

# **AQIP Participation Application**

**May 8, 2006**

**Lakeland Community College  
Kirtland, Ohio**



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**1. How does your organization currently demonstrate that it meets each of the Higher Learning Commission's five Criteria for Accreditation?**

**Criterion One: Mission and Integrity.** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

*The organization's mission documents are clear and articulate publicly the organization's commitments.*

- Lakeland Community College's mission is: *To provide quality learning opportunities to meet the social and economic needs of the community.* Lakeland's mission statement is expressed in very simple, straightforward language to indicate its core purpose, *to impact lives through learning.* As a public institution of higher education, Lakeland is dedicated to providing learning opportunities to the community it serves.
- Derived from the Core Purpose are six Core Values: Excellence, Accessibility, Diversity, Integrity, Innovation, and Joy.

*In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves (as identified as its community).*

- Lakeland Community College offers many programs of instruction and community services to fulfill its stated goals and objectives. The Associate of Arts and Associate of Science degree programs constitute the first two years of a traditional four-year college or university curriculum and are the college's transfer programs. The Associate of Applied Science, Associate of Applied Business and Associate of Technical Studies programs prepare students for immediate employment at paraprofessional levels.
- The college also offers more than seventy certificate programs as well as course work through its Center for Business and Industry. Lakeland welcomes students who wish to upgrade their workforce development skills by taking a course or two.
- Lakeland's Community Learning division offers programming to meet the needs of the college's service district through educationally related cultural and personal enrichment offerings.

- The college delivers classes in a variety of formats to accommodate diverse learners' needs. These formats include Weekend College, distance learning, and accelerated (five-week and eight-week) courses.
- The Women's Center, Men's Center, and Student Accommodation Center (Center for Students with Disabilities) serve the unique needs of our constituencies.

***Understanding of and support for the mission pervade the organization.***

- Lakeland's faculty, administration, staff, students, and community members participated in a series of appreciative inquiry and focus group sessions to develop the college's new mission statement and to guarantee that the mission statement was a clear reflection of the institution's commitment to its learners.
- Each Fall, the president delivers a State of the Campus address to all employees, reflecting on achievements of the past year and setting goals for the year ahead. With an emphasis on the college's core values and its mission, this presidential address sets the tone for the new academic year and its challenges.
- All new Lakeland faculty and staff participate in ACE (Anticipating Customer Expectation) training during the first year of service. The purpose of the sessions is to help new employees learn about Lakeland, its mission, and its role in the community.

***The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.***

- The President's Cabinet is composed of all of the college's vice presidents as well as the president of the Lakeland Faculty Association and the Lakeland Staff Association. The Vice President's Academic Advisory Council is composed of deans and two faculty representatives of each academic division. The College's Planning Advisory Council is composed of the cabinet and representatives of the faculty, administration, staff and students. Together these groups help to guide the college as it fulfills its mission.
- The Lakeland Faculty Association and the Lakeland Staff Association are strong, vibrant organizations that have a significant impact on the college's strategic directions. Faculty and administrators work together on several standing committees that play an important role in the college's governance structure. Some of those committees are the Academic and Scholastic Standards Committee, the Curriculum Committee, the Excellence in Teaching Committee, the General Education Task Force, and the All College Committee.

***The organization upholds and protects its integrity.***

- Lakeland Community College has nine trustees, three appointed by the governor of the state of Ohio, and six appointed by the Lake County Commissioners. These nine individuals are charged with setting the strategic direction for the college and, as community representatives, are in touch with local citizens and businesses. Their goal is to continually assess the college's strategic direction and progress and to guarantee that Lakeland maintains its integrity in all its endeavors.
- One of the Core Values of the college is Integrity. The college is committed to high standards of personal and professional behavior within a culture of honesty and trust.
- The college, through its administrative structure, policies and procedures, ensures fair practices in higher education and upholds the standards and criteria established by the Ohio Board of Regents and the Higher Learning Commission.

**Criterion Two: Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.**

***The organization realistically prepares for a future shaped by multiple societal and economic trends.***

- Lakeland conducts periodic environmental scans focusing on demographic trends, issues/needs of Lake County/Northeast Ohio residents, issues/trends related to Lakeland and colleges across the country and an evaluation of progress toward current strategic priorities. The latest comprehensive environmental scan was done in 2003 in preparation for the replacement levy.
- Each academic advisory committee conducts a survey every other year while graduate and employer surveys are conducted every year.
- The Research and Planning Office regularly prepares reports that relate to Lakeland's students and programs which include enrollment profiles, graduate reports, and program review.
- Additional surveys are conducted on a periodic basis to gather data on specific populations and areas for improvement. Examples of projects include: the evening/weekend student survey, study on student success and the ten-year graduation rate, a study on summer vs. regular term attrition rates, Lakeland/Cleveland State University Partnership survey, a comparison of student performance in online vs. traditional courses.

***The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.***

- Lakeland Community College receives subsidies from the State of Ohio, tuition from its students, and revenues from two local levies.
- The college operates on a ten-year financial model, monitored by its Board of Trustees. The model is updated annually to guarantee that the college maintains adequate reserves. Lakeland's Board policy requires that the college maintain a reserve of 10% of its operating fund, 5% of its auxiliary fund, and 2% of its plant fund. The current fund balance exceeds the required reserves.
- In May 2005, Lakeland sought approval from the Higher Learning Commission to offer all five of its degrees in the online format. The site visit was successful, and the consultant-evaluators indicated that the college is well positioned to offer online education. The Higher Learning Commission voted to extend the college's accreditation to include such offerings, a confirmation of Lakeland's stability and excellence.

***The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.***

- Every five years, the college conducts a strategic planning process. The college's current strategic plan, developed three years ago, includes Key Indicators of Progress that are monitored carefully on an annual basis to determine the achievement of goals and that provide for corrective measures if objectives are not being met. The college works on four to six strategic initiatives annually.
- The General Education Task Force has developed a thorough and rigorous system for the assessment of General Education Objectives using a series of carefully designed rubrics.
- All academic programs and departments participate in a five-year program review cycle that offers them the opportunity to focus on goals and objectives for the next interval. Many of the college's programs also take part in external programmatic accreditations.

***All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.***

- Lakeland's trustees are charged with setting the strategic direction for the college. Throughout the year, they are in touch with local citizens and businesses, thus bringing to the college the benefit of outside perspectives. They continually assess the college's strategic direction and progress.

- The President's Cabinet participates in many planning discussions and reviews summary reports and progress from other committees. At its monthly meetings, the cabinet reviews and updates all strategic initiatives.
- The Vice President's Academic Advisory Council identifies and discusses potential annual academic goals. The faculty representatives seek input from their own divisional members and relate the information to the Council. Through the program review process, divisions and departments also participate in planning activities.

The Planning Advisory Council conducts compression planning to gather input from council members and formulate preliminary major goals for the academic year. The preliminary major goals formulated in the Planning Advisory Council are forwarded to the President's Cabinet for approval or modification. The goals are then adopted by the college.

- The development of Lakeland's 2003-2008 strategic plan was a broadly inclusive process that began with a visioning session with members of the Planning Advisory Council. Student leaders participated in the same visioning process and their themes and insights were compared with those of the Planning Advisory Council. As part of an environmental scan, Board members conducted informal surveys, student government leaders asked appreciative inquiry questions of other students, and four cross-divisional teams were formed to gather data related to the following themes: *quality learning, convenient learning, accessible learning, and continual learning*. Several focus groups of community members were also conducted. A separate group was formed to look at the college's mission, vision, and values to ensure that they were consistent with the strategic planning process. A college-wide survey was completed to determine people's perception of Lakeland's core purpose. A request was made to the college for volunteers and anyone who wanted to participate in the strategic planning process was encouraged to join. At the President's direction, the Key Indicators of Progress for each strategy included in the plan were tied to measures of success.

**Criterion Three: Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.**

*The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.*

- Lakeland Community College's general education requirements represent the faculty's vision of what Lakeland students should know at the completion of their associate's degree programs. The general education outcomes model is clearly stated in the college's catalog and student handbook. Each course outline includes a checklist of the general education outcomes that the particular course will address. The General Education Task Force is in the process of testing and clarifying rubrics that will be used to assess the institution's effectiveness in meeting the outcomes.

- In addition to general education outcomes, goals and objectives for each academic program are listed in specific program brochures and student handbooks together with the courses required and recommended for completion of that degree or certificate.
- Advisory committees for each program offer advice and suggestions for the development of curricula and learning outcome objectives. All departments and programs undergo a periodic review on a five-year cycle. The review focuses on achievements as well as on realignment of goals and objectives for the future. Many of Lakeland's programs also undergo evaluation by external accrediting agencies.

***The organization values and supports effective teaching.***

- Lakeland employs a system of course evaluation questionnaires for all faculty, routinely evaluates tenure-track faculty, and has recently implemented a post-tenure review process.
- The Faculty Professional Development Committee reviews requests from faculty members who are seeking funding for professional development opportunities. There is a corresponding committee that reviews requests from part-time faculty members as well.
- The Excellence in Teaching Committee sponsors several luncheon meetings/seminars throughout the year for faculty related to the teaching/learning process. The committee also sponsors mini-series in-service programs such as the Accелеments for all full and part-time faculty.
- The Lakeland Foundation offers Faculty Challenge Grants twice each year to support faculty development opportunities as well as to encourage innovative instructional ideas. These grants range in size from a thousand dollars for an individual project to grants supporting development of teaching skills for multiple faculty members that cost \$30,000 or more.
- Each year, two full-time faculty members are selected by a subcommittee of the Excellence in Teaching Committee as the outstanding instructors for that year. Nominations are solicited from students, faculty, and alumni. Each award recipient receives a cash award of \$1,000.
- The monthly President's Coffee offers an opportunity for faculty and staff to gather to hear updates regarding campus events. A member of the faculty is invited to give a 15-minute presentation regarding a current course or academic interest. In this way, all Lakeland employees become more knowledgeable about what is happening in the college's classrooms.
- The college is in the process of constructing a \$1.2 million Center for Teaching Innovation to foster and enhance the teaching and learning process.

- Full-time faculty members may request a semester's sabbatical leave at full pay or two semesters' leave at half pay after the seventh year of service.

***The organization creates effective learning environments.***

- Lakeland's physical plant is conducive to teaching and learning. Classrooms and computer laboratories receive regular upgrades, and the Technology Division has adopted a schedule to convert a series of traditional classrooms into smart classrooms over the next several years. Faculty who are regularly assigned to rooms are consulted about the configuration of furniture and equipment before changes are made.

***The organization's learning resources support student learning and effective teaching.***

- Lakeland Community College maintains over 50 computer laboratories for student use in addition to having 80+ computers in the library as well. Some of the computer laboratories are designated for specific areas of the curriculum such as English, Travel and Tourism, or Engineering. Others are available for general student usage.
- Several areas of the college now have wireless access and the college's Technology Division has developed a plan to spread wireless access to the entire campus over the next couple of years.
- The college uses the Blackboard course management system for its distance learning courses. Blackboard is also used as an online assistance tool for campus-based courses so that students have continual access to syllabi and other course materials whether they are on campus, at work or at home.
- The college's help desk uses TrackIt software so that faculty and students who encounter problems with any aspect of technology receive effective and efficient responses.
- Lakeland's two Instructional Technologists are available to work with faculty members as they work on course development for online delivery.
- The college's reference librarians have held a series of professional development workshops, underwritten by the Lakeland Foundation, to help faculty consider the adoption of information literacy exercises in their classes. To date, two workshops have been given to 50 faculty members with three more workshops accommodating 75 faculty members planned for the 2006-2007 academic year.
- Lakeland Community College participates in OhioLink, a consortium of college and university libraries throughout the state of Ohio that provides access to the libraries of all member institutions. Students and faculty can access OhioLink holdings from any computer, and materials are delivered to Lakeland's library on a 48-hour turnaround.



OhioLink subscribes to many periodical databases which offer full-text access to increasing numbers of journals as well.

- The Learning Center provides free tutoring services to students by certified, professional tutors. The college also staffs a Writing Center to assist students who are working on papers or other composition assignments. The Mathematics Department sponsors a Math Resource Room that provides drop-in tutoring to students in that subject as well.
- The new Center for Teaching Innovation will house the Instructional Technology Department and a teaching/learning resource center.
- Lakeland's Teaching-Learning Database is easily accessible for all faculty, administrators, and staff members. It includes examples of effective assignments and exercises in various disciplines, as well as articles of interest to college employees regarding higher education.

**Criterion Four: Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.**

*The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.*

- Lakeland Community College offers its full-time employees and their family members free tuition for all credit-bearing and community education courses, thus encouraging the pursuit of lifelong learning that is cited in its mission. Part-time employees have pro-rated benefits.
- The college sponsors regularly scheduled Knowledge Exchanges, usually held over a lunch hour, inviting college employees as well as community members to share their intellectual pursuits. These sessions are open to faculty, staff, students, and community members and some have attracted over 70 participants for the talk and lively question-and-answer period.
- Lakeland Pride Day is an opportunity each Fall and Spring for the college to invite members of the community to sample its offerings through mini-classes and demonstrations.
- The long-standing Management Lecture Series offered by the Business Management Department and the newly established Great Lakes Lecture Series are open to Lakeland employees and the public.
- Senior citizens of Lake County may take classes at Lakeland free of charge.

- The Community Learning and the Human Resources divisions offer a series of professional development mini-courses for staff members throughout the year. Supervisors are encouraged to arrange work schedules so that employees can take advantage of these sessions.
- All Lakeland employees are offered free admission to cultural events held on the campus. These events include concerts, plays, symposia, international film festivals, and lectures.

***The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.***

- The general education outcomes of Lakeland Community College will help learners develop the knowledge, intellectual flexibility, and ethical awareness necessary to balance their individual needs with their social commitments in an interdependent, multicultural world.
- The learning experience at Lakeland will result in a graduate who ***Learns actively, Thinks critically, creatively, and reflectively, Communicates with clarity and originality, Interacts in diverse and complex environments, and Uses information effectively and responsibly.***
- To meet the general education needs of students, the associate of arts and the associate of science degrees have minimum course requirements in communications, the arts and humanities, social and behavioral sciences, mathematics, natural sciences, health and physical education, and technology. These two degree programs also allow students opportunities to explore individual academic interests through a wide choice of elective courses.
- For the associate of applied business, associate of applied science, and associate of technical studies degrees, students must meet minimum course requirements in communications, humanities, and social sciences. Development of essential skills in mathematics/sciences and computer technologies are also required.
- For all degree programs, it is the college's expectation that students completing their general education studies will have a background enabling maximum benefit from lifelong educational experiences.

***The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.***

- One of Lakeland's General Education Outcomes is to encompass the need for the graduate to be able to interact in diverse and complex environments. It states that, "The responsible citizen develops awareness of diverse ideas and cultures, as well as the ability to understand issues in their historical and global contexts." This outcome is embedded

in individual courses with specific assessment measures employed to measure effectiveness.

- One of the college goals is to internationalize the college curriculum. Over the years, several faculty members have attended various workshops sponsored by the Midwest Institute of International and Intercultural Education (MIIE). The intended outcome of these workshops is to incorporate learning modules with international perspectives into their courses.
- The college's International Studies programs support active programming for students in activities such as Model NATO and Model United Nations teams, a series of international dinner-film series events, and an International Festival held each Spring.
- For the last three years, the college has offered Study Tour programs (Scotland, Mexico, and Central European countries) and exchange programs (Netherlands, U.K., and Denmark).
- Every degree candidate at Lakeland Community College must complete a required course in technology, demonstrating proficiency in using technology to access and manage information.

***The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.***

- The college's reference librarians offer over 150 Information Literacy seminars each semester for classes across the entirety of the college's curriculum.
- One of the college's five general education outcomes for students is the ability to use information effectively and responsibly. Template assignments are available to assist faculty in integrating this outcome into existing assignments.
- The reference librarians have also developed a seminar regarding information literacy for faculty members that assists instructors with the development of assignments to encourage information literacy and the ability to analyze information critically.
- Even though Lakeland does not have a formal Institutional Review Board (IRB), it does have guidelines for faculty, students, and external entities dealing with research on human subjects.
- The college has an Academic Honesty Policy to safeguard the integrity of both the individual and the institution. Falsification of academic research, plagiarism, and cheating are considered serious offenses.

**Criterion Five: Engagement and Service.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

*The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

- Lakeland Community College has an active system of advisory committees (for both credit and non-credit programs) composed of individuals who volunteer their time, talents, and expertise to bring business and industry into contact with educational planners. These advisory committees help the college to gauge community interest in programs, help guard against program obsolescence, and help interpret manpower demands.
- All courses and community education programs are evaluated by participants so that individual divisions can continually modify and update its offerings.
- The Research and Planning Office conducts a graduate satisfaction survey and employer survey each spring. Advisory committee surveys are carried out every other year. Feedback from these surveys will be used for the improvement of courses, curricula, and programs.
- Before any new certificate or degree program is introduced, a thorough needs assessment identifying student demands, employers' needs, and financial impact will be studied.
- The college periodically conducts environmental scans to align with the strategic planning process.

*The organization has the capacity and the commitment to engage with its identified constituencies and communities.*

- Advisory committees meet at least once annually with college representatives to offer vital feedback regarding programs and offerings. Surveys of employers and other interested parties are conducted every two years. This information is then used by faculty and staff to make sure that programming meets the needs of constituents.
- The Research and Planning Department conducts focus group studies with various constituencies focusing on pertinent issues.
- The strategic planning process involves internal and external constituencies to ensure the plan reflects the needs of the community that we serve.

*The organization demonstrates its responsiveness to those constituencies that depend on it for service.*

- The college's strategic plan is readily available to all constituencies as are its catalog, course schedules and all other materials published for students and the public. By regularly soliciting feedback from students and community members who come to campus for a variety of classes and cultural programs, Lakeland is able to amass data regarding the needs of its constituencies.
- As requested by the FirstEnergy Corporation, the college developed the Nuclear Engineering Technology and Applied Electrical Utility associate degree programs.
- To upgrade the education level of Progressive Insurance employees, the college offers an on-line associate degree in Business Management for Progressive call-center personnel.
- The Center for Business and Industry develops partnerships with area companies to provide workforce training and customized training. Qualified small businesses are eligible for Focused-Industry Grants to subsidize the training.
- Partnering with area hospitals and the local Career-Technical Center, Lakeland developed a Health Career Pathway to provide a career ladder for incumbent workers in the healthcare industry.
- Lakeland's Non-Profit Service Center offers regular programming for non-profit and public entities in Lake and surrounding counties.

***Internal and external constituencies value the services the organization provides.***

- Lakeland is regularly designated as one of the best places to work in the Cleveland area, a vote of confidence by its faculty and staff. Turnover is very low among employees, and the college's administration meets regularly with the Lakeland Faculty Association Executive Committee and with the Lakeland Staff Association Executive Committee to discuss issues of common concern.
- Lakeland Community College is one of only six community colleges in Ohio that is supported in part by a local levy. The last levy was passed in 2003 by an overwhelming margin, indicating a true vote of confidence in Lakeland and a reflection that the community values the educational opportunities and services that Lakeland provides.
- A recent major gift campaign raised over \$2 million which attests to the support from the community.

**2a. Through what specific actions has your organization demonstrated its responsiveness to the Commission in addressing specific accreditation concerns or challenges identified by the Commission's last comprehensive evaluation?**

Lakeland Community College filed a report with the Commission on May 29, 2003 in response to a concern raised during the 2000 visit regarding “general education requirements and an update on progress being made in the assessment of general education.” The report discussed the creation of the General Education Task (GETForce), charged with the responsibility for reconsidering the general education model and creating valid assessment options. It also outlined the status of assessment planning as applied to the new general education model and the new college mission statement.

That report was fully accepted by the Commission, and Lakeland has made considerable progress in the implementation of its new assessment plan. The GETForce has worked for over a year to finalize the five rubrics that will be used to measure the General Education objectives. In December of 2005, the five rubrics were tested and statistical verification of the results was conducted. Based on a series of recommendations, the system of rubric testing was modified.

The GETForce Committee had two additional rubric testing this April with an expanded group of readers and with revised rubrics. Significant modifications in reader training occurred as well. We anticipate that by Fall 2006 we will be ready to do a pilot of the various aspects of our assessment plan, including baseline rubric analysis and a pilot of both e-portfolio and a pilot capstone course for the AA and AS degrees.

Lakeland Community College has also acted on suggestions made by the consultant-evaluators from the 2000 reaccreditation visit:

- Has made email available to all part-time instructors.
- Has carried out an inclusive planning process to create a Center for Teaching Innovation on campus.
- Formed a subcommittee of the Curriculum Committee to study issues surrounding making prerequisite checking a mandatory part of our new Banner administrative software system
- Has actively pursued partnerships and articulations with other institutions and signed an agreement with Cleveland State University (CSU) in 2005, so that CSU offers a series of Bachelor’s degrees on Lakeland’s campus.
- Cooperated with various business and industry partners such as FirstEnergy, Progressive, and University Hospitals.
- Spent over \$3 million over the last three years in upgrading its technology infrastructure, administrative software, course management systems, wireless and VoIP.
- Established a separate budget account for assessment purposes to implement the recommendations of the GETForce.

**2b. What specific actions or activities are you planning to take in order to address any accreditation concerns or challenges from the Commission’s last comprehensive evaluation that are still active issues?**

Lakeland Community College has no active issues, accreditation concerns or challenges that arose from the Commission's last comprehensive visit with the exception of the continuing work on the college's assessment plan.

**3. Why does your institution wish to participate in AQIP? What benefits do you hope to gain as a consequence of participating?**

Lakeland Community College would like to participate in AQIP because, as a Learning College, we believe in continuous quality improvement. Our mission is to provide *quality* learning opportunities to meet the social and economic needs of the community. Through one of our Core Values: **Excellence, the college ensures high quality service and learning opportunities through assessment for continuous improvement.**

Having experienced multiple self-studies and visits from evaluation teams, we have derived benefits from the reaccreditation process but realize that the PEAQ approach is retrospective and, although very worthwhile, does not always help an institution to move forward effectively. As Lakeland's representatives began to investigate AQIP, we became more and more enthusiastic about the potential for achieving significant objectives by using this model for self-evaluation and analysis. AQIP will help to instill continuous quality improvement into our institutional culture and thus continuously improve our performance.

By participating in AQIP we believe we will be able to engage our entire campus in a series of meaningful conversations to assist us in focusing on significant strategic initiatives that will permit Lakeland Community College to serve its students and other constituents more effectively. Lakeland is fortunate to have a dedicated faculty, staff and administration who are willing to become involved in ambitious projects and who work well together in cross-functional teams.

**4. Since broad understanding of, support for, and commitment to a continuous improvement approach and AQIP are essential for their success, what is the current level and extent of these elements in your organization? What is the evidence that key groups in your organization (e.g., Board, CEO, senior leaders, faculty, and staff) understand the nature of continuous improvement efforts and the demands of AQIP?**

Lakeland has taken deliberate and extensive steps to educate various constituencies about AQIP:

- In April 2004, Lakeland's Provost, Dr. Fred Law attended the Higher Learning Commission's AQIP Workshop and Annual meeting with two deans and two faculty members.
- During Lakeland's Fall Conference Week in August 2004, the Provost arranged a panel discussion by representatives from Kent State University, Lorain County Community

College, and Cuyahoga Community College (AQIP colleges) to present their experience with AQIP to Lakeland's faculty and administrators.

- The Provost placed AQIP on the agenda of the Vice President's Academic Advisory Council (VPAAC) in the September 2004 meeting and formed a task force that was charged to investigate and disseminate information about AQIP to the campus community. The committee was composed of four faculty members and four administrators with the Director of Research and Planning as an ex-officio member.
- In the ensuing months, the AQIP Task Force studied and researched the AQIP process. Discussions occurred with Higher Learning Commission staff, as well as colleagues in the AQIP colleges. AQIP became a standing agenda item at the Vice President's Academic Advisory Council meetings.
- Three faculty members, two deans and the Provost attended the Higher Learning Commission AQIP Colloquium and Annual Meeting in April 2005.
- By the end of the Fall semester 2005, the AQIP Task Force had the clear sense that various constituencies on the campus had gained an ample comprehension regarding AQIP and that there was consensus that AQIP was the preferred approach to reaccreditation.
- In November 2005, the AQIP Task Force made a Powerpoint presentation about AQIP and presented it at the Department and Program Chairs' Retreat and the VPAAC meeting. The presentation included what AQIP is, the AQIP process, PEAQ versus AQIP, the pros and cons of AQIP, and examples of Action Projects by Ohio AQIP colleges. In addition, projects and initiatives that Lakeland has undergone in the past five years that could be action projects were identified.
- A series of luncheon meetings to discuss AQIP were sponsored by the Excellence in Teaching Committee. The same Powerpoint presentation was used in these meetings. In addition to faculty, a number of staff and administrators also attended.
- This was followed by attendance at the AQIP Basic Workshop in November 2005 by the President's Executive Assistant, the Vice President for Community and College Relations, a member of Lakeland's staff, a faculty member, and the Provost.
- During Reading Days in January of 2006, the committee's faculty members again spoke at the faculty assembly regarding AQIP and confirmed that there is substantial enthusiasm for this model together with an understanding of both the process and the demands that will be placed on many individuals as we move forward. This was followed by the Task Force Committee meeting with the Lakeland Faculty Association Executive Committee to delineate the roles and composition of faculty in the future AQIP Steering Committee.



- In February 2006, the Provost and two faculty members attended the Vital Focus Workshop.
- In March 2006, three faculty members, a member of the Research and Planning staff, and the Provost attended the Higher Learning Commission AQIP Colloquium and Annual Meeting.
- Since Fall 2004, the AQIP initiative has been put on the “visual tracking board.” This is a bulletin board illustrating the progress of all on-going college-wide initiatives. At the monthly Cabinet Meeting, items on the board will be updated and discussed. Thus, the President and Cabinet members are well aware of the progress of the AQIP Task Force.
- In addition, the Provost and faculty members from the AQIP Task Force have had many conversations with the college’s president, Dr. Morris Beverage, about AQIP with Dr. Beverage agreeing that the AQIP model seems appropriate for Lakeland.
- Members of the AQIP Task Force made a presentation to the Board of Trustees in late February at their regular monthly Committee of the Whole meeting in order to provide the trustees with ample information and the opportunity to ask questions. The Board of Trustees gave their formal approval at the April meeting.
- A series of information sessions have been scheduled throughout the rest of the spring term and throughout summer to provide additional opportunities for the staff and administrators to have a better understanding of AQIP and Vital Focus.

**5. What are your plans for integrating participation in AQIP into your organization’s current agenda? Are there major events on the horizon (e.g., a change in leadership, a major contract negotiation, budget cuts), and how are you planning to address them or integrate them into your quality efforts?**

AQIP will be integrated into the organization’s strategic planning process by involving all stakeholders in charting our future as well as improving our processes and performance. Currently, the college is engaging in an open discussion of how to improve governance. The current governance model was established 15 years ago. The college president facilitated several open conversations using the appreciative inquiry approach to gather input from all constituents. This initiative and others such as the GETForce (general education outcomes assessment) and enrollment management will be integrated into the AQIP process.

Lakeland is a stable institution with little turnover of faculty or staff. We do not anticipate any major changes in leadership. The President, Dr. Morris Beverage, has been with Lakeland for 15 years and has served as the president for five. The college’s contract with the Lakeland Faculty Association, the faculty union, does not expire until 2008; and we do not foresee any events that would prove to be an impediment to our implementation of the AQIP process.

- 6. How are you planning to organize your quality effort? Explain which current or new structures (committees, systems, etc.) you will use to organize and run your improvement efforts. What organization systems, structures, and other resources (e.g., a quality council, quality “champions,” task forces, training programs, etc.) currently exist or are planned that will sustain your continuous improvement efforts.**

Lakeland has expanded its AQIP Task Force into an umbrella AQIP Steering Committee. The Steering Committee is composed of five faculty members, four staff members, and four administrators to guide the process of applying for and implementing AQIP on this campus. The presidents of the Lakeland Faculty Association and Lakeland Staff Association are members of this committee by default. Every attempt has been made to have members representing all major divisions within the college.

The committee holds a planning meeting each Tuesday and has begun to discuss the elements necessary for completing the AQIP application process, as well as strategies for a successful Constellation Survey and Conversation Day. Subcommittees will focus on each event with each subcommittee consisting of staff, faculty, and administrative team members so that we have equal representation.

The committee conducted an AQIP retreat at the end of April with the President’s Cabinet, the Lakeland Faculty Association Executive Committee, the Lakeland Staff Association Executive Committee and the AQIP Steering Committee. The committee used this retreat to solicit input from the participants related to engaging their constituencies in the AQIP/Vital Focus process.

- 7. Prior to attending a Strategy Forum, how are you planning to meet AQIP’s requirement to conduct a preliminary self-assessment from a systems- or process-focused perspective, one that includes input from perspectives external to the organization?**

From our attendance at AQIP Colloquia and the Vital Focus Workshop, we have determined that using Vital Focus would be the best way for Lakeland to conduct a preliminary self-assessment. Dates have been set to conduct the Vital Focus. The Provost and the co-chair of the AQIP Steering Committee have been communicating with Dr. Lynn Priddy regarding the scheduled Vital Focus process.

- 8. Prior to attending a Strategy Forum (within 12 months following admission), how will your organization identify issues, challenges, problems or opportunities that might become Action Projects?**

The Constellation Survey will be available to all full-time faculty, selected part-time faculty, full and part-time staff members, and administrators from September 5 to 12, 2006.

The AQIP Steering Committee has scheduled Friday, October 20 as an all-campus Conversation Day for the college's faculty, staff and administrators to spend uninterrupted time considering the Lakeland Community College's future. The college will be closed for this event in order to allow all employees to attend the Conversation Day. These closures will be announced well in advance of the day to avoid disruption.

The AQIP Steering Committee will post recommendations that come out of the Conversation Day on an internal website by Wednesday, October 25. The Steering Committee will work on a plan to engage various stakeholders in focused conversations and prioritization of recommendations. This will be accomplished by November 17.

The Steering Committee will draft proposed action priorities based on feedback by January 8, 2007. These proposed priorities will be discussed with staff, faculty and administrators during the weeks of January 8 and January 15 with development teams formed during the week of January 22 to build an action plan.

A draft of the Strategy Action Workbook will be available to all employees for feedback by the week of February 12, 2007; and the Strategy Action Workbook will be completed by February 26. The college team (including representative members of the action project development teams) will attend the Strategic Forum on March 6-9, 2007.

Contact Information for Organization's AQIP Liaison:

Dr. Frederick W. Law  
Salutation, Name

Executive Vice President and Provost  
Job Title of Liaison

Lakeland Community College  
Organization Name

7700 Clocktower Drive  
Office address

Kirtland, Ohio 44094  
City, State, Zip

440-525-7096	440-525-7645	fwlaw@lakelandcc.edu
Office phone(s) and extension(s)	Office fax	Email address

Name and address to which AQIP should send invoice for  
application fee of \$275:

Dr. Frederick W. Law, Executive Vice President and Provost  
Salutation, Name, Title

Lakeland Community College  
Organization Name

7700 Clocktower Drive  
Office address

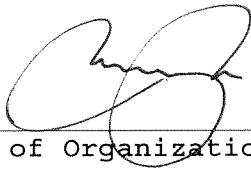
Kirtland, Ohio 44094  
City, State, Zip

Before you email your *Participation Application* to  
AQIP@hlcommission.org, make certain it has been reviewed and approved  
by your organization's CEO.

## APPLICATION AFFIRMATION

I affirm that the application emailed to AQIP@hlcommisdsion.org presents our institution accurately, and that we agree, if admitted, to abide by the *Academic Quality Improvement Program Understandings and Expectations* and to:

- commit to a systematic initiative to improve continuously our academic and related processes and their results;
- engage faculty, staff, and other constituents in defining and implementing quality improvement efforts so that an institution-wide culture and understanding of systematic academic quality improvement evolves;
- promote and provide broad-based involvement in activities and in professional development that builds awareness and understanding of the principles and practices of systematic quality improvement at all levels of the institution; and
- establish systems for communication across staff, students, and other constituents and stakeholders regarding our institution's involvement and progress in systematic Academic Quality Improvement.



Signature of Organizational CEO

5/2/06  
Date

Dr. Morris W. Beverage, Jr., President

Printed/Typed Name and Title

Lakeland Community College

Name of Organization

7700 Clocktower Drive

Address

Kirtland, Ohio 44094

City, State of Organization, ZIP code

**RESOLUTION NO. 04-06**

**RESOLUTION TO ADOPT THE ACADEMIC QUALITY IMPROVEMENT PROGRAM**

**WHEREAS**, Lakeland Community College is an institution of higher learning which continuously seeks to improve its quality and performance, and

**WHEREAS**, the Academic Quality Improvement Program (AQIP) is an alternative approach to accreditation by the Higher Learning Commission and this process infuses the principles and benefits of continuous improvement into the culture of colleges and universities in order to assure and advance the quality of higher education, and

**WHEREAS**, the college has studied AQIP thoroughly and has developed a plan for adopting this process as our future approach to affirmation of accreditation,

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Trustees of the Lake County Community College District, Lake County, Ohio, that:

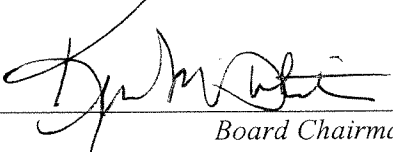
Section 1. The Board of Trustees hereby authorizes the college administration to adopt the Academic Quality Improvement Program (AQIP) to fulfill the Criteria for Accreditation of the Higher Learning Commission of North Central Association of Colleges and Schools.

Section 2. All formal actions of this Board relating to the enactment of this resolution were taken and adopted in open meetings, and all deliberations of this Board or any of its committees which resulted in formal action were in meetings in full compliance with the law.

**ADOPTED:**

April 6, 2006

**LAKE COUNTY COMMUNITY COLLEGE DISTRICT**

  
\_\_\_\_\_  
Board Chairman

**ATTEST:**

  
\_\_\_\_\_  
Board Secretary