 1. Organize content knowledge for optimal student learning	
1a. Demonstrate their understanding of developmentally effective approaches to teaching and learning	**Measure:** Rubric Direct – Student Artifact
	Details/Description: Two evaluations conducted at the mid-term and end of semester which evaluate lesson plans **Acceptable Target:** 75% of students will achieve a 4 or better on the rubric **Ideal Target:** 85% of the students will achieve a 5 or better on the rubric **Implementation Plan (timeline):** Early childhood education program faculty will assess student artifacts in fall 2012 and spring 2013 **Key/Responsible Personnel:** Candace Lindemer
	Findings: Rubric
	Summary of Findings: 85% of the student teachers earned a 5 or better 92% of the student teachers earned a 4 or better **Results:** Acceptable Target Achievement = Exceeded; Ideal Target Achievement = Exceeded **Recommendations:** We obtained excellent results for this indicator. We will continue to assess it for one more year to confirm the results, and if similar results are achieved, we will move on to assessing other performance indicators in future assessment cycles.

Figure 1-7
Example Outcome Assessment from Sociology Department 2012-2013

Outcome 2. The student will understand basic theoretical perspectives within sociology.	
2a. The student will identify the basic principles within each theoretical perspective**.**	**Measure:** Exam Direct – Student Artifact
	Details/Description: One or more discipline-specific questions related to identifying the basic principles within each theoretical perspective will be required during the last week of the regular semester in all Principles of Sociology courses **Acceptable Target:** 70% of students will correctly answer the question(s) pertaining to identifying basic principles within each theoretical perspective **Ideal Target:** 80% of students will correctly answer the question(s) pertaining to identifying basic principles within each theoretical perspective **Implementation Plan (timeline):** Students in Principles of Sociology classes taught by full-time faculty will take a multiple-choice quiz during the last week of class in Fall 2012. Students in all Principles of Sociology classes will take a multiple-choice quiz during the last week of class in Spring 2013 **Key/Responsible Personnel:** Traci Sullivan
	Findings: Multiple-Choice Quiz
	Summary of Findings: The performance indicator was assessed with questions #6, #7, and #10 **Fall 2012:** #6 76/152 (50%), #7 127/152 (82%), #10 120/152 (79%) All 3 questions combined 203/304 (67%) **Spring 2013:** #6 106/343 (31%), #7 (274/343 (80%), #10 231/343 (67%) All 3 questions combined 380/686 (55%) **Results:** Acceptable Target Achievement = Not Met Ideal Target Achievement = Moving Away **Recommendations:** Because these results were below the acceptable target level, instructors will emphasize theoretical perspectives more heavily in Fall 2013 and Spring 2014 courses, and the performance indicator will be re-assessed using the same questions at the end of each of those semesters.

1R4

What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational organizations and employers)?

Lakeland continues to track evidence that students completing programs, degrees and certificates have acquired the knowledge and skills required by stakeholders. Lakeland tracks the following: 1) accreditation and licensure pass rates; 2) the number of Transfer Assurance Guide (TAG) approved courses; 3) employer ratings of graduates; and 4) the transfer outcomes of Lakeland students compared to overall state outcomes.

- **Licensure/Credentialing Pass Rates**: As reported in Lakeland's 2009 Systems Portfolio, Lakeland continues to demonstrate strong pass rates above national benchmarks (Figure 1-8).

Figure 1-8
Lakeland Student Exam Pass Rates for Fields Requiring Licensure

Program/Exam	2009	2010	2011	2012	2013	5-Year Average
Dental Hygiene	100%	100%	94%	94%	NA	**97.0%**
Early Childhood Education	NA	NA	NA	100%	100%	**100.0%**
Histotechnology	NA	100%	83%	90%	NA	**91.0%**
Medical Laboratory Technology	100%	100%	100%	90%	NA	**97.5%**
Nursing	93%	96%	88%	89%	NA	**91.5%**
Radiologic Technology	96%	95%	100%	100%	NA	**97.8%**
Respiratory Therapy	100%	100%	83%	100%	92%	**95.0%**

NA = Not Available

- **Transfer Assurance Guides (TAG)**: TAG-approved courses serve as a guaranteed pathway for Lakeland students transitioning to four-year institutions throughout Ohio. In 2009, Lakeland had 133 TAG approved courses. In 2013, Lakeland has 150 TAG-approved courses. TAG courses continue to be approved each semester through statewide discipline-based panels.
- **Employer Surveys:** Employer surveys provide evidence that students completing programs, degrees and certificates have the knowledge and skills required by stakeholders.   A sample of Employer Surveys from six programs illustrates employers' general satisfaction with our program graduates (Figure 1-9).

Figure 1-9
Employer Ratings in Selected Programs of Lakeland Graduate Preparation

Program	2008	2009	2010	2011	4-Year Average
Dental Hygiene: % prepared with key competencies	100%	100%	100%	100%	**100.0%**
Medical Laboratory Technology: % meets standards or higher in technical knowledge	100%	100%	100%	100%	**100.0%**
Nursing: % prepared for role as provider of care "as well as" or "better than" graduates of other programs	100%	100%	100%	100%	**100.0%**

Program	2008	2009	2010	2011	4-Year Average
Paralegal: % prepared "excellent" or "very good" for performance of legal research	NA	90%	NA	78%	**84.0%**
Radiologic Technology: % meets standards or higher in technical knowledge	NA	100%	100%	50%	**83.3%**
Respiratory Therapy: % with skill levels appropriate for employment	92.3%	100%	100%	100%	**98.1%**

NA = Not Available; Employer Surveys for graduates of 2012-2013 are currently be completed and analyzed. Data is collected in two-year increments for Paralegal.

- **Transfer Outcomes:** Data obtained through the National Student Clearinghouse shows that an increasing number of our students transfer to four-year colleges and universities. There was an 8 percent increase in transfers from 2009-2010 to 2011-2012 academic year.

1R5 What are your performance results for learning support processes (advising, library, and laboratory use, etc.)?

The college has a number of performance results for learning support processes. Two key surveys are the CCSSE and the Graduate Satisfaction Survey. Figure 1-10 shows that Lakeland students' satisfaction with college services remained very similar from 2008 to 2011, and our results are in line with the results of other large colleges in the 2011 cohort.

Figure 1-10
CCSSE Results, 2008 and 2011
Question 13: Indicate how satisfied you are with the services at the college.

Services/ Facilities	Lakeland Community College Respondents				Large Colleges		All CCSSE Colleges	
	CCSSE 2008		CCSSE 2011		2011 CCSSE Cohort		2011 CCSSE Cohort	
	N	Mean	N	Mean	N	Mean	N	Mean
Academic advising/planning	614	2.22	696	2.25	80,819	2.18	356,015	2.23
Career counseling	459	2.05	506	2.06	55,797	2.02	249,096	2.05
Job placement assistance	249	1.83	268	1.82	34,596	1.79	158,185	1.81
Peer or other tutoring	367	2.15	415	2.27	49,955	2.17	220,538	2.18
Skills labs (writing, math, etc.)	352	2.26	397	2.26	56,267	2.26	250,236	2.27
Child care	142	1.77	139	1.82	19,740	1.76	90,830	1.78
Financial aid advising	459	2.19	549	2.32	63,883	2.17	295,960	2.23
Computer lab	621	2.49	646	2.56	74,970	2.48	332,465	2.49
Student organizations	251	1.97	276	1.92	39,008	1.97	177,405	1.99
Transfer credit assistance	398	2.07	402	2.17	47,577	2.05	205,267	2.07
Services for people with disabilities	173	2.01	180	2.04	23,943	2.02	108,015	2.03

Figure 1-11 shows that our graduates rate most services and facilities between "Good" and "Excellent." This survey has been conducted every year since 2003, however, we selected

several recent years to show here. Each year, a formal report of the results is made available by institutional research and planning for management and employees to review.

Figure 1-11
Graduate Satisfaction Survey, Selected Years
Question 1b: For the following college services/facilities, please rate the quality of your experience.

Service/Facility Quality of Experience	Mean Scores		
	2008-2009	2010-2011	2012-2013
Admission/Registration	4.29	4.12	4.19
Athletic and Fitness Center	4.23	4.20	4.17
Blackboard (Online course system)	4.19	4.16	4.23
Bookstore	4.10	4.10	4.09
Breakers (Cafeteria)	4.07	3.97	3.93
Campus Police	4.23	4.14	4.15
Career Services	4.15	4.16	4.21
Cashier's Office	4.20	4.10	4.13
Campus Kids/TLC (Daycare)	4.37	4.32	4.27
Classrooms	4.06	4.00	4.00
Community Learning (Continuing Education)	4.14	4.06	4.01
Counseling	4.27	4.10	4.20
Financial Aid	4.16	4.05	4.06
Lakeland Offsite Course Locations	4.32	4.25	4.25
Learning Center (Tutoring)	4.27	4.22	4.22
Library	4.35	4.31	4.36
Men's/Women's Center	4.08	4.22	4.23
Open Computer Labs	4.26	4.24	4.28
Shuttle Bus	4.35	4.41	4.49
Student Organizations	4.21	4.00	4.18
Study Areas	4.08	3.96	3.99

1R6 **How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education institutions and, where appropriate, with results of organizations outside of higher education?**

Statewide performance reports (which include data relating to enrollment, developmental education, completion, and transfer) and CCSSE survey results are our primary measures for comparison. The state reports provide data on persistence, graduation rates, and transfer for entering cohorts of full- and part-time students. Figure 1-12 shows Lakeland's three-year success measures compared to select Ohio community colleges for first-time, full-time, degree-seeking students. Lakeland outperformed Ohio two-year colleges in two areas: persistence (33 percent) and three-year success rate (54 percent). Lakeland outperformed our local

competitors, Cuyahoga Community College and Lorain County Community College, in degrees earned by the third year, persisting at another institution, and total three-year success rate. The three-year success measures for part-time students are shown in Figure 1-13. Results indicate that all select community colleges are experiencing difficulty with degrees earned, persistence, and total success rate.

Figure 1-12
Three-Year Success Measures for First-Time, Full-Time, Degree-Seeking Students at Ohio's Two-Year Campuses (Fall 2009 Entering Full-Time Cohort)

Sector/Institution	Full-Time Students in Fall 2009 Cohort	Earned Degree by End of Third Year	Persisting at Same Institution in FY 2012	Persisting at Another Institution in FY 2012	Total 3-Year Success Rate
Total Two-Year Colleges	**20,650**	**9%**	**31%**	**8%**	**49%**
Select Community Colleges					
Cuyahoga Community College	2,528	3%	35%	10%	49%
Eastern Gateway Community College	333	15%	19%	5%	39%
Lakeland Community College	1,115	8%	33%	13%	54%
Lorain County Community College	976	6%	36%	10%	53%
Rio Grande Community College	483	11%	24%	11%	47%
Sinclair Community College	2,547	8%	33%	8%	49%

Figure 1-13
Three-Year Success Measures for First-Time, Part-Time, Degree-Seeking Students at Ohio's Two-Year Campuses (Fall 2009 Entering Full-Time Cohort)

Sector/Institution	Part-Time Students in Fall 2009 Cohort	Earned Degree by End of Third Year	Persisting at Same Institution in FY 2012	Persisting at Another Institution in FY 2012	Total 3-Year Success Rate
Total Two-Year Colleges	**11,171**	**5%**	**30%**	**6%**	**40%**
Select Community Colleges					
Cuyahoga Community College	2,389	2%	31%	7%	40%
Eastern Gateway Community College	135	19%	21%	10%	50%
Lakeland Community College	568	3%	29%	7%	40%
Lorain County Community College	635	8%	33%	7%	48%
Rio Grande Community College	57	14%	25%	9%	47%
Sinclair Community College	1,004	4%	34%	6%	43%

Figure 1-14 shows Lakeland's performance in four categories (enrollment persistence, student satisfaction and engagement, development retention and success, and success rates of developmental education), as compared to national benchmarks in the National Community College Benchmark Project (NCCBP).

Figure 1-14
NCCBP Comparison Results in Credit Student Enrollment,
Student Satisfaction and Engagement, and Developmental Education

Lakeland Community College						
NCCBP	2010		2011		2012	
Benchmark	Reported Value	%Rank	Reported Value	%Rank	Reported Value	%Rank
**Form 4	Credit Student Enrollment**						
Fall-fall Persistence Rate	44.77%	23%	45.14%	23%	44.64%	25%
Next-term Persistence Rate	65.88%	26%	68.52%	28%	67.58%	24%
**Form 5	Student Satisfaction and Engagement (Most Recent Data) CCSSE Benchmarks**						
Active and Collaborative Learning	49.4%	47%	49.4%	49%	48.7	45%
Student Effort	48.8%	36%	48.8%	33%	47.5	25%
Academic Challenge	49.9%	55%	49.9%	52%	49.6	52%
Student-Faculty Interaction	48.4%	22%	48.4%	28%	49	36%
Support for Learners	49.3%	47%	49.3%	49%	49.7	53%
**Form 8	Credit Developmental Retention, Success**						
Math Retention Rate	87.40%	60%	81.94%	27%	81.25%	29%
Reading/Writing Retention Rate	83.57%	14%	88.51%	26%	86.52%	25%
Math Enrollee Success Rate	42.39%	5%	44.82%	5%	43.07%	5%
Reading/Writing Enrollee Success Rate	47.55%	3%	59.01%	11%	56.54%	15%
Math Completer Success Rate	48.50%	3%	54.70%	8%	53.01%	5%
Reading/Writing Completer Success Rate	56.90%	7%	66.67%	14%	65.35%	22%
**Form 9	Credit Developmental Retention, Success, First College-level**						
Math Retention Rate	80.22%	21%	72.00%	7%	77.24%	21%
Writing Retention Rate	87.88%	43%	80.56%	9%	78.11%	11%
Math Enrollee Success Rate	62.64%	37%	58.40%	24%	60.98%	33%
Writing Enrollee Success Rate	62.63%	19%	65.74%	25%	61.54%	18%
Math Completer Success Rate	78.08%	48%	81.11%	57%	78.95%	56%
Writing Completer Success Rate	71.26%	13%	81.61%	53%	78.79%	40%

IMPROVEMENTS (I)

1I1 **What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?**

We have made tremendous strides in developing systematic and comprehensive processes in this category. Recent improvements include:

- The addition of the new position of associate provost for teaching and learning effectiveness, who works closely with LOAC and the Assessment Council in the integration of institutional learning outcomes and student learning outcomes.
- Integration of the Progress Center to comprehensively track, measure and monitor Lakeland learning outcomes and program-specific student learning outcomes.

- Utilization of Fall Conference Week, Spring Reading Days, and structured one-on-one sessions to engage faculty in institutional, program/department, and course-level assessment, measurement and analysis.
- Continued use of DAPR to facilitate the formal five-year process promoting a culture of improvement; the specific sections that focus on the institutional and program outcomes demand an ongoing systematic commitment to student learning.
- Development of the PDMS to assess program/department viability.
- An increased number of courses that meet the transfer assurance guidelines have been approved, better enabling students to seamlessly transfer to Ohio public colleges and universities.
- Ease of access to educational resources through the library's website, tutorials, and one-on-one appointments for research assistance.
- Implementation of an online scheduling system for the Learning Center and counseling department, as well as walk-in counseling to increase student access and satisfaction.

1I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?

The AQIP mission of continuous improvement can be seen throughout our culture and infrastructure related to Helping Students Learn. In particular, two areas highlight how the supportive culture and infrastructure we have created enhances our ability to continuously improve performance results related to Helping Students Learn.

First, the implementation of the assessment cycle, along with faculty-driven support for the process, has created a culture of assessment at our institution. Assessment of student learning is not just done by a few people; rather, it has become part of what all faculty do on a regular basis. The number of departments and programs that conduct assessment of student learning with a systematic, yearly approach has increased significantly in the last few years. In addition, adoption of the Progress Center as a centralized location for storing all assessment-related information has helped faculty to become more organized and intentional with recording assessment plans and results.

Second, in addition to assessing student learning, we assess department and program effectiveness. Our DAPR process allows us to evaluate the overall effectiveness of our departments and programs, and new processes, such as the PDMS, help identify areas where programs may be struggling in an attempt to help them improve. As part of both of these processes, we critically analyze the data we collect from graduate and employer surveys to look for areas in which we can improve. We also use benchmarking data from state and national databases to compare our performance with that of similar institutions. This comparison allows us to see our strengths, along with areas where we could improve. The underlying data-driven approach to the evaluation of our departments, programs and co-curricular activities ensures that we are providing students with the knowledge and tools they will need to succeed beyond Lakeland, whether it is in a career setting or transferring to a four-year institution to further their education.

Overall, the culture we promote and infrastructure we have developed have propelled us to make significant improvements in our processes designed to help students learn.

CATEGORY 2: Accomplishing Other Distinctive Objectives

INTRODUCTION

ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES addresses the key processes (separate from your instructional programs and internal support services) through which you serve your external stakeholders – the processes that contribute to achieving your major objectives, fulfilling your mission, and distinguishing yours from other educational organizations.

Processes for Accomplishing Other Distinctive Objectives exhibit a range of maturity levels. Many of the areas within this category - Center for Business and Industry (CBI), Arts at Lakeland, athletics, and event services and campus dining - have been institutions at Lakeland for decades. Three relatively new entities, the Entrepreneurship Center, the Ohio Small Business Development Center, and the Nonprofit and Public Service Center, have been established to reach out to critically important and previously underserved stakeholders. These programs are highly regarded by the community due to the quality of their offerings, and all are led by strong champions who are committed to their success. In response to state funding cuts, Lakeland has reorganized and condensed programming while continuing to maintain and grow these programs.

Processes for designing and operating the programs and determining external stakeholders' needs (2P1 and 2P2) are in the aligned stage. Changes were made in several programs, not only to make them more efficient, but to be able to continue to offer those services. Communications with external and internal stakeholders and alignment with strategic objectives strongly influenced these changes. The recent adjustments have increased efficiency serving the communities they target.

Internal communication processes (2P3) are in the aligned stage. Our strategic goals are communicated formally and informally and drive decisions. External communications are in the systematic stage since each program communicates effectively with its target market. There are new opportunities for each program to coordinate with other college programs.

With processes for assessing and reviewing the value of the objectives (2P4), the maturity level varies widely since each program is significantly different in how it operates. CBI, the Entrepreneurship Center, and the Ohio Small Business Development Center are in the aligned stage since processes are consciously managed and regularly evaluated. The other programs are more loosely managed and evaluated. In the case of athletics and Arts at Lakeland, the maturity level varies within the program. If any of these programs have revenues, they rarely exceed their costs. Funding is the key factor in most decisions in these areas. Lack of funding prevents opportunities for improvement and expansion at this time. In some cases, a lack of measures beyond satisfaction surveys leads to status quo, which limits or stalls the development of new programs. These programs are in the reacting level, however, the creative and innovative methods of operating, such as the faculty liaisons in athletics and the Lakeland Jazz Festival, are in the integrated level since outsiders regularly request to visit and study their success.

Processes for determining and integrating faculty and staff needs (2P5 and 2P6) are in the reacting stage. In this difficult economy, funding priority must be in academic areas to assure accreditation. These programs continue because of the creative spirit of the champions who are challenged to do more with less or seek partnerships and other funding to continue this important work.

PROCESSES (P)

2P1 How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

The college mission statement is the driving force for designing and operating key non-instructional processes to serve significant stakeholder groups. The strategic plan then provides the framework for implementing these processes.

Non-instructional processes are designed and operated to reflect stakeholder needs and are rooted in listening to the "voice of the customer." We use a variety of sources to obtain input including: market research, environmental scanning, employers/advisory committees, demographic data, program and enrollment trends, and focus groups. Departments within the college work collaboratively with other organizations, both regionally and statewide, to offer training, consultation, enrichment, and customized services. Committees may be formed to see specific new projects from start to finish.

2P2 How do you determine your institution's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

Our strategic plan continues to be the major driver for determining non-instructional objectives for external stakeholders. It helps us create a vision that inspires the college's mission of providing quality learning opportunities to meet the social and economic needs of the community. One of the five priority areas of the strategic plan is "Opportunity - expanding educational opportunities for personal development to improve the overall quality of life in our community." Focused on our external stakeholders, the plan contains four strategies: 1) partnering with four-year colleges and universities to increase opportunities to obtain a bachelor's or master's degree on our campus; 2) partnering with business and industry to promote economic and workforce development; 3) preparing students for the demands and challenges of today's globalized economy; and 4) increasing arts and cultural programming.

We continue to learn more about the needs of external stakeholders through the use of community surveys, focus groups, and program participant evaluations. This information is used by the Strategic Planning Committee and Planning Advisory Council to set and revise objectives. Impacted departments and programs, such as the Nonprofit and Public Service Center and the CBI, also participate in setting objectives to serve our external stakeholders.

2P3 How do you communicate your expectations regarding these objectives?

Expectations about non-instructional objectives are communicated in college meetings and through formal and informal communications within individual college departments. Our president's annual State of the Campus address announces the college's annual goals to our entire college community. Communication tied to individual stakeholder groups takes place as follows:

Economic and Workforce Development

CBI, the Entrepreneurship Center, the Ohio Small Business Development Center, and the Nonprofit and Public Service Center use social media, traditional newsletters and advertising to communicate their services and offerings to local businesses and individuals. The Nonprofit and Public Service Center and the Ohio Small Business Development Center have advisory committees which assist with communicating objectives to interested external stakeholders.

We continue our participation in Healthcare Career Pathways through the Northeast Ohio Healthcare Workforce Collaborative, which helps individuals interested in a healthcare career and those already working in the field to move up to higher paying jobs through education and training. We work with regional educators and healthcare employers to provide the needed talent supply in the healthcare sector which is vital to the Northeast Ohio economy.

The Nonprofit and Public Service Center

As a provider of consulting services, the Nonprofit and Public Service Center offers customized service plans to meet specific organizational needs such as strategic or compression planning, board development, and retreat/meeting facilitation. Additionally, as a provider of professional development programs, the center communicates the learning objectives of its workshops and seminars to prospective attendees and promotes specific learning opportunities to appropriate audiences.

Arts at Lakeland

The dean, faculty and staff in the Creative and Liberal Arts Division reach out personally to many of the art organizations, high schools, art communities, and city governments to provide information about the college's resources and to learn how we can increase arts and cultural enrichment programming to serve the community's needs. Our art gallery and performing arts center are frequently used by community groups to showcase local talent.

Preparing Students for a Globalized Economy

Through our Center for International Education, we provide programming (including lectures, forums and films) for students and community members to foster an appreciation of other cultures and exposure to the richness of diversity.

Athletic Program

The athletic department goals of achieving excellence in the classroom, on the courts, and in the community are communicated through the recruiting process, team meetings, and department meetings. Yearly media guides, Lakers' game programs, news releases, and the athletic department web page also help us communicate our expectations in this area.

2P4 **How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?**

Assessment and review of the appropriateness and value of our objectives is achieved through a variety of methods involving both external constituents and college departments and committees.

The Entrepreneurship Center and Ohio Small Business Development Center utilize an annual client survey organized by the Development Services Agency to evaluate objectives. Training evaluations and client impact surveys also help us determine effectiveness. Based on feedback

from all these sources, employees use team planning to review objectives and set goals for the next fiscal year.

CBI staff use written evaluations from training attendees and one-on-one meetings with clients to evaluate the effectiveness of its work. The center also researches local and regional business training trends for the purpose of setting future goals. Staff members meet quarterly to evaluate their work and adjust priorities as needed. The center plans to create an advisory committee to further assist with the setting and review of objectives.

Allied health summits, attended by representatives of the regions' health systems, educational institutions, public workforce, and nonprofit agencies, provide us with valuable information. Action plans are collaboratively developed to address recommendations and develop curriculum in response to employer demand. Specifically, this process led to a pilot project to examine the use of software to improve access to clinical sites; development of curriculum for electronic health records, role of home health aides, and patient care assistants; collaboration on grant applications; and implementation of planning for a career awareness event.

To ensure that stakeholder input is effectively incorporated into the assessment of the relevance and value of objectives of the Nonprofit and Public Service Center, the center encourages attendees at every professional development seminar to complete an evaluation form. It also gathers feedback from consulting clients to determine whether the goals of the consulting engagement have been met. These assessment tools allow for review of achievement of our goals and objectives and lead to changes in programming and services, as needed. The center also reaches out to the community through electronic surveys to determine if there are any unmet needs, and it seeks recommendations for improvement from its advisory committee.

Arts at Lakeland uses performance attendance, patron surveys, reviews of productions/exhibitions in the regional press, and critiques by artists themselves to assess effectiveness and value. Future programming is tied to these assessment measures.

The director of the Center for International Education plays a lead role in determining the effectiveness of our global initiatives. The director works closely with the International Education Committee to develop, deliver and assess programming. Program participant surveys are used in the assessment process by the center director and the committee.

The athletics department uses an anonymous electronic survey to seek feedback from the athletes. This feedback is used to help evaluate the programs, personnel and department as a whole. The department also receives feedback about the academic portion of the student athlete experience from the faculty liaisons assigned to teams. Finally, feedback comes from the community through formal and informal means such as press coverage, media interactions, and attendance at events. Feedback from all sources is reviewed by the director of athletics and shared with individual coaches.

2P5 How do you determine faculty and staff needs relative to these objectives and operations?

Faculty and staff needs related to accomplishing other distinctive objectives are determined as part of the annual planning and budgeting process and the performance evaluation process. Faculty and staff involved with our initiatives are asked on an annual basis to provide their supervisors with budget requests to support their work and development. In addition, during employee performance evaluation meetings, needs are discussed and planning takes place so

that the individual can better serve the relevant constituency. The manager or program director continuously assesses the expertise needed for individual projects and initiatives, including the number of people and resources needed to successfully provide the services. If necessary, outside consultants are hired.

Many of the departments/committees hold regularly scheduled meetings for the purpose of supporting faculty and staff involved with these objectives and operations. For example, faculty athletic liaisons hold bi-weekly meetings to review with the athletic department any issues or concerns with student athletes. Additionally, toward the end of the academic year, the liaison chair and athletic director meet to review the year and discuss how to meet faculty needs in the next academic year.

2P6 How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

Meetings of the Strategic Planning Committee allow for feedback on objectives and provide the process for making recommendations to the Planning Advisory Council to adjust objectives and supporting processes. In addition, Lakeland's flat organizational structure allows for easy communication of needs to appropriate supervisors who can take action on a formal/informal basis, as needed.

CBI's reorganization and new work model was developed with the help of the college president, chief of staff, provost, human resources director, dean of business and engineering technologies, and the new director. Current staff input was an important part of the decision-making process. In developing the model, the director worked with a national contract training expert and a national association. In addition, best practices were discussed with numerous university and community college contract training representatives in Ohio. The director now speaks weekly with the dean, and weekly meetings are conducted with each employee. Monthly staff meetings are held to discuss revenue goals and any employee needs. Overall goals are discussed during quarterly staff meetings.

The director of the Entrepreneurship and Ohio Small Business Development Center meet weekly with staff members to address needs. Software is used to track all client contacts. Information is entered into the system weekly, and reports are run monthly and quarterly to show progress toward goals. Formal team meetings are held quarterly to discuss goal attainment and staff needs to meet goals. Frequent informal meetings also provide a venue to address needs and monitor progress.

The director of the Nonprofit and Public Service Center meets regularly with the college's chief of staff and senior vice president for institutional development and effectiveness. Center objectives and supporting processes are discussed, and the chief of staff brings needs/concerns to the Strategic Planning Committee and Planning Advisory Council for action, as needed.

Feedback from faculty and staff involved in the arts was a driving force in the fundraising effort to enhance our performing arts center. The Lakeland Foundation was engaged to assist with meeting this improvement goal, which became a college-wide endeavor leading to enhancements and the renaming of the center in honor of one of the college's former presidents.

Our developing and continued use of Progress Center will use the outcomes and results data to analyze gaps in achievement of processes and objectives.

RESULTS (R)

2R1 **What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?**

The following measures of accomplishing major non-instructional objectives and activities are collected and analyzed regularly.

Workforce and Economic Development
Center for Business and Industry:
- Number and quality of partnerships for economic development
- Quarterly sales goals that result in measurable data
- Customer repeat rate and cancellation rate
- Evaluations (company satisfaction)
- Revenues and expenses

Entrepreneurship Center/Ohio Small Business Development Center:
- Clients served
- Counseling hours
- Long-term clients (+5 hours per year)
- Business starts
- Capital infusion
- Jobs created and retained
- Sales increase and cost avoidance
- Training attendees and training events

Healthcare Career Pathways:
- Number of participants enrolled/graduated
- Tutoring service sessions
- Curriculum development
- New programs identified by employer need
- Number of partners
- Sustained funding from diverse sources

Community Enrichment and Service
Nonprofit and Public Service Center:
- Number of professional development offerings
- Number of participants in professional development offerings
- Number of consulting engagements
- Evaluation of individual professional development sessions

Arts at Lakeland:
- Number of concerts, performances and art shows
- Number of attendees
- Participation in civic groups

Athletics:
- Team win/loss record
- Electronic survey on athlete satisfaction
- Scholarships offered
- Graduates continuing on to athletic programs at four-year institutions

2R2 What are your performance results in accomplishing your other distinctive objectives?

Workforce and Economic Development
Center for Business and Industry:

CBI continues to have a strong client base as indicated in Figure 2-1. CBI's quality and service ratings have continued to increase over the past four years.

Figure 2-1
CBI

	2009-2010	2010-2011	2011-2012	2012-2013
Employees Trained	794	1152	859	627
Companies Served	19	35	32	28
Contracts Signed	50	55	44	39
Cancelled Contracts	7	1	2	1
Average Contract Fee	$4,786	$6,054	$5,247	$5,831
Client Repeat Rate	63%	50%	42%	51%
Current Year Client-Contract Repeat Business Rate	2.63	1.57	1.38	1.39
Employee/Contract Ratio	15.88	20.95	19.52	16.08
Quality Rating (out of 5 points)	4.50	4.54	4.49	4.61
Service Rating (out of 5 points)	4.74	4.75	4.71	4.81
Cancellation Rate	14%	2%	5%	2.6%

New partnerships for economic development include:

- Partnership with Towards Employment to provide stick, MIG, TIG, and flux-cored welding training to unemployed and low income workers in Northeast Ohio.
- Partnership with Development Services Agency to promote the availability of $20 million of training dollars for quality and technical training programs through June 30, 2013.

Entrepreneurship Center and Ohio Small Business Development Center:

The Entrepreneurship Center and Ohio Small Business Development Center (created in 2010) posted positive results in numerous areas as shown in Figure 2-2.

Other accomplishments include:
- Revenues increased significantly.
- Created jobs and retained jobs for Lake County exceeded expectations.
- Organized a Small Business Symposium attended by over 120 businesses.

- Served as a lead for the creation of Lake County's first business retention, expansion and attraction website – www.lakecountymeansbusiness.com
- Developed brochures for minority-owned businesses.
- Coordinated a regional partnership with Rehabilitation Services. The center actively counsels Rehabilitation Services' consumers interested in starting businesses. Since the start of this program in March 2011, the center has assisted 65 consumers.

Figure 2-2
Small Business Development Center

	Approved/ Proposed 2011-2012 Goal	Achieved 2011-2012 Goals	Approved 2012-2013 Goal	Achieved as of 30 June 2013	Achieved % of Goal	Required % of Goal
Capital Infusion	$12,400,000	$13,422,007	$10,000,000	$8,201,274	82%	75%
Long-Term Clients	60	67	100	49	49%	75%
Counseling Hours	1,160	1,496	1,629	1,061	65%	75%
Business Starts	7	9	20	15	75%	75%
Total Clients	250	239	250	342	137%	75%
Sales Increase	$4,975,000	$13,705,256	$500,000	$40,428,457	8,085%	75%
Gross Sales	N/A	N/A	$2,000,000	$40,428,457	2,021%	75%
New Government Contracts	N/A	N/A	$50,000	$7,658,440	15,317%	75%
New Private Contracts	N/A	N/A	$50,000	$22,054,706	44,109%	75%
Cost Avoidance	$20,000	$0	N/A	N/A	N/A	N/A
Jobs Created	100	177	75	154	205%	75%
Jobs Retained	1,200	1,245	1,000	1,303	130%	75%
Training Attendees	300	2,242	500	444	89%	75%
Training Sessions	30	67	8	33	413%	75%

Healthcare Career Pathways:

- Developed employer-driven curriculum to ensure that training meets employer workforce needs, supports job readiness, promotes quality care, and offers training for entry-level positions to advance a healthcare career ladder.
- Collaboratively developed grant applications and received funding to pilot use of a software program, StudentMax, to facilitate allied health clinical placements.
- Supported students through tuition assistance to ensure workforce supply in biotechnology field.
- Developed employer-driven curriculum to meet emerging needs in animal care and molecular diagnostics.

Community Enrichment and Service
Nonprofit and Public Service Center:
- Presented 123 professional development workshops, classes, and seminars.
- Provided customized consulting services for 68 nonprofit and public sector organizations.

Arts at Lakeland:
- Twelve concerts are presented each academic year by the five large community music groups that the college sponsors for talented community members. Approximately 300 community members participate in these ensembles.
- Two major theatrical productions (nine performances each) are presented each academic year. Approximately 30 to 50 community members participate in these productions either as actors or technical assistants.
- Eight exhibitions take place in our gallery, including a faculty show, a college student show, a high school student show, and a community arts' organization show.
- Three-day annual Jazz Festival serves the music education programs of 26 to 30 regional high schools and offers cutting-edge performances for the community.
- Approximately 10,000 community members enjoy art events on our campus each year.

Athletics:
- Won the district championship in men's basketball in 2011 and 2012.
- Won men's basketball and men's baseball conference championships in 2012-2013.
- According to the Athlete Satisfaction Survey (2012-2013), 59 percent of respondents said that they would enroll at Lakeland again based on their athletic experiences. Seventy-four percent indicated they would recommend Lakeland to a friend or relative.
- Fifty-eight percent of the 2012-2013 men's basketball team (seven players) will be attending four-year colleges/universities in the fall 2013. All but one will be playing basketball at their respective institutions, which are Division I or II in the NCAA or NAIA conferences. The other 42 percent will be returning to Lakeland and either playing basketball and/or completing their degree.

2R3 How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

CBI's results compare somewhat favorably against the Learning Resource Center (LERN) benchmark as shown in Figure 2-3.

Figure 2-3
LERN Benchmark/CBI Results

LERN Benchmark	CBI FY10	CBI FY11	CBI FY12	CBI FY13
Average Contract Fee	$4,786	$6,054	$5,247	$5,831
Repeat Rate – 50%	63%	50%	42%	51%
Quality Rating – 4+ out of 5	4.498	4.543	4.493	4.61
Service Rating – 4+ out of 5	4.742	4.755	4.707	4.81
Cancelation Rate = 5%	1.4%	1.8%	4.5%	2.6%

Figure 2-4 shows Lakeland athletics' win/loss record and scholarship allotment. Based on the Equity in Athletics Data Analysis Cutting Tool, other schools in our conference, such as Cincinnati State Technical and Community College, Columbus State Community College, and Owens Community College, all have sizably more athletics scholarships based on financial aid than Lakeland. Despite having less scholarship funds available than these other schools, Lakeland still won two championships in 2012-2013.

Figure 2-4
Lakeland Athletics Win/Loss Record

	Sport	2012-2013 Win/Loss Record	Scholarship Allotted
Men	Baseball*	23-23 (14-10 OCCAC)	$15,000
	Basketball*	24-6 (11-1 OCCAC)	$10,000
	Golf	N/A	$4,000
	Soccer	7-11 (2-4 OCCAC)	$10,000
Women	Softball	22-18 (5-7 OCCAC)	$10,000
	Basketball	5-23 (0-12 OCCAC)	$10,000
	Volleyball	7-15 (2-10 OCCAC)	$10,000

Ohio Community College Athletic Conference (OCCAC) Champions or Co-Champions

2R4 **How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?**

Our performance results manifest our commitment to enhancing the quality of life in the communities we serve. On an annual basis, we bring thousands of community members to campus for high-quality, reasonably priced programming and services including professional development workshops, seminars, athletics events, creative arts programs, and films. Programming is designed to meet community needs. We expand our service and support to the community with each new and returning participant to our programs.

Although specific objectives are identified for each of the initiatives/programs, there are also many ancillary benefits that emerge. For example, when Lakeland provides a service to an employer, it opens the door to internships or employment opportunities for students/graduates and potential donations to The Lakeland Foundation. Lakeland is also able to obtain valuable insight about the needs of these employers which can drive both instructional and non-instructional programming. With respect to athletics, our Lakeland community is strengthened as we watch our athletes succeed both in the classroom and in their sport.

IMPROVEMENTS (I)

2I1 **What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?**

Center for Business and Industry:
The director of the Entrepreneurship Center and Ohio Small Business Development Center is now also the director of CBI and reports directly to the dean of business and engineering technologies. This realignment led to numerous partnership opportunities between the center and the division. For example, faculty are utilized to fulfill center training contracts, and the dean uses his contacts to refer clients to the center.
- The center completed and implemented a comprehensive marketing plan.
- The Entrepreneurship Center and Ohio Small Business Development Center (working to meet aggressive goals set by the Ohio Development Services Agency), achieved the following:
  - Implementation of a new client service model

- o Creation of a monthly client newsletter
- o Creation of a fiscal analysis and search engine optimization web review program for clients
- o Implementation of an online registration system for events using the state portal
- o Redesign of monthly start-up business training workshops to include small business planning sessions

Healthcare Career Pathways:
- In response to employer demand, we are exploring state-tested nursing assistant training through noncredit education. This also provides a laddering opportunity on the credit side to advance a healthcare career.
- In the biotechnology field, a noncredit curriculum was developed in response to employer (Cleveland Clinic Foundation) demand for classes in molecular diagnostics and animal care. The initial feedback from students taking the animal care class has been positive. Conversation continues with the Cleveland Clinic Foundation regarding the value of the molecular diagnostics' class. Both classes are under consideration to be offered on the credit side based upon input from students and the Cleveland Clinic Foundation.

Nonprofit and Public Service Center:
- The center continues to develop and expand relationships with key individuals and organizations, not only in its primary service area (Lake, Geauga and Ashtabula counties) but also throughout the northeast quadrant of the state.
- The center has created an advisory committee of leading nonprofit and public sector representatives to help shape its future direction and activities.
- Increased networking, outreach and communication activities conducted by the center's director have led to increased visibility and prominence in Northeast Ohio.

Arts at Lakeland:
- The gallery at Lakeland added a new annual juried exhibition for local artists.
- We launched an electronic version of a new literary review, *Chagrin River Review*. The publication has been met with rave reviews and is becoming widely known to writers.
- The annual jazz festival added a Sunday performance by our jazz orchestra and a guest jazz big band. This appealed to the senior citizen community that follows jazz big band. The festival now serves community members of all ages.
- We are facilitating an effort by local art organizations to work together to promote the importance of the arts to the economic vitality of local towns and regions and to cross-promote art events.

Athletics:
- Our athletics department collaborated with faculty to create faculty liaisons for each team. Liaisons review academic tracking reports, participate in academic conversations with student athletes and classroom faculty, and serve as a general resource.
- We now have a full-time assistant director of athletics. The assistant director's primary responsibilities include updating the sports information programs and tracking academic success. The web page has been enhanced and now includes a link to Facebook.
- We also now have an Athletics Hall of Fame and have hosted two consecutive induction ceremonies. This has strengthened our successful outreach and continued positive relationship with former athletes and their families.

2I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives?

All of the areas dedicated to accomplishing other distinctive objectives continuously engage in review of their processes and outcomes. Our participatory culture engages multiple internal and external constituents in the improvement process.

CBI, the Entrepreneurship Center, and the Ohio Small Business Development Center conduct yearly strategic planning sessions involving all team members to determine areas for improvement and set goals and targets. In addition, the Ohio Small Business Development Center staff meets yearly to set initiatives to meet the performance goals of its external funders. As an example, in order to meet very aggressive "start-up business" goals this fiscal year, the center's staff began making follow-up calls to all attendees of start-up business class workshops. Calls led to additional client sessions and formal start-ups.

Lakeland's executive vice president and provost organized a Workforce Development and Continuing Education Taskforce that meets every other month to advance the work of this area of the college.

The Nonprofit and Public Service Center recently launched an advisory committee comprised of leading nonprofit and public sector representatives in the region. To underscore its importance, the president of Lakeland and chief of staff participated in the first meeting.

The Arts at Lakeland program continuously seeks feedback from community participants, audience members, and local experts concerning exhibitions and performance events. Lakeland opens events to art critics to assess quality. Our theater productions are reviewed by the top theater critics in Northeast Ohio. These productions have met with much acclaim around the region and have been recognized on a national level. We also request feedback from the 26 to 30 high school jazz ensembles that participate in the annual jazz festival to assess that we continue to enhance their music education curriculum.

Information concerning potential process improvements and targets is brought forward to the Vice President's Academic Advisory Council and the Planning Advisory Council for discussion and action as part of our continuous improvement process. Process improvements potential also emerges during progress analysis of data collected through Progress Center.

CATEGORY 3: Understanding Students' and Other Stakeholders' Needs

INTRODUCTION

UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS examines how your institution works actively to understand student and other stakeholder needs.

Category 3 is a category with many aligned and integrated processes. Our first systems portfolio indicated many aligned processes which, over the past three years, have developed into integrated processes. There currently is greater campus awareness of the extensive survey and assessment data that is available and how this data should be used to inform decision making and to guide planning efforts.

Our processes for building and maintaining relationships with students (3P2) and stakeholders (3P4) and determining if we should target new student and stakeholder groups with educational offerings and services (3P5) are integrated. These processes are stable and clearly defined, and we have shared our approach to these processes with a significant number of educational institutions who regard our processes as best practices. We are a leader in Northeast Ohio in developing and enhancing K-12 partnerships especially in the area of college readiness. The college has also established a strong connection between these processes and the development of our strategic plan.

Our process for identifying the changing needs of our student groups (3P1) is aligned and moving toward integration. The surveys and evaluations used by the college are now well-established and are used by academic and student affairs departments to provide (or revise) programs and services to meet the needs of our students.

How we analyze the changing needs of our key stakeholder groups (3P3) continues to be a process where we are aligned. An extensive amount of quantitative and qualitative data is collected and is shared with our stakeholders for their input. We now have the opportunity to provide feedback to our stakeholders regarding how this data is integrated into the planning efforts of the college.

The college has recently completed an AQIP action project related to our process for collecting complaint information from students and other stakeholders (3P6). We now have a clear process for helping students and stakeholders to provide feedback and/or concerns that will be addressed and tracked by college leaders. This is an area that is now more aligned and the process, while new, will be institutionalized and evaluated going forward.

PROCESSES (P)

3P1 How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

The changing needs of student groups are identified primarily through surveys, evaluations and committee work. Student focus groups may be conducted. The following are examples of the methods used:

- Annual Graduate Satisfaction and Follow-up Survey
- Athletic Satisfaction Survey administered to athletes at the end of each team's season
- Diversity Survey administered by the Diversity Committee
- Library Instruction Survey administered at the completion of library instruction
- Career Services Survey administered following all fairs, sessions and workshops
- "Contact Us" link present on every web page
- Men's and Women's Center surveys and focus groups
- Student Government and Campus Activity Board (CAB) student organization fairs
- Community College Survey of Student Engagement (CCSSE) (every three years)
- New Student Orientation Survey and Annual New Student Survey
- Program-specific surveys
- Credit and noncredit course evaluations – administered upon course completion
- Holden University Center (HUC) survey each semester to assess student satisfaction

Faculty and administrators maintain ongoing dialog with four-year institutions and employers to identify students' needs to succeed at transfer institutions and in their careers. Students' needs for specific academic programs are determined by needs assessment as required by the Ohio Board of Regents for new program development. Through enrollment management activities, trends are monitored so that changing needs can be met.

Our institutional research and planning department collects and analyzes survey and research project data and shares the results with appropriate departments and divisions. Data analyses are given to committees when appropriate and validated through discussion with faculty, staff, administrators, and advisory groups. Best practices and requirements of professional organizations are taken into consideration. Each department/division uses the information gathered to chart its course of action which must align with the institutional mission, the strategic plan, and fall within the constraints of college resources. The Strategic Plan Balanced Scorecard is used to set targets and measures, and document progress related to strategic initiatives. Periodic meetings of the associate provost for enrollment management, the associate vice president of student development and dean of students, and the director for institutional research and planning help to ensure that retention, persistence and completion data is collected and analyzed, and that changes in how we serve student needs are made where warranted.

The program data monitoring system assists us in collecting and analyzing information related to student enrollment, persistence and completion. The report reflects official data, certified by our institutional research and planning department and enrollment/registration office that is reported to federal, state or local agencies. Data are examined longitudinally to show trends over time. Moreover, data gathered is used by administrators and faculty to strengthen programs and help us achieve the goals of sustainable enrollment, persistence and completion. In this manner, quantitative information relating to program viability is carefully integrated into academic program review, management, and planning. In addition, the more qualitatively based department and program review (DAPR) system involves curriculum review and measurement of student learning outcomes by faculty, yielding valuable information that is used for curriculum and program enhancements.

We also have commenced an Improving Student Success – Focus on Completion action project which will develop systems to help students complete their education and earn a degree. Outcome success measures will be: 1) increasing the number of students with 60 or more credits who earn a degree; 2) decreasing the number of students who apply to graduate, but do

not graduate; 3) increasing the number of interventions on campus which will prevent stopping out; and 4) decreasing the number of students stopping out.

3P2 How do you build and maintain a relationship with your students?

Lakeland builds and maintains relationships with both prospective and current students through ongoing communication, strong faculty involvement, and supportive student and instructional services.

The college uses the following means of interaction to help build and maintain relationships:

For prospective students:
- Campus visits, tours and open houses
- High school visits
- College fairs
- Walk-in advising and advising by appointment
- Mail, email and phone correspondence
- Community outreach through special programming
- Facebook and YouTube pages

For current students:
- Orientation program for new students
- Academic advising and counseling
- Online tutoring – e-tutoring
- Faculty interactions with students
- Student email
- Faculty athletic liaisons
- Free parking and shuttles, and free access to technology
- Student activities, clubs and organizations
- Women's Center and Men's Center
- Veterans and Hispanic programming including dedicated coordinators
- Cohort groups like the Single Mothers Achieving Real Triumph (SMART) program for single mothers
- Printed and electronic materials (Lakelander, Campus Connection, digital signs)
- Facebook pages
- Reverse 911 and college-wide emergency alert systems
- myLakeland intranet – self-service communication of registration, payment and exam information
- Career fairs and workshops
- Technology help desk provides assistance to students via phone, email and SMS
- Dedicated office to accommodate students with disabilities
- Electronic library reference assistance; one-on-one in person sessions
- Transition mentors and completion coaches work individually with students who are academically underprepared
- Opportunities for students to serve on campus-wide committees and initiatives

The most important relationship builders are our faculty who make student success their priority. Full-time faculty members maintain a minimum of 10 office hours each week for academic

advising. In addition, faculty are available via email and phone and frequently work with students outside of class.

The student activities department sponsors over 35 clubs and organizations as a way to engage students. Every club has a faculty/staff advisor which also facilitates the development of relationships. Many of the clubs relate to the area of study (e.g., Paralegal Association) or special interest groups (e.g., Student Democrats).

The associate vice president of student development and the director of student activities regularly meet with student leaders of Student Government and the Campus Activities Board. Our president and provost attend the student leadership training retreat as part of relationship building with student leaders.

3P3 How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

Major vehicles for analyzing needs of key stakeholder groups are:
- Environmental scans and focus groups
- Meetings with K-12 partners
- Advisory committee feedback and surveys
- Employer and alumni surveys
- Evaluations of customized consulting services
- Evaluations of noncredit educational and professional development programs
- Community attitude survey
- Knowledge gained through employee involvement in the community

Ongoing communication with advisory committees and networking done in the community is crucial in understanding stakeholders' needs. In addition, many Lakeland employees serve on employer, community and educational organization boards and committees. Needs of key stakeholder groups, including students, our K-12 partners, higher education institutions, business and industry, alumni, government officials, taxpayers, and donors, are reviewed and addressed by the appropriate college department by using one or more of the vehicles listed above. Major planning to address changing needs is done by the Planning Advisory Council or Vice President's Academic Advisory Council and elevated to the President's Cabinet for approval and implementation.

Lakeland, as a publicly-supported institution, is dedicated to the public good. Our mission statement is community based: "To provide quality learning opportunities to meet the social and economic needs of the community." We are committed to providing the public with the highest quality education possible at an affordable price. Our college is governed by a nine member board of trustees with members appointed by the governor and the Lake County commissioners.

Lakeland takes seriously its obligation to serve the community (including the taxpayers who support our work) and is responsive to community needs. The development of the Holden University Center was the direct result of a promise made to taxpayers to meet their stated request to be able to complete a four-year degree on our campus. Our strategic planning process recognizes and addresses our obligation to external constituents. Key strategic

planning priorities, such as promoting economic and workforce development, are outward-looking and community-based.

3P4 How do you build and maintain relationships with your key stakeholders?

Employees at all levels play an important role. Our president and vice presidents serve on many local, state and national boards and interact frequently with elected officials. The director of the Nonprofit and Public Service Center serves as a liaison to nonprofit and public service organizations. Numerous employees participate in local civic, community and professional groups including the Rotary and Leadership Lake, Geauga and Ashtabula counties. We have ongoing contact with members of the local media.

In addition, we bring the community to Lakeland. For example, the NAACP hosts a Martin Luther King Jr. Day celebration on campus. We assist in the planning and hosting of conferences and events such as National Philanthropy Day, Red Cross Blood Drives, and the Ohio Association of CPAs. We offer public service education programs such as the Knowledge Exchange, the Dworken and Bernstein Management Lecture Series, the International Film Series, and Free College Day. Student clubs provide free events open to the community, including the popular Halloween party.

Lakeland's marketing department utilizes different means of communication to reach stakeholders, including television, radio, direct mail, email, website, and Facebook pages.

Several academic programs also reach out to the community such as the Dental Hygiene Clinic, which provides dental hygiene preventive services to over 2,000 local residents annually for a nominal fee. Nursing students in the community nursing course serve the homeless population at the Salvation Army and Lake County Free Medical Clinic. The Men's Center conducts a workshop in life skills training with the Salvation Army, and the Women's Center conducts a program at the local jail. The Lakeland Cable Network broadcasts television programs for the community, and the community also has access to all library services on campus. Lakeland offers a wide variety of arts programs with community participation.

The Center for Business and Industry convenes an employer consortium to identify needs of employers and develop programs to meet those needs. Many employers are represented on advisory committees which allow us to build relationships with them. Career services provides employers free access to our job board, organizes job fairs for them, and links students with employers for cooperative education and internships. The Men's Center offers outplacement services to assist area employers with workforce reduction issues.

A quarterly newsletter, "The Lakeland Liaison," is sent to 8,000 alumni via email. An alumni Facebook page provides networking opportunities, and an Alumni Hall of Fame recognizes distinguished graduates. Almost all academic program advisory committees include program graduates.

3P5 How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

The college determines if it should target new student and stakeholder groups through several processes, including strategic planning and curriculum development. These processes include:

the gathering and analysis of data obtained from environmental scans; trend analyses; market, demographic and enrollment analyses; survey and research reports; needs assessments; and SWOT analyses. Input from employers, advisory committees, community partners, and other stakeholders plays a key role in determining the need for new offerings and services.

Examples of new academic programs and services developed in response to the needs of target student and stakeholder groups and that align with our mission and the 2010-2015 Strategic Plan include:

- The Holden University Center – The center was created in response to community needs for affordable and convenient access to advanced degrees in Lake County. A community survey indicated that partnerships with four-year universities so students can earn a four-year degree in Lake County should be the highest priority for the college, and market data indicated that only 25 percent of Lake County residents hold a bachelor's degree. Priority 5 – Opportunity – in our strategic plan contains a strategy to "partner with four-year colleges and universities to increase opportunities to obtain bachelor's or master's degrees at a Lakeland site."
- Support services for veterans – A veterans services coordinator, student group, and lounge were added in response to student needs. Trend analyses indicate that more veterans are returning to college, and the number of veterans enrolled at the college has increased significantly. Research indicates that veterans sometimes experience difficulty returning to school and need extra support. Priority 1 – Student Success – in our strategic plan calls for improving student retention by adapting new best practices to our culture and community.
- Expanded learning opportunities – In response to workforce needs, a degree program in industrial welding was created in partnership with Lincoln Electric. Workforce analyses indicated that baby boomer retirements will result in a shortage of qualified welders. Lake County manufacturing employers requested that we develop a welding degree and certificate program. Research also showed that welding jobs are expected to grow 15 percent through 2020. Priority 5 – Opportunity – in the strategic plan calls for providing for the expansion of learning opportunities. A strategy to accomplish this priority is to partner with business and industry to promote economic and workforce development.

We also analyze the offerings of other institutions and compare them to our courses and programming to determine if our stakeholders may have similar needs which we have not yet met.

3P6 **How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?**

The student handbook contains a formal multi-step procedure for student complaints. In compliance with federal regulations, the college maintains records of written complaints filed with the president, provost, and dean of student development. The complaining party is kept informed throughout the process, and administrators are able to monitor trends. The provost's office is responsible for tracking and analyzing patterns in academic complaints and taking correction action as necessary.

We recently completed an AQIP action project with the goal of establishing an effective process to collect and respond to non-academic student and stakeholder complaints. Historically, non-academic complaints were collected and tracked in individual offices and departments. As a result of this action project, we now have a system which allows trends to be identified, analyzed and addressed in non-academic areas such as safety, security and harassment.

RESULTS (R)

3R1 **How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?**

Lakeland regularly assesses the satisfaction of students and other stakeholders through surveys, benchmark data, and ongoing qualitative feedback (Figure 3-1).

We also measure our students' satisfaction through their success and completion.

Figure 3-1
Assessment of Satisfaction

What We Collect	Knowledge Gained
New Student Survey	Understand student motivation and help improve retention
Community College Survey of Student Engagement (CCSSE)	Assess institutional practices and student behaviors that are correlated highly with student learning and student retention
Graduate Satisfaction Survey	Satisfaction with student services and their academic experiences
Graduate Follow-up Survey	Impact of a Lakeland education on our graduates' employment and educational opportunities
Survey of Community Attitudes	Perceptions of the quality of education and the college's importance to the community
Employee Feedback Survey	Provides feedback from employees on campus culture
Missed Opportunities Survey	Satisfaction with the enrollment process at Lakeland, with a focus on the course registration activity
Student Survey of Instruction	Provides feedback to faculty to help improve instruction and teaching methods
Advisory Committees	Guidance on the changes occurring in business and industry
Career Services, Athletic Department, Learning Center, New Student Orientation, Library, and Men's and Women's Center Surveys	Effectiveness of department initiatives, programs and services
Diversity Survey	Satisfaction with the acceptance of diversity across the campus

Our tools are reviewed and modified as needed. For example, the Student Survey of Instruction was recently evaluated and updated. With the approval of the provost, a study group, initiated by and consisting of faculty, reviewed and improved the evaluation instrument. The process involved gathering input from faculty, reviewing evaluations from other local colleges and universities, and soliciting feedback from the Vice President's Academic Advisory Council and the Provost's Council.

All of the measures collected from the instruments described above are compiled and shared with the appropriate constituents on a regular basis. In the case of the Student Survey of Instruction, a summary/analysis sheet is generated for each course and college-wide comparisons are made. Course evaluations are reviewed by the dean and department chair before being returned to the faculty. Improvements are made where needed.

3R2 What are your performance results for student satisfaction?

Performance results from the college's New Student Survey, Graduation Satisfaction Survey, Graduate Follow-up Survey, and our CCSSE results indicate that students are satisfied with Lakeland (Figure 3-2).

Figure 3-2
Percentage of Students Satisfied with the Quality of Education at Lakeland

Survey	Mean Scores*		
	2008-2009	2010-2011	2012-3013
New Student Survey	4.33 (N=309)	4.39 (N=144)	4.36 (N=84)
Graduate Satisfaction Survey	4.51 (N=764)	4.44 (N=392)	4.50 (N=720)
Graduate Follow-up Survey	4.51 (N=208)	4.55 (N=210)	N/A

*Mean Score: 5.00 = Very Satisfied   4.00 = Satisfied   3.00 = Neutral   2.00 = Dissatisfied   1.00 = Very Dissatisfied
N/A = Not Available

Our 2011 CCSSE results related to support for learners indicate a level of student engagement that is consistent with our cohort group (Figure 3-3).

Figure 3-3
Support for Learners (CCSSE 2011)

Item	Lakeland Mean	2011 Cohort
Providing the support you need to help you succeed at this college	3.10	2.99
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	2.46	2.53
Helping you cope with non-academic responsibilities	1.92	1.95
Providing the support you need to thrive socially	2.13	2.17
Providing the financial support you need to afford your education	2.65	2.53

CCSSE Question: How much does this college emphasize each of the following?
    1 = Very little   2 =Some   3 = Quite a bit   4 = Very much

The CCSSE results related to academic advising and counseling were identified as areas in need of improvement. This was also identified as an area of concern in our New Student Survey results. The concern identified was specifically tied to our students' ability to meet with a counselor during peak enrollment periods. To address this concern, we added walk-in advising as a means to access counselors.

Our Student Survey of Instruction collects information that can be used by faculty to improve their courses and their teaching and to help academic administrators make personnel and

program decisions. A question is asked on each survey to gauge the students' perception of their overall learning experience in the course. In fall 2012, 63 percent of the total responses for all courses rated the learning experience as excellent, and 28 percent rated it as good. Only two percent rated it as poor.

For the 2011-2012 academic year, Lakeland implemented an enhanced new student orientation program. The feedback we received from students regarding the program was very positive: 94 percent of attendees reported they felt better positioned for success.

3R3 What are your performance results for building relationships with your students?

The CCSSE data in Figure 3-4 provide a snapshot related to the results for building relationships with students. The results show that Lakeland is at or above the national average.

Figure 3-4
Building Relationships with Students (CCSSE 2011)

Quality of Relationships with Other People	Lakeland Community College Means	CCSSE 2011 Cohort Means	Key for Means
Instructors	5.73 (N = 881)	5.67 (N = 436,149)	Responses range from 1 to 7, with scale anchors described as: (1) Unavailable, unhelpful, unsympathetic (7) Available, helpful, sympathetic
Administrative personnel and offices	5.06 (N = 880)	4.97 (N = 435,366)	Responses range from 1 to 7, with scale anchors described as: (1) Unhelpful, inconsiderate, rigid (7) Helpful, considerate, flexible

Data captured on the Student Survey of Instruction also suggests that Lakeland is building relationships with our students: 92 percent of respondents indicated the instructor created an environment that promoted learning.

The number of students who participate in continuing student activities is another measure of our ability to build relationships with our students. Lakeland is proud of its results as the number of students who participated in student clubs and cohort groups continues to grow every year. Lakeland's ability to build relationships with students is also reflected in the steadily increasing number of students who choose to work with a transition mentor as well as the increasing number of students who choose to work with a tutor over multiple sessions (Figure 3-5).

Figure 3-5
Number of Students Participating in Continuing Student Activities or Cohort Groups

Student Activity or Cohort	2010-2011 Number of Participants	2011-2012 Number of Participants	2012-2013 Number of Participants
Student Clubs	29 clubs/ 747 students	36 clubs/ 810 students	36 clubs/ 1,097 students
Student Ambassadors	24	25	28
Men's Center Cohorts	99	197	209
Veterans Club	15	32	45
Transition Mentor Services	55	90	101
Tutoring Services	3,636	3,859	3,784

3R4 What are your performance results for stakeholder satisfaction?

A strong indication of community support for the college has been the passing of levies in 2010 and 2011.

Community Attitude Surveys completed in 2010 and 2011, prior to the levy campaigns, strongly reflected community support for the college. In 2011, 78 percent of the county residents rated the quality of education at Lakeland positively, with 33 percent rating it excellent and 45 percent rating it good.

Another indication of support identified in the Community Attitude Survey is the significant market penetration Lakeland has within our service area. In 2011, 53 percent of all respondents indicated that they have personally taken classes at Lakeland.

In addition, Lakeland has over 30 advisory committees that provide oversight and regular feedback to both our credit and noncredit programs. This feedback includes recommending modifications to the curriculum that will assure our programs meet the needs of our students and the needs of local employers. Lakeland's ability to retain stakeholder participation in our advisory committees reflects satisfied stakeholders.

Lakeland's stakeholder satisfaction is measured directly as it relates to specific programs and outreach efforts. For example, approximately 2,000 community members visit the college's Dental Hygiene Clinic each year to take advantage of services offered. Patients are surveyed on a variety of measures including overall satisfaction with treatment, wait time, and explanations provided on plaque and disease. Results indicate that community members have an overall satisfaction with services provided in the Dental Hygiene Clinic. In particular, the Dental Hygiene Patient Survey results from 2009-2013 reveal overall satisfaction as 100 percent, wait time as 94-100 percent, and explanation of plaque and disease as 91-100 percent.

3R5 What are your performance results for building relationships with your key stakeholders?

Survey data, small business development statistics, and attendance figures are considered as key indicators in determining the success of programs designed to build relationships with our key stakeholders. The following data provide evidence of the performance results for building relationships with key stakeholders:

- As a way to give back to the community, Lakeland's Free College Day began in 2002. Data from 2007-2013 reveal that approximately 1,068 community stakeholders participated in Free College Days. Annually, attendees are invited to complete a survey. Survey results from spring 2013 indicate that 65 percent of respondents rate the variety of classes at Free College Day as "Good." Further, 76 percent of respondents rate their overall experience at Free College Days as "Excellent." The feedback from the survey will continue to shape our future class offerings.
- The annual International Film Series has been offered more than 10 years and is regularly attended by 100-150 individuals. Attendees provide feedback on the series through the completion of evaluations.
- The Dworken and Bernstein Management Lecture Series has been presented each year since 1976 with attendance averaging 80-100 individuals per lecture.

- More than 6,000 community members attend Lakeland music concerts and theatre productions annually.
- Approximately 1,800 students and community members participate in the Lakeland Jazz Festival annually.
- Career services has hosted a Career Expo each fall for the past seven years, bringing 53-80 employers to campus. Community members range from 32-51 percent of attendees. Overall employer satisfaction for the past seven years consists of 76 percent of respondents rating overall satisfaction as excellent to very good, and 21 percent rating overall satisfaction as good.

Lakeland has actively leveraged technology to help build relationships with students and key stakeholders. As an example, we use Facebook as a way to engage a wide variety of stakeholders. In the past year, the number of visitors who have "liked" the page increased 54 percent over 2012 to 4,397.

Currently, more than 1,000 people follow Lakeland on LinkedIn. Most of these followers are alumni. Our ability to build and sustain relationships with our alumni is reflected in the 69 paid lifetime memberships to the Lakeland Alumni Association and the 34 inductees into the Lakeland Alumni Hall of Fame. The inductees choose to fund a scholarship each year. Their ongoing commitment to the college is another measure of the strength of the relationship.

3R6 How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education institution and, if appropriate, of organizations outside of higher education?

Lakeland has been benchmarking our performance on processes with other state and regional community colleges. Resources used include CCSSE, Ohio Board of Regents data, Integrated Postsecondary Education Data System (IPEDS) comparative reports, the National Community College Benchmark Project (NCCBP) report, and various professional organizations.

The CCSSE benchmark related to support for learners (Figure 3-3) provides feedback on how we are performing compared to the national average in offering our students important support services, cultivating positive relationships among groups on campus, and demonstrating our commitment to their success.

The NCCBP report provides key benchmark data on several student success and completion measures (Figure 3-6).

Figure 3-6
NCCBP Key Success and Completion Values

	Lakeland Value	NCCBP 75th Percentile
Percent Completed or Transferred in 3 Years	51%	44%
Fall-Fall Persistence	45%	52%
Employed in Related Field After Completion	72%	67%

IMPROVEMENTS (I)

3I1 **What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Understanding Students' and Other Stakeholders' Needs?**

Over the past three years, Lakeland has made significant process improvements based on the systematic use of survey data and the identification of best practices. There is now clear alignment with how we collect data related to our students' educational path and the establishment of student success initiatives. Lakeland has made a concerted effort to create coordinated processes for understanding student and stakeholder needs. This effort has led to the implementation of systematic and comprehensive initiatives.

These process improvements include:
- Using the results of the 2011 CCSSE data related to support for learners (Figure 3-3), the college initiated three programs to increase our students' ability to cope with academic and non-academic responsibilities:
  - Promoting Student Success program targets students who did not meet federal financial aid standards after their first semester. This program actively engages students in various student success strategies with a focus on time management. There were 302 students participating in this program prior to the start of the spring 2013 semester.
  - College Knowledge Workshops were established to help students develop effective learning strategies. These free workshops are available to all students, and topics include basic computer skills, note taking, and balancing college and work.
  - Transition mentors serve as a resource and point of contact for students in developmental-level courses. Through their interaction with students (one-on-one appointments, emails and phone calls), they connect/refer students to important support services available on and off campus (Figure 3-5).

- Based on the CCSSE data and our New Student Survey, the college recognized the need to expand opportunities for students to meet with counselors during peak enrollment periods. Three programs were implemented:
  - Walk-in counseling
  - Health technology information sessions provide general information in a group-advising setting
  - The COMPASS-to-Counseling program provides students the opportunity to meet individually with a counselor as part of placement testing

  The results of these efforts were immediate. During our peak enrollment period for the spring 2013 semester, there was a 28 percent increase in the number of students who met individually with a counselor.

- Community stakeholders in the 2010 Community Attitude Survey were asked to rate seven programs Lakeland does or could offer. Of the programs tested, the highest priority was offering partnerships with four-year universities so students could complete a four-year degree in Lake County (Figure 3-7). This information helped to guide the college's planning process to establish a university center. In 2011, the Holden University Center opened.

Figure 3-7
Community Feedback on Programs

Question: How high of a priority should the following be for Lakeland?	Don't Know	Low	Middle	High	Very High
Partnerships with four-year universities so students can get a four-year degree in Lake County	3%	1%	10%	37%	49%
Training for careers or trades that require a two-year degree	2%	2%	11%	50%	34%
Low cost college courses and degrees	4%	3%	9%	51%	33%
The first two years of college	5%	1%	12%	50%	31%
Classes to help people who are not ready for college-level courses	4%	11%	25%	39%	21%
Classes for people who only want to take a course or two	2%	9%	34%	40%	15%
Classes at locations other than the main campus	5%	13%	34%	35%	14%

- Feedback from veterans' community groups and our advisory committees was instrumental in the college's expansion of services to veterans, including the creation of a veterans steering group, the hiring of a veterans program coordinator, and the establishment of a veterans lounge.

3|2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Understanding Students' and Other Stakeholders' Needs?

Since the adoption of the AQIP continuous improvement process, Lakeland has continued to develop the infrastructure that allows us to select specific processes to improve and set targets for improved results in Understanding Students' and Other Stakeholders' Needs. Specific to the area of Understanding Students' and Other Stakeholders' Needs, the college reorganized its organizational structure and created a new position dedicated to student enrollment management. This change in the organizational structure allowed the college to focus on enrollment and access issues that surfaced as areas in need of improvement as it related to student satisfaction.

The committee structure and annual cycle of planning requires that everyone who works directly with students consistently solicits student feedback and examines that feedback for opportunities to improve. This is true whether it is in the classroom, while examining enrollment trends, or reaching out to our recent graduates. Lakeland has a strong culture of participation and that includes faculty, staff and students. Ever cognizant of our role in the community, our strong collaborative partnerships and outreach efforts afford us the opportunity to continually examine and meet the needs of other stakeholders.

CATEGORY 4: Valuing People

INTRODUCTION

VALUING PEOPLE explores your institution's commitment to the development of your faculty, staff and administrators.

Lakeland continues to demonstrate the extent to which it values employees via competitive compensation, benefits, and equitable employment policies. Furthermore, the college encourages a culture of shared governance. Individual contributions continue to be acknowledged through longstanding recognition programs and performance management processes. The college's efforts to value people are successful as evidenced by the large percentage of long-time employees at all levels of the organization and the rarity of an employee concern advancing to the level of a formal complaint, grievance or charge.

New employees are selected via stable, well-designed recruitment and selection processes managed by the human resources (HR) department. These mature processes emphasize objective, behaviorally-anchored, and efficient methods for selecting the individual most likely to be successful in a position. Likewise, our "red carpet" treatment of potential employees reflects our commitment to creating an exceptional work environment while allowing the candidate an opportunity to fully analyze the college as an employer. Employee orientation at Lakeland continues to evolve. Depending upon the position, orientation can involve the immediate supervisor, the HR department, the academic administration, a committee of peers, the relevant employee groups (Lakeland Faculty Association, Lakeland Staff Association, Part-time Faculty Advisory Committee), or all of these.

Once onboard, new employees will find they have ready access to information that can serve as the foundation for becoming involved or proposing improvements and changes in work processes. The college's committee reporting structure provides opportunities to make bottom-up recommendations for improvement. Each joint committee now reports either to the Planning Advisory Council (PAC) or the Vice President's Academic Advisory Council (VPAAC) in order to improve the exchange of ideas and erode institutional silos. In summary, our employees contribute via college-wide committees, committees of peers with common interests, and cross-departmental work groups.

The VPAAC, the PAC, the President's Cabinet, and the Strategic Planning Committee are four key advisory bodies that work together, reviewing existing processes, identifying needed improvements, and sharing these with the appropriate decision makers to ensure they are part of the comprehensive planning needs at Lakeland. Planning at the department level is reinforced through the recent introduction of the Progress Center. Succession planning and performance management will be improved via this tool, as well as the planned redesign of our performance management forms to focus on the alignment of college, departmental and individual goals.

The college has identified a committee of individuals willing and interested in working on an AQIP action project focused on formalizing a methodology for succession planning within the organization. The committee is comprised of administrators, faculty and staff – all of whom will offer a unique perspective with regard to how succession planning can best be implemented in an environment of many unique positions held by long-term employees.

PROCESSES (P)

4P1
How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

The HR department conducts job audit interviews with the hiring supervisor, incumbents in the same position, co-workers, other stakeholders, and search committee members. A review of similar positions at other institutions, research on occupation-specific best practices for staffing, and review of licensure and other accrediting agency requirements for each position are also completed by the HR department. Exit interviews of separating employees also ask for an inventory of required job skills. From this foundation of analysis, the position description is created and redesigned when necessary.

4P2
How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

Collaborative hiring processes engage search and selection committees for the majority of the position vacancies. Committees include the supervisor, others who interact with the position, and an HR representative. When search and selection committees are not required by board policy or administrative procedure, the HR department works closely with the hiring supervisor to ensure professional and unbiased selection. All applicants complete a college employment application. The majority of positions also require a cover letter and resume. Depending upon the position, applicants may be required to complete a job-specific supplemental questionnaire to gather in-depth information about critical experiences and skills. All applications are evaluated by HR to determine if they possess the minimum or preferred qualifications. Interviewees are selected after the application materials are closely reviewed for indicators of suitability for the position.

Behaviorally-anchored interview questions are developed by the search committee. HR then reviews them for validity. Assessment typically includes job-specific skills tests ranging from teaching demonstrations and role play, to exercises designed to measure proficiency in written communication and software application. HR further ensures the validity of search processes by providing interviewers with a position-specific metric designed to ensure candidates are assessed against critical skills and abilities needed for success. Prior to the formal offer of employment, HR verifies prior employment, contacts references, and reviews the results of a criminal background check. For positions requiring post-high school education, employment offers are contingent on receipt of official college/university transcripts.

All faculty members must meet the criteria required for the particular discipline. Full-time faculty members take the lead for curriculum, expectations for student performance, student advising/counseling, and assessment of student learning. Counselors are required to maintain licensure. In accordance with state requirements, counselors maintain credentials through professional organizations.

Staff members hired to provide student support services must have the education and experience commensurate with the position. Office staff must be familiar with current processes and procedures and exhibit strong customer service skills. A wide range of professional development opportunities are routinely provided by state and regional professional organizations (e.g., Ohio Association of Student Financial Aid Administrators, the Ohio Attorney

General, and Ohio Student Affairs Officers) to support staff in the effective performance of their duties and to keep up to date with compliance.

Tutors must exhibit competencies in the areas in which they tutor either by testing or through evaluation of skills by department chairs or Learning Center management. All tutors are required to read and follow the Lakeland Learning Center Training Manual.

4P3   How do you recruit, hire, and retain employees?

Our highly professional and consistent recruitment and selection process begins with the supervisor and HR developing or updating the position description detailing the responsibilities, qualifications, and conditions of employment. The position description is summarized into a vacancy announcement. Pertinent wage and benefit information, information about the college, and our equal employment statement are included. Almost all staff level vacancies are first announced internally. Board policy and procedure require that full-time faculty and administrative positions be advertised externally. Internal candidates are encouraged to apply at that time. When external advertising is warranted, vacant positions are announced on the college's website, advertised in local, regional and/or national publications, and summarized in position announcements sent to likely sources of diverse and qualified applicants (e.g., other institutions of higher education and occupation-specific professional organizations).

To maintain and fortify retention, HR reminds managers to regularly discuss, encourage, and make available professional growth opportunities to motivate employees to continue contributing to the mission of the college. We also retain employees by offering competitive salaries, excellent group benefits (Figure 4-1), participation in state retirement systems, recognition programs, a beautiful and safe campus work environment, and policies/programs that promote a healthy work/life balance. HR regularly participates in benefit surveys, webinars, and meetings with other Ohio community colleges and relevant professional organizations to gauge marketplace trends to remain competitive. As a result of these efforts, several changes have been made over the years, resulting in fuller benefit offerings. Employees express appreciation for these efforts, particularly with respect to the ever-growing wellness programming.

Figure 4-1
Lakeland Community College Employee Benefits

Benefit	Length	FT Faculty	PT Faculty	Admin.	FT Staff	PT Staff	Family
Healthcare Coverage	Active employment	X		X	X		X
Vision Coverage	Active employment	X		X	X		X
Dental Coverage	Active employment	X		X	X		X
Prescription Coverage	Active employment	X		X	X		X
Flexible Spending (No college match)	Active employment	X		X	X		X
Life Insurance	Active employment	X		X	X		Employee paid
Long-Term Disability	Active employment	X		X	X		
Sick Leave	Active employment	15 days per year	2 days per term	15 days per year	15 days per year	FTE-based	

Benefit	Length	FT Faculty	PT Faculty	Admin.	FT Staff	PT Staff	Family
Vacation	Active employment			23 days per year	Up to 22 days per year	FTE-based	
Paid Holidays	Active employment			11 days per year	11 days per year	11 days per year	
Personal Leave	Up to 5 days/year	X		X	X	X	
State Teacher's Retirement System	Active employment	X	X				
School Employee's Retirement System	Active employment			X	X	X	
Alternative Retirement Plan	Active employment	X		X	X		
403/457 (b) Employee Contribution	Active employment	X	X	X	X	X	
Wellness Physical Activity	30 minutes/ twice week	X		X	X	X	
Employee Assistance Program	Active employment	X	X	X	X	X	
Flex Schedule	Active employment			X	X	X	
Partial Year	8 week max			X	X		
Fee Waiver – Credit/Noncredit	Active employment	X	X	X	X	X	X
Bookstore Discount	Active employment	X	X	X	X	X	
Athletic Fitness Center Membership	Active employment	X	X	X	X	X	FT employees only
Interest-free Computer Loan	$3,000 max/ 30 months	X		X	X	X	
Professional Development Funding	Active employment	X	X	X	X	X	
Long-Term Professional Leave	Completion of 7 years continuous employment	2 semester max		120 day max	120 day max		
Free Parking	Active employment	X	X	X	X	X	

4P4 How do you orient all employees to your organization's history, mission, and values?

An HR department representative meets with newly-hired employees to orient them to our history, mission and values, current strategic plan, organizational structure, relevant policies and procedures, customs and practices, working conditions, and benefits. A recent improvement to the process is a single paperless electronic checklist linked to electronic source documents maintained by various college departments. The employee is able to refer back to a topic while being assured he/she is accessing up-to-date information.

Believing that informed employees working in a team culture are better able to contribute to the college's success, a critical part of the new employee orientation is explaining how information

is communicated through multiple channels and a variety of media. Employees are encouraged to actively participate in college events. The Lakeland Faculty Association (LFA) and Lakeland Staff Association (LSA) also play an important role in welcoming and orienting new employees.

New full-time faculty members attend a year-long orientation comprised of a series of monthly meetings organized by the academic leadership team under the direction of the provost. New part-time faculty orientation sessions are held at the beginning of each semester.

4P5 How do you plan for changes in personnel?

We have just begun a succession planning action project to help us plan more systematically for personnel changes. Developing a formal succession plan has not been a previous strategy due to a highly stable workforce/low rate of employee turnover combined with relatively few readily identifiable career ladders – the latter resulting from many small departments or specialized functions wherein work is carried out by one or two individuals.

We recognize the importance of formalizing processes for identifying opportunities and developing employees to positively impact organizational stability and employee morale. To that end, we are redesigning our administrative and staff performance management forms and review process to include a discussion of interest in and potential for future reassignment or promotion. It also should be noted that some of our current employees have been promoted to positions of greater responsibility and compensation, including a number of top administrators. Professional development activities, fee waivers for courses, cross-training through assignment to departments with opposing periods of peak work, and opportunities to work "above class" for temporary periods of time help prepare employees for advancement.

4P6 How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

Our shared governance model fosters input from all employees to establish measures of organizational productivity and formulate effective work methods. This level of employee engagement results in operational efficiencies that simultaneously improve customer satisfaction and employee morale. For example, changes to the registration policy and process came about due to collaboration among registration and counseling departments and faculty members. New systems were established to enhance student success while increasing employee productivity and satisfaction.

Relying on the expertise of employees at all levels of the organization, including those "on the front lines," ensures our efforts to improve organizational processes stay focused on the most relevant aspects of the work being performed. Employees routinely participate in meetings and committees designed to facilitate discussion and improve operational efficiency between departments. The 2012 Employee Satisfaction Survey included the following question: "Do working relationships and decision making procedures allow many people to take initiative?" The average score (with 1 = Almost Never and 5 = Almost Always) of 3.20 across all respondents was .58 higher in 2012 as compared to the previous survey conducted in 2001.

Access to meaningful information and engaging all employees are key to obtaining employee input to the design of work processes that will improve operational productivity and promote employee satisfaction. The Graduate Follow-up Survey, Graduate Satisfaction Survey, and

New Student Survey all contain critical information that is useful to employees when developing their annual goals, including improvements to current operations or work processes.

4P7 How do you ensure the ethical practices of all of your employees?

Upon hire, employees are given a copy of the Ethics Code issued by the Ohio Ethics Commission and, as appropriate for their position, training related to FERPA, HIPPA, and the use/misuse of college resources. Our policies and procedures address key ethical issues including conflict of interest. College policies and the Ethics Code are available to all employees on the employee portal (myLakeland). Additionally, we comply with Ohio House Bill 66 requiring public employers to notify their employees of the state auditor's hotline for anonymously reporting incidents of fraud.

Ethical practices are designed, implemented, modeled, and enforced in accordance with college and industry practices. Violations are investigated by the appropriate administrator, often in conjunction with HR and/or campus police, according to the pertinent conduct code, policy or law. Processes for investigation of ethical violations are thorough and respect the employee's right to due process. When an ethical violation has been confirmed, employee discipline has ranged from a written reprimand to termination.

Board Policy 3354:2-09-01 states: "It is the policy of the College to carry out its mission in accordance with the strictest ethical guidelines and to ensure that College board members, officers, and employees conduct themselves in a manner that foster public confidence in the integrity of the College, its processes, and its accomplishments…Failure of any College official or employee to abide by this Ethics policy, or to comply with the Ethics Law and related statutes, will result in discipline, which may include dismissal, as well as any potential civil or criminal sanctions under the law." Exemplary annual outside audit results reveal that the college completes its business in a legal and ethical manner.

4P8 How do you determine training needs? How do you align employee training with short and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

Training needs are most frequently identified at the department level in response to both internal and external demands and pressures. Changes in what is required of the college or how work will be performed are indicators of training opportunities. The continued growth and commitment to online learning resulted in ongoing Blackboard workshops for all levels of users in order to enhance online teaching and support of students in the online environment. Occasionally, institution-wide changes, such as the integration of Banner, require widespread training.

Performance evaluation discussions provide employees and supervisors with the opportunity to discuss training needed to address areas of deficient performance and/or prepare the employee for work in support of short- and long-range department goals linked to the college's strategic plan. As part of the review of completed performance evaluations, the director for HR frequently suggests training that will assist an employee in addressing specific competencies. Outside of the annual performance evaluation cycle, supervisors may consult with the director for HR concerning meeting training needs of individual employees.

Committees such as the Excellence in Teaching and Professional Development Committee, and the Staff Professional Development Committee gather information from their constituents and review requests to fund training. Likewise, the Part-time Faculty Advisory Committee gathers information relative to training needs and how to improve future new faculty training and orientation. The provost confers with faculty leaders and deans to determine relevant training topics and presenters for Fall Conference Week and Spring Reading Days. A Faculty Professional Development Survey during the 2012-2013 academic year asked participants for information about their training needs in order to assist with the planning of future professional development/training opportunities.

The 2012 Employee Satisfaction Survey included the following question: "Does the college inspire, train and empower people sufficiently?" The average score (with 1 = Almost Never and 5 = Almost Always) of 3.07 across all respondents was .16 higher in 2012 as compared to the previous survey conducted in 2001.

4P9   How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your institution? How do you reinforce this training?

Our training seeks to respond to changing needs and feedback from performance management discussions to the degree permitted by institutional fiscal constraints. Much of our training is accomplished via available funding of professional development activities for staff and faculty, fee waivers for credit and noncredit courses at the college, cross-training of employees by assigning them to departments with opposing peak work periods, and providing opportunities to work "above class" for temporary periods of time in order to learn "on the job" and have an opportunity to demonstrate proficiency and suitability for promotion. The Excellence in Teaching and Professional Development Committee recommends professional development activities and facilitates periodic luncheons with topics related to teaching excellence. The committee also facilitates the Faculty Challenge Grants program which offers funding to enhance faculty effectiveness.

The importance of ongoing training is reinforced in the performance management process and plays an important role in tenure and post-tenure evaluations. We are in the process of systematizing the manner in which training needs are identified, prioritized and offered. This effort will be supported by creating a more systematic way for employees to express their need for training by linking needs with department goals in our Progress Center.

Figure 4-2
Professional Development Opportunities Offered at Lakeland

Program Title	Description
Knowledge Exchange	A regular discussion group on a variety of topics
Excellence in Teaching	Support professional enrichment opportunities for faculty through luncheon speakers and Faculty Challenge Grants to foster innovation
Fall Conference Week	Professional development activities prior to start of fall semester
Reading Days	Faculty professional development activities prior to start of spring semester

Program Title	Description
Fee Waivers	Employees receive reduced or eliminated fees to participate in credit or noncredit classes
Help Desk Technology Sessions	Employee training related to a variety of technology
Technology Highlights Event	Annual event to train employees on technology
Special Events	Highly Effective Teams – Conflict Management, Humor in the Workplace, and Diversity programming such as: Diwali, Passover Seder, Luau, and Kwanza celebrations
Professional Development Funds	Funds available for employees to augment skills, obtain a degree or pursue an area of interest; awarded through appropriate committees
Professional Tutor Certification Program	Tutors attend workshops and participate in special projects
Points to Certificate	Part-time faculty can take 15 hours of coursework provided by Lakeland and receive $250 and a certificate. There are two required courses: Learning about the community college environment, particularly the learning college; and teaching the adult learner
Long-Term Professional Leave	Full-time employees are eligible to apply for work-related professional leave every seven years. Approval of such leave is subject to action by the Board of Trustees.
Webinars	Variety of topics offered to employees

4P10 How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

Our full-time faculty evaluation process is articulated in the collective bargaining agreement. In the first semester of employment, the dean and new full-time faculty members discuss the criteria for tenure, which are linked to our instructional goals. New faculty are evaluated on a yearly basis prior to attaining tenure. Faculty members submit portfolios containing evidence of accomplishments. Self-assessment and objectives for the upcoming year are discussed with the dean. Classroom observation by the dean and the results of student course evaluations are reviewed and discussed. Post-tenure evaluation is required every five years to foster continuous improvement and is focused on professional goals, objectives and self-evaluation. In the event of an unsatisfactory evaluation, the dean can serve notice that an interim evaluation will occur.

Part-time faculty evaluation includes review of student evaluations by the dean and department chair. Classroom observations by the department chair may take place.

Work by a Student Evaluation Study Group led to the design and implementation of a new student course evaluation form. The form is more focused on identifying areas to improve teaching and student success. The form is a part of the review process of tenured and non-tenured faculty, including part-time teaching employees.

Board Policy 3354:2-21-15 speaks of the obligation of full-time faculty to remain current in their fields of instruction and acquire, maintain and apply knowledge of current instructional methodologies and materials. Fall Conference Week and Spring Reading Days systematically

provide professional development opportunities to all full-time faculty members. Part-time faculty are also invited to participate. The collective bargaining agreement also provides for both short-term and long-term professional leave to engage in research or professional development.

Standardized staff and administrative/supervisory evaluation forms, developed by a committee and refined as needed by HR, evaluate performance. The college's policy guidelines require that the evaluation be completed annually. New staff and administrative hires receive a formal evaluation twice during their probationary period to guide development and orientation to the job and evaluate their ability to meet job requirements. All staff members are encouraged to provide a self-assessment narrative and identify barriers to performance. The evaluation process also facilitates goal setting for the upcoming year. The evaluation form for administrative employees is more of an open narrative with prompts for goals, results and barriers.

Supervisors frequently consult with HR for advice on how to effectively observe, document and improve employee performance. They are encouraged to use examples, cite specific benchmarks for performance, and provide tips and a timeline for achieving the desired performance level. HR conducts training with the supervisory/professional staff to enhance knowledge of evaluation and performance management. With the increased use of the Progress Center, employee performance assessment is closely linked with goals and objectives of departments.

4P11 How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

Lakeland's compensation and benefit systems were designed to ensure our wages and group benefit options align with our strategy to select and retain highly-talented, goal-oriented people. Our wages and benefits are competitive within the local, regional and national marketplace and are designed to adhere to state and federal laws and guidelines. Full-time faculty compensation and benefits are negotiated through and defined in the collective bargaining agreement and adhere to Ohio State Employee Relations Board and National Labor Relations Board policies, procedures, and related laws.

With approval by our board of trustees, our salary schedules are adjusted as the budget allows, so that we remain competitive. Faculty employed full-time are paid per the salary schedule in the bargaining agreement. Employees and the college contribute to all mandatory state retirement plans per state law.

The college is a member of the Lake County Schools Council consortium to take advantage of group buying power and support services for medical, prescription, dental, vision, and group life insurance coverage. Employees can also participate in a flexible spending plan. Optional dependent life insurance and supplemental life insurance are also available to eligible employees. In addition, we provide long-term disability protection for full-time employees.

Employee recognition and reward programs have been in place for many years to reward those who support our core values, including excellence, integrity and innovation. Figure 4-3 illustrates these programs.

Figure 4-3
Employee Recognition and Reward Programs

Reward/Recognition	Awarded	Description
Awards Ceremony	Annually	Years of service
Employee of the Semester	3 times per year	Staff award for exceptional performance and contributions to the college
Excellence in Teaching	Annually	Faculty award for two full-time and two part-time faculty
Everyday Heroes	Monthly	Spontaneous peer acknowledgement at the President's Coffee for outstanding efforts of an individual
Distinguished Service Award	Annually	Faculty, staff, student, and community member award for outstanding service
College Holiday Party	Annually	General employee appreciation and celebration
College Picnic	Annually	General employee appreciation and celebration
Faculty Challenge Grants	Annually	Supports innovation in teaching
President's Cabinet Recognition	Monthly	Recognition of outstanding efforts by a team
Diversity Award	Annually	Recognition of efforts to increase awareness of diversity
Part-time Faculty Dinner	Annually	Recognition dinner
Student Advisor of the Year	Annually	Employee award for providing outstanding service to student club or organization; nominated by students
Student Worker of the Year	Annually	Student award to recognize outstanding efforts; nominated by employees

4P12 How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?

We have an "open door" culture in which employees are encouraged to approach administrators or HR with questions and any issues of concern. Open forums with our president, such as the President's Coffee, provide more structured opportunities for discussion and input.

The LFA and LSA presidents are participating members of the President's Cabinet. The provost meets with the LFA president on a monthly basis in order to discuss any issues of concern as well as ongoing projects and initiatives. The LFA and LSA Executive Committees invite key administrators to their meetings as needed. Meetings of the LFA Executive Committee are open to all LFA members. The LSA meets with administration at least once each semester to discuss any concerns.

The analysis and course of action vary depending upon the issue and participants. When the LFA raised concerns about governance issues several years ago, a series of meetings were held with the administration and the faculty to discuss the concerns. Other issues may go to committees for resolution.

4P13 How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

Campus police and HR routinely monitor employee health, safety and well-being and provide resources to address any concerns. Both of these departments have open door policies and welcome feedback.

We have an employee assistance program which provides counseling and support services for personal issues. The Joint Healthcare Committee and Wellness Week support employees' desire for healthier lifestyles, including wellness benefits. Safety concerns led to active shooter response training sessions for all college employees conducted by campus police.

RESULTS (R)

4R1 What measures of valuing people do you collect and analyze regularly?

Recruitment, selection and orientation processes:
- Nearly all new administrative and staff employees progress beyond the probationary period.
- Nearly all faculty achieve tenure in the minimum period of time.

Organizational effectiveness and employee satisfaction processes:
- Our second Employee Satisfaction Survey (2012) included the question: "Do working relationships and decision making procedures allow many people to take initiative?" The average score was .58 higher in 2012 as compared to the previous survey conducted in 2001.
- We continue to enjoy healthy participation on committees and work groups. Campus events, such as the All College Picnic and Presidents' Coffees, continue to draw large numbers of employees (4R2).
- The incidence of employees temporarily assigned to other departments is on the rise as we maximize efficiency and augment operations by taking advantage of our employee knowledge base while providing stimulating experiences offering a change of pace.
- Very few issues from the staff and faculty are elevated to the level of a formal grievance or legal claim against the college.

Professional development and succession planning processes:
- In 2012, the college implemented a Retire-Rehire program for staff and administrators. The college benefited from an annual savings of approximately $500,000, while retaining the valuable institutional knowledge of the 25 participants with an average of 25 years of service. Additionally, this program identified employees considering retirement and alerted supervisors to the need for short- and long-term succession planning.
- The 2012 Employee Satisfaction Survey included the following question: "Does the college inspire, train and empower people sufficiently?" The average score of 3.07 across all respondents was .16 higher in 2012 as compared to the previous survey conducted in 2001.

Recognition, reward and motivational processes:
- In 2013, we recognized almost 18 percent of our eligible employees for service between five and 40 years (recognition occurs in five-year increments). This is the same percentage we recognized in 2005. Seventy percent of the employees receiving service awards in 2005

are still employed with the college. Of the 30 percent no longer with the college, 66 percent retired in the past eight years, meaning that only a small percentage of individuals left for other reasons.
- Employee of the Semester and Distinguished Service Awards publicly recognize outstanding employees, while simultaneously improving customer satisfaction and employee morale.
- Surveys conducted among Ohio community and technical colleges, as well as nationwide surveys of higher education institutions, show we are a leader in providing employees with high quality comprehensive benefits and competitive wages.

4R2 What are your performance results in valuing people?

The specific performance results that demonstrate Lakeland's success in valuing people include:
- Retention rates: employee turnover average is about 2.1 percent per year for the last 10 years.
- Average number of employee years of service for staff, managers and administrators is 12.37 years.
- Average years of service for full-time faculty employees is 14.41 years.
- Of 306 current staff, managers and administrators, 32 received promotions that placed them into currently held positions. For the period of 2008 to 2013, 48 employees received promotions. In the last 10 years, Lakeland hired 38 full-time faculty members. Sixteen of those full-time faculty hires served as part-time faculty instructors at Lakeland prior to being placed in a full-time assignment.
- An average of one grievance per year goes beyond the first level of resolution through discussion with the first-line supervisor.
- Attendance at college functions:
  - President's Coffee: averages 65 people each month
  - State of the Campus: averages 200 people per year
  - Holiday Party: over 500 people per year
  - All College Picnic: over 200 people per year
  - Lakeland Retiree Group Luncheons: over 80 participants per year
  - Lakeland Be Fit 4 Life: 20-40 participants per year
- Participation in volunteer activities:
  - Heart Walk Volunteers: 30 volunteers per year
  - Walk for Breast Cancer: 15 volunteers per year
  - Start of Semester Hallway Guides: 30 volunteers
  - Free College Day: 40 volunteers
  - Commencement: 25 volunteers
  - United Way Day of Caring: 12 volunteers per year
- Training sessions: average of 30 attendees per small group session; large group offerings averaged 55 people per session.

4R3 What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

The college is recognized at the state level for its quality programs. Lakeland's Energy Master Plan has been used as a model at the state level, as has the Healthcare Career Pathways. In

addition, our individual program accreditations demonstrate we meet the rigorous standards of multiple accrediting bodies. The quality and creativity of new programs, such as geospatial technology and health information management technology, also demonstrate the productivity and effectiveness of faculty, staff and administrators. Lakeland's ability to work within a reduced budget speaks for our employees' efforts to control costs. The completion of the Holden University Center in only 10 months is a testament to the productivity, effectiveness and dedication of our employees toward achieving our goals.

Lakeland faculty and staff have achieved the standards required for accreditation in 18 programs. The entire list of accredited programs along with the contact information of our accrediting bodies is on page two of our current catalog. High quality programs and services continue to be offered even during a time of increasing financial constraints. Employees recognize the need for collaboration and innovation as they strive to offer students the knowledge, skills and values needed to be successful. Grants awarded to the college (Figure 4-4) have increased significantly, in large part due to employee-driven grant applications.

Figure 4-4
Grant Funding

Measures of Performance Indicators	FY2010 Level	FY2011 Level	FY2012 Level as of June 30, 2012
Civic, Corporate, Corporate Foundation Contributions, and Grants	$465,242	$509,876	$596,090
Foundation Grants (Non-Corporate)	$255,252	$228,110	$199,839
Government Grants	$895,818	$1,408,478	$747,269

4R4   How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

We have a 2.1 percent turnover rate for continuing positions – one of the lowest among the two- and four-year institutions in Northeast Ohio and significantly lower than organizations outside higher education in the region. Of the 23 Ohio community colleges, Lakeland is among the eight institutions covering domestic partners in its benefit programs, is among the eight institutions offering waiver benefits, and the only institution offering a voluntary partial year schedule. The partial year schedule permits an employee to take up to eight weeks off without pay to balance personal needs with full-time employment without the loss of benefits. The college benefits through salary savings of unpaid days off.

The Flexible Spending Plan, Employee Assistance Program, and Wellness Week programming and screenings make Lakeland an employer of choice in Lake County and among higher education institutions in the region. This is also evidenced by the high volume of responses we get from qualified candidates for our vacancy postings. Depending on the position and discipline, we may receive up to 65 inquiries and applications to a posting for an open position.

IMPROVEMENTS (I)

4I1 **What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?**

Our processes have become more comprehensive and systematic as the following improvements were implemented:

- Expanded the use of job-specific skills tests during the selection process.
- Improved our orientation processes: 1) an electronic document hyperlinked to the most current versions of all documents provides new employees with an electronic library of pertinent policies, procedures and forms; 2) new full-time faculty orientation includes monthly meetings for the first academic year, expanding beyond facility and college orientation to teaching and learning effectiveness; and 3) an HR representative presents relevant information at new part-time faculty orientations.
- Expanded and updated information in the Part-time Faculty Handbook.
- Improved faculty access to alternative delivery training and professional development by hiring a dean of learning technologies and an associate provost for teaching and learning effectiveness to increase on-site professional development.
- Expanded Distinguished Service Awards to include a category/recognition for part-time faculty.
- Improved vision and dental benefits and eliminated charge for adding family members to vision insurance.
- Expanded wellness offerings by adding B Fit 4 Life and Health 360.
- Improved the Employee Assistance Program by changing providers, providing more services, offering a robust online library, and including more employees and dependents.
- Offered in-house training on pertinent topics such as sunshine laws, ethics, FMLA, and expense reimbursement.

4I2 **How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?**

We encourage and gather employee input to identify target areas for improvement through shared governance and an open door management style. Additionally, input is gathered via surveys (e.g., Employee Satisfaction Survey 2012, Diversity Survey, Graduate Surveys, etc.) and employee involvement on college-wide committees and project task forces. Evaluation of an employee's committee and project experiences is facilitated via name-optional surveys. The Progress Center is used to measure accomplishments or gaps toward achieving goals and targets to assist in identifying where improvements can be made.

CATEGORY 5: Leading and Communicating

INTRODUCTION

LEADING AND COMMUNICATING addresses how your leadership and communication processes, structures, and networks guide your institution in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to your internal and external stakeholders.

The college has made significant improvements in Category 5. We recognized that the relationships between our committees and how they inform or participate in the decision-making process were not clear. In 2011-2012, we reviewed the committee structure and clarified the relationships between committees. All non-academic committees now flow through the Planning Advisory Council, and all academic committees flow through the Vice President's Academic Advisory Council, each ultimately reporting to the President's Cabinet. This system has clarified how we use committees to recommend decisions (5P5).

Processes for defining and reviewing our mission (5P1), setting direction in alignment with our mission (5P2), and identifying stakeholder needs (5P3) and future opportunities (5P4) are aligned and mostly integrated as part of our strategic planning process.

We continue to strengthen our processes for using data for decision making (5P6), communicating between units (5P7), and communicating a shared mission (5P8) which are aligned and mostly integrated. Our new website and myLakeland portal, emergency text alerts, and increased use of social media will further improve communications with internal and external stakeholders.

Lakeland's priorities for improvement in this category are improving our less mature processes for leadership training (5P9) and leadership succession (5P10). We have declared an AQIP action project to address leadership succession. The project will develop a more systemic approach to plan for changes in leadership and to develop faculty and staff to take on leadership roles.

Lakeland truly values feedback and using data to improve our processes. We will continue to use defined processes, set performance targets, gather data, analyze results, and make improvements in the area of leading and communicating.

PROCESSES (P)

5P1 How are your institution's mission and values defined and reviewed? When and by whom?

Our mission and values are defined and reviewed as part of the strategic planning process. The strategic plan is developed every five years by the Planning Advisory Council (PAC) with significant input from internal and external stakeholders and approved by the board of trustees. The PAC is composed of faculty, administrators, staff, and students, and meets four times throughout the academic year to help structure and coordinate work related to strategic planning and continuous improvement.

The PAC, following our cycle of planning, uses environmental scans, surveys, and focus groups to gather demographic and economic data and other planning and assessment information from

important stakeholders, including students, employees, community members, alumni, prospective students, K-12 educational institutions, and area employers. This information is used to develop and define the college's mission, vision, core purpose, and core values. Our mission statement is adopted by the board of trustees as Board Policy 3354:2-01-01.

The strategic plan identifies five priorities to help us achieve our mission, which is to provide quality learning opportunities to meet the social and economic needs of the community. These priorities lead to the development of academic programs and student support services that are consistent with our mission and support our diverse student population.

Our cycle of planning aligns planning and budgeting to ensure resources are identified and are available to support programming and services consistent with our stated mission. For example, to support our strategic priority of fostering student success, resources were recently allocated to provide mentoring to students at risk of failure and to improve our student orientation program.

5P2 How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

College leaders use the strategic planning process to set direction in alignment with our mission, vision, values, and commitment to high performance. The Strategic Planning Committee is a subcommittee of the PAC comprised of administrators, faculty and staff members. It gathers data from internal and external stakeholders and develops recommendations for annual goals based on priorities in the existing strategic plan, continuous improvement objectives, and other identified needs. These recommendations are sent to the PAC and ultimately the President's Cabinet for review and adoption.

Section 3354.09 of the Ohio Revised Code defines the power and duties of our board of trustees appointed by the Lake County Board of Commissioners (six trustees) and the Governor of Ohio (three trustees). They have a fiduciary duty of loyalty to the institution and must ensure its effective and efficient operation. They are autonomous and make decisions solely in the best interest of our college. Their independence is preserved by the fact that they are appointed for a five-year term. They are not compensated for their service which is dedicated solely to preserving and enhancing the institution. As public officials, college trustees are required to participate in ethics training every year and to file financial disclosure statements.

College officers are delegated the authority to manage the institution, and faculty are expected to oversee academics. Our college president is designated the chief executive officer of the college and its principal spokesman with the board of trustees and the community (Board Policy 3354:2-04-01).

Board Policy 3354:2-04-03 requires the administration to provide the board of trustees with finance, personnel and planning reports which are compiled and presented by college administrators on a monthly basis and contain information and data from both internal and external constituents. At board meetings, time is allocated for participation by the public allowing for direct input from external constituents.

The college's articulated mission and priorities guide our integrated and systematic planning process and allow us to allocate resources in a manner that aligns with our strategic plan. Department goals/outcomes are set on an annual basis and resource allocations are made to support these goals. Progress indicators in our strategic plan help us assess whether our

strategies are leading to achievement of our priorities which support our mission. For example, a college priority is Quality, and to that end we developed enhanced assessment strategies. An Assessment Council was formed and funded, and progress is marked by enhanced assessment of learning outcomes at the program level.

College planning is based on a sound understanding of current capacity while anticipating possible fluctuations in revenue sources. Two of our five college priorities are Access and Affordability – expand access by building the college's resource capacity and by maintaining affordability; and Financial Capacity – maintain the college's financial stability by diversifying our sources of revenue to become more self-reliant. To these ends, two successful levy campaigns were conducted to solidify continued local taxpayer support, and The Lakeland Foundation continues to seek increased private donations to support our mission. These efforts are key to planning and managing within an environment of fluctuating state support.

Planning also anticipates emerging factors, as our stated priorities in our strategic plan dictate that we work to reduce barriers to enrollment, keep technology up to date, and prepare students for a globalized economy.

5P3 How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

Our strategic plan is built upon the needs and expectations of current and potential students and key stakeholders. For example, two of our priorities – Financial Capacity and Opportunity – served as the catalyst for a successful levy campaign, allowing the establishment of the Holden University Center where students can complete a bachelor's or graduate degree from a partner university while staying close to home. A community survey had indicated that the college's highest priority should be offering partnerships with four-year universities so students can get a four-year degree in Lake County. Two other priorities – Access and Affordability, and Quality – are at the foundation of our expanding distance learning program which meets the needs of students who prefer the online environment or are unable to come to a physical campus.

Our strategic plan is posted on our website and publicly states our mission, vision, core purpose, values, goals, and institutional priorities. The mission, vision, core purpose, and core values are also stated in the college catalog and student handbook. They clearly articulate that we exist to impact lives through learning by providing quality learning opportunities to meet the social and economic needs of the community. The strategic plan explains our emphasis on fostering student success, expanding access to our offerings, maintaining affordability of our services, maintaining institutional financial stability, ensuring high quality through assessment for continuous improvement, and expanding educational opportunities to improve the overall quality of life in our community. Strategies and progress indicators provide a roadmap for us to achieve success and meet the needs or expectations of students and other stakeholders.

5P4 How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?

Future opportunities are identified through the strategic planning process, AQIP process, weekly Provost's Council meetings, faculty expertise, and partnerships with community organizations, K-12, and four-year institutions. College leaders are actively involved in higher education professional organizations, ensuring that they have the most current information available on

trends in higher education. This involvement gives us a strong voice at the table as new opportunities develop, both statewide and nationally. As part of the nationwide emphasis on improving student success and graduation rates, we piloted several new strategies including a new student orientation action project, changes to assessment and placement of new students, and improvements in the methodology for delivering developmental education.

Lakeland's leaders encourage campus participation in seeking future opportunities. The AQIP Coordination Committee recently created an electronic format to gather ideas for new action projects. The link is available on our website and is sent out frequently to the campus community. All employees are strongly encouraged to submit ideas for future action projects, including ideas that will focus on helping students learn and improving student success.

5P5 How do you make decisions in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?

Decisions are made in our institution by involving stakeholders and using data. Lakeland has a shared governance structure that allows broad participation in significant decisions concerning the operation of the institution.

Committees and task forces are advisory in nature and make recommendations that are used in the decision-making processes. Our decision-making process for AQIP action projects (Figure 5-1) is an example of how we collaboratively make decisions and then have the decisions carried out to project completion. This process was enhanced in 2011-2012 to flow through the PAC and President's Cabinet, involving more stakeholders.
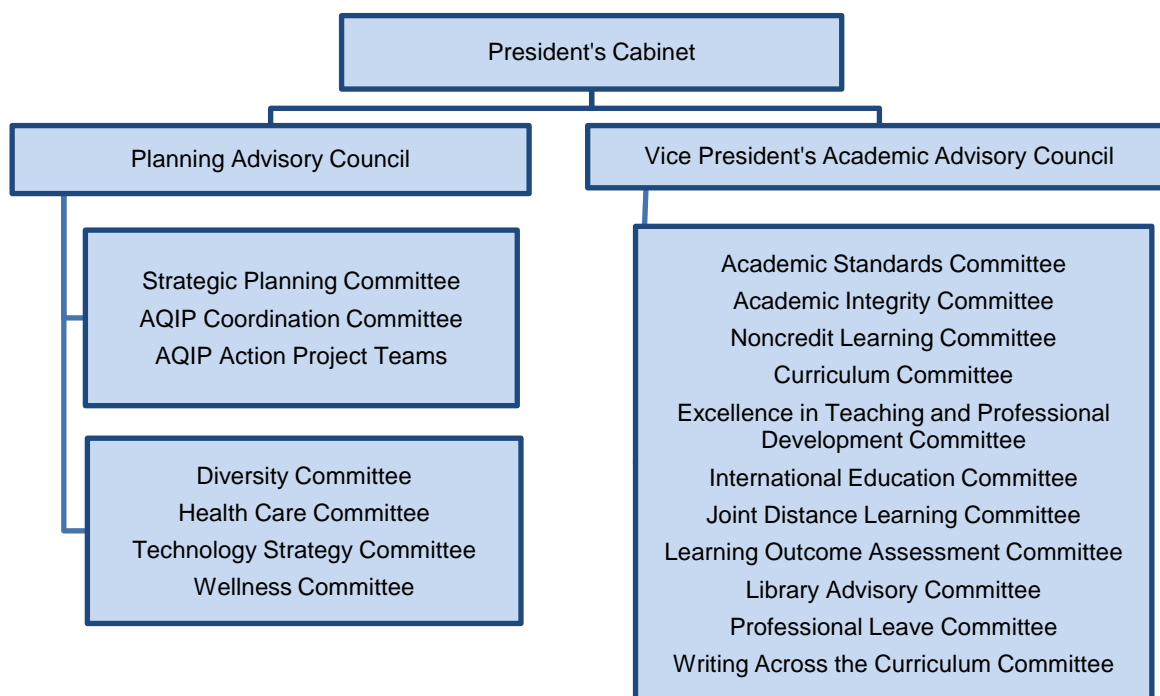
Figure 5-1
Decision-Making Process for AQIP Action Projects
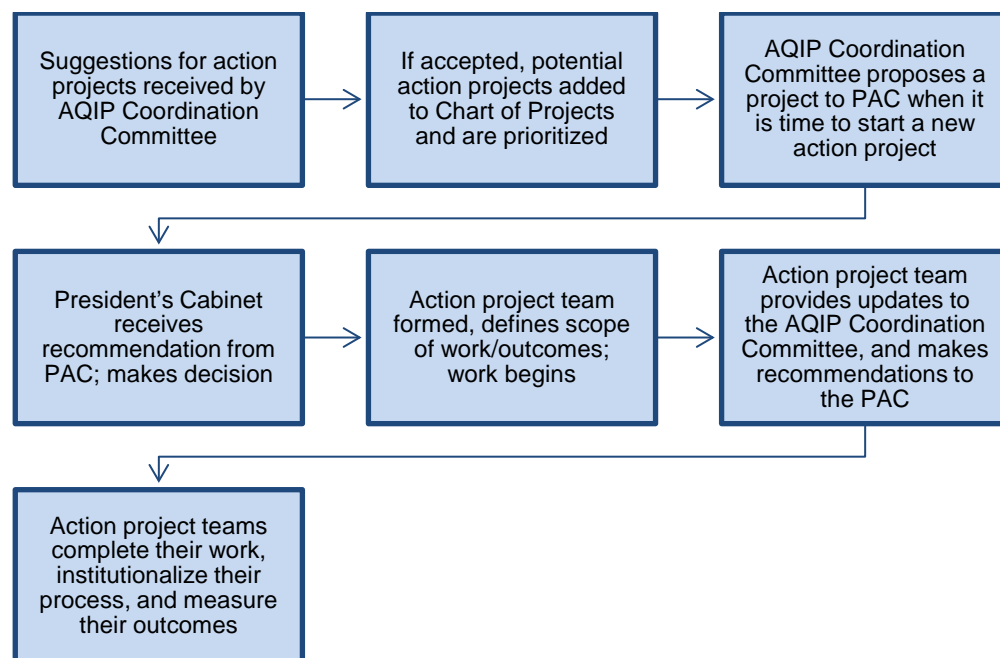
All standing committees report either to the PAC or the Vice President's Academic Advisory Council (VPAAC) which then report to the President's Cabinet. The President's Cabinet submits matters requiring board action to the board of trustees. The Lakeland Faculty Association (LFA) appoints faculty members to standing committees; and the president appoints administrators and staff to serve as members or as ex-officio liaisons. Following review and ratification by the PAC or VPAAC and the President's Cabinet, committee decisions are carried out by the impacted departments and personnel. Students are invited to participate on committees, as appropriate.

Our president, through his cabinet, actively engages all internal constituencies in the institution's governance. Figure 5-2 shows the relationship between key councils and committees that participate in college governance. The PAC and VPAAC are especially collaborative as they each have 23 members. As a way to strengthen our shared governance model, the President's Cabinet and LFA reviewed the committee structure in 2011-2012, and changes were implemented to improve meaningful collaboration. Each committee's purpose and membership was reviewed to maximize resources, and a few committees were eliminated to avoid duplication. The college is currently exploring a Council of Committees as a means to better communicate committee activities and decisions throughout the organization.

Figure 5-2
Key Councils and Committees

President's Cabinet

Planning Advisory Council	Vice President's Academic Advisory Council
Strategic Planning Committee AQIP Coordination Committee AQIP Action Project Teams Diversity Committee Health Care Committee Technology Strategy Committee Wellness Committee	Academic Standards Committee Academic Integrity Committee Noncredit Learning Committee Curriculum Committee Excellence in Teaching and Professional Development Committee International Education Committee Joint Distance Learning Committee Learning Outcome Assessment Committee Library Advisory Committee Professional Leave Committee Writing Across the Curriculum Committee

Through 18 regular annual meetings of the board of trustees, our trustees play an active role in the institution and are extremely knowledgeable about it. In accordance with Board Policy 3354:2-04-03, they receive regular (monthly) finance, personnel and planning reports which keep them informed about the administrative aspects of the college. Academic reports and student presentations are also a part of each meeting. Through review of the reports and discussion with administrators, faculty, staff, and students, they provide the legally required

oversight mandated in Section 3354.09 of the Ohio Revised Code and more than meet their fiduciary duties.

Involvement of administration, faculty, staff, and students in setting academic requirements, policy and processes comes through an academic committee structure with committee membership from all of these constituent groups. In order to allow for effective and meaningful contribution and collaboration, all academic committees report to VPAAC, which is also a joint committee with representatives from multiple constituencies.

5P6 How do you use data, information, and your own performance results in your decision-making processes?

College leaders, departments and committees regularly review results and use data in their decision-making processes to develop or improve programs and processes. For example, our examination of course completion rates and overall GPA and persistence of new students who enrolled early, on time, and after classes began resulted in the implementation of an on-time registration policy in 2011 and a new student orientation program in 2012.

The institutional research and planning department provides a variety of reports and analysis for leaders to make data-driven decisions. Much of this information is easily accessible on the myLakeland portal. Figure 5-3 lists examples of how key areas use data for decision-making processes, sources of data that are used, by whom, and for what purpose.

Figure 5-3
Data Used in Leadership Decision Making

Data/Results	Used By	Used For
Strategic Plan Balanced Scorecard	Leadership	Assess progress toward goals, develop budgets, allocate resources
Community Attitude Survey	Leadership	Identify community perceptions, needs and priorities
Employee Feedback Survey	Leadership	Identify employee perceptions, needs and priorities
Enrollment and retention data, student satisfaction, labor market data, New Student Survey, Graduate Satisfaction Survey, Graduate Follow-Up Survey, Missed Opportunities Survey	Provost's Council	Propose strategies for increasing enrollment and retention; academic program review; add or delete course sections
Recommendations from academic policy committees	Vice President's Academic Advisory Council	Set academic goals, recommend initiatives related to instruction
IPEDS, NCCBP, enrollment data and trends, retention data, CCSSE data, market data and trends	Enrollment Planning Steering Group	Set enrollment and retention goals, strategies, and objectives
Department and Program Review data	Provost, Deans, Academic Department Chairs, Faculty	Propose qualitative program enhancements, make course modifications, identify equipment needs
Program Data Monitoring System	Provost, Deans, Academic Department Chairs, Faculty	Assess program viability, develop and monitor Program Improvement Plans

Data/Results	Used By	Used For
AQIP Quality Culture and Infrastructure Survey, AQIP Action Project Team Member Survey	AQIP Coordinating Committee, Planning Advisory Council, President's Cabinet	Identify opportunities for improvement in the AQIP process and leadership of action project team chairs

5P7 How does communication occur between and among the levels and units of your institution?

Our formal organizational structure includes representation from all college constituencies and provides channels for multi-directional flow of communication. The President's Cabinet, including the vice presidents and leadership from the LFA and Lakeland Staff Association (LSA), along with our standing committees facilitate communication between leadership groups.

The myLakeland portal is another valuable tool for communicating and sharing information between levels of the organization. The portal gives faculty, staff and students real-time access to announcements, news, policies, procedures, handbooks, information, data, reports, and committee meeting minutes.

In addition to the committees listed in Figure 5-2, key methods and vehicles for communication are listed in Figure 5-4.

Figure 5-4
Key Methods/Vehicles for Communication

Vehicle for Communication	Audience	Frequency
Board of Trustee Meetings	Board of trustees, internal community, external community	18 times per year
President's Report	Board of trustees, internal community, external community	Board meetings
Board Updates	Board of trustees, internal community	9 times per year
State of the Campus	Internal community	Annually
President's Coffee	Employees	9 times each year
Morris' Musings	Employees and board of trustees	Weekly, during academic year
President's Cabinet	President, provost, vice presidents, associate vice presidents, associate provosts, LFA president, LSA president	Monthly
College-wide Meetings	Employees	As needed
Management Team Meetings	Employees	As needed
Division and Department Meetings	Employees	As needed
Governance Meetings	Employees	As needed
Department Chair Meetings	Department chairs	2 times per year
Lakeland Student Government Meetings	Students	Quarterly
Lakeland Faculty Association Meetings	Faculty	12 times per year
Lakeland Staff Association Meetings	Staff	4 times per year, as needed
Commencement	Internal, external community	Annually
Fall Conference Week	Employees	Annually
Faculty Reading Days	Faculty	Annually
Annual Report	Internal, external community	Annually

Vehicle for Communication	Audience	Frequency
Website	Internal, external community	Ongoing
Email	Internal community	Ongoing
myLakeland Portal	Internal community	Ongoing
Campus Digital Signs	Internal community	Ongoing
Outdoor Electronic Sign	Internal, external community	Ongoing
ePost	Employees	Monthly
The Lakelander	Students	Monthly
Campus Connection	Students	Monthly
Department Newsletters	Internal community	Quarterly, monthly
Electronic Bulletin Board	Employees	Ongoing
Online Meeting Minutes	Internal community	Ongoing
Social Media (Facebook)	Internal, external community	Ongoing
Emergency Alerts	Internal community	As needed
Knowledge Exchange	Internal, external community	Monthly
Lakeland Foundation Friday Update	Foundation directors, internal and external community	Weekly

5P8 How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

The annual State of the Campus address by our president introduces our major goals for the upcoming year. In this address, the president reminds the campus community of Lakeland's mission, vision and values in ways that personalize their meaning for each division, department and employee.

The president communicates to the campus community through meetings with faculty, staff and student representatives serving on the PAC and President's Cabinet, and via weekly all college emails known as "Morris' Musings." He uses the musings to share information regarding local, state and national events and issues that impact the college. The informal style of these musings illustrates Lakeland's flat organizational structure where administrators, faculty and staff operate on a first name basis in an open-door environment.

The executive vice president and provost reminds faculty of the importance of their roles and the centrality of our mission through meetings with faculty and deans serving on the VPAAC and the Provost's Council. Monthly updates created for the board of trustees are also shared with all faculty.

Our mission, vision and values are published in the college catalog, student handbook and handbooks for newly hired faculty and staff.

5P9 How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your institution?

Our participation in AQIP has helped us encourage, develop and strengthen leadership within our college. As each AQIP action project is developed, we seek faculty, staff and administrators to serve in a leadership capacity as a co-chair. An orientation is provided for all new co-chairs so they can successfully serve in a leadership role. The AQIP Coordination Committee provides encouragement and feedback to AQIP action project leaders as the projects progress.

The LFA and LSA also play a key role in leadership development. Term limits for LFA Executive Committee members mandate the continuous development of future leaders. The immediate past president of the LFA serves in an ex-officio capacity on the LFA Executive Committee in order to facilitate a successful leadership transition. The LFA Executive Committee oversees joint college and internal association committees and provides ongoing support to committee chairs and co-chairs.

The college is embarking on an AQIP action project to develop a systematic approach to succession planning and talent development which will enable us to enhance leadership capabilities within our organization. We will create professional development opportunities to help employees develop into leaders and enhance their value within the college.

Another important college initiative is the establishment of a Council on Committees which will provide a framework for training committee chairs who come from all sectors of our campus community.

We continue to fund employee participation in Leadership Lake County and Leadership Geauga County.

5P10 How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

College leaders and trustees ensure that our mission, vision and values are preserved.

Because members of the board of trustees serve staggered five-year terms, the board serves as a continuous repository of institutional memory and commitment to the college's mission. All board members and new employees receive an extensive orientation to Lakeland that includes introduction to our mission and vision, strategic plan, and academic programs.

A Leadership Transition Team was established to ensure a seamless transition for new college leaders. The team (consisting of the president and the vice presidents) meets monthly to review and discuss statewide activities and initiatives impacting community colleges, research findings and their implications for crafting future policy, and campus-wide issues. With a dual emphasis on examining institutional history and keeping an eye toward the future, the Leadership Transition Team serves as a resource for new vice presidents.

As new academic deans have been hired, the Provost's Council has provided mentoring for them, helping them to acclimate to Lakeland and our mission, values and goals. New faculty members participate in an ongoing orientation process during their first academic year.

Members of search committees for college positions incorporate questions and information about the college's mission during interviews. By embedding such questions in the interview

process, search committees can evaluate the candidates' understanding and appreciation of our mission, vision and values.

The succession planning action project described in 4P5 will solidify our succession planning and further ensure maintenance and preservation of our mission, vision, values, and commitment to high performance.

RESULTS (R)

5R1 What performance measures of Leading and Communicating do you collect and analyze regularly?

The Employee Feedback Survey helps the college's leadership learn about employee perceptions of leading and communicating. The most recent results from 2012 were reviewed by senior leaders at the college to identify opportunities for improvement.

The AQIP Action Project Team Survey is conducted annually and asks team members and leaders about their experiences serving on an AQIP action project team. This feedback is shared with action project team leaders to help strengthen their leadership abilities.

The Community Attitude Survey, conducted every 10 years, asks registered voters in Lake County how informed they feel about the college. The results are shared with leadership to determine how well we are communicating with external stakeholders.

5R2 What are your results for leading and communicating processes and systems?

The results of the Employee Feedback Survey are shown in Figure 5-5 and indicate improvement in most areas in leading and communicating from 2001 to 2012.

Figure 5-5
Employee Feedback Survey Results

Survey Question	Rating Average	
	2001	**2012**
Do working relationships and decision-making procedures allow many people to take initiative?	2.62	**3.20**
Are behaviors that support desired changes recognized and rewarded?	2.74	**2.86**
Does the college inspire, train and empower people sufficiently?	2.91	**3.07**
Is upward communication encouraged?	2.83	**3.08**
Do you feel a sense of trust at Lakeland?	3.30	**3.32**

Rating Average: 5 = almost always, 1 = almost never

Figure 5-6 shows the results of the AQIP Action Project Team Survey. The majority of respondents indicated "strongly agree" in response to questions related to leadership were favorable. A comparison of the 2012 and 2013 responses shows an increase in the overall rating average for nearly all areas.

Figure 5-6
AQIP Action Project Team Survey Results

Survey Question	Rating Average	
	2012	**2013**
The team meetings began and ended on time	4.46	4.70
The facilitator(s) followed an agenda and stayed on task	4.64	4.61
The team considered multiple perspectives and opinions	4.53	4.70
The (co)chair(s) delegated tasks to team members	4.11	4.30
The (co)chair(s) identified deadlines for completion of tasks	4.32	4.43
The (co)chair(s) documented decisions and recommendations	4.28	4.57

Rating Average: 5 = strongly agree, 1 = strongly disagree

The results of the Community Attitude Survey are shown in Figure 5-7. In 2010, 87 percent of respondents said they are very or somewhat informed about Lakeland. Only 11 percent said they are not very informed or not informed at all about the college. Those ratings are more favorable than 2002 when 83 percent were very or somewhat informed and 16 percent were not informed.

Figure 5-7
How Informed About Lakeland Community College

	2002	2010
Very Informed	27%	35%
Somewhat Informed	56%	52%
Not Very Informed	13%	8%
Not Informed at All	3%	3%
Not Sure	1%	1%

Source: Community Attitude Survey, Triad Research Group, 2010 and 2002

5R3 How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The college does not currently have a system for comparing results for leading and communicating with other institutions and organizations. We plan to consult with the Ohio AQIP Coalition members to see if other AQIP institutions in Ohio are willing to share their quality culture and infrastructure results so we can compare our results.

IMPROVEMENTS (I)

5I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes for Leading and Communicating?

The college continues to make improvements in the areas of leadership, collaboration and communication.

Leadership

- In 2011- 2012, the college modified its administrative organizational structure to align with strategies to improve student access and success. Two new associate provost positions were created with specific responsibilities for teaching and learning effectiveness and enrollment management.

Collaboration

- Revisions to our committee structure following a comprehensive review of committees in 2010-2011 enhanced collaboration efforts and results. A more defined reporting structure has led to more meaningful participation.
- AQIP provides a structure and processes to encourage inclusion of all campus voices and to communicate about our planning efforts, action projects, and successes. AQIP category work groups were formed to increase participation among all employee groups.
- In 2010, the college's strategic planning processes were aligned with AQIP processes.

Communications

- The college continues to communicate news and information to faculty, staff, students, and external stakeholders on a regular basis through the president's weekly email series "Morris' Musings," ePost employee newsletter, Campus Connection student newsletter, and public website.
- We are transitioning to a new myLakeland portal and public website that will provide students and employees with easier access to information and self-service applications. A content management system will allow faculty and staff to update content immediately, providing students with the most current information.
- Lakeland has made an investment in two new Banner modules that will help us improve student success and retention. These modules will allow us to provide students with timely, automated and personalized communications to help them stay on track.
- The class cancellation system is now done electronically and all information is disseminated to all interested parties simultaneously.
- The college now offers an emergency messaging alert system that can send notifications via text message, email, and/or voice message. All college employees were automatically enrolled, and students are being encouraged to sign up.

5I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?

Our committee structure provides opportunities for active engagement by all employees and the mechanism to make collaborative recommendations for improvement. All of our committees now report either to the PAC or VPAAC. These two key groups report directly to the President's Cabinet. The PAC, VPAAC, and the President's Cabinet are participatory and collaborative, as they have members from all sectors of the campus community.

Through the succession planning action project recently undertaken at the college, we have the opportunity to focus on improving our processes for leadership development and setting targets to measure progress in this area.

CATEGORY 6: Supporting Institutional Operations

INTRODUCTION

SUPPORTING INSTITUTIONAL OPERATIONS addresses the institutional support processes that help to provide an environment in which learning can thrive.

Our 2009 Systems Portfolio revealed a maturity level in Category 6 as primarily reacting. Although a number of the college's critical support processes were operating at either a systematic or aligned level in 2009, these were not well represented in the portfolio documentation. We have enhanced our documentation in this current Category 6 narrative, but equally as important, Lakeland implemented a number of other critical support improvements. Lakeland now operates within various systematic to aligned approaches in Category 6. We believe that we are at a systematic maturity level in Category 6, and we aspire toward being aligned, then integrated. The addition of the Progress Center and Balanced Scorecard (6P4) demonstrates a serious dedication of college resources and effort to move toward alignment and integration maturity. The number of areas exhibiting signs of alignment has increased, while the number of departments still reacting in silos is minimal.

In addition to a number of operating improvements across the campus, as well as our improved Category 6 documentation, implemented AQIP action projects have established defined, recurring processes that engage a wide variety of support areas. These projects are aligned with Lakeland's strategic goals and are launched with specific targets and key measurable goals so cross-functional teams can effectively address the college's priorities. Also, key support service areas within the college have piloted and launched the Progress Center, and targets have been established for them using the Balanced Scorecard.

The recent AQIP action project that focused on continuous improvement was completed, but we are just at the beginning of what we see as a cultural shift that will result from ongoing maintenance of this project's initiatives. Also, a new standing committee will be responsible for the continued integration of the Progress Center and Balanced Scorecard. Current AQIP action projects focus on key strategic issues, such as improving our student completion rates and succession planning, which will continue to focus in on improvements in supporting institutional operations while cultivating a broader depth of knowledge sharing.

The college has and will continue to commit resources to move towards a holistic maturity rating of aligned, then integrated, for Category 6. The continued implementation and maintenance of the college's Progress Center and Balanced Scorecard, coupled with integration into our existing processes and operations, should be the primary focus for improvement in this category. With the adoption of these tools, we will ensure continued broad improvements across the campus.

PROCESSES (P)

6P1 How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?

Lakeland utilizes a number of methods for identifying support service needs, including surveys, mentoring groups, steering committees, comparative benchmarks, interactions with stakeholder groups, system-provided data, and focus groups. Surveys of students and graduates include

the New Student Orientation Session Survey, New Student Survey, Graduate Satisfaction Survey, Graduate Follow-up Survey, Tutoring Survey, Holden University Center Student Satisfaction Survey, and Community College Survey of Student Engagement (CCSSE).

The college president meets monthly with the board of trustees' chair and vice chair to support their planning and governance needs. That process, along with discussions and directives provided at board meetings, enables the president and staff to identify and satisfy additional board of trustees' requirements.

As more fully described in 6P2, the Lakeland Easy Access Project (LEAP) team and the college's forecasting and budgeting process also identify needs of our students and other key stakeholder groups. These functions are intertwined with our strategic planning and annual goal setting processes.

A number of steering committees and work groups evaluate student support service needs. For example, the Lakeland Student Coordination Group, Enrollment Planning Steering Committee, Veterans' Advisory Task Force, Diversity Committee, Student Government, Scholarship Committee, and Campus Activities Board, actively assess student needs and services. The Lakers athletics' staff has close ties with student athletes and evaluates their needs on the basis of their interactions. The Student Government Leadership Academy provides a forum in which staff interactions with student leaders result in information about the needs of student-led organizations.

Lakeland uses various mentoring groups such as the Men's and Women's Centers and the completion coaches funded by the AmeriCorps Ohio program to support at-risk students. The mentors and completion coaches track communication with students to identify themes and barriers that are being experienced by these students. The feedback is used to identify and modify services.

We identify the needs of community members and other stakeholders by listening to feedback, engaging in discussions, and conducting surveys. In 2010, a Community Attitude Survey asked respondents to identify and rank which types of programs should be a priority for the college. The survey results were used to make important strategic decisions about creating a university center, renovating laboratories, and holding tuition constant for in-county residents.

The Lakeland Foundation and development office also collects feedback related to needs of community members, organizations, donors, and foundations. In 2012, the Foundation launched an alumni strategic planning process to identify the needs of alumni and friends. In response to needs identified through this process, the Foundation is strengthening its efforts to connect with alumni and friends through arts and cultural events, networking and mentoring opportunities, and professional development programs.

Recently we have expanded our use of social media as a means of identifying support service needs, as social media allows us to stay connected with multiple stakeholders (both internal and external) by monitoring posts and handling them appropriately.

The AQIP process itself has contributed to the college's efforts to identify support service needs. From the initial Conversation Day in 2006 to the ongoing work of the action project teams, support service processes have been identified, developed and evaluated.

6P2 How do you identify the administrative support service needs of your faculty, staff, and administrators?

The college's primary process that supports its operations is a well-developed integrated approach that has Ellucian Banner and Oracle as its enterprise resource planning (ERP) and database system. It is a comprehensive suite of integrated, cross-functional, and real-time software applications that are complemented by standardized user practices at Lakeland to run the significant majority of our support operations. The cornerstone in visioning, implementing and maintaining the college's ERP, including identification of needs, is the LEAP team, supported by those team members' respective vice presidents. Our LEAP team is a critical, primary driver for needs identification of administrative support services, but also plays a key role for needs identification with student and other stakeholder groups. The LEAP team was established in 2002 and meets monthly during the academic year.

The college's annual operations and capital budgeting process also plays a key role in the identification of administrative support service needs of faculty, staff and administrators. Through this planning process, faculty, staff and administrators meet within their departments and evaluate their administrative support needs at the beginning of each calendar year. Subsequently, deans and department leaders are required to meet with their vice presidents and the college budget director to discuss their plans and needs.

A number of administrative support departments have standard practices to identify support service needs of our faculty, staff and administrators. As an example, departments such as facilities management, administrative technologies, the help desk, and human resources frequently identify and address administrative support service needs. Work order system reports identify facilities management issues and needs. Administrative technologies and the help desk use room usage reports, problem resolution tracking, system uptime statistics, and consultation with committees such as Distance Learning, LEAP, and Technology Strategy to identify trends in support needs. The human resources department encourages supervisory employees to identify support needs through the annual employee evaluation process.

Another example of needs identification is the Holden University Center surveys to faculty identifying their teaching support needs. The Lakeland Faculty Association, Lakeland Staff Association, and the Part-Time Faculty Advisory Committee also serve as vehicles for identification of support needs.

6P3 How do you design, maintain, and communicate the key support processes that contribute to everyone's physical safety and security?

Lakeland has its own police department sanctioned under the state of Ohio law. Our police are staffed and operate 24/7. Working alongside the college president and vice presidents, Lakeland's police department plays a critical coordinating role in designing, maintaining and communicating the key support processes that contribute to the physical safety and security of the campus community. Through our police chief and department, the college is a member of the International Association of Campus Law Enforcement Administrators and is active and responsive in federal, state and local safety, and security training and compliance.

Using best practice models, the police department created and maintains an emergency response plan. The police department also works with facilities management and administrative services to oversee our physical facilities risk management. This group is responsible for assessing the current physical safety of the campus and to make corrections when necessary.

Our process regularly invites the college's insurance carriers, local fire department, and local SWAT teams to tour and evaluate our facilities for safety and preparedness.

Employees undergo ongoing training and education related to maintaining a safe working environment. In response to employee concerns, active shooter response training sessions were provided to employees and students. "Coffee with the Cops" is a monthly program for employees designed to increase awareness of security and safety-related topics. Lakeland offers an employee assistance program, Impact Solutions, which is available to all employees for personal, professional and financial guidance, and distributes a monthly newsletter via email.

The administrative technologies and marketing and communications departments regularly work with our campus police and the college community to design systems that allow for safety and security communications through the use of technology.

In collaboration with our police department, our CARE (Consultation, Assessment, Referral, and Education) team contributes to crisis and violence prevention on campus through collaboration and early intervention. Members of the team offer periodic workshops to help employees understand and deal with student behavioral and mental health issues in and out of the classroom. The college recently began using the Maxient database, which allows designated college officials to better monitor and communicate about both student conduct code violations and CARE team cases.

In addition to offering personal counseling and crisis intervention services to students, our psychologist works closely with the police department and student conduct officers to assess the needs of students exhibiting disruptive or acute behavioral and mental health problems. The psychologist also consults regularly with faculty and staff to offer guidance on handling difficult situations.

6P4 **How do you manage your key student, administrative and institutional support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?**

The college's ERP and database system is a comprehensive suite of integrated software applications that are complemented by standardized user practices to run the significant majority of our support operations. In addition to providing visioning and strategy of our ERP, the college's LEAP team is responsible for day-to-day oversight and process sustainability. The LEAP team is targeted to meet monthly, and is tasked with identifying requirements/actions to take ensuring the sustainability of the ERP. If an ERP issue occurs, responsiveness occurs immediately by the LEAP team. A description of critical operating processes in our ERP system, as well as primary LEAP team owners, is documented in Figure 6-1. Data from our ERP creates real-time reports for individual department use and management.

Figure 6-1
Lakeland's Critical Enterprise Resource Planning (ERP) Operations
and Primary Lakeland Easy Access Project (LEAP) Team Owners

	HR	IRP	BUS	FA	A&R	AT	LT
Banner Modules							
Student Accounts Receivable	X	X	X	X	X	X	
Position Control, Human Resources, Payroll			X			X	
Finance, Procurement, Budgeting		X	X			X	
Student Financial Aid		X	X	X	X	X	
General, Security and Controls, Integration	X	X	X	X	X	X	X
Web General	X	X	X	X	X	X	X
Student Admissions, Registration, Grading		X	X	X	X	X	
Banner Self-Service							
Employee	X		X			X	X
Finance			X			X	
Financial Aid				X	X	X	
Student				X	X	X	
Faculty and Advisors	X				X	X	X
TouchNet Student and Other Payments							
Bill Payment Suite			X	X	X	X	
Marketplace			X			X	
Degree Works					X	X	X
Custom Applications	X	X	X	X	X	X	X
Portal	X	X	X	X	X	X	X
Resource 25 Facility/Room Control					X	X	
Booklog Bookstore Processing			X	X		X	
Blackboard (Administrative Integration)				X	X	X	X
Managed Print Function			X			X	

HR: Human Resources; IRP: Institutional Research and Planning; BUS: Business Services (Controller, Bursar, Procurement, Budgeting); FA: Financial Aid; A&R: Admissions and Registration; AT: Administrative Technologies; LT: Learning Technologies

To extend and complement the college's ERP, Lakeland is utilizing the Progress Center. Through the Progress Center, departments providing support services document and assess their processes. As a result of the continuous quality improvement action project, each department documents its mission statement and operational outcomes/objectives and links them to the college's strategic plan, annual goals, and division goals. Departments develop and document an assessment plan including measures, acceptable and ideal targets, a timeline, and key/responsible person. When work is accomplished, Assessment Findings are entered.

Individual departments also have complementing processes and systems in place to review performance and progress daily. For example, admissions, registration, financial aid, community learning registration, and the help desk have an advanced call center tool that measures call wait times, answered calls, and call duration. During times of peak activity in the financial aid office, calls are automatically routed to an offsite financial aid service center.

Administrative technologies, in conjunction with the college's new data center upgrade, has added data center infrastructure management (DCIM). DCIM delivers improved efficiencies and new functionality for asset management, power and cooling monitoring, physical infrastructure modeling, change management, capacity planning, and dashboard views.

6P5   How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

We document our support processes and encourage knowledge sharing, innovation, and empowerment on a sustainable basis through regularly-held meetings and written communications.

Within our ERP system, each department that touches a major operating process maintains user-training documents ensuring standardization for new employee training. These documents are controlled and updated by that operating systems super users and serve as a baseline when opportunities are evaluated and improvements implemented. The college's intranet portal, myLakeland, includes information overlays of our ERP to employees for payroll, finance and human resources; full registration and account information for students; and course/class and student information for faculty. Students also track progress toward their degree or certificate through the degree tracker. The degree tracker helps students better utilize academic counseling sessions. Individuals are empowered through these processes by having immediate access to information.

Relative to leadership knowledge sharing, the college president presents key information at the beginning of the academic year in his State of the Campus address, on a monthly basis at President's Coffees, and on a weekly basis through a "Morris' Musings" email. Subsequent questions, discussions and suggestions by college constituents are considered part of the process.

We use an e-newsletter application to share knowledge with many of our constituents. Regular communications include ePost and Technology Update for employees, Alumni Connection for alumni, and Campus Connection for students. The Lakeland Foundation sends weekly electronic updates both internally and externally on the work of the Foundation as part of linking resources with opportunities and providing support.

The library has a monthly newsletter to inform employees about new developments and support services in the library. The Assessment Council sends an Annual Assessment Update and also hosts work sessions and professional development during Fall Conference Week and Spring Reading Days. These sessions ensure faculty are up-to-date on assessment related initiatives and institutional progress.

Faculty receive email communication each time one of their students attends a tutoring session or when a student changes his/her name. Lakeland also relies heavily on the Lotus Notes electronic bulletin board, the teaching learning database, and myLakeland intranet portal to post information for all users. Channels located within the portal permit the college to provide information that is specific to designated groups of employees.

Additionally, the Technology Strategy Committee and the LEAP team convene an annual Technology Highlights Event to train and inform faculty and staff about new and existing technology initiatives and support. Social media is also emerging as a powerful way to engage the internal and external community and keep them informed and connected with us.

Financial data and outcomes of the budgeting process are accessible through myLakeland and the ERP's Banner finance module. Cost center managers can monitor real-time status of their accounts/budgets.

RESULTS (R)

6R1 What measures of student, administrative, and institutional support service processes do you collect and analyze regularly?

There are a significant number of measures that are collected and analyzed regularly for student, administrative and institutional support service processes. Examples follow in Figure 6-2.

Figure 6-2
Examples of Support Service Process and Measurement

Support Service Process	Measurement
ERP System	• Number of LEAP team meetings per year and documented minutes/action items • Simultaneous student connections during heavy registration periods • ERP uptime • Blackboard uptime • Required software upgrades made within compliance requirements
Progress Center	Number of participating areas
Tutoring Support	Number of unique students tutored
Financial Aid Processing	Average time to answer student's call
Help Desk	Severity level and tickets opened and closed
Campus Safety	Clery Act statistics published annually
Energy Efficiency	mmBTU per gross square foot of space
Social Media Outreach	Number of Facebook friends
Student Payments	Percent of student payment dollars received via ERP self-service processing system
Advising Outreach	Number of counseling/advising contacts

Each department associated with student, administrative and institutional support services has a defined space within the Progress Center for the purpose of data collection and analysis. Individual supporting departments have defined outcomes, targets and measures within the Progress Center to track progress and make adjustments where needed to improve outcomes.

6R2 What are your performance results for student support service processes?

Lakeland tracks a significant number of performance results for student support service processes. Figure 6-3 identifies several examples of these measures and their performance results.

Figure 6-3
Measurement Example and Performance Results for 6R2 and/or 6R3 processes

Measurement Example	Applicable to 6R2, 6R3 Processes	Academic Year 2010/2011	Academic Year 2011/2012	Academic Year 2012/2013
Number of LEAP team meetings per academic year and documented minutes/action items re: ERP system (target of 9)	6R2, 6R3	11	10	9
Simultaneous student connections ERP can accommodate during heavy registration cycles	6R2, 6R3	No statistics collected	ERP crashed at 913 connections	Expanded connections to accommodate 3,000; ERP not compromised
ERP uptime	6R2, 6R3	99.84%	99.65%	99.87%
Blackboard uptime	6R2	99.91%	99.70%	99.76%
Required software upgrades made within compliance deadlines and other requirements	6R2, 6R3	Yes	Yes	Yes
Number of Progress Center participating operational support areas (target of 51)	6R2, 6R3	27	35	51
Number of unique students tutored	6R2	3,636	3,859	3,784
Average time to answer student's call (minutes:seconds)	6R2	No statistics collected	0.57	2:22
Severity level and tickets opened and closed – Help Desk	6R2, 6R3	Refer to Figure 6-4	Refer to Figure 6-4	Refer to Figure 6-4
Clery Act statistics compiled, reviewed, published annually	6R2	Yes	Yes	Yes
mmBTU per gross square foot of space	6R3	0.0857	0.0714	0.725
Number of Facebook friends	6R2	None	2,852	4,397
Number of student payment dollars received via ERP self-service processing system	6R3	51%	58%	63%
Number of counseling/advising contacts	6R2	No statistics collected	4,401	6,013

6R3 What are your performance results for administrative support service processes?

The college tracks a significant number of performance results for administrative support service processes. Figure 6-3 also identifies several examples of these measures and their performance results.

Additionally, the college's Track-It! software system allows us to collect and analyze the performance and effectiveness of our information and knowledge management systems. Through Track-It!, individual user problems are solved and we gain knowledge of where additional user training may be needed or systematic improvements made. Figure 6-4 shows the performance results for the Track-It! system. This system has streamlined tracking of incidents, problems, change requests, and their resolutions. Lakeland consistently meets the target times for all three levels of severity (Figure 6-4).

Figure 6-4
Help Desk Track-It! Performance Results

Severity Level	2010/2011 Tickets Opened/Closed	2011/2012 Tickets Opened/Closed	2012/2013 Tickets Opened/Closed
1	30	17	7
2	558	189	66
3	1,555	1,081	695

Target time to completion: Level 1 = 15 minutes   Level 2 = 4 hours   Level 3 = 8 hours

6R4 How do your key student, administrative, and institutional support areas use information and results to improve their services?

In setting the college's strategic plan and annual goals, which are intertwined with our long-range financial forecasting and annual budgeting process, Lakeland depends upon our Category 6 processes and results to continue improvement. Communication and follow through of those results are critical in improving our support services. Several examples of those improvements are identified in 6I1 in Figure 6-6.

In addition to the examples documented in Figure 6-6, the college recently purchased and is implementing a student communications module within our ERP system to assist in and enhance student retention.

Moving forward, we believe that the utilization and maturation of our Progress Center will further advance efforts of the college's support departments to improve services.

6R5 How do your results for the performance of your processes for Supporting Institutional Operations compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Overall satisfaction with student support services is documented in 3R2. Likewise, Lakeland is consistent with national averages.

Figure 6-5 identifies Lakeland's benchmark score as compared to other colleges. Lakeland's mean scores did not deviate significantly from the comparison groups.

Figure 6-5
CCSSE Benchmark for Support for Learners

	Benchmark Scores		
	Lakeland	Large Colleges	CCSSE Cohort
All Students	49.3	49.3	50.0

College financial stewardship is measured by its ongoing maintenance of a strong Aa3 Moody's rating on its publically-issued debt, as well as consistently exceeding financial composite score requirements under state of Ohio higher education fiscal watch laws.

The college is recognized for its best practice efforts in energy conservation in North America. What made us unique is that we developed a roadmap to implement energy conservation

measures only after benchmarking our energy usage/footprint and operations against world best practices. Implementing a preliminary-engineered, financially-modeled energy roadmap resulted in Lakeland reducing its energy usage greenhouse gas emissions by over 40 percent in comparing fiscal year 2013 to fiscal year 2008. These efforts resulted in the college receiving the Community College Futures Assembly 2010 Bellwether Award for planning, governance and finance, as well as the Central Association of College and University Business Officers 2010 Best Practice Award.

Lakeland was also the first Ohio public college or university to be a Sustainability Tracking, Assessment & Rating System (STARS) charter member under the Association for the Advancement of Sustainability in Higher Education (AASHE).

IMPROVEMENTS (I)

6I1 **What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Institutional Operations?**

Lakeland primarily operates within various systematic to integrated approaches in Category 6. We believe that we operate at a systematic maturity level in this category, and we aspire toward being aligned, then integrated. The college's ERP, its LEAP team, and the addition of the Progress Center significantly assist and complement into the other facets of planning, communications, measurements, and analysis described in our Category 6 documentation. These efforts allowed the college to prioritize and provide a number of recent improvements. Several of those recent improvements are described in Figure 6-6.

Figure 6-6
Examples of Recent Improvements

Institutional Operation	Service Area/Examples of Recent Improvements
Student Services	Tutoring • Online tutoring; tutoring scheduling system Library • EZProxy (allows students access to remote library materials from home) • Addition of resources and reorganization with a focus on student success and retention Articulation Transfer • National Student Clearinghouse/electronic upload of transcript information Admission and Registration • Additional staff, addition of the Call Center application, Banner expansion project ($1 million investment in software and servers in support of the registration system for peak load processing) Financial Aid • Addition of Call Center phone system, EDFinancial, to handle financial aid overload during high call volume times Counseling/Counseling and Student Support • Addition of the online counselor scheduling application, Degree Works for self-service degree planning • Orientation requirement for at-risk students • Online scheduling of orientation sessions • Student Accommodation Center online tracking and reporting system • New lounge area and staff dedicated to veterans affairs Placement Testing (COMPASS) • Students take the test and immediately talk to a counselor to ensure proper placement and scheduling

Institutional Operation	Service Area/Examples of Recent Improvements
	Consultation, Assessment, Referral and Education (CARE) team • Maxient conduct manager Teaching and Learning Center • Procare Child Care Management System
Safety and Security	Police, supported by Administrative Technologies and Communications • Implementation of Singlewire InformaCast emergency communications system • "Reverse 911" communications to the college's internal Cisco phone system • Messaging alerts on digital signage in campus hallways and gathering spaces • Desktop panic alarms • Implemented School Messenger text, email, phone alerts • Moved from an antiquated analog surveillance system of 30 cameras to an integrated digital surveillance system of 170 cameras • Ensured every campus building carries at least one automated external defibrillator (AED) • Added two shuttle buses for service to the Holden University Center
Facilities, Energy, and Sustainability	Facilities Management and Related User Departments • Updated campus facilities and space master plan • Implemented energy master plan; annual sustainable reduction in energy use/greenhouse gas emissions of 40 percent • Also implemented our pilot test of Toyota's "energy treasure hunt" practices • Visioned, designed, constructed Holden University Center (LEED silver), and C-Building data center, ITCS, and student space upgrade (anticipated LEED silver) • Significant upgrade in campus recycling for waste products • First Ohio public college or university to be a STARS charter member under the AASHE
Institutional Development and Effectiveness	Institutional Development and Effectiveness • Addition of the Progress Center powered by Taskstream AMS
Administrative Technology and Information Management	Administrative Technology and Related User Departments • Implemented the transition to virtual servers; currently 400 virtual desktops • Benchmarked, designed, and now maintain a best practice data center for operations, security, and energy efficiency • Public web and internal portal being replaced with content management system (in process) • Implemented ERP hardware and oracle expansion to handle heavy registration loads, 24/7 access • Implemented reporting/addition of Argos dashboards • Help desk addition of call center phone system
Marketing and Community Outreach	• Public Relations/addition of social networking sites • The Lakeland Foundation/award winning Imagine Event • e-newsletter applications (ePost, Campus Connection, Technology Update, etc.)
Business and Financial Services	Business Services and Related User Departments • Touchnet credit card processing, online payment plans, student eRefunds • Accounting (student/general/grants/Foundation) and financial reporting/automated financials • Payroll eliminated paper via web-time entry • Procurement and contract management/storage room restructure

6I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Institutional Operations?

Our strong culture of participation through committees and work groups helps us identify and define areas of needed improvement. Multiple college committees and departments are engaged in the ongoing support of students, employees, and our board of trustees. These areas can then be addressed and targets set through the strategic planning process. Moreover, the college's ERP system provides significant data access, which assists in identifying areas of

needs improvement. The college's LEAP team plays a critical role in visioning as well as tactically implementing large and small scale system improvements. Intertwined with this is the implementation and maintenance of our Progress Center.

Providing students and stakeholders with the support services needed to enhance learning opportunities is a key part of our student success agenda. As directed from the college's board of trustees and president, we are committed to supporting students at all levels of engagement with the college from prospective student to alumni. With limited staff and resources to accomplish our objectives, we have become more efficient in how we develop and improve our support services. The Planning Advisory Council, the Vice President's Academic Advisory Council, and the Strategic Planning Committee are aligned through the AQIP continuous improvement process to work together, review existing processes, identify needed improvements, set targets, and share information with the appropriate departments to enhance support.

CATEGORY 7: Measuring Effectiveness

MEASURING EFFECTIVENESS examines how your institution collects, analyzes, distributes, and uses data, information, and knowledge to manage itself and to drive performance improvement.

Measuring Effectiveness is a category where we have made a significant positive shift in our activities as an institution over the past few years. We have moved from an institution that had begun the process of measuring effectiveness to an institution that has some well-defined processes that are aligned and integrated throughout the campus.

Overall, we are moving toward a more focused process of how we select, manage and distribute data, especially as it relates to helping support our performance improvement efforts. Processes included in 7P1, 7P2 and 7P3 show a stable and managed approach to measuring effectiveness. There is a consistent method of sharing data that is managed and evaluated by the departments that both use and provide the data.

The college's processes for analyzing and sharing data have improved significantly with our use of a Balanced Scorecard and the Progress Center as indicated in 7P4. The processes to track and monitor implementation of the strategic plan are stable and well defined and help us to determine if we have met our targets and to set goals and targets going forward.

7P5 continues to be a process where we are aligned in the organization with our consistent usage of Ohio Board of Regents (OBR) data, Integrated Postsecondary Educational Data System (IPEDS), and Ohio Higher Education Information (HEI) system data.

There is an increasing core of employees at the institution who seek ways to measure their work and create outcomes for processes and functions of their departments. Continuing to support the use of the Progress Center, our primary tool for measuring outcomes, is an essential function for Lakeland. As indicated in 7P6, the Progress Center and Department and Program Review (DAPR) are new processes for aligning departmental and organizational goals. Both processes are managed by individuals who consult with committees of employees, who implement the processes and collaborate on usage and monitoring improvements.

7P7 shows a fully-integrated process for the college's information systems. The processes are thorough, well-managed and monitored. There is a constant eye toward ensuring efficiencies of the systems.

Lakeland will continue to focus on measuring effectiveness through use of the Progress Center so we can track our progress and measure our outcomes. Quantifying our progress allows us to determine the effectiveness of our efforts. Being able to track and monitor progress is now institutionalized with the completion of our Develop and Implement an Evidence-based Culture of Continuous Quality Improvement action project. We will continue to support this function with our newly created Progress Center Advisory Committee.

PROCESSES (P)

7P1 How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

Lakeland's leadership, with input from relevant departments and committees, identifies specific data and reports that are created and generated on a regular basis to support instructional and non-instructional programs and services. For example, the components of our new program data monitoring system were reviewed with the Vice President's Academic Advisory Council (VPAAC).

We select, manage and distribute data and performance information to help us make decisions and evaluate progress. Employees are identified to receive data and/or reports specific to their roles at regular intervals. Key systems and processes are highlighted in Figure 7-1.

Figure 7-1
Key Systems to Manage and Distribute Data

Systems	Process and Documents
Banner	An integrated management information system which stores student, faculty, and employee data, and supports business processes for college functions such as admissions, financial aid, registration, course catalog and schedule, student records and student accounts.
Argos	A report writer used to compile data into reader-friendly reports so that all areas of the college can understand the data.
Department and Program Review	A data-driven department and program review process used to measure program and department performance.
Lakeland College Catalog	A document used to distribute information on programs and courses to students and faculty.
Budget Process	The process used to align strategic plan goals with financial information.
Progress Center	Taskstream software to track and report on student learning outcomes and operational outcomes. Lakeland generates reports from the Progress Center to measure performance and the status of strategic planning, annual goals, division and department outcomes, and student learning outcomes.

The Department and Program Review (DAPR) is a process (Figure 7-2) used to select, manage and distribute instructional data. DAPR is updated systematically every five years. Annual updates are available to all employees through myLakeland.

Figure 7-2
Department and Program Review (DAPR) Process

Month	Task
September	Data available. DAPR coordinator meets with department/program chair and the dean to review data and discuss the process.
October	Program advisory committee meetings to review data and make recommendations.
November	Dean, chair and faculty meet to discuss review, identify key issues, and develop action plans. Chair drafts written review and action plans.
December	Draft of review and action plans finalized. Chair notifies Learning Outcomes Assessment Committee. February meeting scheduled with provost.
January	Learning Outcomes Assessment Committee provides written feedback to the chair. Review and action plans revised, as needed.
February	Draft of review and meeting held with provost, dean, chair, all department faculty, and DAPR coordinator. Review and action plans revised, as needed.

Month	Task
March	Submit final review and action plans. The provost submits the budget to the president, which includes the needs identified through DAPR.

Each year, the institutional research and planning (IRP) department creates a research agenda to manage requests for institutional data to support college goals, division and department goals, and program accreditation. Individual departments make requests as needed to support their measurable outcomes and help them identify ways to improve programs and services. Administrative technologies (AT) uses Track-It! software to document, support and manage data generation requests such as departmental requests to develop Argos reports.

The IRP department also is responsible for compliance with federal and state reporting requirements. The department selects and manages data to be reported to the IPEDS, part of the U.S. Department of Education, on an annual basis. IRP, along with a number of other departments, also submits data through the HEI system to the state of Ohio.

7P2 How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

Using the strategic plan as the primary guiding tool, the Planning Advisory Council (PAC), the Strategic Planning Committee, and the AQIP Coordination Committee identify data needed to support our planning and improvement efforts.

The college's strategic plan includes data-driven progress indicators. The Balanced Scorecard helps the Strategic Planning Committee and the PAC manage data and communicate it to others. A Measures and Targets Subcommittee of the Strategic Planning Committee meets with key administrators to review data and develop targets for planning and continuous improvement goals.

Departments use the Progress Center to track and report operational outcomes that are aligned to the strategic plan, annual goals, division goals, and action projects. Other data and information tools, such as Banner, ACEware and Argos, gather, manage and distribute data on a regular basis. Departments request and use data and reports to support their department goals and to measure effectiveness.

Our Progress Center is at the heart of our systematic institutional effectiveness efforts. Through the center, departments develop and document evidence of performance. For example, our curricular assessment efforts are housed in the center and used by faculty and administrators to measure teaching and learning effectiveness.

7P3 How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

Needs information is gathered through discussions at meetings and use of surveys. The Progress Center is our institutional collection and storage center for data and is highly accessible to employees. Taskstream software was selected for use after dialogue with college leaders and key employees in order to meet the needs of multiple departments.

The IRP department, working closely with AT, serves as a central point for departments to request data. By centralizing data requests, we monitor needs and are proactive in making commonly requested data more accessible. Systems are then established to address the individual needs of departments. For example, based on feedback, we created new systems for the financial aid department including a call center, a gainful employment web page, a net price calculator, and a student feedback function.

The Lakeland Easy Access Project (LEAP) team, which includes directors from finance, financial aid, human resources, admissions, AT, and IRP, meets monthly to discuss data needs throughout the campus.

7P4 How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution?

At the institutional level, data and information regarding overall performance are analyzed by IRP staff and shared with key individuals and groups, such as the President's Cabinet, PAC, Strategic Planning Committee, and VPAAC. Data and performance information is shared with the entire campus community on an annual basis by our president at the State of the Campus address each fall.

Performance on the strategic plan and annual college goals is measured by collecting and analyzing data related to the progress indicators that are listed for each of the five priority areas in the strategic plan. Lakeland has created a Balanced Scorecard to develop and document progress indicators, measures, targets, and actual data results. It is a visual tool that allows for a clear understanding of the progress being made toward achieving our goals. This tool is reviewed quarterly by the Strategic Planning Committee and the PAC.

IRP also utilizes state and federal data to analyze overall performance. IRP, in concert with AT, studies trends and creates reports as requested by various offices and departments. Departments use data from Banner, ACEware, and earlier Legacy systems to identify historical trends and patterns.

As a public institution, Lakeland makes data readily available via audits, annual reports, reports to donors, and board of trustees' meeting minutes. Board meetings are open to the public, and monthly financial reports are available at each meeting.

Internally, enrollment highlights are available to all employees through the ePost, a monthly electronic newsletter, and real-time data about registrations and headcounts are available on myLakeland. The Community College Survey of Student Engagement (CCSSE) results are posted on the intranet portal, and copies are also provided to the VPAAC and department chairs.

Year-to-date reports and comparisons of projections to actual expenditures help to track our financial management. Reports that are made available to the community include: an annual report on the college and its operations, annual audit highlights, an alumni newsletter, and a Learning Outcomes web page as mandated by the University System of Ohio.

The college learns from its operational experience and applies that learning to improve its effectiveness, capabilities and sustainability. Administrators closely follow budget trends, not

only monthly or for the current year, but also in contrast to the prior year. Detailed financial reports are prepared and discussed at the monthly meetings of the board of trustees. Budgetary decisions, including supporting data, are shared with the campus community through meetings and email communication. For example, budget cuts at the state level over the last few years led to a data-driven re-examination of college practices and implementation of changes to the way in which the course schedule is built in order to improve efficiencies while maintaining effectiveness and sustainability. Through use of the DAPR process, departments and programs systematically review and analyze data and information and use it to make operational decisions which include curriculum changes for improved effectiveness and sustainability. The new program data monitoring system will provide another tool for learning from operational experience in order to improve performance.

7P5 How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

The needs and priorities for comparative data and information are determined both by state and federal requirements and as a part of our continuous improvement process. We gather a great deal of comparative data regarding enrollment trends, persistence rates, graduation rates, and other metrics that colleges use regularly to determine if they are meeting the goals established by their mission. Statistical profiles of Ohio schools are available on the OBR website and are used for benchmarking.

Our finance office follows the best practices of the National Association of College and University Business Officers and its regional counterparts, and the OBR. We derive a great deal of valuable comparative data from these groups. Our president and treasurer have played key leadership roles in the national and regional business officers' associations.

We use comparative data when revising and improving programs and services. Historical trends and patterns are analyzed and compared to other institutions. Criteria for selecting sources of comparative data and information are specific to the need. Criteria, data and sources most often used for comparison are included in Figure 7-3.

Figure 7-3
Criteria, Data and Sources for Comparison

Criteria	Comparison Data	Source
Data and information from levy-supported community colleges in Ohio	Enrollment figures; number of matriculates; retention rates; year-to-date revenue; revenue compared to previous fiscal year; student demographics and employer data. DAPR comparative data can be used internally or externally, as both institutional and department/program data are available.	Ohio Board Of Regents Higher Education Information System (OBR HEI)
Data and information from Ohio AQIP coalition schools		OBR HEI
Data and information from comparable-sized institutions (in Ohio and nationally)		OBR HEI, IPEDS, National Community College Benchmark Project (NCCBP)
Data and information from institutions within Northeast Ohio (within and outside the higher education community)		OBR HEI, IPEDS

We participated twice (2008, 2011) in the CCSSE to gain access to benchmark data related to our learning outcomes and retention. CCSSE has also given us a greater understanding of how we compare with other community colleges of a similar size. We will continue to participate on a three-year cycle.

Since 2010, Lakeland has participated in the National Community College Benchmark Project (NCCBP). This is another important source of comparative data to help us determine benchmarks and targets.

7P6   How do you ensure department and unit analysis of data and information aligns with your institutional goals for instructional and non-instructional programs and services? How is this analysis shared?

We ensure that department and unit analysis of data and information aligns with our organizational goals for instructional and non-instructional programs and services by utilizing two platforms: the Progress Center and Lakeland's DAPR process. These two platforms provide tools to quantitatively track and document alignment.

Lakeland's strategic plan outlines organizational goals. Departments providing instructional and non-instructional programs and services align their outcomes with organizational goals using the mapping feature in the Progress Center. Quarterly reports are generated from the Progress Center to show mapping alignment for each area. The reports are prepared and shared with advisory bodies such as the PAC and the Strategic Planning Committee.

An example of this alignment involves our Learning Center. The Learning Center created an outcome in the Progress Center to address the goal of implementing effective peer tutoring. The center then created an assessment measure to evaluate the tutoring services. Students who receive tutoring are automatically sent an electronic survey link to evaluate the quality of their tutoring session. The manager of the Learning Center evaluates the survey results and then tracks, reports and communicates the findings via the Progress Center. Changes to peer tutoring are made as warranted after analysis of the findings and discussions with relevant administrators.

All academic programs and departments actively work in the Progress Center to upload student learning outcomes, map curriculum to learning outcomes, and refine annual assessment plans. The Learning Outcomes Assessment Committee and the Assessment Council play key roles in data analysis and goal alignment by assisting faculty with this process. Resource materials are available on the Lakeland Learning Outcomes web page, and communication of efforts and results is achieved through distribution of a campus-wide assessment annual report.

Instructional programs and departments also use data and information through the formal DAPR process, which is directly tied to our institutional goals for instruction. The DAPR system uses standardized questions and measures to provide an objective assessment platform for faculty, staff and administrators. Data provided for analysis includes enrollment numbers, course and degree completion rates, instructional delivery methods, and grade distributions. Once the reviews are completed and discussed with the deans and provost, a summary highlighting each department's/program's strengths and opportunities for improvement is posted on the intranet to keep the campus informed. The DAPR process provides an opportunity every five years for programs and departments to review their respective units and determine how they align with the college's mission, goals, and strategic plan.

7P7 How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?

The use of the Banner administrative software system ensures the timeliness, accuracy, reliability, and security of information system(s) and related processes. Banner operates in real time so there is continual access to current information. All systems are password protected and backed up routinely. All Lakeland employees and students have ID numbers and passwords, and all employees complete a Banner security form that details access level, which is determined by supervisors based on job responsibilities.

Protecting the data of students and employees is of paramount importance. As part of our continuing effort to enhance network security, Lakeland has implemented the following security measures:

- Employees are required to change their network and Lotus Notes email passwords every 120 days. Accounts are locked after five unsuccessful attempts to log in.
- The system logs the user out after 120 minutes of inactivity.
- Department leaders are required to perform an annual audit of the current users with access to their data screens.
- An Identity Theft Advisory Committee meets twice yearly to discuss new security issues, current regulations, and possible policy changes.

Anyone accessing the system leaves a digital footprint, which helps maintain integrity.

AT collaborates with various departments to develop new reports and systems to test and confirm results, and results are reviewed with end users. A batch process is run nightly to identify common data entry errors and notify the proper department to correct any issues. If any data seems suspicious, staff members work cooperatively to improve accuracy and reliability.

When Lakeland submits data to OBR, the HEI system double-checks the submission for errors. This provides an excellent cross-check of data to ensure accuracy.

RESULTS (R)

7R1 What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

Lakeland measures the performance of these information and knowledge management systems, as well as regularly analyzes the data for ways to improve our systems:

- Banner uptime statistics
- Blackboard uptime statistics
- Track-It! (measures user problems with systems/software, as indicated in Figure 6-4)
- DAPR system participation
- Progress Center participation

7R2   What is the evidence that your system for Measuring Effectiveness meets your institution's needs in accomplishing its mission and goals?

Our Progress Center contains the evidence that our system for Measuring Effectiveness meets our needs in accomplishing our mission and goals. The Progress Center is used college-wide on an ongoing basis to track and report operational goals and outcomes which align to our strategic plan. In addition, the strategic plan priority Quality, which includes as a strategy continuous improvement through measurable outcomes, data collection, data analysis, and plans for systematic improvement, is monitored by the Measures and Targets Subcommittee of the Strategic Planning Committee and reviewed quarterly by the Strategic Planning Committee.

External review of our data from both state and federal departments/agencies validates the accuracy of our information tracking systems.

Our data-driven DAPR process is evaluated by participants through a survey at the conclusion of the review. Each year, 10 departments or programs are evaluated.

7R3   How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The technology industry standard for uptime of systems like Banner is 99.5 percent and Lakeland consistently performs above 99.7 percent. Figure 7-4 shows the performance measures and targets for Banner and associated systems.

Figure 7-4
Performance Measures and Targets

Measures of Performance	Measure	Target	FY 2010/11	FY 2011/12	FY 2012/13
Simultaneous connections for heavy registration cycles/Banner	Support up to 3,000 connections	3,000	N/A	System Crashed @ 913	System stayed operational/max connections @ 821
Uptime statistics for Banner	Uptime %	99.50%	99.84%	99.65%	99.87%
Uptime statistics for Blackboard	Uptime %	99.50%	99.91%	99.70%	99.76%

IMPROVEMENTS (I)

7I1   What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

Lakeland has made the following recent improvements in Measuring Effectiveness:

- Institutionalized the Progress Center as the tool for developing and measuring outcomes and creating targets and measures for performance. Our processes for using the center are nearly aligned and integrated with all areas of the college.

- IRP has developed a tracking tool to monitor the volume and amount of time taken to respond to requests for data and research support.
- AT continues to work with all departments to schedule regular systems upgrades to make continuous improvements to the Banner system and to increase its utility.
- Banner continues to support HEI reporting through the use of the Ohio Banner Users Group programs and contributes to the continuation of clean audits in the finance area.
- A program data monitoring system has been implemented to provide a more systematic data-driven approach to program/course changes or discontinuation.

7I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness?

Our strong culture of participation and infrastructure through committees and work groups helps us identify and define areas of needed improvement. The Technology Strategy Committee and the Strategic Planning Committee take the lead in helping us select processes to improve and set targets for improvement. The Learning Technologies Division, AT, and IRP constantly look for ways to improve knowledge management and determine how best to measure effectiveness. Feedback from end users of technology and data are encouraged and used to determine the effectiveness of processes and to identify ways to continually improve them.

CATEGORY 8: Planning Continuous Improvement

INTRODUCTION

PLANNING CONTINUOUS IMPROVEMENT examines your institution's planning processes and how your strategies and action plans help you achieve your mission and vision.

Lakeland has moved from a systematic to a more aligned approach in planning continuous improvement as evidenced in 8P1 and 8P2. With the integration of strategic planning and AQIP coordination, we have a more aligned, if not integrated, approach to how we identify and monitor organizational goals.

Our processes in 8P2, 8P3, 8P4, and 8P5 have been redeveloped and redesigned, resulting in several new processes that have become the norm in how we operate, such as selecting and managing AQIP action projects. Further, the Progress Center is vital to organizing, monitoring and providing data to make informed decisions. We continue to refine processes that fall short of the targeted outcomes. We regularly seek input from key stakeholders and employees who are a part of the processes. All planning processes are managed by advisory committees that meet on a regular basis. Committees tasked with addressing strategic planning and AQIP coordination report directly or indirectly to the Planning Advisory Council (PAC), which ensures broad stakeholder input.

We have had a tremendous amount of success with our action project on Creating a Culture of Continuous Improvement. In nearly two and a half years, we have defined departmental planning processes, aligned them with the college's budgeting and planning processes (as evidenced in 8P6), and strengthened and defined a cycle of "Plan, Do, Check, Act" using our Progress Center.

Lakeland's processes in 8P7 have improved and become more aligned with the college's goals and strategies. The college has responded quickly to address recent trends in funding decreases and in the need to create campus safety strategies.

The college has also improved its processes for ensuring employee capabilities in 8P8, but this remains an area where we are still working to be more aligned in order to address the organizational needs identified in the strategic plan and annual goals.

We plan to continue to focus on building our culture of continuous improvement and providing opportunities for training, orientation and planning days where employees can use data and results to focus on identifying ways to better serve our students and community stakeholders.

Lakeland has made great strides in this category over the last few years, and we want to make certain to continue to build our capacity for being an organization that has the ability to evaluate our current status and future goals/targets. We have recently renewed our contract with Taskstream for our Progress Center to ensure we have a powerful tool to measure our progress and create new outcomes for the future.

PROCESSES (P)

8P1   What are your key planning processes?

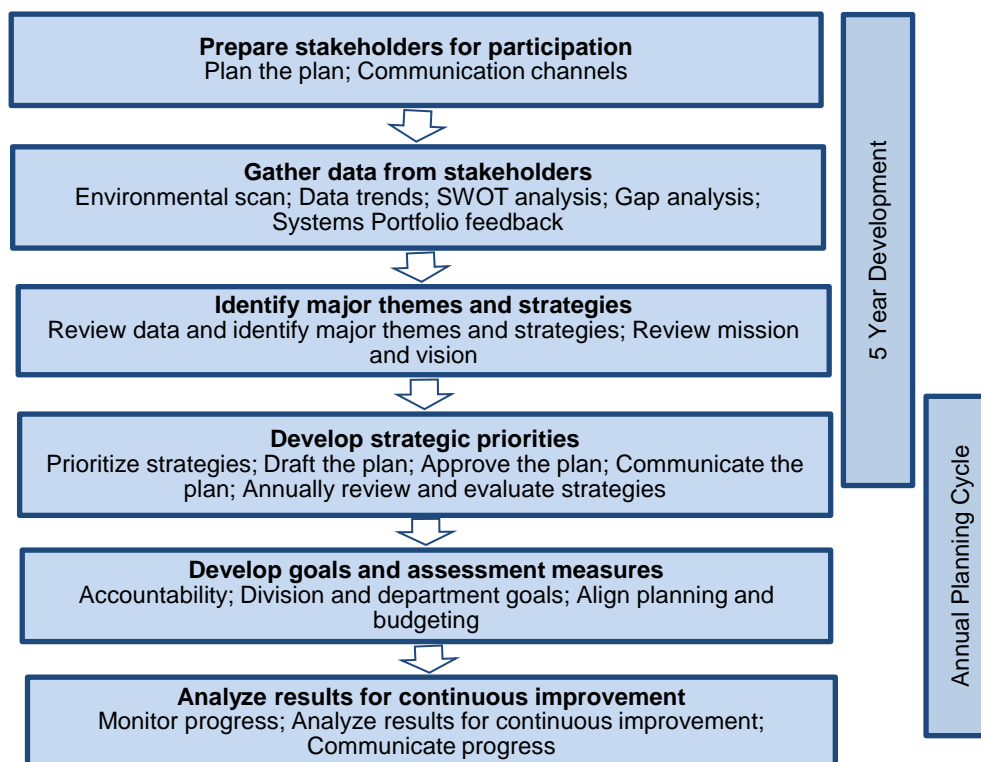Our key planning processes are shown in Figure 8-1.

Figure 8-1
Key Planning Processes

Planning Process	Frequency	Responsible
Strategic planning that identifies long-term goals	Every five years	Strategic Planning Committee, Planning Advisory Council, President's Cabinet, Board of Trustees
Annual planning that identifies two or three major college goals	Annually	Strategic Planning Committee, Planning Advisory Council, President's Cabinet, Board of Trustees
Divisional and departmental planning that aligns to the college goals	Annually	Divisions, Department Heads
Individual planning that identifies personal goals relating to departmental and divisional planning	Annually	Supervisors
Budget planning	Annually	Budgeting
Facility Master Plan that is developed to plan for the expansion and renovation of college facilities	Annually	Facilities Management
Financial Plan that is based on a 10-year financial model	Annually	Business Services
Technology Master Plan	Every five years	Technology Strategy Committee
Emergency Management Plan	Annually	Police Department
Enrollment Management Plan	Annually	Enrollment Planning Steering Group

In 2009, we undertook an AQIP action project to create a documented process to describe and detail our strategic planning process. The project focused on aligning strategic planning and AQIP processes to ensure a consistent planning focus. The action team developed, piloted and evaluated the process by creating a strategic plan. As a result of the action project, the PAC structure was revamped in fall 2010 to include both a Strategic Planning Committee and an AQIP Coordination Committee. The Strategic Planning Committee monitors strategic plan progress and makes recommendations to the PAC.

Figure 8-2 shows our process for strategic and annual planning.

Figure 8-2
Lakeland's Strategic Planning Process

Prepare stakeholders for participation Plan the plan; Communication channels	
⬇	
Gather data from stakeholders Environmental scan; Data trends; SWOT analysis; Gap analysis; Systems Portfolio feedback	
⬇	
Identify major themes and strategies Review data and identify major themes and strategies; Review mission and vision	
⬇	
Develop strategic priorities Prioritize strategies; Draft the plan; Approve the plan; Communicate the plan; Annually review and evaluate strategies	
⬇	
Develop goals and assessment measures Accountability; Division and department goals; Align planning and budgeting	
⬇	
Analyze results for continuous improvement Monitor progress; Analyze results for continuous improvement; Communicate progress	

5 Year Development

Annual Planning Cycle

8P2 How do you select short- and long-term strategies?

In January, the Strategic Planning Committee develops and makes recommendations for strategic and annual goals to the PAC, the President's Cabinet, and ultimately Lakeland's board of trustees. The selection of short- and long-term strategies is identified through an analysis of needs and internal and external trends. The committee reviews data from the Progress Center and the Balanced Scorecard. The planning process includes balancing the areas of greatest need with available resources. Our annual planning cycle is depicted in Figure 8-2.

8P3 How do you develop key action plans to support your organizational strategies?

Our Departmental Planning Guide, developed in 2012 as a product of an AQIP action project, provides a detailed step-by-step process for developing action plans. The development of action plans to support organizational strategies and meet annual goals is delegated to the relevant department, division or committee. Project plans, program specifications, timelines, and milestones are developed by the constituents who will be responsible for the action plans.

In 2010, we began using the Progress Center to help with developing and managing action plans. In the Progress Center, our strategic plan, annual goals, and division goals are entered

as organizational goals. Each department has a workspace in the Progress Center where they then create operational outcomes that align with organizational goals and strategies. Departments create an assessment plan that includes measures and targets to monitor progress. The Progress Center includes a review component to create a loop of accountability. We run alignment reports to see which departments have mapped to the various goals and to see which measurable outcomes (action plans) have been created to work toward achieving the various goals.

8P4 How do you coordinate and align your planning processes, organizational strategies, and action plans across your institution's various levels?

In 2010, the college created a new position, manager of planning, as a result of an AQIP action project that focused on aligning strategic planning with AQIP and continuous improvement activities. The manager takes responsibility for the alignment and measurement of progress campus wide. The manager coordinates and aligns the planning process, AQIP activities, and continuous improvement efforts, and facilitates the work of the PAC, Strategic Planning Committee, and AQIP Coordination Committee.

Institutional research and planning (IRP) manages the Progress Center, which is an important tool for coordinating and aligning planning efforts as well as tracking and monitoring progress of actions that are being taken at various levels and in all departments across the institution.

Vice presidents also take a lead role in the coordination and alignment of the planning processes, organizational strategies, and action plans. They participate in the development of annual goals, which are derived from the strategic plan, community and workforce needs, and educational priorities of the state. Vice presidents hold planning meetings to develop divisional goals that align with the college goals. Deans, directors and faculty provide input on how the division can contribute to college goals which are shared within the division and college wide.

The annual cycle for planning, budgeting, and Progress Center (Figure 8-3) communicates to all employees when key steps need to be accomplished throughout the year.

Figure 8-3
Annual Cycle for Planning, Budgeting, Progress Center

Date	Task
June 15 - July 1	• Review department's operational outcomes (these are mapped to strategic plan, annual goals, division goals, AQIP elements) • Create an assessment plan for the new fiscal year; define measures for the outcome
September 15 - September 30	• Add assessment findings to Progress Center, if available • Create operational plan, if ready to do so • Institution-wide report generated for first quarter on September 30
December 15 - December 31	• Add assessment findings, if available • Create operational plan, if ready to do so. Include necessary resources in department's annual budget request – to be submitted in late January • If operational plan is already created, then create a status report • Institution-wide report is generated for second quarter on December 31
January 15 – January 31	• Budget draft submitted to cost center heads • Develop budget request to review with supervisor
March 15 - March 31	• Add assessment findings, if available • Create operational plan, if ready to do so - any budget requests will be for following fiscal year

Date	Task
	• If operational plan is already created, then create/update the status report • Institution-wide report is generated for third quarter on March 31
June 15 - June 30	• Add assessment findings for the fiscal year that is ending • Create operational plan, if ready to do so - any budget requests will be for following fiscal year • If operational plan is already created, then create/update the status report • Institution-wide report is generated for the fourth quarter on June 30

8P5 How do you define objectives, select measures, and set performance targets for your organizational strategies and action plans?

Objectives and performance measures and targets are defined as part of the strategic planning process. Our 2010-2015 Strategic Plan includes progress indicators for each of its five priority areas. Metrics are identified for each of the progress indicators, a baseline figure was recorded for 2010, and a target set for 2015.

A Strategic Plan Balanced Scorecard serves as a visual tool to define, create and track targets for each of the fiscal years between 2010 and 2015. A subcommittee of the Strategic Planning Committee meets with key administrators to review the scorecard, the measures and actual figures, and to set the upcoming year's targets.

Departments use the Progress Center to create operational outcomes, measures, and targets that align with the strategic plan, annual goals, and division goals. Each department defines operational objectives and selects measures and targets (acceptable and ideal) for specific outcomes using the assessment plan template.

8P6 How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

Priorities 2 and 3 of our strategic plan are Access and Affordability, and Financial Capacity. Both priorities recognize the need to expand access to our institution while maintaining affordability under conditions where changing levels of state and local support present a challenge to us. Key strategies include: aligning local taxpayer support with the benefits received from our mission; increasing private foundation, private donor, and government agency support of our mission; and identifying grant opportunities to support program development and capital needs. We recognize the need to diversify our sources of revenue to become more self-reliant and less dependent on state funding to support current educational programs and plans for maintaining and strengthening quality in the future. To that end, we passed two local tax levies in 2010 and 2011, which help position us for the future.

We have a well-developed process for budgeting, monitoring expenses, and maintaining financial stability. We continually take into account levels of current resources and future needs as we link strategy selection and action plans. After reviewing the strategic plan and the action plans that flow from it, we annually assess and determine the order in which projects should be initiated and completed. Our goals are realistic in light of our organization, resources and opportunities. When resources are limited, attempts are made to find alternative ways to accomplish objectives.

Each year, we coordinate and integrate resource needs of new action plans, base operations, and capital into both the annual budget and long-range financial forecasting models. Resources are then allocated to the highest priority strategies and goals. The annual budget ultimately passed by the board of trustees ensures that we have the fiscal, human and physical resources and technological infrastructure required to support our operation.

Our board of trustees has a fiduciary duty of loyalty to the institution and must ensure its effective and efficient operation pursuant to Ohio law. They are autonomous and make decisions solely in the best interest of our college and in support of the college's mission and strategic plan. They are dedicated to the educational purposes of the institution. Board Policy 3354:2-04-03 requires the administration to provide the board of trustees with finance, personnel and planning reports, which are compiled and presented by college administrators monthly.

Our mission and strategic plan are reflected in organizational priorities, resources and opportunities at all levels of our institution. Each division and department has a supporting mission statement and goals that are reviewed and updated during division and department planning sessions and also annually when updating workspaces in the Progress Center.

Human resources ensures that staff in all areas are appropriately qualified and trained. More detailed information is available in 4P2 and 4P9.

8P7 How do you assess and address risk in your planning processes?

Strategic plan priority 3 – Financial Capacity – guides us in assessing and addressing financial risk. Our financial planning process includes an annual update of the 10-year model, a financial forecasting tool that forecasts revenues and expenditures over a rolling 10-year period. Major sources of revenue included in the model are state subsidy, local property taxes, and tuition and fees. The model is reviewed annually with the executive leadership team and the board of trustees. The model allows us to identify potential areas of concern and to make necessary corrections to the budget. In addition to the use of historical trends, college leaders have regular and frequent contact with state and local government officials, and use these contacts to help predict future funding levels.

We are audited annually by an independent CPA firm. The firm is selected through a request for proposal process controlled by the Ohio auditor of state. The scope of the work includes a financial statement audit, a single audit of federal funds as required by Office of Management and Budget (OMB) Circular A-133, and a compliance audit that tests compliance with applicable provisions of state laws and regulations. We have an excellent track record for achieving clean audit reports in all areas.

Lakeland has its own police force, emergency management plan, and crisis management team (CARE). This helps us create and maintain a safe and secure environment for students and employees. Campus police conduct regular rounds in addition to monitoring images from security cameras in hallways around the campus. In 2012, in response to national events and concerns raised by faculty, the chief of police initiated campus-wide active shooter response training for employees and students to help educate, inform and prepare the campus for unforeseen crisis situations.

We have created systems for minimizing risk associated with technology. Our internal controls and procedures are audited yearly by an external source to ensure the integrity and security of our system. We constantly review our current measures to ensure that we are following industry trends and complying with regulations. One recent initiative focused on securing personally identifiable information (PII) such as a Social Security number. Other recent initiatives focused on securing personal account numbers included on credit cards. Our "Let's Go" system ensures that when employees separate from the college, their access to our systems is disabled. A yearly security audit by function area data administrators certifies that relocated employees no longer have access to data for that area.

8P8 How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

Our strategic plan priority 4 – Quality – guides us in developing and nurturing faculty, staff and administrators to meet the dynamic needs of our organization and community. A key strategy is promoting professional development opportunities to increase the effectiveness of faculty and staff in the delivery of educational offerings and services.

In 2012, the college reorganized its administrative structure and created an associate provost for teaching and learning effectiveness position that has responsibility for professional development. We also embarked on an AQIP action project to develop a systematic approach to succession planning and talent development, which will enable us to enhance leadership capabilities within our organization. We will create professional development opportunities to help employees develop into leaders and enhance their value within the college.

The Part-time Faculty Advisory Committee surveys part-time faculty to determine their needs in and out of the classroom. Results are used to develop programs and services for part-time faculty to enhance their effectiveness.

The Excellence in Teaching and Professional Development Committee encourages, develops and supports professional development opportunities for faculty at Lakeland. Through funding from The Lakeland Foundation, the Excellence in Teaching and Professional Development Committee oversees the Faculty Challenge Grant process. Faculty Challenge Grants fund faculty projects that:

- Improve teaching effectiveness
- Increase student learning
- Improve program quality and vitality
- Improve institutional effectiveness

The work of this committee is also evident in its regularly scheduled Excellence in Teaching luncheons and administration of the Excellence in Teaching Award for full-time and part-time faculty.

The dean of learning technologies oversees one-on-one training, workshops, and seminars to advance teaching and learning in alternative delivery formats.

The Lakeland Staff Association provides a forum for conversations about developing staff capabilities and performance. Development of continuity folders is another endeavor underway to help identify work processes and provide continuity when there is changeover in employees.

RESULTS (R)

8R1 What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

We measure the effectiveness of our planning processes and systems through workspace activity reports in the Progress Center. Departments and areas are asked to update their workspaces each year and create new operational outcomes ensuring alignment of their work with the strategic plan and organizational goals.

On a quarterly basis, IRP generates workplace status reports to share with college leaders. The measures of effectiveness that these reports include are:
- Number of division and department mission statements that reflect/support the college's mission
- Number of divisions/departments with operational outcomes that are aligned with college goals and strategies
- Number of divisions/departments with assessment plans that identify a measure description, acceptable and ideal targets, implementation timeline, and responsible personnel
- Number of divisions/departments with assessment findings and an indicator of whether the acceptable and ideal targets were met
- Number of divisions/departments with operational plans and status reports

Additionally, we provide ongoing training to support employees working in the Progress Center. We use surveys after training sessions to gauge our effectiveness and plan for ongoing training and support.

8R2 What are your performance results for accomplishing your organizational strategies and action plans?

We developed a Strategic Plan Balanced Scorecard in 2010 to help determine if we are accomplishing our organizational strategies and action plans. The scorecard shows actual results compared to targets, indicating above target, at target, below target, or far below target

Figure 8-4 shows a partial view of Lakeland's Balanced Scorecard. This is an evolving tool and is being developed and refined as we proceed with implementation of the strategic plan.

Figure 8-4
Lakeland Strategic Plan Balanced Scorecard Snapshot

Measures of Performance Indicators	FY 2010	FY 2011	FY 2012	FY 2013	Five-Year Target	Five-Year Performance Tracking
Retention rate, fall to fall (FT)(IPEDS Fall Enroll Survey)	50%	49%	47%	51%	54%	Below/On Target
Retention rate, fall to fall (PT) (IPEDS Fall Enroll Survey)	35%	36%	38%	41%	35%	Above Target
Graduation rate, degrees awarded (HEI DC file)	875	938	939	N/A	1,107	Below/On Target
Certificates awarded (HEI DC file)	185	182	214	N/A	205	Above Target

Five-year targets based on trends.

8R3   What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?

Five-year targets have been identified for each of the performance indicators listed on the Strategic Plan Balanced Scorecard. See Figure 8-4 for projects and/or targets for performance of strategies for the next two years.

8R4   How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The measures of performance indicators on Lakeland's Strategic Plan Balanced Scorecard include some of the same measures (retention, developmental education completion) included as benchmarks on the National Community College Benchmark Project (NCCBP). Figure 1-14 shows how Lakeland ranks in comparison to national benchmarks using data from the NCCBP.

8R5   What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

The Progress Center's management tools provide a source to quantify the number of departments and programs that are creating operational outcomes that align with the college's mission and goals. As shown in Figure 8-5, the college has seen an increase in the number of departments that are creating an assessment plan that defines and measures outcomes. We have a target of 85 percent for all workspaces to contain mission statements and operational outcomes in FY 2013-2014.

Figure 8-5
Progress Center Workplace Status Report

Category Name	Requirement Name	Work In Progress	
		# of Participating Areas	Percent of Total
Standing Requirements	Mission Statement	49	82%
Standing Requirements	Operational Outcomes	51	85%
2012-2013 Assessment Cycle	Assessment Plan	35	58%
2011-2012 Assessment Cycle	Assessment Plan	27	45%

IMPROVEMENTS (I)

8I1 **What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?**

We successfully completed an AQIP action project that aligned our strategic planning processes with our AQIP continuous improvement activities. This project helped to create a structure to align goals and objectives with our mission and values. New processes, both systematic and comprehensive, are in place, and there are now defined processes for division and department planning to align to organizational goals. Mechanisms are in place to measure our progress using the Strategic Plan Balanced Scorecard and the Progress Center. We also have aligned our planning processes and strategic efforts with our budget planning process to make the necessary link to secure resources to achieve organizational goals and objectives.

8I2 **How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement?**

The PAC, with members from all segments of our campus community, is charged with strategic planning, advancing college initiatives, and monitoring AQIP activities. Process improvements and targeting is part of each council meeting. Our vice presidents also play key roles as they are encouraged to identify and communicate what processes need to be improved and help determine the methodology to make change. Input from faculty, staff and administrators is encouraged as processes are revised and targets set for improved performance results.

CATEGORY 9: Building Collaborative Relationships

INTRODUCTION

BUILDING COLLABORATIVE RELATIONSHIPS examines the institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission.

Processes for Building Collaborative Relationships can be found at various points along the maturity continuum. Processes related to creating, prioritizing and building relationships (9P1, 9P2, 9P3, 9P4, and 9P5) are well aligned. The college has well-established processes that allow it to work closely with the institutions from which it receives its students and the educational organizations and employers that depend on Lakeland's supply of students and graduates. Lakeland has served as a leader in local P16 efforts, affording the institution the opportunity to collaborate with the K-12 partners from which its students come. The college partners with other educational institutions in the creation of articulation agreements and opened a university center that allows students to pursue a four-year degree on Lakeland's campus. Lakeland also partners with groups who provide services to our students, such as the Lake County Alcohol Drug and Mental Health Services (ADAMHS) board, the Lake County Port Authority, and the local college access program, Lake-Geauga Educational Assistance Foundation (LEAF). Lakeland's broad and diverse partnerships speak to the college's enthusiasm for collaboration when consistent with the college's mission. In each situation, Lakeland consistently communicates with a broad group of stakeholders and shares that information internally.

Lakeland's processes for ensuring the partnership relationships are meeting the varying needs of those involved (9P2) are currently systematic. For each collaborative relationship on campus, there is a mechanism for evaluating whether or not the needs of those involved are being met. However, how that data is collected and then ultimately used in the planning process for a department varies. Lakeland recognizes this as an opportunity for improvement.

Lakeland's processes of creating and building relationships between and among departments and assuring integration and communication across these relationships are systematic. The AQIP action project process that requires broad stakeholder representation has been helpful in developing these relationships.

PROCESSES (P)

9P1 How do you create, prioritize, and build relationships with the educational institutions and other organizations from which you receive your students?

We create, prioritize and build relationships with the educational institutions and other organizations from which we receive students by means of networks that have been created and maintained throughout the college's history. Our primary collaborative relationships are with the high schools and businesses from which we recruit students.

These relationships are built by first identifying the key stakeholders in each group. A framework is then created that allows for ongoing two-way communication between the partners. Frequent meetings between the organizations are held to share information, identify

strategic initiatives, and evaluate current projects. Frequent evaluations allow for the identification of opportunities for improvement that are then addressed.

As an example, we are a lead partner in the Lake and Geauga County P16 councils. These councils are made up of representatives from Lakeland and every K-12 partner district in each county. This group meets annually to set the goals for the year and identify action steps. All stakeholders meet monthly to update the group on the work taking place in each subcommittee. Ongoing evaluations and data collection help assess the year's work and set new goals.

We have established close relationships with high schools and their guidance counselors to build effective processes for the recruitment of traditional students. Our recruitment staff works with high schools to coordinate visitation days and information sessions on our campus. Our representatives also participate in college information sessions at high schools and businesses. Through the Lakeland Area Counselors Association, we ensure that high school counselors have current information.

We continue to develop relationships with our high school partners through the Post Secondary Enrollment Option (PSEO) program. The PSEO program continues to grow, with more than 700 high school juniors and seniors enrolled in courses on Lakeland's campus earning dual high school and college credit. The director of admissions works closely with the high school counselors and principals to ensure that students are meeting the high school graduation requirements while taking Lakeland courses.

Ongoing conversations between the partners help to identify new opportunities to serve students. To that end, we began offering dual enrollment courses: college courses taught by qualified high school faculty on the high school campus. Participants in dual enrollment programs meet quarterly with Lakeland personnel to assess effectiveness and make modifications as needed.

We host a Tech Prep consortium that has established relationships with 37 high schools. Business partners and representatives from the career and technical programs represented in this consortium meet throughout the year to evaluate current technical career program offerings. A dedicated Lakeland Tech Prep coordinator serves as the liaison between the college, area employers, and the high school partners.

We work closely with our local Adult Basic and Literacy Education (ABLE), Lake County Job and Family Services' Lake1Stop, and area employers to explore collaborative partnerships to create seamless transitions for adult learners to the community college.

9P2 How do you create, prioritize, and build relationships with the educational institutions and employers that depend on the supply of your students and graduates that meet those organizations' requirements?

We continually assess employer and community needs in order to develop programs that meet workforce demands. We invite representatives from community organizations and employers to sit on our advisory committees. Ongoing advisory committee meetings provide a venue for our partners to express their needs and to be recognized as valued collaborators.

Relationships with our partners are further developed as we listen to our partners to create responsive programming. For example, Lakeland has been instrumental in the creation and development of a Healthcare Career Pathways project to encourage low-skilled hospital

employees to pursue higher education in order to provide the hospitals with much-needed staff in critical areas such as nursing, health information management, and histotechnology. In 2012, under the Healthcare Career Pathways, Lakeland created two curricula in the State Tested Nursing Assistant (STNA)-Home Health Aide and STNA-Acute Care Specialist and developed three new courses in Electronic Health Records, Molecular Diagnostics, and Mouse Colony Management. Our agreements with the hospital systems provide essential clinical settings for our health technology programs and provide those hospitals with an excellent and affordable recruitment mechanism.

When local employers identify a need for specific programs, the college assembles a group of broad stakeholders to examine the data and identify possible solutions. Employer demand solutions have been implemented in the following areas: STNA Plus; Home Health Aide; STNA-Acute Care Specialist; noncredit pathway (Biotechnology); and Alliance for Working Together – Manufacturing and Welding with Lincoln Electric. Typically, the group of stakeholders becomes an advisory committee to monitor and evaluate the program in regard to meeting the needs of the employer.

We actively seek opportunities to partner with colleges and universities that offer programs of interest to our students. The director of articulation and transfer works directly with representatives from four-year institutions, as well as deans and program chairs, to develop, review and maintain agreements with other institutions. Factors that are considered when identifying a new educational partner and/or program include program compatibility, student interest, and demand for the institution/program. Once a program has been identified, a partnership (articulation) agreement is developed. Once the details of the agreement have been finalized, the new partner/program is marketed.

In fall 2011, we significantly expanded our students' ability to earn four-year degrees on our campus by opening the Holden University Center. As shown in Figure 9-1, the Holden University Center currently has seven partner institutions offering 15 advanced degrees. Annual meetings are held with university partners participating in the Holden University Center. Partners come together with Lakeland representatives to discuss administrative and student service needs, marketing efforts, and recruitment.

Figure 9-1
Holden University Center of Lakeland Community College Partnerships

Partner	Programs
Cleveland State University	Business Administration Organizational Leadership Psychology Public Safety Management Urban Studies
Franklin University	Accounting (Double Major in Accounting and Forensics Accounting)
Kent State University	Early Childhood Education Public Health Technical and Applied Studies, Computer Technology
Lake Erie College	Master of Business Administration
The University of Akron	Nursing
Ursuline College	Humanities
Youngstown State University	Applied Science in Allied Health Applied Science in Criminal Justice Social Work

We strengthen and build relationships with the four-year institutions that receive our students by hosting an Adult and Transfer Student College Fair each February that welcomes representatives from over 40 colleges and universities to our campus. Our counselors also attend transfer meetings at other institutions on a regular basis to establish and maintain contact with colleagues and bring back information that will be helpful to students.

The career services department builds relationships with employers by placing job announcements on Lakeland's website and by sponsoring job fairs. Career services is also a member of NeoIntern.net, a regional collaboration among two- and four-year colleges which provides students with a broad database of local internship opportunities and also provides employers with a pool of candidates.

Our numerous advisory committees assist with curricular development and provide a sounding board regarding the knowledge and skills that graduates should possess in order to enter a specific field of work. Advisory committee guidelines outline roles and responsibilities and guide interactions between the college and committee members. Faculty, staff and administrators also maintain robust relationships with area businesses, chambers of commerce, and professional organizations.

9P3 How do you create, prioritize, and build relationships with the organizations that provide services to your students?

We create, prioritize and build relationships with organizations that provide services to our students by first identifying the services our students need. This is determined both formally and informally through surveys, small group discussions, and student suggestions.

If an identified student need is beyond our scope, we identify a partner and then create a framework for connecting students to the services. One such example is our partnership with Laketran, the public transportation agency in the county. Students can ride Laketran's buses free of charge throughout Lake County, which provides vital transportation to and from campus for hundreds of students.

Students benefit from our partnership with Lake1Stop, a service provided by Lake County Job and Family Services. Lake1Stop helps students connect with job training and employment opportunities. Our students are also served by the Ohio Small Business Development Center housed on campus, which provides free counseling and training opportunities for students and community members who are looking to start a business.

Lakeland's police department works with the Community Alliance for Law Enforcement and Mental Health Services to assist students who are experiencing emotional difficulties. Our counselors have developed excellent relationships with local mental health agencies and drug and alcohol treatment agencies, including the ADAMHS board, a coalition of agencies dealing with alcohol and drug abuse and mental health issues.

We also work with LEAF, a community-based organization that assists high school students and their parents with applying for financial assistance to pay for post-secondary education.

Our Women's Center has developed a relationship with the Ohio Benefits Bank which works with students to provide application assistance for programs through Lake County Job and Family Services.

At the beginning of each semester, select local businesses, including banks and phone companies, are invited to advertise their services during events on our campus.

9P4 How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?

We create, prioritize and build relationships with organizations that supply materials and services to our organization in compliance with federal and state procurement and ethics laws. Based on the amount and type of purchase, a necessary balance exists between maximizing both the supplier/vendor relationship and the utilization of an open and competitive buying process. Board policies emphasize and add to these legal requirements.

The Ohio Board of Regents has recognized us for best practices among Ohio higher education institutions for procurement of healthcare benefits, as well as for our energy master planning and procurement and installation of energy conservation measures. We participate in a county school district consortium to strategically and tactically manage the group buying of healthcare benefits, as well as develop and institute employee wellness measures. A collaborative philosophy between the college and the school districts continues to be an essential requirement for this procurement relationship to function and work well.

We have several corporate sponsors, including Coca-Cola, Procter and Gamble, OralB, Philips Sonicare, STERIS, and Lubrizol, that have made generous donations of funds and materials to The Lakeland Foundation and to specific programs such as nursing and dental hygiene. In each case, the departmental contact works closely with the vendor or supplier to make sure that the relationship is mutually beneficial. Through The Lakeland Foundation, contacts are established and relationships maintained with these corporations.

9P5 How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

The creation, prioritization and building of relationships often begin with a needs assessment which draws on the expertise of internal and external stakeholders. Formal and informal environmental scans allow us to see who might be undertaking similar initiatives and interested in combining efforts with us. Our partnership with the Lake County Port Authority to share the Ohio Small Business Development Center Regional Consortium Director was the result of one such scan. Our Entrepreneurship Center was created to work with local economic development coordinators. Our Nonprofit and Public Service Center and academic divisions (through workforce development and continuing education initiatives) work with many nonprofit organizations, social welfare agencies, and employers in Lake County and throughout Northeast Ohio in order to build and sustain meaningful relationships.

We also build relationships through membership and active participation in local chambers of commerce, Rotary clubs, and service groups. Administrators, faculty and staff are members of educational associations. Their ongoing participation and support of these groups help to strengthen our relationship with each one.

Numerous employees represent the college through service on nonprofit boards. We are a lead partner in both the Lake and Geauga County P16 Councils. Each P16 council is a group with representatives from education, business, government, and nonprofit organizations. The

councils leverage resources to increase the number of students successfully completing college.

Relationships are prioritized based upon our mission, the strategic plan, and criteria of the funding agency. The Lakeland Foundation and development office seeks grants from area foundations and develops relationships with these organizations. We are a member of the Northeast Ohio Council on Higher Education (NOCHE), a consortium of 19 colleges and universities across this region which works to mobilize the region's higher education and business communities for collaborative action to enhance the region's growth and development. NOCHE also sponsors cooperative education experiences and internships for students at its member schools to encourage students to explore career opportunities in Northeast Ohio.

9P6 How do you ensure that your partnership relationships are meeting the varying needs of those involved?

We ensure that partnership relationships are meeting the needs of those involved through regular formal meetings, informal consultations, surveys, and careful attention to the development and maintenance of relationships. Open, consistent communication enables partners to provide feedback and encourages the growth and maturation of partnerships. For example, the members of the partnerships represented at the Holden University Center come together for regular meetings to update programs and assess current offerings. The Holden University Center also instituted student satisfaction surveys, conference and facility surveys, and suggestion boxes. Each semester, the data collected from these tools is reviewed within the partnership evaluation process. Our advisory committees periodically conduct surveys to help determine if the needs of committee members and the workforce are being met.

9P7 How do you create and build relationships between and among departments and units within your institution? How do you assure integration and communication across these relationships?

We believe that good relationships foster the kind of effective communication that promotes the accomplishment of goals. Meetings of the board of trustees are held monthly and are open to the public. All divisions of the college provide regular updates to the board, and these updates are made available to all employees. The board interacts regularly with The Lakeland Foundation board of directors.

Our formal organizational structure and the use of cross-functional committees provide channels for multi-directional flow of communication. The President's Cabinet meets monthly during the academic year and has representatives from all employee constituencies. Our committees have representatives from all of the college's divisions who are charged with the responsibility to act as liaisons to their colleagues.

The executive vice president and provost sponsors two meetings each year for department and program chairs, providing departments and programs with a vehicle to share information, report progress on projects, and receive updates on college-wide initiatives. Divisions meet at the beginning of the fall and spring semesters.

Relationships between and among divisions and departments are also created and built through the AQIP action project process. Each new action project team is populated with representatives from areas across the campus, allowing individuals representing different constituencies to come together to work toward a common goal.

Many student success initiatives require collaboration across departments in order to be effective. For example, when we decided to develop a system to increase student completion of the developmental English courses, we: 1) identified departments/support services with a role in this process; 2) identified what departments/support services would be impacted by the process; 3) invited representatives from each of the identified departments/support services to sit on a planning committee; and 4) asked each member of the committee to update and solicit feedback from their respective group.

Across the campus, the use of the Progress Center and the ability to map work back to annual goals and the strategic plan allow individuals to see how their efforts are directly aligned to the work of the institution and others on the campus. New employees learn about cross-divisional opportunities as a result of onboarding processes through human resources. As discussed in 5P7, employees and students receive regular communications through electronic newsletters, the president's weekly musing, The Lakeland Foundation's weekly updates, and various department newsletters. We also receive communications regarding internal collaborations through the use of Lotus Notes email, myLakeland portal, and Knowledge Exchanges.

RESULTS (R)

9R1 What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

We regularly collect and analyze the measures of building collaborative relationships shown in Figure 9-2.

Figure 9-2
Measures of Building Collaborative Relationships

Relationship	Measures
K-12 Schools	Number of high schools participating in PSEO, number of students participating in PSEO
	Number of high schools participating in Dual Enrollment, number of students enrolled in Dual Enrollment
	Number of Tech Prep students, number of Tech Prep articulated credits
	Participation in K-12 initiatives/events
Four-Year Institutions	Number of articulation agreements
	Number of students who transfer
	Enrollment in Holden University Center partnerships
	Number of Holden University Center partnership programs
	Holden University Center Student Satisfaction Survey
Employers	Number of internship host sites
	Number of students participating in internships
	Number of employers participating in career fairs
	Number of clinical sites, number of sites renewing, number of students participating in clinical visits
	Number of program advisory committees, membership, curricula changes as a result of advisory committee feedback
	Participant evaluation of Nonprofit and Public Service Center programs, College Fairs, Career Fairs
Suppliers	Corporate sponsorships

Relationship	Measures
	Best practices in procurement of materials and services
Internal	Employee Feedback Survey results
	AQIP Quality Culture and Infrastructure Survey results
	AQIP Action Project Team Survey results
External Community	Community Attitude Survey results

9R2 What are your performance results in building your key collaborative relationships, external and internal?

Our performance results related to building key collaborative relationships have continued to improve. Participation in PSEO, Dual Enrollment, and Tech Prep at Lakeland is captured in Figure 9-3.

Figure 9-3
PSEO, Dual Enrollment and Tech Prep Participation

Measure	2009-2010	2010-2011	2011-2012	2012-2013
Number of Schools Participating in PSEO	35	31	33	32
Number of Students Participating in PSEO	613	625	698	735
Number of Schools Participating in Dual Enrollment	0	0	2	3
Number of Students Participating in Dual Enrollment	0	0	39	84
Tech Prep Articulated Credits Awarded	1,004	1,506	1,595	1,632

We increased our role in P16 initiatives and hosted three regional education summits on our campus since 2011. Additionally, in the 2012-2013 academic year, faculty met with high school partners at 18 content-specific events, as compared to 10 events during the 2011-2012 academic year.

Our collaborative relationships with the institutions that receive our students have further developed as shown in Figure 9-4.

Figure 9-4
Partnerships with Four-Year Institutions

Measure	2010-2011	2011-2012	2012-2013
Number of Articulation Agreements with Four-Year Institutions	49	59	63
Number of Holden University Center partners	NA	6	7
Number of Holden University Center programs	NA	13	14
Enrollment in Holden University Center partnership (Fall, Spring)	NA	810	1,127

The Holden University Center Student Satisfaction Survey indicates that the partnership is meeting or exceeding student expectations. In spring 2012, 95 percent of survey respondents indicated they were satisfied or very satisfied with their overall experience. In fall of 2012, that number increased to 96 percent.

The college maintains relationships with 36 active industry advisory committees. The committees vary in size but average 12 members. The advisory committees were consulted on

65 curriculum changes in 2010, 120 curriculum changes in 2011, and 84 curriculum changes in 2012. The changes ensure that our relationships with employers who depend on our graduates are meeting their needs.

Lakeland's number of internship and cooperative learning partners continues to increase. In 2010, 92 businesses partnered with Lakeland. That number increased to 112 in 2011, and climbed again to 119 during the 2012-2013 academic year. Over the last five years, 389 employers have participated in annual career fairs.

Clinical site partners appear to be satisfied with their partnerships with us as shown in Figure 9-5. This is evidenced by the increasing number of students accepted each year and the high percentage of partners who continue their participation year after year.

Figure 9-5
Clinical Site Participation

Measure	2009-2010	2010-2011	2011-2012
Number of Clinical Sites Participating	48	56	57
Number of Sites Returning From Previous Year	48	48	56
Number of Students Participating in Clinical Visits	610	625	665

Community attitudes about Lakeland indicate that the college is effective at building relationships with the general community. The results of a 2010 Community Attitude Survey show that 69 percent of respondents think that Lakeland adds a great deal of value to the quality of life in Lake County. Another 24 percent said it adds some value. Similarly, 69 percent think Lakeland is important to the county's economic development. Another 23 percent said it is somewhat important.

9R3 **How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?**

We participate in regional organizations, conferences and events that allow us to gauge our collaborative relationships against other organizations. Through these opportunities, we confer with partners and similar organizations on an ongoing basis. The conversations affirm that we are a leader in several key areas. For example, we are one of only two of the 23 Ohio community colleges to have a university partnership center on our campus. We are the only community college in Ohio to have a Nonprofit and Public Service Center.

Like the other higher education partners in the two P16 initiatives in which we participate, we have had representation at every event. However, we set ourselves apart from these organizations through our leadership role as committee chair and through hosting events. We compare our PSEO and dual enrollment rates against those of other community colleges in the state of Ohio; we perform favorably. Figure 9-6 provides the PSEO and dual enrollment comparison data. Lakeland has approximately 15,000 PSEO credit hours, which places us second among Ohio community colleges.

Figure 9-6
PSEO and Dual Enrollment Comparison Data

College	PSEO Credit Hours Billed	Dual Enrollment Credit Hours Billed	Total "College Credit Plus" Credit Hours Billed
Owens Community College	5,826	14,483	20,309
Cuyahoga Community College	18,101	1,458	19,559
Stark State College of Technology	637	17,759	18,396
Southern State Community College	10,900	5,002	15,902
Lakeland Community College	14,677	215	14,892
Lorain County Community College	8,104	6,389	14,493
Columbus State Community College	8,845	2,096	10,941
Edison Community College	9,166	1,661	10,827
Clark State Community College	3,000	6,000	9,000
Sinclair Community College	7,760	450	8,210
Marion Technical College	6,910	1,068	7,978
Hocking College	1,599	5,334	6,933
Washington State Community College	5,385	1,279	6,664
North Central State College	4,779	1,524	6,303
Central Ohio Technical College	2,222	3,456	5,678
Zane State College	4,510	882	5,392
Rhodes State College	927	3,105	4,032
Eastern Gateway Community College	582	2,998	3,580
Northwest State Community College	2,541	1,002	3,543
Rio Grande Community College	2,027	112	2,139
Cincinnati State Technical and Community College	242	927	1,169
Belmont Technical College	265	48	313
Terra State Community College	0	0	0

Source: College Credit Plus Survey of Ohio Association of Community College Members, Lakeland Community College

Figure 9-7 shows the number of Lakeland students who transfer to an Ohio public four-year college or university (main or regional campus) as compared to other Ohio community colleges.

Figure 9-7
Number of Community College Students Who Transfer
to a Four-Year College or University (Main or Regional Campus)

Community College Transferring From	2010	2011	2012	3 Year Avg.
Columbus State Community College	1,989	2,188	2,154	2,110
Cuyahoga Community College	1,872	2,103	2,051	2,009
Sinclair Community College	1,356	1,582	1,460	1,466
Owens Community College	908	1,024	838	923
Lorain County Community College	788	898	868	851
Lakeland Community College	784	740	687	737
Cincinnati State Technical and Community College	626	693	772	697
Stark State College of Technology	685	695	701	694
Hocking College	258	259	256	258
Central Ohio Technical College	162	205	238	202
Clark State Community College	159	198	200	186
Southern State Community College	153	193	192	179
North Central State College	206	138	137	160
Rhodes State College	127	141	135	134
Zane State College	127	146	129	134
Edison Community College	110	124	126	120
Terra State Community College	94	101	125	107
Northwest State Community College	104	118	93	105
Rio Grande Community College	81	101	96	93
Eastern Gateway Community College	75	80	102	86
Belmont Technical College	69	71	85	75
Washington State Community College	56	72	55	61
Marion Technical College	54	51	49	51

Source: https://www.ohiohighered.org/transfer/research

IMPROVEMENTS (I)

9I1 **What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?**

We have made a number of improvements in this category. The most significant improvement is the opening of the Holden University Center in 2011 to expand and strengthen our partnerships with four-year institutions. We also expanded our dual enrollment opportunities at local high schools and became a leader in the P16 initiatives in two counties.

We continue to grow and develop advisory committees, increasing the number of business partners actively working with us to review and improve program offerings. One such example is the recent creation of the Nonprofit and Public Service Center Advisory Committee. We also strengthened our ability to collaborate with various stakeholders in the area of workforce development by becoming the host site of the Lake County Small Business Development Center.

The college continues to demonstrate innovative practices in strengthening relationships with suppliers. As part of the college's recent request for proposal process for banking services, banks had the option of including a proposal for marketing opportunities in partnership with the college. In May 2013, the college's board of trustees awarded merchant card services to Cardinal Community Credit Union for a five-year term beginning in fall 2013. The partnership with Cardinal will provide many additional benefits to the college, including a donation to The Lakeland Foundation, student scholarships, joint marketing initiatives, and educational workshops and seminars for students on financial topics.

Our processes and performance results for building collaborative relationships are systematic and comprehensive. Use of the Progress Center provides a systematic way for us to document measures, including survey results, enrollment patterns, event participation, and advisory board participation, which are then used for ongoing planning purposes.

9I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?

Building collaborative relationships is at the core of our mission as a community college. We have a strong culture of outreach to the community as well as employee dedication through departments and committee work to continuous improvement in this area. The Planning Advisory Council and the Vice President's Academic Advisory Council play key roles in determining which processes to review in order to build and strengthen our collaborative relationships. Our Progress Center then provides us with the needed data to analyze outcomes, select processes for improvement, and measure results.

Across the institution, feedback from all our partners is solicited and used to continually improve our partnerships, programs and offerings. This demonstrates to our collaborative partners that we measure performance and are very committed to continuous improvement.