Systems Portfolio

Lakeland Community College

9/7/2018

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

[Lakeland acronyms used in the Systems Portfolio]

1P1 Common Learning Outcomes

Aligning common outcomes to the mission, educational offerings, and degree levels of the institution

Our mission is to provide quality learning opportunities to meet the social and economic needs of the community. We believe that a quality education goes beyond course content, and also includes skills that are important in the workplace. With that goal in mind, at the institutional level we developed five student learning outcomes known as Lakeland Learning Outcomes (LLOs), which are essential skills needed by all of our graduates. We have integrated the LLOs throughout the curriculum in all of our general education and program-specific courses. *[3.B.1]*

The Learning Outcomes Assessment Committee (LOAC), which consists of academic administrators and faculty from various disciplines, reviews the LLOs on an annual basis to ensure that the outcomes remain relevant to our academic courses and continue to align with our mission. Through regular and repeated exposure to all LLOs, students are expected to demonstrate satisfactory levels of achievement of the LLOs upon graduation. By meeting expectations with regard to all outcomes, not only are graduates well equipped to seek employment or further their education, but they also possess skills that will make them better citizens in the communities in which they live. *[3.E.2]*

Determining common outcomes

Our work with determining common outcomes spans nearly two decades of effort and has evolved over this time. Through an integrated process described in our previous Systems Portfolios, we developed the LLOs by incorporating feedback and input from faculty and administrators, while also being mindful of external accreditation standards for programs and expectations of transfer institutions. We also sought input from other stakeholders, such as advisory committees and local businesses. *[4.B.4]*

The LLOs serve as the common objectives we hold for all students pursuing associate degrees. *Thinking critically, communicating clearly, using information effectively, interacting in diverse environments and learning actively* are qualities we assess to ensure we are producing graduates who have mastered modes of inquiry and are capable of collecting, analyzing and communicating information in current and changing environments. Specific details regarding achievement expectations for each outcome can be found in Figure 1P1-1. The LLOs are publicly stated in our catalog and posted on our website, and all faculty are encouraged to include them in course syllabi. *[3.B.2]*

LOAC assumes oversight for implementing general education assessment and is responsible for the oversight of the assessment of our LLOs and reviews them on an annual basis to ensure their relevance. *[4.B.4]*

Articulating the purposes, content, and level of achievement of the outcomes

LOAC regularly articulates the purpose, content and achievement levels of our LLOs. LOAC provides significant guidance to faculty with regard to the *purpose* of outcome assessment through various meetings, workshops and communications throughout the year. LOAC initially created the *content* in the rubrics that are used campus-wide to assess the LLOs, and they continuously work on refining the content as well. The *level of achievement* of the outcomes is articulated through the internally-created rubrics, which incorporate key terminology from the Association of American College and Schools' (AAC&U) VALUE rubrics into performance indicators for each outcome. *[3.B.2, 4.B.1]* The rubrics also clarify target behaviors within each performance indicator to make them simple and easy to use. All rubrics were approved by LOAC for use by all academic departments and programs and are reviewed on an annual basis to ensure their relevance and validity. The rubrics are shown in Figure 1P1-2.

Incorporating into the curriculum opportunities for all students to achieve the outcomes

As part of our assessment process, shown in Figure 1P1-3, the LLOs are embedded into courses in all of our applied programs and general education departments. Examples of curriculum maps can be found in Figure 1P1-4 for technical programs in business management and dental hygiene, and general education departments of English and psychology.

Our curriculum approval process requires that a course outline, which includes a section about the LLOs, be approved by the Curriculum Committee. This section identifies whether a course introduces a skill, reinforces skills to which students have been previously exposed, or whether students have the opportunity to demonstrate their understanding of an LLO at the level we would expect of a graduating student. *[3.B.3]*

The Assessment Council, whose function is detailed in 1P2, works with each department and program to review each course outline to ensure that the outline adequately addresses the LLOs. In addition, the Assessment Council, consisting of faculty and administrators, assists each department and program with the development of an overall curriculum map that shows a systematic plan for introducing and reinforcing the LLOs, and for providing students with opportunities to demonstrate mastery. *[3.B.5]*

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs

We ensure that the LLOs remain relevant and aligned with student, workplace and societal needs in several ways. First, our program advisory committees, which include local industry members and employers, review the LLOs on a regular basis and provide insight into how the LLOs dovetail with qualities they would look for in employees. Secondly, we collaborate with four-year institutions with whom we have partnership agreements to confirm that our LLOs reflect the skills they would want to see in transfer students. Next, we collect information from our Graduate Exit Survey in regard to how familiar our graduating students are with the LLOs, and how their time at Lakeland has impacted their knowledge and skills within each of the LLOs. Finally, our Department and Program Review (DAPR) process, which is discussed in 1P3 and 1P4, requires every department and program to reflect on how the LLOs are integrated into their curriculum.

The LLO *Interacts in Diverse Environments* links directly to the core college value of diversity by fostering civility and respect, and celebrating differences among individuals and communities. Many of our advisory committee members agree this is an important workplace skill necessary for success, and it is also a skill that is highly valued by partner institutions. Thus, as part of our overall assessment process and DAPR, departments and programs indicate which courses address diversity by specifying the opportunities they provide to students to encourage awareness of the diversity of human experience, to collaborate with others, and to act with respect for others. *[3.B.4]* This same process is followed for the remaining four LLOs, which ensures alignment inside and outside of the classroom.

Designing, aligning, and delivering co-curricular activities to support learning

The college offers students many opportunities to become involved on campus outside of the classroom. Students can join student clubs, become Lakeland Student Government (LSG) representatives or Campus Activities Board (CAB) members, participate in Emerging Leaders training, or join varsity athletic teams. These co-curricular activities provide opportunities for students to achieve our learning outcomes: learning actively, thinking critically, communicating clearly, using information effectively, and interacting in diverse environments. *[4.B.2]*

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 Student Organization Manual in Figure 1P1-5, guidelines for the formation of new student organizations, specifically states, "The College supports the right of individuals to organize and participate in organizations within the context of general college student, alumni and community interests." *[3.E.1]*

Each student organization is required to have at least one full-time employee of the college as their adviser. If a full-time employee is not available, a part-time employee may be appointed as an adviser on an annual basis. Advisers are familiar with college guidelines, policies and procedures and they assist the organization in following their individual constitutions. Advisers are to ensure student organizations are following the goals and objectives set forth for each individual club. The Student Organization Manual 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." *[4.B.2]* In addition, every student organization must complete a yearly registration process, which can be found in Figure 1P1-6, in order to be considered active for the year.

Our student leadership and engagement office has well-defined processes to develop and run student organizations. The main student organizations are LSG, CAB, the Emerging Leaders Program and student clubs. The LSG and CAB provide students with the opportunity to become leaders. In order to participate in either of these organizations, students must complete an eligibility process, as shown in Figure 1P1-7, which includes submitting an application and conducting an election campaign. If elected, students sign a contract, actively participate throughout the academic year, and complete a self-evaluation at the end of the year. Through their experiences with LSG/CAB, students can develop skills that touch upon all of the LLOs. *[4.B.2]*

The Emerging Leaders Program introduces students to leadership skills and techniques that can be transferred to the workplace, student organizations and other leadership opportunities on campus. Students benefit by learning leadership styles, discovering personal strengths, building confidence and self-awareness, learning to be professional and ethical, and enhancing their communication skills. At the beginning of the year, students set goals they hope to achieve by participating in the program; and at the end of the year, they reflect on the progress they have made toward those goals. As with LSG/CAB, the Emerging Leaders Program gives students the chance to improve the skills measured by the LLOs. *[4.B.2]*

Figure 1P1-8 highlights the Emerging Leaders process.

We are proud to offer seven varsity athletic teams. Women's sports include volleyball, basketball and softball. Men's sports include soccer, basketball, baseball and golf. Lakeland's teams are known as the Lakers, and they participate in Region XII of the National Junior College Athletic Association (NJCAA) and the Ohio Community College Athletic Conference (OCCAC). The athletic department strongly supports the academic mission of the institution and looks to create an environment that promotes excellence in the classroom, on the courts/fields and in the community. *[4.B.2]*

Selecting tools/methods/instruments used to assess attainment of common learning outcomes

As part of our assessment process, shown in Figure 1P1-3, faculty select the *tools* and *methods* that will be used to assess attainment of the LLOs in their departments and programs. We rely on the expertise of our faculty to decide which type of artifact, e.g., term paper, essay test, portfolio, lab report, etc. is best suited for assessing each LLO in their department/program. The *instruments* used to assess attainment of the LLOs are the internally-created rubrics discussed earlier. The rubrics are used by all academic departments and programs.

To ensure that all departments and programs are assessing the LLOs in our graduating students, we have implemented an "Outcome of the Year" schedule as part of our assessment process, in which the college will focus on one LLO for the entire year. Thus, each outcome will be assessed at least once every five years. The annual assessment schedule, which can be found in Figure 1P1-9, is posted in our annual assessment report. During spring semester, LOAC reviews the outcome which will be assessed during the upcoming academic year with faculty. *[4.B.2]*

We provide professional development opportunities related to LLOs twice per year during pre-semester conference days. During the fall session, the rubric for the previous year's Outcome of the Year is reviewed to provide full-time faculty with detailed explanations of the performance indicators and mastery criteria. Then, faculty are given time to assess the artifacts they collected over the previous year. This process has worked extremely well for us because the college provides a dedicated work time for faculty to focus on assessment before the semester begins. During the spring session, we discuss the Outcome of the Year that will be assessed in the following academic year. We provide and discuss the rubric pertaining to that outcome to ensure consistency in the interpretation of the levels of achievement of all performance indicators related to that outcome. In addition, faculty are given time to begin formulating an assessment plan as to how they will assess each performance indicator in their courses. Samples of annual and master assessment plans are shown in Figure 1P1-10. This advanced notice gives plenty of time for faculty to consider assignments that could be used to measure the performance indicators and possibly make changes to assignments to help better align the assignments with the performance indicators.

Assessing common learning outcomes

As part of our assessment process, all applied programs and general education departments are required to develop a yearly assessment plan, which is reviewed and approved by their academic dean. Once their assessment plan is approved, faculty conduct assessments in the classroom, collect data, analyze data and close the loop by making data-informed curricular and/or pedagogical decisions. Assessment results are uploaded to the Progress Center, where they are reviewed and approved by the dean. Finally, results are aggregated across the entire college, and distributed to the administration, Board of Trustees and faculty as part of an Annual Academic Assessment Report shown in Figure 1P1-11. Along with analyzing data on a yearly basis, each department and program is given the opportunity to reflect on five years' worth of data during our DAPR process, which is discussed in more detail in 1.P.3 and 1.P.4. A key component of DAPR is assessment of students' attainment of the LLOs. LOAC provides feedback to departments and programs relative to this assessment. *[4.B.1, 4.B.2, 4.B.4]*

1R1 Results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level

We track achievement of the LLOs through three main tools: Progress Center, Graduate Exit Survey items and Community College Survey of Student Engagement (CCSSE) items. Every department and program uploads assessment findings into the Progress Center on an annual basis. The assessment coordinator aggregates these results to provide overall student performance levels for the college. Each department and program also completes a holistic review of students' achievement of all outcomes as part of DAPR every five years. In addition to the direct measures captured in the Progress Center, our Graduate Exit Survey and CCSSE items assess students' perceptions of their achievement of the LLOs. We have gathered data on our graduates' level of attainment of our LLOs from multiple sources, including direct and indirect measures. All of these sources support the conclusion that our students are attaining the knowledge, skills and values that are reflected in our LLOs.

Figures 1R1-1 through 1R1-4 show the assessment results for the respective Lakeland Learning Outcomes of the Year. LOAC has set the acceptable target achievement as 3.0 for all LLO performance indicators. We have achieved, and often have exceeded, this acceptable target level for all performance indicators.

Figures 1R1-5 and 1R1-6 provide details on two questions from our Graduate Exit Survey that pertain to the LLOs. When we first began familiarizing our students with the LLOs in 2015, our results were below target levels; however, we have met or exceeded target levels after the initial roll-out. These results show that our students are familiar with the LLOs, and feel that the education they receive at Lakeland has impacted their knowledge and skills with regard to the LLOs.

Figure 1R1-7 shows trend data for the college's impact on the attainment of the LLOs. When benchmarking against other CCSSE school participants our mean scores are very similar, however Lakeland has identified 3.0 as a target mean for continued improvement.

Figures 1R1-8 and 1R1-9 show trend data for two questions pertaining to overall academic success and soft skills from the end-of-year survey that LSG/CAB leaders complete. The trend shows the majority of students indicate their experiences were extremely positive or positive.

1I1 Improvements

As a result of the feedback we received on our previous Systems Portfolio, we implemented a more strategic approach to assessing the LLOs. We use an Outcome of the Year schedule to provide a sense of unity among all areas of the college, as we all focus on one outcome together each year.

- We have reviewed and revised all of the rubrics for the LLOs to make them simpler to use, and the revisions have been approved by LOAC.
- We are in the process of rolling out Blackboard outcomes assessment to streamline the process.
- Within the next two to three years, we will implement a more integrated co-curricular assessment process.

Sources

- Figure 1P1-1: Lakeland Learning Outcomes and Achievement Expectations
- Figure 1P1-10: Assessment Plans
- Figure 1P1-11: Assessment Annual Report
- Figure 1P1-2: Learning Outcome Rubrics

- Figure 1P1-3: Assessment Cycle
- Figure 1P1-4: Curriculum Maps
- Figure 1P1-5: Student Organization Manual
- Figure 1P1-6: Student Club Annual Registration Process
- Figure 1P1-7: CAB and LSG Officer Requirements Process
- Figure 1P1-8: Emerging Leaders Participation Process
- Figure 1P1-9: Timeline for Assessment of Lakeland Learning Outcomes
- Figure 1R1-1 through 1R1-4: Assessment Results
- Figure 1R1-5 and 1R1-6: Graduate Exit Survey Results
- Figure 1R1-7: CCSSE Results
- Figure 1R1-8 and 1R1-9: LSG/CAB End of Year Survey Results
- Lakeland Acronyms

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2 Program Learning Outcomes

Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution

We demonstrate our commitment to our mission, educational offerings and degrees in a number of ways. While completing educational offerings, students are encouraged to participate in an array of campus and community activities, service learning and committees to enrich their educational experience and lives. Foundational to this effort is the alignment of program learning outcomes to the mission, educational offerings and degree levels. Each general education department and technical program determines its own specific student learning outcomes (SLOs) via the process outlined in the next section, "Determining program outcomes." As part of this process, faculty create a mission statement for their department/program that is a holistic vision of the purpose of the department/program, and is consistent with the college values and mission. Then, department/program SLOs are aligned with the mission they have created. Each department/program reviews their mission statement and SLOs as part of DAPR every five years, or more frequently, if needed. *[3.E.2]*

Determining program outcomes

Departmental and program SLOs are created and maintained using a faculty-led process, which is detailed in Figure 1P2-1 Guide to Academic Assessment. Assessment Council, which consists of faculty members who represent all academic divisions of the college and the associate provost for teaching and learning, guides departments and programs through the process.

The assessment process begins with all full-time faculty in a department/program, and some adjunct faculty, working with the Assessment Council to develop multiple SLOs that are measureable, and demonstrate how the department/program mission will be achieved. These SLOs reflect the knowledge, skills and values that a student should demonstrate, and they describe what a student can do as a result of progressing through that department/program. As part of the process, accredited programs will incorporate accreditation standards into their program SLOs and will seek input from their advisory committees. Once the main SLOs are identified, performance indicators are created to identify what students will do to demonstrate competency of each SLO. Department/program SLOs are shared with students via course syllabi and instructor student interactions. Department/program SLOs are reviewed on an annual basis as they are assessed, and a holistic review of the SLOs occurs every five years through DAPR. *[4.B.4]*

Articulating the purposes, content, and level of achievement of the outcomes

Lakeland's mission to provide quality learning opportunities is supported by the college's strategic plan which highlights the goals of the college, including those related to student learning. The Assessment Council and the Guide to Academic Assessment provide a framework to assist faculty in determining SLOs, effective processes for assessment of student learning and achievement of learning goals. Assessment of student learning follows an annual cycle. The cycle and processes guide assessment and improvement.

The purposes, content and level of achievement of the department/program SLOs are articulated by each department/program, with assistance from the Assessment Council, as part of the assessment process discussed in the previous section. This information is uploaded into Lakeland's Progress Center, which is an accountability management system, and is updated on an annual basis. In addition, SLOs are shared with students through course syllabi and instructor student interactions, so that students are aware of how an individual course fits into the bigger picture of department/program expectations. Finally, all department/program SLOs are published on Lakeland's website. All department/program SLOs, curriculum maps and assessment plans are housed in the Progress Center and reviewed by the Assessment Council and the respective dean. Faculty are responsible for collecting and analyzing data, reporting findings, recommendations and reflections on department/program SLOs and closing the assessment loop. *[4.B.1]*

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs

We ensure that department/program SLOs remain relevant and aligned with student, workplace and societal needs in a variety of ways. Some programs have their program advisory committee, which includes local industry members and employers, review the LLOs and SLOs on a regular basis, and provide insight into how they dovetail with qualities they would look for in employees. Secondly, we collaborate with four-year institutions with whom we have partnership agreements to confirm that our SLO/LLOs reflect the skills they would want to see in transfer students. Next, we collect information from our Graduate Exit Survey with regard to how familiar our graduating students are with the SLO/LLOs, and how their time at Lakeland has impacted their knowledge and skills within each of the SLO/LLOs. Finally, our DAPR process requires every department/program to reflect on relevancy and how the outcomes are integrated into their curriculum.

All Lakeland students pursuing a program must meet the learning outcome – Interacts in Diverse Environments. Under the leadership of the Assessment Council and LOAC, programs construct assessment plans and measure human and cultural diversity as a SLO/LLOs. Faculty use several direct and indirect measures and the results demonstrate that programs meet outcomes to prepare students to enter the diverse environment where students live and work. Many of our advisory committee members agree valuing diversity is an important workplace skill necessary for success, and it is a skill that is highly valued by partner institutions as well. Consequently, as part of our overall assessment process and DAPR, departments/programs indicate which courses address diversity by specifying the opportunities they provide to students to foster awareness of the diversity of human experience, to collaborate with others and to act with respect for others. *[3.B.4]*

Lakeland's commitment to diversity is demonstrated by the core values and mission documented in the strategic plan, college catalog and website and listed in Lakeland's general education outcomes. Further attention to human and cultural diversity is visible in campus activities, diversity training, student activities and clubs, co-curricular programs and college policies. Notably, one faculty member is allocated release time to oversee global/international education activities on campus.

Designing, aligning, and delivering co-curricular activities to support learning

Lakeland is committed to assisting students to organize and participate in groups whose purpose centers on the interests and goals of the individuals involved and support learning. This effort is facilitated by the student engagement and leadership office. All of our clubs/organizations are student driven and have faculty/staff advisors. Advisors are familiar with college guidelines, policies, procedures and assist the organizations in following their individual constitutions. Advisors ensure that student organizations are following the goals and objectives set forth for each individual club. Faculty advisors ensure a strong connection to instruction and the institution's mission.

Many clubs are directly tied to academic departments and programs, such as the Civil Engineering Technology Association, Paralegal Association and the Student Nurses Association. Co-curricular student organizations reinforce what students are learning in the classroom and provide students with an opportunity to enrich their educational experiences. *[3.E.1]* Other co-curricular learning opportunities include CAB, LSG, Phi Theta Kappa, the Lakelander campus newspaper, co-op/internships and student athletics, all of which provide opportunities for practical experiences and further development of LLOs and SLOs. Designing, aligning and delivering our expansive number of co-curricular activities requires numerous academic faculty and staff from the student engagement and leadership office.

Assessing program learning outcomes

As part of our annual assessment cycle, the faculty in each department/program develop an annual assessment plan, which is uploaded to the Progress Center for approval by the academic dean. The assessment plan details which outcomes will be assessed that year, the courses in which the outcome(s) will be measured, and which artifacts will be collected for analysis. Once a plan is approved, departments/programs collect artifacts throughout the academic year. Next, faculty rate artifacts, analyze the data and report the results in the Progress Center. Faculty reflect on the results and determine if any curricular or pedagogical changes are warranted. If changes are needed, faculty close the loop by discussing an action plan for implementation of the necessary adjustments.

In addition to the annual assessment cycle described above, each department/program reflects on overall achievement of SLOs during the DAPR process every five years. *[4.B.1, 4.B.2, and 4.B.4]*

Lakeland also assesses learning outcomes and curricular achievement by meeting with outside partners and community members to review program goals, successes and challenges. *[4.B.2]* Examples can be found in the Surgical Technology Committee and the Nursing Advisory Committee meeting minutes in Figure 1P2-2.

1R2 Results for determining if students possess the knowledge, skills, and abilities that are expected in programs

We track achievement of department/program SLOs through three main tools: Lakeland's Progress Center, DAPR participant feedback and accredited program surveys. Every department/program uploads assessment findings into the Progress Center on an annual basis. Then, the assessment coordinator aggregates these results to provide overall student performance levels for the college. Each department/program also completes a holistic review of students' achievement of all outcomes as part of DAPR every five years.

In addition to the direct measures captured in the Progress Center, our program survey items assess students' perceptions of their achievement of SLOs.

Figure 1R2-1 shows the status of activity and completed work in the Progress Center. Currently, 53 academic departments and programs are asked to document assessment-related activities in the Progress Center. Of those:

- 49 have a mission statement
- 49 have developed department/program SLOs
- 49 have completed a curriculum map that shows which SLOs are covered in which courses

We have a well-developed and aligned assessment process. A vast majority of our departments and programs complete annual assessment requirements, and an increasing number of departments and programs are using their assessment data to make pedagogical and/or curricular changes within their courses to facilitate a more robust teaching and learning process for students.

The DAPR participant survey is sent to each of the 10 department chairpersons that participate in DAPR each year. Figure 1R2-2 shows that Lakeland generally exceeds its targets for these measures each year.

1I2 Improvements have been implemented or will be implemented in the next one to three years?

An important aspect of the Progress Center and DAPR includes review of outcomes, interpretation of assessment data and plans for future improvement. The Assessment Council and administrators assist department/program faculty in developing assessment plans and action plans to improve department/program outcomes. *[4.B.3]* Examples of the ways departments/programs use assessment data to improve student learning is found in DAPR and the Progress Center as reflected in Figure 1I2-1 (accounting); Figure 1I2-2 (behavioral sciences); and Figure 1I2-3 (nursing). Although we have a high percentage of departments/programs tracking annual assessment efforts in the Progress Center, there are a few programs that need assistance with this process. Therefore, emphasis is being placed on getting these last few programs on board and active with assessment reporting.

We continue to annually update DAPR questions that relate to the assessment of student learning in order to assist faculty with providing the type of information and level of detail needed to evaluate SLOs.

Finally, we continue to emphasize the importance of "closing the loop" by making data-informed decisions regarding SLO achievement within all departments/programs.

Sources

- 1567 20160212 Change Panel - Action Letter(2)
- Figure 1I2-1: Accounting Department DAPR Report
- Figure 1I2-2: Behavioral Sciences Department DAPR Report
- Figure 1I2-3: Nursing Department DAPR Report
- Figure 1P2-1: Guide to Academic Assessment
- Figure 1P2-2: Advisory Committee Meeting Minutes
- Figure 1R2-1: Progress Center Statistics
- Figure 1R2-2: DAPR Participant Evaluation Survey Results
- Strategic Plan

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P3 Academic Program Design

Identifying student stakeholder groups and determining their educational needs

Through the strategic planning process, Lakeland identified three primary student stakeholder groups based on the broad educational goals that our students may desire.

First, we identified students who are seeking degrees and/or certificates for immediate workforce entry as a primary stakeholder group. In order to meet their educational needs, we offer applied associate degree programs, certificates and individual courses. Associate of Applied Business, Associate of Applied Science, and Associate of Technical Studies degree programs encompass programs of study that are vital to training students to meet the workforce demands of our local economy. These programs are designed to respond to market and workforce needs. Certificates are specially designed sequences that are developed in cooperation with industry, commerce and local government to provide opportunities for persons seeking to improve their occupational skills or to retrain for new occupations.

Next, we identified students who take courses at Lakeland with the intention of transferring to a four-year college or university. Associate of Arts and Associate of Science degrees are normally pursued by students intending to transfer to a four-year institution for the completion of a Bachelor of Arts or Science degree. The courses in these degrees encompass disciplines that are the foundation of virtually every four-year degree. To assist these students with their transfer, we provide them with a detailed Transfer Module as shown in Figure 1P3-1. The Transfer Module consists of 36-40 semester credit hours of introductory courses in English, mathematics, arts and humanities, social and behavioral sciences, and natural sciences. These courses provide students with the foundation they will need to succeed at a four-year institution.

Finally, we identified students who take courses for other reasons such as upgrading skills for a current or future job or obtaining knowledge for personal interest. They may or may not be seeking a degree or certificate.

As an open-enrollment institution, we recognize that our students are of all ages, backgrounds, locations, and educational and economic levels. The college is committed to offering quality learning opportunities to increase the personal and intellectual development of our diverse student body, and the social and economic needs of the community. *[1.C.1, 1.C.2]* Our core values and mission (Figure 1P3-2) highlight the college's attention to diversity. Additionally, Lakeland outlines the framework for students in all programs to improve their ability to interact in diverse environment through our LLOs. Our processes and activities reflect human diversity through diversity training, student clubs, international education events and cultural celebrations as shown in Figure 1P3-3.

Identifying other key stakeholder groups and determining their needs

To identify other key stakeholder groups, the college gathers and analyzes data obtained from environmental scans, trend analyses, market, demographic and enrollment analyses, survey and research reports, and needs assessments. Based on those instruments, other key stakeholders include local business and industries, external accreditation bodies, advisory committees, area K-12 school districts, donors and alumni, and Lakeland Community College service area residents.

Additionally, we identified many student stakeholder subgroups, including veterans, students over the age of 25, underprepared students, students with disabilities, student athletes and international students, to name a few. *[1.C.1, 1.C.2]* We have developed many responsive programs and services to meet the diverse and distinct needs of each of these subgroups.

To meet the needs of veterans, Lakeland created a veteran's center (Figure 1P3-4) with a veteran's program coordinator who works with a college-wide task force to raise awareness of veterans' issues and collaborates with the veteran's affairs coordinator in our admissions office to ensure student success. The program coordinator also advises our student group, Veterans Supporting Veterans. We have been named a military friendly school for several years by G.I. Jobs magazine based on criteria which include the services we provide to veterans.

The needs of many non-traditional students (over the age of 25) 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 center and women's center. A customized program is then developed to meet the unique needs of the group.

Numerous programs and services assist our underprepared students. The learning center provides educational support with college success workshops, tutoring, placement testing, coaching and student success e-newsletters. The free college success workshops include note taking, study skills, time management, computer skills, test taking skills and solutions for math anxiety. The student service center helps students navigate the enrollment process, choose a pathway and access financial assistance. Additionally, the counseling center provides professional counseling and academic advising to assist students in completing academic goals, career exploration and planning.

The student accommodations center offers significant outreach options for students with disabilities. The 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: individual contact with faculty members regarding classroom accommodations; personal, career and academic advising; liaison services with the learning center, support groups and community agencies; TDD and adaptive technology; and 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 to access and be comfortable in all parts of campus.

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, an International Student Association and access to an immediate needs fund. 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 coordinator serves as a point of contact, helping students feel connected to the college.

Developing and improving responsive programming to meet all stakeholders' needs

The process for the development of new programs and courses can be found in Figure 1P3-5 Curriculum Procedures and Guidelines. It involves several steps, including:

1. Consulting with colleagues and division dean about the proposal
2. Consulting with the curriculum coordinators about the proposal and for assistance with documents, standards/requirements and Lakeland Student Learning Outcomes
3. Meeting with Assessment Council to create/review a comprehensive assessment system
4. Coordinating with the director for articulation and transfer for transfer issues as well as for Transfer Module and TAG requirements
5. Meeting with program advisory committee, if necessary
6. Arranging for formal division/department approvals
7. Formally submitting the proposal to the Provost's Office
8. Presenting the proposal to the Curriculum Committee

Further details involved with completing each step can be found in Figure 1P3-6, which faculty use to help them prepare for the curriculum process.

We have a long-standing and well-defined process for reviewing all of our departments and programs which we refer to as DAPR. Although the entire process will be discussed in detail in section 1P4, Figure 1P3-7 outlines the main areas that departments and programs reflect upon. As is shown, one portion of the process directs departments and programs to reflect on student performance. Thus, departments and programs see which courses students struggle with and are provided with the opportunity to develop an action plan to address concerns, which is one way departments and programs develop responsive programming. *[1.C.2]*

In addition, the college also developed responsive programming through AQIP action projects. Two recent initiatives which directly relate to responsive programming are our Early Alert Action Project/Persistence and Completion Academy participation and our participation in the statewide Student Success Leadership Institute (SSLI). Through the Early Alert Action Project, we developed a basic structure for an early alert system, and we are refining and scaling up the system as one goal of our participation in the Persistence and Completion Academy. Our participation in the SSLI has given us the chance to review how our institutional policies might impact student success. Through the SSLI, we are examining development of a new student orientation experience specifically designed for transfer students. *[1.C.1, 1.C.2]*

Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs

We have three main processes in place to ensure that programs and courses are current and effective: an academic assessment process, a curriculum review process and DAPR.

The assessment process, which is discussed in detail in 1P1 and 1P2, guides departments and programs through the steps needed to set and review department/program student learning outcomes and institutional student learning outcomes on an annual basis. Faculty select the tools/methods/instruments. All information is uploaded to the Progress Center, where stakeholders can review assessment plans and results. Then, results can be analyzed to determine whether changes to pedagogy, modality, course sequencing, etc. might be warranted in order to keep courses and programs up to date.

As part of the assessment process, all academic departments and programs state how and when they will address each of the LLOs, as well as their own department or program outcomes. As indicated previously, “Interacts in Diverse Environments” is one of the LLOs. Each department and program decides which courses will intentionally focus on topics related to diversity, in ways that are meaningful and relevant to their specific disciplines. In addition, many departments and programs have chosen to include diversity awareness as one of their own student learning outcomes. *[1.C.1, 1.C.2]*

A college-wide Curriculum Committee, which includes faculty, administrators and student representatives, is responsible for program and course rigor. We have a well-defined process for adding, modifying or deleting courses. This process can be found in Figure 1P3-5 Curriculum Procedures and Guidelines.

DAPR, which is discussed in detail in 1P4, is a data-driven review, conducted every five years by departments and programs to evaluate courses/programs for relevancy and create action plans to update courses/programs as needed. If applicable, programs consider data from graduate follow-up surveys, employer surveys, job placement, and/or performance on licensure exams as part of their review.

Reviewing the viability of courses and programs and changing or discontinuing when necessary

The college reviews course and program viability on an ongoing basis through the DAPR process. As part of this process which has been in place for more than 10 years, faculty and deans monitor data trends and community/employer needs, strengths, weaknesses and improvements as well as may make recommendations to change or discontinue a program or course based on enrollment and other significant factors. The DAPR process concludes with a meeting with the provost where faculty and deans discuss course and program viability with her. Action steps to strengthen or possibly discontinue courses and programs are formulated during that meeting. Additionally, deans bring forward any viability concerns as part of their regular monitoring of enrollment. *[4.A.1]*

In 2017, the Ohio Department of Higher Education (ODHE) identified duplicative programs offered at Ohio public colleges and universities. ODHE assigned institutions to six regions. Lakeland Community College, Cuyahoga Community College, Lorain County Community College, North Central State College and Stark State Community College were assigned to the Northeast Region. Thirty-six programs were identified by ODHE for review by the community colleges in the Northeast Region. Lakeland's president and Provost's Council considered the programs and whether the duplication was appropriate. The factors reviewed included student demand for the program, the number of graduates from the program, costs of the program, reputation of the program, partnerships, support to local community and centrality to mission. After careful consideration, the college determined that duplication was appropriate for 29 programs. Six programs had been or were discontinued, and one program is being closely monitored for viability. *[4.A.1]*

1R3 Results for determining if programs are current and meet the needs of the institution's diverse stakeholders.

The primary tool we use to track academic program currency and effectiveness is our DAPR process, which requires programs and departments to analyze data on an ongoing basis that is gathered from a number of sources, including enrollment trends, completion data, course data, course delivery data, delivery mode effectiveness, student demographics and assessment of student learning. Annually, graduate exit and graduate follow-up surveys are administered to assess program currency and effectiveness. Some programs choose to administer employer surveys to gather information about how well our graduates perform in the workplace. Programs may also choose to administer advisory committee surveys as well. External program-specific accreditations and approvals are sought and maintained when available. We also track the number and types of proposals that are submitted to our Curriculum Committee as a way to measure course and program changes.

Figure 1R3-1 provides evidence to support our determination of student stakeholder groups. Student stakeholder feedback confirms overall program satisfaction and quality.

Figure 1R3-2 outlines the DAPR review schedule, whereby each department or program is evaluated once every five years. Figure 1R3-3, Paralegal Program DAPR Summary, and Figure 1R3-4, Mathematics Department DAPR Summary, are examples of DAPR summaries that are generated at the conclusion of the process.

Figure 1R3-5, Nursing Employer Survey Results and Figure 1R3-6, Paralegal Employer Survey Results are two examples of employer survey questions and results from surveys that are administered regularly. Survey results support the conclusion that our graduates are successful in the workplace, which demonstrates that our programs are current and effective.

An important component of the assessment of program currency is the operation of an advisory committee. Figure 1R3-7 provides results from recent advisory committee member surveys, which show that our advisory committee members feel they provide important contributions to the academic program, are experts in their field, and are satisfied with their role/contributions as a member of the advisory committee.

Figure 1R3-8 provides the percentage of students per program who have passed the licensure exam for their field. Our pass rates are excellent overall, which speaks to the currency of our programs and that they are meeting the needs of our students.

Figure 1R3-9 provides a glimpse into the types of proposals that were reviewed by the Curriculum Committee. The data shows that the Curriculum Committee is an active committee which regularly reviews proposals for new programs, course additions, deletions and modifications in order to keep our offerings current and relevant. Interpretation of results and insights gained reveal a vibrant and responsive faculty-driven process. This continuous quality improvement process is linked to assessment and DAPR. As a result of our assessment and DAPR process, faculty close the loop by making adjustments and/or developing new courses, degree programs and certificates.

1I3 Improvements

- We will continue to review the questions in DAPR to ensure that they remain relevant and add to a department/program's understanding of its performance, as well as prompt departments/programs to strive for continuous improvement.
- We will work toward a more integrated process for incorporating advisory committee and employer feedback into program evaluation.

Sources

- Figure 1P3-1: Transfer Module
- Figure 1P3-2: Mission and Core Values
- Figure 1P3-3: Diversity Webpage
- Figure 1P3-4: Veteran's Center Guide
- Figure 1P3-5: Curriculum Procedures and Guidelines
- Figure 1P3-6: Curriculum Process Map
- Figure 1P3-7: Overview of DAPR Process Questions
- Figure 1R3-1: Student Stakeholder Feedback
- Figure 1R3-2: DAPR Schedule
- Figure 1R3-3: Paralegal DAPR Survey
- Figure 1R3-4: Mathematics DAPR Survey
- Figure 1R3-5: Nursing Employer Survey Results
- Figure 1R3-6: Paralegal Employer Survey Results
- Figure 1R3-7: Program Advisory Committee Survey Results
- Figure 1R3-8: Lakeland Student Exam Pass Rates
- Figure 1R3-9: Curriculum Committee Proposal Tracking

1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P4 Academic Program Quality

Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

Prerequisite requirements for programs and individual courses are a part of the Curriculum Committee's review and approval process. Faculty who are subject matter experts are responsible for bringing forward prerequisite recommendations to the Curriculum Committee for discussion and approval. The Curriculum Committee oversees the development and implementation of our new and existing course offerings and curricula action. Policies clearly delineate actions that may be taken by the committee and actions that require committee review and approval. The curriculum approval process as outlined in the Curriculum Procedures and Guidelines (Figure 1P4-1) ensures the high quality of educational programming and a rigorous standard applied to all modalities and locations. Student prerequisite requirements are uniform irrespective of course modality or location. 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. *[4.A.4]* Additionally, the DAPR process guides faculty and administrators in assessing the quality of academics as well as academic support services to ensure effectiveness, rigor, expectations of student learning and faculty, along with several other measures that have been identified as key to department and program success. Our faculty credentialing process is detailed on pages 7-9 of the Ohio Department of Higher Education Guidelines & Procedures for Academic Program Review (Figure 1P4-2) and is in compliance with the HLC's guidelines.

Academic programs may have additional requirements which are mandated by accrediting agencies. Respective program areas are responsible for communicating these requirements to the various areas of the college that support students. A continuous, coordinated dialogue among admissions, counseling, registration and student support services ensures that communication to current and prospective students is accurate and up to date. The admissions link from our homepage directs visitors to specific information about the enrollment process, including tuition costs. The counseling center link directs visitors to information about student support services such as the learning center, writing center and student accommodations center. The associate provost for enrollment management is responsible for integrating the areas of admissions, registration, counseling, services for students with disabilities and financial aid, and is responsible for all communications related to the required preparation for curricula, programs, courses and learning. Each of our departments/programs has a public web page with specific degree/certificate/course information and requirements, including any accreditation status.

Ongoing communication of required preparation is accomplished 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**,** Student Handbook and orientation programs
- Advisement sessions with counselors and faculty in the counseling center
- Recruitment events/open houses

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

Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs

The assessment process outlined in 1P2 Determining Program Outcomes allows us to evaluate and ensure rigor at the program and department level. Through our DAPR process (explained in more detail in 1P2, department chairs, faculty and deans regularly monitor instructional delivery modality including online, hybrid, accelerated and off-site formats, and final grade distribution. The administrator overseeing the instructional technology area provides the deans with the annual success rates in courses taught face-to-face and in alternative delivery formats. *[3.A.1, 3.A.3]*

Students enrolled in dual enrollment courses known as College Credit Plus (CCP), offered on campus or at their home high school, must meet all program or institutional admission requirements and course prerequisite standards as outlined in Figure 1P4-3. Faculty teaching CCP courses must follow the departmentally approved course outlines to ensure continuity of learning objectives and the same level of rigor as courses taught on campus. CCP faculty qualifications mirror those of the part-time faculty standards for each discipline. CCP faculty must submit transcripts from all colleges attended and a copy of their CV/resume as noted in the CCP Instructor and Course Request form. Faculty credentials are reviewed by the department chair and dean using the CCP Faculty Credential Review form (Figure 1P4-4). CCP faculty receive a copy of the Faculty Handbook and are invited to Lakeland's part-time faculty professional development offerings. Additionally, the assistant provost for educational programming coordinates CCP orientation and CCP-related professional development options. Each CCP faculty member is assigned a CCP faculty liaison in the discipline, who, along with the department chair, provide information regarding course delivery expectations and learning outcome standards to CCP faculty. The CCP faculty liaison also conducts a course instruction observation each semester using a standard departmental template and provides feedback to the CCP instructor, department chair, dean and assistant provost. The information shared ensures consistent rigor. Both students and faculty are given an opportunity to provide feedback on their CCP experiences via an online survey tool. *[4.A.4]*

Program chairs monitor capstone course success rates to ensure the rigor of the coursework at that level. Lakeland reviews CCSSE results every three years to evaluate the academic challenge ratings as reported by our students. The department chairs and deans review all of the data and the deans share it with the Provost's Council. *[4.A.4]*

Curriculum Committee approved course outlines set uniform outcomes and performance indicators for all courses irrespective of modality or location. *[3.A.3]*

Awarding prior learning and transfer credits

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 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 received from Cleveland State University, Kent State University, Cuyahoga Community College, University of Akron and Bowling Green State University are evaluated by the transfer center using established course equivalencies. 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. *[4.A.3]*

Students seeking credit through prior learning assessment (PLA) must submit official test scores when applicable, e.g., Advanced Placement (AP) and College Level Examination Program (CLEP).

Established minimum test scores and course equivalencies are available on Lakeland's website and also through the Ohio Department of Higher Education's Ohio Transfer to Degree Guarantee website. Students seeking credit for military training or alternative workforce training are required to submit a Joint Services Transcript (JST) and/or American Council on Education (ACE) transcript. The transfer center coordinates notifying the student of receipt of the transcript(s) and holds an initial meeting with the student to discuss credit options and next steps. Depending upon the nature of the prior learning, students may also meet with a department chair and/or college dean to determine equivalent course credit. In some instances, students may be required to create a portfolio or take an in-house test to demonstrate mastery of course learning outcomes. *[4.A.2]*

Selecting, implementing, and maintaining specialized accreditation(s)

The college has historically sought accreditation from outside entities as a marker of quality. Our accredited programs are shown in Figure 1P4-5. Department chairs identify available accreditations and then bring them to the dean's attention to assess their value. A case for accreditation is made to the provost who then reviews the evidence in support of seeking the accreditation and makes a determination of whether it should be pursued. Once a decision is made to pursue the accreditation, the department chair working with the dean will complete the relevant paperwork and facilitate any necessary site visit. Once the accreditation is obtained, the department chair and dean are responsible for ensuring that the accreditation status is maintained going forward. On an ongoing basis, the deans and department chairs monitor graduate pass rates in programs requiring licensure. Licensure exam pass rates are shown in the results section as Figure 1R4-3. Whenever challenges occur the deans meet with the program chair to work to ameliorate any issues. *[4.A.5]*

Assessing the level of outcomes attainment by graduates at all levels

LOAC selects an institutional learning goal each year and then works with chairs to incorporate that goal into their programs and courses and to set targets for the goal in order to measure the outcomes. Faculty are made aware of the current year's learning outcomes goal in the Assessment Annual Report shown in Figure 1P4-6. Program chairs are responsible for defining and communicating the learning goals to all faculty within their program and ensuring they are embedded within the program's coursework and shared with students. *[3.A.2]*

Assessment of the level of outcomes attained by graduates (two-year degrees and certificates) is accomplished both at the program and college level. Some career preparation programs reach out to graduates and their employers on a scheduled basis in order to gather information about whether the education provided has met the needs of the graduate and the employer. Often outcomes assessment occurs even prior to graduation as students participate in internships, co-ops or clinical work near the end of their program, and employers overseeing these experiences provide feedback related to outcomes attainment to the department faculty and/or chair. This program-specific information gathered from graduates and employers is shared among department faculty, and curriculum changes occur as needed. At the same time, college-wide graduate information (including transfer and employment status) is gathered on an annual basis and shared with deans and chairs for review and action as indicated. Lakeland also monitors completion rates over time through instruments such as the National Student Clearinghouse Research Center Completions Benchmark Report as many of our students transfer and complete their college work elsewhere. *[4.A.6]*

Selecting the tools/methods/instruments used to assess program rigor across all modalities

Lakeland uses multiple measures to assess program rigor across all modalities. We develop and utilize institutional research and benchmarking data that is available. The measures include a comparison of

GPA for students who are taking course in various modalities (online, hybrid or classroom) and in locations where courses are offered. We use capstone course success rates, program employer surveys, accredited program pass rates and the CCSSE to benchmark the academic challenge of the college. We also use the National Student Clearinghouse data to review student transfer and completion rates.

1R4 What are the results for determining the quality of academic programs?

Figure 1R4-1 shows success rates for capstone courses offered during the 2017-18 academic year. Success rates are defined as students earning a "C" grade or equivalent and higher. Results show that at this academic level, although Lakeland has a large percentage of students succeeding, there is still variation in success ranging from 67 to 100 percent. This data adds to the conversation, which occurs at several administrative levels, concerning maintaining a high level of academic rigor in programming.

Figure 1R4-2 reflects employer feedback related to quality program curriculum, industry needs and rating of graduate performance. Results show the majority of employers rated our paralegal and nursing program graduate's performance as excellent or very good.

Lakeland tracks the exam pass rates for all fields requiring licensure as seen in Figure 1R4-3, which shows a five-year pass rate trend of results for each program, along with a five-year pass rate average for each program. Program directors review the pass rates each year. Licensing agencies provide a breakdown of ratings for each area of the exam. If an area is ranked lower than others, including national average, then program directors determine if curriculum or course changes are required.

Lakeland administers the CCSSE every three years. Figure 1R4-4 shows the CCSSE academic challenge trend for the past three administrations of the survey, along with the benchmarks of other cohort colleges (based on size) and top performing colleges. Lakeland is performing close to or slightly above the CCSSE cohort and below top performing colleges.

Lakeland reviews CCSSE Item 7 to measure the student's perception of the level of challenge at the college. Figure 1R4-5 shows our student's perception of challenge at 10.6 compared to Ohio Colleges' rate of 10.2 and the 2017 Cohort rate of 9.4.

1I4 Improvements

Lakeland continues to monitor the DAPR and curriculum processes annually. DAPR faculty participant surveys provide feedback to the DAPR administrator, and national and state policies guide changes to both processes. Based on annual DAPR survey results, the majority of faculty continue to view DAPR as very valuable and somewhat valuable. In recent years, DAPR participants noted that DAPR was difficult to access and information was difficult to interpret. All other areas of accuracy, process, timelines and availability of data continue to be strong. The feedback will be valuable in restructuring the initial meetings to review the DAPR process, access the system, and review data with participants. In recent years, additional graduate/completion and curriculum questions were added to DAPR and more review time will be scheduled with programs undergoing review.

Annual assessment updates are provided to guide assessment faculty work for the upcoming year. The college adopted Quality Matters (QM) rubric standards to advance quality in online courses.

With the increase in students enrolled in CCP on and off campus, the college hired an assistant provost for educational programming to coordinate all CCP activities, processes, professional development and work closely with the deans and chairs to ensure consistency across all deliveries and locations.

In 2011 and 2014, the academic challenge section of CCSSE provided feedback to all college stakeholders. Lakeland performed at 49.6 compared to the CCSSE cohort at 50.0. In 2017, Lakeland performed at 51.5 compared to the CCSSE cohort at 50.0. This success demonstrated that students recognized the complexity and rigor of assignments and work as noted in LLOs and program learning outcomes.

Sources

- Faculty Handbook 2018-19
- Figure 1P4-1: Curriculum Procedures and Guidelines
- Figure 1P4-2: ODHE Guidelines & Procedures for Academic Program Review
- Figure 1P4-2: ODHE Guidelines & Procedures for Academic Program Review (page number 14)
- Figure 1P4-3: College Credit Plus Brochure
- Figure 1P4-4: CCP Faculty Credential Review Form
- Figure 1P4-5: Accredited Programs
- Figure 1P4-6: Assessment Annual Report
- Figure 1R4-1: Success Rates for Lakeland Capstone Courses
- Figure 1R4-2: Employer Survey Reports - Paralegal and Nursing
- Figure 1R4-3: Accredited Program Pass Rates
- Figure 1R4-4: CCSSE Academic Challenge
- Figure 1R4-5: CCSSE Item 7

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5 Academic Integrity

Ensuring freedom of expression and the integrity of research and scholarly practice

Freedom of expression, integrity of research and scholarly practice is central to the college's culture. The current agreement between the Lakeland Faculty Association, the full-time faculty bargaining unit, and the college (as shown in Figure 1P5-1) contains the following statement in Article IX, Faculty Rights:

"Section B. Statement of Academic Freedom and Tenure

> 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." *[2.D.]*

This commitment is reviewed and reaffirmed each time the contract is renegotiated, which generally occurs every three years. Lakeland supports freedom of expression and the pursuit of truth in teaching and learning in multiple ways including professional development opportunities such as ProfShop, Excellence in Teaching luncheons, the professional development funding process, Fall Conference Week, Reading Days and through student organizations. Additionally, advisory committees, statewide panels and university partnerships provide faculty and administrators valuable insight to diverse needs of our expansive stakeholders and the learning experiences that will be beneficial to our students.

Lakeland has an institutional review board (IRB) process to review research proposals from faculty, staff and external requestors. All proposals are submitted to the provost's office and reviewed by the provost with a mindfulness toward protection of human subjects. *[2.E.1]*

Processes for enforcing academic integrity are included in the college's Student Conduct Code as outlined in the academic misconduct section on page 14 of the Lakeland Student Handbook, which describes policies and procedures relative to academic honesty, and the associated consequences for violating this policy that are handled by the dean of students. *[2.E.3]* These academic integrity policies and procedures are monitored by the college's Academic Integrity Committee (AIC). The academic misconduct protocol and procedure is outlined in a flowchart shown in Figure 1P5-2.

Ensuring ethical learning and research practices of students

The First Year Experience (FYEX) course introduces students to the behaviors, skills and attitudes that are important to success in college and in college-level courses. It includes an overview of academic honesty and integrity policies and procedures along with instruction on identification of sources and citations that align with the LLO of information literacy. Each student leaves the course equipped with the skills to achieve academic success and appropriate scholarly practices. In addition to instruction, the library provides one-on-one support and library liaison support to academic departments along with one-on-one support for students. The library provides guidance in proper research protocols with supporting handouts and online resources that guide faculty and students through accessing databases, proper citation of sources and evaluating research materials. *[2.E.2]*

The AIC reviews and monitors the college's activities. A college-wide survey is conducted every four years to assess student and faculty awareness and reporting of academic integrity. The committee maintains membership in the International Center for Academic Integrity which developed the survey instrument that is used. *[2.E.3]*

Ensuring ethical teaching and research practices of faculty

Ethical teaching and research practices are rooted in the Board Policy 3354:2-09-01 Ohio Ethics Law Compliance and Conflicts of Interest shown in Figure 1P5-3. The policy states in Section A:

> "It is the policy of the College to carry out its mission in accordance with the strictest ethical guidelines and to ensure that the College's 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."

Section B continues that,

> "College officials and employees must at all times, abide by protections to the public embodied in Ohio's ethics laws, as found in Chapters 102, and 2921, of the Ohio Revised Code, and as interpreted by the Ohio Ethics Commission and Ohio courts. Officials and employees must conduct themselves, at all times, in a manner that avoids favoritism, bias, and the appearance of impropriety." *[2.E.3]*

Faculty are made aware of the importance of ethical teaching practices through our new faculty orientation programming. The Faculty Handbook is updated on an annual basis, and all faculty receive a copy each academic year. The process for ensuring ethical teaching practices, especially in relationship to students, is embedded in our Faculty Handbook (Figure 1P5-4) as follows:

> "Objectivity and fairness demand that a certain professional distance be sustained between faculty and students even while open communication is maintained for academic purposes. The students can expect to gain something useful from the academic experience. The student should value your knowledge, skill and insights into your specific field. Your personality outside these areas should not be an issue unless you allow it to become one.
>
> Since you will almost always know more about the subject area than the students, you can easily set clear, published standards that guide their performance and behavior in your class." *[2.E.2]*

Students are given guidance in ethical conduct and academic integrity through new student orientation, the FYEX course, the student handbook, and section D(2) of the Student Conduct Code on page 14 of the Lakeland Student Handbook. The syllabus template found in Figure 1P5-5, includes an academic integrity policy. Also, in most cases, faculty teaching courses with research and presentation components provide instruction related to ethical use of resources. The FYEX course contains an information literacy module promoting research and the appropriate and ethical use of information. The college utilizes a plagiarism detection service to identify plagiarism, and we monitor faculty and student feedback on a host of academic integrity components via an Academic Integrity Survey. Infractions are recorded by faculty and staff. Under the purview of the student engagement and leadership office, the college monitors plagiarism and other student conduct violations using an incident reporting system. When infractions occur, the student engagement and leadership office is responsible for review, investigation, hearing panel and decision making. Annually, the AIC monitors and discusses infractions.

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

Lakeland administers an Academic Integrity Survey every four years to students and faculty. The survey tool was chosen by the AIC and helps to gauge the campus climate on integrity. The results are reviewed by the AIC and then presented to the campus to help build awareness and promote the college's culture of integrity and adherence to related policies. If needed, the committee uses the data to inform the development of actions needed to increase awareness, understanding, adherence, etc.

The college also maintains a Student Code of Conduct Case History chart to track cases and monitor trends. This chart is maintained in the student engagement and leadership office where the associate vice president of student development and dean of students oversees the chart and is reviewed by the AIC at least annually.

1R5 Results for determining the quality of academic integrity

The Academic Integrity Survey has been administered twice since our last Systems Portfolio. The data has been reviewed with faculty during Fall Conference Week and Reading Days. The data will continue to be monitored to assess faculty and student input on academic integrity. Based on 2014 and 2018 results, Lakeland continues to excel over the national academic integrity cohort group demonstrating that faculty and students continue to value the need to report cheating and understand policies as well as recognize cheating. The committee structure has really engaged the campus in the discussion relative to academic integrity resulting in improved tracking, access, understanding and awareness.

Figure 1R5-1 shows the results of the two most recent Academic Integrity Survey results.

Figure 1R5-2 shows the Student Code of Conduct Case History chart.

1I5 Improvements

The college will continue this academic integrity work under the leadership of our AIC. Currently, we use an online incident reporting system and the AIC reviews infractions. Annually, the AIC presents an overview of the academic integrity reporting process, occurrences and practical strategies to minimize cheating in the classroom. After this last cycle, we learned that the academic integrity cohort will no longer be available. Lakeland is still committed to the longitudinal data and will continue to survey and set benchmarks internally, possibly finding and using another tool for external benchmarking.

Sources

- Faculty Handbook 2018-19
- Figure 1P5-1: Agreement between Lakeland Faculty Association and Lakeland Community College
- Figure 1P5-2: Academic Misconduct Flowchart
- Figure 1P5-3: Board Policy on Ohio Ethics Law
- Figure 1P5-4: Faculty Handbook
- Figure 1P5-4: Faculty Handbook (page number 40)
- Figure 1P5-5: Syllabus Template
- Figure 1R5-1: Academic Integrity Student Survey Results
- Figure 1R5-2: Student Conduct Code Case History

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, labratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Lakeland acronyms used in the Systems Portfolio]

2P1 Current and Prospective Student Need

Identifying underprepared and at-risk students, and determining their academic support needs

Lakeland identifies at-risk and underprepared students and determines their academic support needs by first requiring all new first time in college students to take the Accuplacer placement test as part of the admissions process. New students may submit ACT/SAT scores to eliminate the need to participate in the placement testing program. Following the placement testing, Lakeland's counseling center takes the lead in an initial meeting with all new students to review placement test scores and class schedules, and discuss any financial or personal matters. Students are then referred to appropriate services at the college to support their individual needs. *[3.D.1]*

Lakeland offers numerous services to support students. Services include admissions and registration, testing and evaluation, financial aid, business services/cashier, academic advising and counseling, services for students with disabilities, veterans' services, women's center, men's center, Hispanic program, career services, bookstore, learning center, and articulation and transfer services. Additional student support services include: Alumni Association and The Lakeland Foundation, library, student clubs, student engagement and leadership, and food services.

Further, new Lakeland students attend a New Student Orientation (NSO) where they receive a copy of the Enrollment Guide. Lakeland developed and implemented a significant NSO AQIP action project to assist students with their transition to college.

Deploying academic support services to help students select and successfully complete courses and programs

The college's mandatory placement policy ensures students are taking courses at the level they tested into based on their placement test scores. Students placing into developmental-level English are required to take the appropriate level of remedial education during their first semester. The college follows Ohio's Remediation Free Standards and also reviews the cut-off scores for developmental courses on a yearly basis to ensure that students are being successful based on their English and math placement. The college regularly monitors the number of students who are testing at remedial levels in order to ensure there are sufficient sections of developmental English and math courses available each semester. Counselors meet with students to review course and program requirements to ensure students have the required GPA or prerequisites for certain programs. The counseling center offers walk-in and scheduled appointments. Students are required to complete prerequisites before they can take upper-level courses or begin certain programs of study. *[3.D.2.]*

Ensuring faculty are available for student inquiry

Lakeland's faculty are contractually required to be on campus three days each week with a minimum of 10 office hours to ensure there is sufficient time to meet with students. Lakeland's faculty post their office hours in a visible location for students to see, generally on their office doors, along with a note for students to request an appointment if needed. In addition, all syllabi include the instructor's contact information. Lakeland's faculty also use Blackboard, the college's learning management system, to communicate with students who are enrolled in their courses. *[3.C.5]*

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

Lakeland offers a comprehensive support system for both students and faculty to address learning support needs. The counseling center takes the lead in meeting with new students to determine learning support needs of the student population. The college's intentional advising program requires new students to meet with a counselor twice during their first semester at Lakeland. The first appointment is during the mandatory NSO where the student reviews their placement test scores and then works with the counselor to plan their first semester schedule, especially taking into consideration the need for any remedial coursework, if required. Students with disabilities are offered comprehensive support and accommodations in the student accommodation center. *[3.D.1.]*

The second appointment with a counselor occurs as part of the First Year Experience (FYEX) course which all new students are required to complete during their first semester at Lakeland. During the course, students are required to meet with a counselor to develop a completion plan, including the development of an academic plan based on the student's education and career goals. In addition, strategies are developed that address possible barriers to success. Taking the FYEX course is a common experience for all students and helps faculty to identify learning support needs for new students along with the opportunity to make referrals to support student success. *[3.D.3.]*

The college's learning infrastructure includes numerous free supports offered to all students including counseling, tutoring at the learning center, and additional academic advising in the counseling center during walk-in hours or by appointment. Counselors are available to meet with students throughout all phases of their educational journey. The library and the laboratories are all staffed at optimum levels by qualified professionals which supports both students and faculty. Faculty are also supported by the college's resources including academic technologies, administrative technologies, clinical sites for health programs, etc. Faculty provide input on their support needs when the college administers two surveys, the Part-time Faculty Survey and Faculty Development Survey. *[3.D.4]*

Students are also guided in the effective use of research and information resources through the library. The FYEX course includes an information literacy component, which requires students to learn the steps needed for creating an annotated bibliography. *[3.D.5.]*

Determining new student groups to target for educational offerings and services

New student groups are identified by monitoring internal and external environmental trends. The college conducts an environmental scan during the strategic planning process, and it is updated regularly by our enrollment planning group. It includes enrollment and completion trends; demographic, economic, social and cultural, political and higher education factors; market analyses; legislative mandates; and Ohio Department of Higher Education initiatives. For example, demographic trends indicate increases in the local Hispanic population, veterans and single parents, all of whom are prospective and current students who may have unique needs for offerings and services. Figure 2P1-1 summarizes new student groups (including veterans, College Credit Plus (CCP), honors students, non-returning students and transfer students) which have been targeted for educational offerings and services.

Meeting changing student needs

The enrollment management division takes the lead in evaluating the student population demographics (age, gender, veterans, online-only, CCP, remedial, etc.) in order to remain proactive in meeting needs. We regularly survey our students through campus surveys and student evaluations to seek out trends and build flexibility into our systems to remain responsive to the needs of our students. Non-academic areas share feedback with the enrollment planning group by participating in regular group meetings throughout the academic year. Feedback from students, faculty and support services areas is collected, and trends are monitored so that changing needs can be addressed through planning and alignment to institutional goals.

Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)

Lakeland understands the importance of being proactive in addressing the needs of all students, and is particularly attentive to the distinctive needs within our local community.

As students enroll at the college, we direct them to the services designed to support any distinct needs they identify at the time of enrollment or after an initial meeting with a counselor. Lakeland has designed and developed programs that support these subgroups based on best practices and has well-trained and supportive staff to ensure our student populations are being served. *[3.D.1]*

Deploying non-academic support services to help students be successful

Lakeland has a wide variety of student support departments to help students achieve success. Each department has a distinct mission and purpose. Students are welcome to access these departments on their own, or they can be referred to them through the counseling center, instructors or the early alert system. The process of ensuring support services begins with academic advising and counseling. Students meet with a counselor to begin a comprehensive counseling and advising plan for their academic success. Important steps to this process include:

1. NSO counseling session: Students discuss their English and math placements, review the curriculum guide for their program of interest and discuss first semester course options.
2. Completion plan: During the first semester, the student takes the FYEX course and meets with a counselor to develop a completion plan to include student goals, barriers, timeline, education/career aspirations, and completes a curriculum guide for program of study and suggested classes for next semesters. *[3.D.2]*

The college's early alert system helps to identify and communicate with students who are at risk of failing a course based on performance or other non-academic reasons. The college's faculty are trained to initiate alerts based on specific criteria, e.g., performance, attendance or resources, and these alerts are then forwarded to the appropriate student support department (student success, admissions and registration, financial aid, student development and counseling). The process alignment of all units working to support the early alert initiative is detailed in Figure 2P1-2.

Ensuring staff members who provide non-academic student support services are qualified, trained, and supported

Lakeland's human resources department ensures that all professional positions have an up-to-date position description on file and that it is utilized in the advertisement and selection of all new hires. All non-academic support administrators have earned the appropriate credentials required for their positions. The supervisor of each department is responsible for ensuring that the department is staffed at the appropriate level with qualified employees who meet or exceed any credentialing requirements for their positions. Supervisors use regular, periodic performance evaluations to determine the position requirements are being met or to identify a need for skill development. Professional development is available and regularly provided for those employees who provide student support services, such as tutoring, financial aid advising, academic advising and co-curricular activities. Counselors are required to hold a master's level degree in counseling and a current license to practice in Ohio. Counselors are required to attend professional development to earn CEUs in order to keep their credentials up to date. *[3.C.6.]*

Communicating the availability of non-academic support services

Communicating the availability of non-academic support services is primarily accomplished through the information prospective students receive throughout the enrollment process, during NSO and FYEX. Each new student admitted to the college receives a notification to attend an orientation session. These orientations are mandatory for all new students. Students are given an overview of all college services and meet with a counselor to ensure they are directed to appropriate courses aligned with their program pathway. When meeting with a counselor they are provided MyPassport to Completion and additional referrals to other college resources. Students enrolled in the FYEX course are given an overview of the college's support services available to them. Students receive ongoing information about support services by regular campus email, monthly Campus Connections, frequent student success center notices and through text messaging. *[3.D.2.]*

Selecting tools/methods/instruments to assess student needs

The process for determining the best tool is part of a conversation with our student support areas to understand what information is needed and the best way to obtain that information from students. Lakeland is currently using multiple tools to assess student needs, and as additional initiatives or endeavors are put in place, we determine the best possible tool/method/instrument to use. We also look for tools that allow us to benchmark our results with other institutions so that we can understand how our results compare with those at peer institutions. The tools that are currently being used are detailed by student group in Figure 2P1-3.

Assessing the degree to which student needs are met

The college conducts many surveys and this has helped to create a culture of survey analysis and review. The results of our various surveys are reviewed by departments and committees at their regular meetings. Conducting regular meetings with a specific purpose that aligns with the mission of the committee helps to frame discussions that are open, honest and forthcoming. Committees and departments discuss any areas that may need improvement, resources needed and a timeframe for implementing changes. Survey reviews are generally conducted as soon as the survey results are obtained, at least on an annual basis. We have also committed to using benchmarks, when available, to compare our results to other institutions, as well as reviewing our own trend data. These two levels of data analysis (benchmarking and trends) give us a healthy perspective on where changes are needed.

2R1 Results for determining if current and prospective students' needs are being met

Figure 2R1-1 captures Community College Survey for Student Engagement (CCSSE) student satisfaction. The survey results show that Lakeland students have similar satisfaction ratings for support services as the students from similar colleges (based on size) and all schools participating in CCSSE that academic year. CCSSE 2014 results indicated a significant difference with only one support service, job placement services, which improved in the 2017 CCSSE results.

The dual enrolled population at Lakeland, also known as College Credit Plus, has significantly increased over the past five years as shown in Figure 2R1-2. The CCP population has increased 94 percent, to a total of 1,630 in 2017-18. In response, we continue to increase high school location collaborations and continue to look for ways to offer digital services, e.g., library, tutoring, etc.

Results from the New Student Orientation Survey (Figure 2R1-3) show that more than 90 percent of students strongly agree they are better prepared to be successful in college after completing the orientation session.

Figure 2R1-4 shows the early alert data for the piloted courses, BUSM 1300 and HLTH 1215. There has been an increase in the percentage of students completing these courses with a "C" grade or better. The percentage of students withdrawing has been decreasing for students enrolled in BUSM 1300 and has leveled off for students enrolled in HLTH 1215.

The veteran's survey results are depicted in Figure 2R1-5. Notably, veterans on campus are most satisfied with student orientation, VA certifying services and military transcript services. Veterans feel most welcome by staff in the support services, when compared to faculty and fellow students. Please note that response rates are approximate due to the nature of identifying veterans on campus. Some individuals identified are in fact dependents utilizing tuition credits.

2I1 Improvements

- We will continue to Refine our one-stop student service center and increase intentional advising programs to better serve the needs of current and prospective students.
- We are in the process of implementing the Civitas Learning Platform to increase student engagement with services and personnel.
- We continue with Persistence Plus text messaging service to deploy behavioral nudges to students to keep them on their path to fulfilling their academic goals.
- The college will continue with our participation in the Ohio Healthy Campus Program, a project organized by the Ohio Program on Campus Safety and Mental Health. A team of 15 task force members from across campus (including students) evaluated what we are currently doing on campus related to seven key areas of student mental health and wellness, and is currently setting priorities and identifying specific steps to positively impact our students, recognizing that mental health and well-being contribute to success in academic and life goals.
- We continue to monitor the early alert process and results using a cross-disciplinary work group.

Sources

- Figure 2P1-1: New Student Groups
- Figure 2P1-2: Early Alert Process Alignment
- Figure 2P1-3: Assessing Student Needs
- Figure 2R1-1: CCSSE Results
- Figure 2R1-2: College Credit Plus Enrollment
- Figure 2R1-3: New Student Orientation Survey Results
- Figure 2R1-4: Early Alert Data for Piloted Courses
- Figure 2R1-5: Veteran Survey Trend Data
- Lakeland Acronyms

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2 Retention, Persistence, and Completion

Collecting student retention, persistence, and completion data

The college has a robust data collection system primarily using Banner to collect student information. The administrative technologies department created many data blocks using the Argos reporting tool for a variety of required reporting that is accomplished on an annual basis. The institutional research (IR) department uses these data blocks to compile and analyze data related to student retention rates, persistence rates and completion rates. Data is also forwarded to the Ohio Higher Education Information System and to the U.S. Department of Education, National Center for Education Statistics

Integrated Postsecondary Education Data System (IPEDS) within the required windows that are open each year. The college participates annually in the National Community College Benchmark Project (NCCBP), providing data for these measures as well as many others so that we can benefit from a comparison of our data with the results of our peers. *[4.C.2, 4.C.4]*

Determining targets for student retention, persistence, and completion

The college uses a balanced scorecard shown in Figure 2P2-1 to monitor implementation of its strategic plan in Figure 2P2-2. Several key performance indicators relate to student success and progress. Each year in late spring, the Strategic Planning Committee prepares a summary chart of specific measures, a combination of actuals and associated targets, which are then reviewed with the Provost's Council at a regularly scheduled meeting. Provost's Council members review the actuals, along with the IPEDS and NCCBP benchmark comparisons, and then create targets for the upcoming academic year. During the years 2016-2020, the college has the additional step of having its HLC Persistence and Completion Academy team review this data and propose targets for discussion with the Provost's Council.

Analyzing information on student retention, persistence, and completion

The college uses both trend analysis and benchmark comparisons to analyze information on student retention, persistence and completion. Each spring, IR prepares summary reports of each of the key progress indicators included in the balanced scorecard that show the trend for each measure as well as the benchmark comparisons for student retention, persistence and completion. The Provost's Council is then responsible for reviewing this data and determining which action steps will be taken to move the college toward its goals for these measures. Since 2016, the college's Persistence and Completion Academy team has been reviewing data and discussing the results to understand what kinds of impact the college's initiatives are having on these measures.

Meeting targets for retention, persistence, and completion

The college's strategic plan "Focus on Student Success 2020" includes several goals and initiatives related to improving student success by improving retention, persistence and completion rates. Each year, the college prioritizes annual goals from the strategic plan that will become the focus of initiatives for the upcoming academic year. *[4.C.2]*

The college has several steps to help ensure targets are attainable, beginning with the assignment of the annual goals to the appropriate college division and unit. The college's annual budget process is essential to ensure that resources are allocated to these annual goals, if needed. The provost takes the lead to ensure there are adequate resources for goals related to targets that are set for student retention, persistence and completion and then works throughout the academic year with the Provost's Council to ensure the departments that have been assigned responsibility for making these goals a priority are able to give them significant emphasis throughout the academic year.

Selecting tools/methods/instruments to assess retention, persistence, and completion

Along with Banner and the Argos data collection and reporting features, the college has decided that using IPEDS data, along with participating in the NCCBP gives us the best combination of data to assess and analyze our performance related to student retention, persistence and completion. The IPEDS annual reports include comparison group median data that provide a context for interpreting our institution's statistics. The comparison group is comprised of institutions that have similar characteristics (medium size, public, two-year, in the Midwestern states, suburban locale). We participate annually in the NCCBP to report our data on retention, persistence and completion which then gives us the opportunity to compare our results and to set our targets. IR takes the lead compiling and submitting the data to the NCCBP, as well as reviewing the results annually with college leaders. *[4.C.4]*

The college also uses its balanced scorecard to track and monitor our results for student retention, persistence and completion. We have breakout sheets for completion measures and a separate sheet for each key performance indicator that shows a five-year trend for each measure.

2R2 Results for student retention, persistence, and completion

Figures 2R2-1 through 2R2-5 show the results of our retention, persistence, completion and transfer-out measures using IPEDS and NCCBP data and benchmarks, and our internal targets.

Figure 2R2-1 shows that Lakeland's retention rates for full-time students is well below our IPEDS group median. We have set incremental targets to move us closer to the median.

Figure 2R2-2 shows that Lakeland's retention rates for part-time students is also below our IPEDS group median, although not as far behind as the full-time cohorts. We have set incremental targets to move us closer to the median.

Figure 2R2-3 shows that Lakeland is below the NCCBP's 25th percentile for each of the reporting years in the chart. At this point, the college has set targets that are at the NCCBP's 25th percentile for persistence of all students.

Figure 2R2-4 shows that Lakeland is below the comparison group median for each of the reporting years in the graph. We have set a 15 percent target for our graduation rate.

Figure 2R2-5 shows that our transfer-out rate before earning a credential is now declining, which should help us improve our graduation rate.

2I2 Improvements

After a comprehensive review of our retention, persistence, completion and transfer-out data (NCCBP and IPEDS), the college decided to focus on specific interventions that have had successful outcomes at other institutions.

In spring 2016, Lakeland joined the HLC's Persistence and Completion Academy. We attended a roundtable in June 2016 and then began developing a project that focuses on implementing an early alert pilot for two gateway courses in health and business. We have used the logic model to define both outputs and outcomes for this project. We also defined formative and summative data measures to track and evaluate our progress. Our goal is to refine and expand the early alert system to scale throughout our academic programs. This project has been expanding gradually with multi-departmental involvement and added resources including coaching and advising.

In fall 2015, we joined the Student Success Leadership Institute (SSLI) which is a multi-year initiative sponsored by the Ohio Association of Community Colleges. Lakeland's team of 10 employees represents all divisions and includes faculty and administrators. We also developed this into an action project so that we could increase the visibility of the endeavor and involve a wider group of employees from various departments at the college. The SSLI includes support to all of Ohio's community colleges in updating their Campus Completion Plans which are mandated by the State of

Ohio and must be updated and submitted every two years. We developed and submitted our first Campus Completion Plan in June 2014 and updates in June 2016 and June 2018. The Campus Completion Plan shown in Figure 2I2-1 includes five focus areas: Connection to the Institution, Successful First-Year Entry, Student Progress, Student Completion and Workforce Connection. We have strategies developed for each of these focus areas along with designated leadership, expected outcomes, measures, timeline and progress reporting. *[4.C.3]*

In spring 2018, we purchased Civitas Learning to provide real-time dashboards and predictive analytics to assist us with persistence and completion. The system provides a platform to monitor and assess student risk factors and then incorporates behavioral nudges to mitigate those risks. The college also has a partnership with Persistence Plus whereby we are providing behavioral nudges via text messages to incoming students to encourage persistence and completion.

Sources

- Figure 2I2-1: Campus Completion Plan
- Figure 2P2-1: Balanced Scorecard
- Figure 2P2-2: Strategic Plan
- Figure 2R2-1: Full-time Student Retention Data
- Figure 2R2-2: Part-time Student Retention Data
- Figure 2R2-3: Persistence Data
- Figure 2R2-4: Completion Measures
- Figure 2R2-5: IPEDS Transfer-out Rate
- Strategic Plan

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3 Key Stakeholder Needs

Determining key external stakeholder groups (e.g., alumni, employers, community)

Lakeland's process for determining key external stakeholder groups is rooted in its mission and strategic plan. As part of the process for strategic planning and annual goal setting, the college identifies stakeholders who can influence the success of our strategic objectives. The college identified alumni, employers and the community as external stakeholders with whom it works with to achieve its strategic objectives.

Determining new stakeholders to target for services or partnership

The college determines new stakeholder groups through environment scanning of demographic, economic, social and cultural, political and higher education factors. Potential partners are selected based on their alignment with the college's mission, market demand for services, quality of services and commitment to the partnership.

Meeting the changing needs of key stakeholders

Lakeland meets the changing needs of stakeholders through strategic communications based on each stakeholder's level of influence and interest. Stakeholders with high influence and interest are managed most thoroughly to anticipate and meet their needs. Others are communicated with regularly and kept informed.

College partners participate in regular meetings with stakeholders which provides an opportunity to share issues as they arise and for the college to respond quickly. Surveys of graduates, employers and community members are used to identify and meet changing needs. The college has 32 advisory committees who provide feedback on workforce needs and changes in their industries. Many Lakeland employees serve on employer, community and educational organization boards and committees and learn first-hand about changing stakeholder needs. Figure 2P3-1 lists a selection of stakeholder interests/needs and communication channels.

Selecting tools/methods/instruments to assess key stakeholder needs

Lakeland uses a variety of tools to assess key stakeholder needs, including surveys, focus groups and program evaluations. Tools are selected based on which is most efficient and effective in getting the desired results. For example, the Graduate Exit Survey is completed by Lakeland students at the time of their application for graduation or certificate completion. The purpose of the survey is to gather feedback to better understand their satisfaction with student services and academic experiences at Lakeland. The survey is administered in the counseling center when a student requests an application for graduation/certificate completion. A coupon worth $5 toward the graduation application fee is given to students upon completion of the survey. In 2016-2017, 846 surveys were completed and collected from applicants for graduation/certificate completion.

Specific assessment tools for stakeholders with high influence and interest are noted in Figure 2P3-2.

Assessing the degree to which key stakeholder needs are met

The college assesses the degree to which key stakeholder needs are being met by continually gathering and evaluating results on desired outcomes established in the strategic plan and by college partners. Metrics for determining the degree to which the needs of stakeholders with high influence and interest are met are provided in Figure 2P3-2.

2R3 Results for determining if key stakeholder needs are being met

The college's Graduate Follow-Up Survey results, as seen in Figure 2R3-1, indicate that alumni are satisfied or very satisfied with the education they received at Lakeland. Graduates feel adequately well prepared for employment or continuing their education. Graduate satisfaction with the education they received at Lakeland holds between satisfied and very satisfied.

Lakeland graduates in health care programs have a high pass rate on state exams, certifying they are prepared to meet the needs of employers. Figure 2R3-2 lists the Lakeland student exam pass rates for fields requiring licensure. Lakeland's Strategic Planning Committee monitors progress on the strategic plan and reports results to the Planning Advisory Committee.

The vast majority of nursing employers agree or strongly agree that Lakeland nursing graduates are prepared to function in the role of entry-level registered nurses as seen in Figure 2R3-3 with 100 percent of employers agreeing or strongly agreeing in 2016-2017.

Lakeland has a high favorability rating among community members. A 2018 survey of Lake County voters shows that 92 percent of the community have a favorable impression of Lakeland (Figure 2R3-4).

The Economic Value of Lakeland Community College: An independent Analysis of the Economic Impact and Return on Investment of Education conducted by EMSI in October 2017 found that Lakeland creates a significant positive impact on the business community and generates a return on investment to its students, taxpayers and society. Results of the analysis reflect fiscal year 2015-16.

According to the report, Lakeland contributes to Lake County by:

- Boosting local businesses through workforce training and additional consumer spending
- Enriching the lives of students through increased employability and higher lifetime earnings
- Benefitting state and local taxpayers through increased tax receipts and reduced demand for government-supported social services
- Advancing society through improved lifestyles of students related to reduced crime, lower unemployment, and better health and well-being

Findings included:

- Lakeland and its students added $260.5 million in income to the Lake County economy, approximately equal to 2.4 percent of the county's total gross regional product (GRP).
- The accumulated contribution of former students currently employed in the county workforce amounted to $212.8 million in added income.
- For every $1 that students invest in their education, students gain $4.90 in increased earnings over their working lives. The average annual return for students is 17.5 percent.
- For every $1 invested by taxpayers, taxpayers gain $2 in added taxes and public sector savings.
- For every $1 spent on education at Lakeland, society sees a return of $9.80 in added state revenue and social savings.

2I3 Improvements

In 2015, Lake County voters approved a 0.4 mill bond issue to expand and renovate Lakeland's health technologies building to allow the college to prepare more well-trained nurses and health care professionals for the jobs of the future. Health care is the fastest growing industry in Northeast Ohio, and local employers rely on Lakeland for qualified workers. The expansion opened in January 2018, and the original building is under renovation. State-of-the-art simulation labs and the latest equipment will give students the hands-on training needed to be job ready. New programs in high-demand fields like occupational therapy assistant, polysomnography and State Tested Nursing Assistant (STNA) will meet the emerging needs of our employers and community.

Lakeland continues with initiatives to meet the needs of key stakeholder groups. New efforts include The Lakeland Foundation's Futures Rising campaign for student success which includes taking a student-centered approach to reimaging the college's enrollment processes and student services areas.

Sources

- Figure 2P3-1: Stakeholder Needs, Partners and Communication Channels
- Figure 2P3-2: Assessment of Key Stakeholder Needs
- Figure 2R3-1: Lakeland Graduate Follow-up Survey Results
- Figure 2R3-2: Lakeland Student Exam Pass Rates for Fields Requiring Licensure
- Figure 2R3-3: Nursing Employer Survey Results
- Figure 2R3-4: Survey Results of Voter Attitudes in Lake County
- Strategic Plan

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4 Complaint Processes

Collecting complaint information from students

Lakeland seeks feedback from our students and other stakeholders regarding our programs, services and processes in order to continuously improve and meet the needs of our community. Lakeland defines a complaint as a concern or dissatisfaction with a person, service or process that may require clarification, investigation and resolution which cannot be addressed through an existing and relevant board policy, administrative procedure or departmental process.

The college has a directory of policies, procedures and processes to address complaints from students. Students are directed to the relevant policy. The current policies/procedures related to students include the Figure 2P4-1 Student Conduct Code Policy**;** Figure 2P4-2 Student Initiated Complaint Procedure; Figure 2P4-3 Standards of Academic Progress Policy; and Figure 2P4-4 Transfer Appeals Procedure.

If the complaint is not covered by one of the college's existing policies, then it is addressed by the college's process for collecting complaints from key stakeholders, defined below.

Collecting complaint information from other key stakeholders

Lakeland has a "Contact Us" link at the bottom of its main webpage where anyone can provide feedback including suggestions, comments and complaints. The "Contact Us" link also includes instructions about frequently utilized support services at the college. Clicking on the link opens an electronic survey collector that is maintained in the college's institutional development and effectiveness division. The following steps provide the foundation for managing this process:

1. The survey collector is monitored for input on a daily basis.
2. All complaints/feedback are collected, maintained on a spreadsheet and coded to track the complaint appropriately.
3. An email is sent to the chief of staff/senior vice president for institutional development and effectiveness to verify the particular division in the college to direct the complaint or feedback. Once the proper division is identified, an email is sent to the appropriate administrative assistant along with the complaint/feedback information so that the appropriate administrator can review and handle the complaint. Administrative assistants are given instructions to respond within two weeks with an appropriate code (R=resolved, IP=in process, UR= unresolved, requires further review/action) to indicate the status of the complaint/feedback, if required.
4. A spreadsheet with summarized information is provided to the chief of staff/senior vice president for institutional development and effectiveness on a quarterly basis to review the complaints/feedback received within that time frame.
5. The chief of staff/senior vice president for institutional development and effectiveness reviews the spreadsheet with the President's Cabinet on a quarterly basis and discusses any trends and resources/steps needed to address them.

In addition to this process, each division and department in the college maintains their own log of complaints/feedback. The college encourages each department to address the complaints within their purview in the event that the complaint has not been submitted through the college-wide system. Departments are encouraged to track and maintain their own records so that they can observe any trends that may occur. Anything that is deemed to rise to the level of an institutional concern is presented to the vice president of the division for discussion at a President's Cabinet meeting.

Learning from complaint information and determining actions

The academic and student affairs division is responsible for tracking student complaints related to policies within their division. They track and monitor responses to complaints and review trends annually at the appropriate committee meetings.

Non-student complaints are compiled quarterly by the institutional development and effectiveness division and reviewed by the President's Cabinet to identify complaint patterns and opportunities for improvement. Complaints are tracked on a spreadsheet by one person within the institutional development and effectiveness division, then categorized so they can be sorted and reviewed to determine if there is a pattern or issue that can be addressed. Complaint patterns (if they exist) are reviewed with the appropriate division vice president and a course of action is determined along with a timeframe for implementation. Actions are taken to correct any discrepancies and this corrective action is then reported back to the institutional development and effectiveness division.

Communicating actions to students and other key stakeholders

Any complaint that has been received with contact information will be addressed and the person who submitted the complaint will receive a written response from the division that is responsible for the area related to the complaint. An explanation will be provided of what has transpired and what will occur to satisfy the issue. If it is appropriate to do so, the corrective action will also be communicated to the college, if the information is deemed to be valuable to a wider audience. All follow-up communication will be tracked in the spreadsheet. Actions will be communicated to the committees or leadership bodies that review complaints at regularly scheduled review meetings.

Selecting the tools, methods, instruments to evaluate complaint resolution

The college does not have a large number of student or key stakeholder complaints. We find that using an Excel spreadsheet is sufficient to track complaints, identify trends for review and to document communications and any follow-up actions.

2R4 Results for student and key stakeholder complaints

Figure 2R4-1 shows the volume of input received from students and key stakeholders and the frequency of feedback by recipient.

Lakeland has a 100 percent target for responding to complaints within five business days, and a 100 percent target for resolving any complaints within 10 business days. Figure 2R4-2 shows a summary of the topics that are collected and addressed within the targeted time frames. Also included is a chart that shows how we tag the comments by topic within the collector in order to quantify any trends. This new process gives the college the opportunity to be proactive in how we respond to potential concerns of students, employees or the community.

2I4 Improvements

The college revamped its complaints procedure in 2017 so that we could streamline our reporting and review of this process. There was also an added focus of including any type of feedback to the collection to complaints, in order to help the college to address areas that may need improvement. The work was assigned to a newly assigned director for organizational development to track and monitor. We have also added the step of an annual review to existing leadership committees so that the results can be analyzed for any trends, and to seek broad input and expertise.

Sources

- Figure 2P4-1: Student Conduct Code Policy
- Figure 2P4-2: Student Initiated Complaint Procedure
- Figure 2P4-3: Standards of Academic Progress Policy
- Figure 2P4-4: Transfer Appeals Procedure
- Figure 2R4-1: Lakeland Feedback from "Contact Us"
- Figure 2R4-2: Summary and Trend of Lakeland "Contact Us"

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5 Building Collaborations and Partnerships

Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

Lakeland's process for selecting partners for collaboration is rooted in its mission and strategic plan. As part of the process for strategic planning and annual goal setting, the college identifies stakeholders who can influence the success of our strategic objectives. The college identified K-12 schools, higher education institutions, and nonprofits and public service organizations as partners for collaboration to achieve its strategic objectives:

Specific, individual partners for collaboration are identified through market analysis and needs assessments.

Building and maintaining relationships with partners

Lakeland builds and maintains strong relationships with its partners by establishing ongoing, two-way channels of communication, including meetings, committees, memberships and volunteer board service. Figure 2P5-1 lists a selection of partners and communication channels.

Selecting tools/methods/instruments to assess partnership effectiveness

Lakeland uses a variety of tools to assess key stakeholder needs, including surveys, focus groups and program evaluations. Tools are selected based on which is most efficient and effective in getting the desired results. Specific assessment tools for partners are noted in Figure 2P5-2.

Evaluating the degree to which collaborations and partnerships are effective

The college evaluates the effectiveness of its partnerships by establishing measures of success, and then evaluates the results to determine the degree to which it is effective. Metrics for determining the degree to which partnerships are effective are provided in Figure 2P5-2.

2R5 Results for determining the effectiveness of aligning and building collaborations and partnerships

Lakeland has experienced a significant increase in enrollment of students participating in College Credit Plus (CCP), a state program that allows students to earn college credit while attending high school as evidenced in Figure 2R5-1.

The college has increased its number of partner high schools, number of sections offered at the high school, and number of high school adjuncts teaching CCP classes at the high schools as shown in Figure 2R5-2.

A survey of high school instructors teaching CCP classes at the high schools shows that faculty agree that the partnership increases students' likelihood of pursing postsecondary education, raises students' postsecondary educational aspirations, and results in having more students succeed in postsecondary education as seen in Figure 2R5-3A.

Most CCP students would recommend Lakeland dual enrollment courses to their friends, agree that they are more likely to apply/enroll in a college or university after high school, and agree that they saved money on college tuition, as seen in Figure 2R5-3B**.**

Lakeland's Holden University Center opened in 2011 to offer affordable bachelor's and graduate degrees from a variety of leading partners. Enrollment in Lakeland's Holden University Center partnership programs has increased significantly as seen in Figure 2R5-4.

The college expanded its four-year university partnerships to 10 partner institutions and 28 programs as evidenced in Figure 2R5-5.

An annual survey of Holden University Center partnership students shows that more than 90 percent of students are satisfied or very satisfied with their overall experience at the center as seen in Figure 2R5-6.

Lakeland's nonprofit and public service center has enhanced the capacity of many area nonprofit and public service organizations through professional and organizational development opportunities by drawing upon expertise within the college and by partnering with other service providers. The center provides a variety of workshops including Ohio Ethics Law training.

The center also offers customized consulting services including strategic planning for many nonprofit and public sector organizations. Program evaluations and survey results of participants show that over 97 percent of workshop participants agree or strongly agree that they would apply what they learned in the workshop, and 100 percent of strategic planning participant were satisfied or extremely satisfied with the process, as seen in Figure 2R5-7.

2I5 Improvements

The college continually reviews opportunities to add new partners and programs at the Holden University Center. Bowling Green State University (BGSU) has been added to the list of partner schools. With the demand for increasingly convenient options continuing to be a deciding factor for many students, 18 new online programs will debut fall 2018 through BGSU’s eCampus program.

To improve the faculty and student experience with CCP, the college added professional development sessions in English and math, enhanced faculty orientation, and offered student engagement activities in IT/STEM, Health Care/STEM, and English Library Research to partner high schools.

The Lake Geauga Anchor Institution Collaborative was launched by Lakeland and Lake Erie College in 2017, facilitated by Lakeland’s Nonprofit and Public Service Center. More than 80 local leaders meet regularly to develop strategies to leverage their collective impact to assist people living in Lake and Geauga counties. More than 500 people participated in stakeholder planning sessions held throughout the year.

The Anchor Institution hosted its first annual Nonprofit Summit in March 2018. Sessions were designed to develop the capacity of the front line staff and allow nonprofit leaders to discuss solutions to common challenges and interact with local officials. Of the 183 participants, 97 percent were satisfied or very satisfied with the summit, and 96 percent were likely or very likely to recommend the summit to a colleague.

Sources

- Figure 2P5-1: Partner Needs, College Partners and Communication Channels
- Figure 2P5-2: Evaluation of Partnership Effectiveness
- Figure 2R5-1: College Credit Plus Enrollment
- Figure 2R5-2: College Credit Plus Partnerships
- Figure 2R5-3: College Credit Plus Faculty Survey Results
- Figure 2R5-4: Holden University Center Enrollment
- Figure 2R5-5: Holden University Center Program Growth
- Figure 2R5-6: Holden University Center Survey Results
- Figure 2R5-7: Nonprofit and Public Service Center Survey Results
- Strategic Plan

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Lakeland acronyms used in the Systems Portfolio]

3P1 Hiring

Recruiting, hiring, and orienting processes that result in staff and administrators who possess the required qualification, skills and values

Recruiting

Lakeland's hiring processes ensure there is a clear alignment with the college's mission, needs and goals each time there is a request to recruit a new employee. The human resources (HR) department begins the recruitment process by conducting job audit interviews with the hiring manager, incumbents in the same position, co-workers, other stakeholders and search committee members. HR also reviews similar positions at other institutions, researches occupation-specific best practices for staffing, and reviews licensure and other accrediting agency requirements for each position. Exit interviews of separating employees also ask for an inventory of required job skills. From this foundation of analysis, a position description is created and redesigned when necessary to ensure it accurately and completely communicates the responsibilities, qualifications and conditions of employment.

HR works with the hiring manager to finalize the position description and summarize it 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.

Hiring

Collaborative hiring processes engage search committees for the majority of the position vacancies. Committees include the supervisor, others who interact with the position and a HR representative. When appropriate, the college includes external constituents in search committees to provide valuable input about community needs and perspectives. When search committees are not required by board policy or administrative procedure, HR works closely with the hiring manager to ensure professional and unbiased selection. All applicants complete a college employment application using Simplicant, our online software program. 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 based on critical experiences and skills needed for the position. This questionnaire becomes a part of the application for each position in Simplicant, helping to clearly identify applicants who are, or are not, qualified for each position that is posted. Applicants who possess the minimum or preferred qualifications will be reviewed closely to determine the best qualified candidate for employment.

When a search committee is required, HR works with the committee to develop behaviorally-anchored interview questions. HR then reviews the questions 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.

Staff members and academic counselors who are hired to provide student support services must have the education and experience commensurate with the position. The qualifications are determined for new positions, or reviewed for existing positions during the development of the job description for the position vacancy. All candidates are evaluated based on the criteria established for the position. Only those candidates who meet the criteria are forwarded for consideration to the search committee. They must be familiar with current processes and procedures and exhibit strong people skills. A wide range of professional development opportunities are routinely provided by the college, 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 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. *[3.C.6]*

Orienting

Lakeland utilizes a comprehensive onboarding process (Figure 3P1-1) for orienting new employees to the college. The onboarding experience for staff and administrators begins with a welcome on day one, followed by a new employee orientation within two to three weeks of the hire date, and culminates in a departmental orientation to include assignment of a buddy, department procedures and continuity binders, and any specific office/unit practices to ensure each newly hired employee has access to all of the resources and information they need to be successful and fully engaged in their new position.

New full-time faculty members attend a semester-long orientation comprised of a series of meetings organized by the associate provost for teaching and learning under the direction of the provost. New part-time faculty orientation sessions are held at the beginning of each semester.

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs

If a position needs to be created or filled, HR works with the hiring department to develop or revise the position description and vacancy announcement that includes all of the position requirements, skills, certifications and credentials which the hiring committee will use during the selection process. All vacant positions are reviewed to determine if they are still required to fulfill the college’s mission and goals, or if the resource needs to be redeveloped into another position. HR maintains a personnel report to track and report all vacancies, including faculty, administrators and staff. This report is updated monthly and presented to the Board of Trustees. It helps to ensure that all program areas, classroom and non-classroom, are staffed at proper levels. *[3.C.1]*

Lakeland follows the guidelines established by the Higher Learning Commission’s “Determining Qualified Faculty through HLC’s Criteria for Accreditation and Assumed Practices” to ensure that all faculty have the appropriate academic credentials for their particular discipline and teaching assignment. This requirement also applies to faculty at area high schools who teach in our College Credit Plus (CCP) program. Our faculty credentialing process is also detailed on pages 7-9 of the Ohio Department of Higher Education Guidelines & Procedures for Academic Program Review (Figure 3P1-2) and is in compliance with the HLC’s guidelines. Lakeland’s *Guidelines for Search Committees Charged with Hiring Full-time Faculty* is used by the college’s search committees to ensure compliance with this process. *[3.C.2]*

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities

Maintaining the comprehensive personnel report helps to ensure that there are sufficient numbers of faculty for classroom instruction and to support non-classroom roles and activities. The deans take the lead in ensuring there are qualified faculty in all programs within their division. They review faculty load reports each semester and then submit hiring requests to HR as needed, taking into consideration anticipated vacancies due to sabbaticals, retirements, etc. The provost consults with the deans and associate provosts to review the status of all programs, activities and functions in order to ensure faculty participation in non-classroom work, including curriculum, assessment and co-curricular activities. In order to ensure that faculty have sufficient time to teach and participate in a non-classroom role, the college offers release time to faculty who are selected for program leadership so they can balance their teaching/program functions. *[3.C.1]*

In addition, HR helps to fortify faculty (and all other employee) retention by reminding managers to regularly discuss, encourage and make available professional growth opportunities to motivate employees to continue contributing to the college mission. We also retain employees by offering competitive salaries, excellent group benefits, offering options to participate in the state retirement system, 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 wellness programming.

The college's budgeting and academic planning activities also help to ensure that there are sufficient faculty to teach and develop new programming that address the needs of the local community. Regular presentations to the Board of Trustees on the academic programs and the need for qualified faculty help to support the development of new programs and the faculty positions associated with them.

Ensuring the acquisition of sufficient numbers of staff to provide student support services

The personnel report is the primary tool to track the college's staffing status for all areas of the college, including student support services. HR takes the lead in working with all areas of the college to make sure staffing levels are optimal, and to make adjustments in hiring when necessary. For many years, Lakeland has maintained a very steady workforce with relatively low employee turnover, especially in comparison to our peers. The faculty retention strategies listed above also help to ensure that staff are satisfied with their employment at Lakeland. Regular presentations to the Board of Trustees help to communicate the importance of these positions, and the commitment of college funds to maintain staffing levels.

Tracking outcomes/measures tracked and tools utilized

The Lakeland Employee Survey is administered every other fall to the campus. The survey includes several questions related to hiring, including interviewing, recruitment and selection, questions for the hiring manager and orientation of new employees. These questions help to measure the college's hiring practices by requesting feedback from recently hired internal and external candidates. Survey results are compiled in a report that is shared with the campus. The results for the survey questions related to hiring are also discussed in HR, where the targets are reviewed and established for future survey administrations. In addition, the Lakeland Hiring Survey is administered every other fall to newly hired employees, internal and external, and their hiring managers.

The college also reports on employee turnover to the National Community College Benchmark Project (NCCBP) so that we can compare our departure rates with our peer institutions.

3R1 Results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services

Summary results of measures

The Lakeland Employee Survey was administered in fall 2016 and spring 2018. The survey was sent via an email invitation to 926 employees in all classifications including part-time faculty. Survey questions and the associated results related to hiring for internal and external candidates and their hiring managers are included in Figures 3R1-1 through Figure 3R1-5 below for survey administrations in 2016-2018. This includes the rating average and number of respondents for each question (N), and a target for these measures in future administrations of the survey at the college.

The Lakeland Hiring Survey (questions 1-10 of the Lakeland Employee Survey) was administered in fall 2017 to all newly hired employees (internal and external) and their hiring managers. The survey was sent via an email invitation to 200 employees and received a 39 percent response rate. The survey results are embedded in the 2017 column in Figures 3R1-1 through 3R1-5.

Lakeland values the opportunity to evaluate the data from the Lakeland Employee Survey and the Lakeland Hiring Survey so that we can make improvements in our hiring processes. Since we began administering the Lakeland Employee Survey only two years ago, we know that a multi-year trend will provide greater insight into results. With only three cycles of the survey, we think that we are moving in the right direction with the initiatives we have underway to enhance many aspects of the hiring processes at Lakeland.

Figure 3R1-1 shows Lakeland moving closer to its targets (4.0) for these measures related to support for hiring managers in the hiring processes.

Figure 3R1-2 shows Lakeland moving closer to or exceeding its targets (4.0) for these measures related to HR’s interactions with its new employees during the recruitment and selection phase of the hiring process.

Figure 3R1-3 shows Lakeland moving away from its targets (4.0) for three of these measures related to interviewing internal candidates for college vacancies.

Figure 3R1-4 shows Lakeland continues in exceeding its targets (4.0) for these measures related to interviewing external candidates for college vacancies, although slightly shifting downward in the ratings.

Figure 3R1-5 shows Lakeland moving away from its targets for these measures related to employee orientation and training opportunities in the new employee’s work area.

Figure 3R1-6 shows a NCCBP benchmark comparison for Lakeland. Lakeland’s departure rate is relatively low and the college generally performs in the top 10 percent of all institutions who provide data for this NCCBP measure.

3I1 Improvements

Lakeland purchased Simplicant which is a cloud-based tool to streamline and simplify the recruitment process and hiring workflow. This system provides effective sourcing tools and an applicant tracking system into an integrated online recruitment software platform. It has become a valuable resource for HR and the college's search committees as we seek to enhance our hiring processes and decrease the average time of the recruiting process. In addition, it is very efficient as a resource for widely disseminating announcements for the college's job openings.

The college is also streamlining its hiring guideline that incorporates information on using the new Simplicant system for our hiring functions. This guideline serves as a handbook for hiring managers and search committees and incorporates best practices that have been established in HR. It communicates all necessary steps from the initial position request to the orientation of the new hire and helps to ensure that no steps are skipped or details left unclear to those who are seeking to fill positions.

The redeveloped new employee orientations are helping to create a more comprehensive overview of the college for our new employees. We have recently created a survey to collect feedback from orientation attendees, and we will use this information to make improvements to the orientation model as we go forward.

Sources

- Figure 3P1-1: Comprehensive Onboarding Process
- Figure 3P1-2: ODHE Guidelines & Procedures for Academic Program Review
- Figure 3P1-2: ODHE Guidelines & Procedures for Academic Program Review (page number 14)
- Figure 3R1-1: Employee Survey Results for Hiring
- Figure 3R1-2: Employee Survey Results for Recruitment and Selection
- Figure 3R1-3: Employee Survey Results for Interviewing Internal Candidates
- Figure 3R1-4: Employee Survey Results for Interviewing External Candidates
- Figure 3R1-5: Employee Survey Results for Orientation and Training
- Figure 3R1-6: NCCBP Departure Rate Data
- Lakeland Acronyms

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P2 Evaluation and Recognition

Designing performance evaluation systems for all employees

Lakeland’s full-time faculty evaluation process was designed through collective bargaining and 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 observations 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 the current 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 as appropriate. The collective bargaining agreement also provides for both short-term and long-term professional leave to engage in research or professional development.

Every other year, the college administers the Lakeland Employee Survey to request input on a variety of institutional functions and processes. In a recent survey, employees expressed a desire for improvements to the performance management process, including revisions to the existing forms that had been in use for many years. Employees cited a desire for a return to formal evaluations occurring at regular intervals. Formal evaluations, historically timed to correspond with increases to compensation, had largely gone to the wayside in the last three years as the timing and frequency of increases to compensation became more sporadic. It was apparent that employees sought and valued feedback regardless of whether the feedback led to increased compensation.

A committee comprised of managers and staff worked with the college’s director for organizational development and planning to review different models, methods and forms for conducting and documenting performance reviews before devising a performance evaluation form that would provide structure and opportunity for both employee self-evaluation and supervisory feedback focused on relevant characteristics for successful performance. Two departments (career services and campus police) agreed to "test drive" the form with their employees. After additional feedback from those departments, the college is rolling out the new form in fall 2019.

Soliciting input from and communicating expectations to faculty, staff, and administrators

Employees are made aware of the college’s overall expectations in a variety of ways beginning with an introduction to the college’s customer service policy during the general new employee orientation and continuing on with periodic training on wide-ranging topics such as ethics, diversity, Title IX and mental health first aid. Department and job specific expectations are relayed through job descriptions, training, and formal and informal supervisory evaluation. In addition to the above referenced survey, employees have formal and informal opportunities to submit ideas and concerns through open forums such as the President’s Coffee, responses to Morris’ Musings, and participation on any number of task forces and committees, and department meetings. Lakeland is an organization where every day there is evidence that employees recognize they are welcome to share information, concerns and ideas with senior administrators.

Aligning the evaluation system with institutional objectives for both instructional and non-

instructional programs and services

Lakeland's new performance management form incorporates in a more distinct manner than before the college's strategic plan and yearly goals as an anchor for evaluating performance and setting objectives. Our hope is that this will reinforce how individual performance is tied to the college's initiatives and in so doing, reinforce the importance of each individual to the college's success. The conversations that occur during evaluations provide an ideal opportunity to discuss, clarify and define outcomes for current objectives, projects or initiatives. In addition, it is an opportunity to set professional goals, and identify any training, support or resources needed, as well as any progress that has been made toward implementation of college priorities. We rely on the expertise of employees at all levels of the organization, including those "on the front lines," to improve organizational processes and stay focused on the most relevant aspects of the work being performed. These conversations help to ensure that employees routinely have an opportunity to participate in discussions that help the college to improve operational efficiency of its programs and services.

Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators

As part of the new process, HR will provide training and reminders of the need for completing evaluations. In addition, as was the case with the former process and forms, the vice presidents and a senior member of the HR staff review all performance evaluations and provide guidance, recommendation for training, etc., as needed.

Pursuant to Board Policy 3354:2-05-1, full-time faculty are evaluated using the process and procedures contained in the collective bargaining agreement which ensure regular evaluation. Part-time faculty are evaluated in accordance with Procedure HR20-11 through ongoing evaluation by the dean and department chair each semester driven primarily by student course evaluations. *[3.C.3]*

Establishing employee recognition, compensation, and benefit systems to promote retention and high performance

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 regulations. 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. Each year, the college recognizes employees at various college events, including the annual awards ceremonies which recognizes the recipients of the Excellence in Teaching Award, the Distinguished Service Awards for full-time and part-time employees, the Diversity Award, and the monthly President's Coffee which recognizes the Employee of the Semester and everyday heroes.

Promoting employee satisfaction and engagement

Lakeland strives to enhance the satisfaction of employees and to engage them in the mission of the college through a variety of ways, opportunities and practices. The college's shared governance model was designed to foster input and engagement from all employees. Employees routinely volunteer to participate in meetings or serve on committees that are intended to enhance operational efficiency and communication between departments. Lakeland routinely promotes employee involvement in the design of work processes to improve operational productivity, striving to promote employee satisfaction and meaningful experiences for employees to develop their professional goals.

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 Lakeland Faculty Association (LFA) and the Lakeland Staff Association (LSA) presidents are participating members of the President's Cabinet. LFA Executive Committee meetings are open to all LFA members. The LSA meets with administration at least once each semester to discuss any concerns.

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, including formal feedback through the Lakeland Employee Survey which is administered every other year. We have an employee assistance program which provides counseling and support services for personal issues. The joint Safety and Wellness Committee and Wellness Week support employees' desire for healthier lifestyles, including wellness benefits.

Tracking outcomes/measures utilizing appropriate tools

The Lakeland Employee Survey is administered every other year to the campus. The survey includes several questions related to evaluation and recognition. These questions help to measure the college's efforts to enhance our evaluation and recognition processes as well as to gather feedback for review. Survey results are compiled in a report that is shared with the campus. The results of the survey questions related to evaluation and recognition are also discussed in HR, where the targets are reviewed and established for future survey administrations.

3R2 Results for determining if evaluation processes assess employees' contributions to the institution

The Lakeland Employee Survey was administered in fall 2016 and spring 2018. The survey was sent via an email invitation to 926 employees in all classifications including part-time faculty. Survey question #11 results related to evaluation and recognition are shown in Figure 3R2-1, along with the rating average, number of respondents for each question (N) and a target for these measures in future administrations of the survey at the college.

As seen in Figure 3R2-1, Lakeland is below its target of 4.0 (satisfied) for its evaluation and recognition measures on the Lakeland Employee Survey. There has been a slight downward shift from the 2016 survey administration to the 2018 survey administration.

Figure 3R2-1 shows an aggregated survey result for all employee classifications. We have determined that the rating needs to be disaggregated by employee groups so that the college, specifically HR, can make a determination about further support that may be needed to promote the college’s evaluation and recognition procedures and programs.

3I2 Based on 3R2, what improvements have been implemented or will be implemented in the next one to three years?

Following the 2016 administration of the Lakeland Employee Survey, HR established a work group to evaluate the college’s evaluation procedures and formats. The work group has been meeting to review suggested revisions to the performance feedback format, with an emphasis on creating a tool that helps to facilitate ongoing performance conversations and the evaluation of specific job responsibilities. Supervisors in the work group conducted a pilot of the revised format in order to fine tune it before it is rolled out to the campus. The revised format, instructions and communications began in spring 2018 and will continue throughout the academic year. We anticipate higher levels of satisfaction with this process over the next few years as employees become more familiar with it and there is a significant increase in its use on campus.

Sources

- Figure 3R2-1: Employee Survey Results for Evaluation and Recognition
- Strategic Plan

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3 Development

Providing and supporting regular professional development for all employees

Lakeland provides professional development for all employees in accordance with Policy 3354:2-20-56, Employee Development. This policy defines types of employee development programs, including (1) In-service training, defined as mandatory training initiated, sponsored and paid for by the college to provide employees with specific knowledge and skills directly related to enhancing job performance; and (2) knowledge and skills enhancement training, defined as external programs (not specific to, or limited to, college employees) such as seminars and workshops, approved by the supervisor of record and attended voluntarily by an employee for the purpose of enhancing job performance.

Lakeland's comprehensive process for professional development is designed to address the needs of faculty, staff and administrators. The process is supported by a series of surveys that are designed to collect input from all employees related to the training and development that they identify for their positions. Each year, the college develops an annual calendar of professional development training opportunities. Many of the training sessions that are added to the calendar are in response to employee feedback from the personal and professional development survey that is administered every other fall semester to all employees. Other training is based on an ongoing requirement to ensure that all employees understand and adhere to the college's policies and procedures, such as the ethics policy and the customer service policy.

Much of our training is accomplished via available funding of professional development activities for staff and faculty, fee waivers for credit 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.

Lakeland's Excellence in Teaching and Professional Development Committee recommends professional development activities and facilitates periodic luncheons with topics related to teaching excellence. Faculty are encouraged to participate in discipline-specific professional development opportunities. The committee also facilitates the Faculty Challenge Grant program which offers funding to enhance faculty effectiveness. Likewise, the Part-time Faculty Professional Development Committee recommends and facilitates topics related to teaching and pedagogical processes. The associate provost for teaching and learning conducts various surveys to gather information relative to training needs and how to improve future new faculty training and orientation. The provost confers with faculty leaders, the associate provost for teaching and learning, and the deans to determine relevant training topics and presenters for Fall Conference Week and spring Reading Days. Along with on-campus training, all faculty may apply for off-campus professional development funding for relevant teaching pedagogy or discipline-based training. *[3.C.4]*

Another means of support for professional development is a result of performance evaluation discussions that 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 strategic plan. As part of the review of completed performance evaluations, the HR director frequently suggests training that will assist an employee in addressing specific competencies. Outside of the annual performance evaluation cycle, supervisors may consult with the HR director concerning training needs of individual employees. *[5.A.4]*

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes

Professional development opportunities are made available as outlined above. The college supports ongoing faculty professional development through several mechanisms, including: Part-time Faculty Professional Development Incentive program, credit course waivers, training and workshops to ensure faculty are current in instructional content and pedagogical processes. Lakeland's new full-time faculty receive annual performance evaluations that contain specific areas of measurement for instructional content and pedagogical processes. Once a faculty member has been awarded tenure, they receive a performance evaluation every five years where they are evaluated based on their classroom effectiveness, mastery of content for their program/course and teaching skills. *[3.C.4]*

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)

Lakeland's comprehensive professional development plan addresses the needs of all employee classes, especially for those employees who need specific skills and knowledge for their student support work at the college. Supervisors are encouraged to use the performance evaluation conversations to evaluate and discuss the need for any specific skill-development training and to make sure that those employees are scheduled for the appropriate training. Supervisors encourage staff to participate in a variety of professional development opportunities routinely provided by state and regional professional organizations, e.g., Ohio Association of Student Financial Aid Administrators, Ohio Student Affairs Officers and Ohio Association of Collegiate Registrars and Admissions Officers, to support staff in the effective performance of their duties and to keep up to date with compliance. Supervisors encourage employees in their area to schedule time for professional development, especially for those skills identified during performance evaluations. *[3.C.6]*

Aligning employee professional development activities with institutional objectives

Regular and annual performance evaluation conversations provide employees and supervisors an opportunity to discuss professional development that may be needed to prepare the employee for work in support of short- and long-range department goals linked to the strategic plan. 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. Occasionally, institution-wide changes, such as the integration of a new system or upgrades to an existing system, e.g., Banner, require widespread training.

Outcomes/measures tracked and tools utilized

The Lakeland Employee Survey is administered every other year to the campus. The survey includes two questions related to development. These questions help measure the college's efforts to enhance development processes as well as gather feedback for review. Survey results are compiled in a report that is shared with the campus. The results related to development are also discussed in HR, where targets are reviewed and established for future survey administrations.

Lakeland participates in the NCCBP survey every year and uses the data reported on Form 20B, Development/Training Expenditures per FTE Employee, to gauge our expenditures for training and development.

3R3 Results for determining if employees are assisted and supported in their professional development

The Lakeland Employee Survey was administered in fall 2016 and spring 2018. The survey was sent via an email invitation to 926 employees in all classifications including part-time faculty. Survey question results related to development are shown in Figure 3R3-1 along with the rating average, number of respondents for each question (N), and a target for these measures in future administrations of the survey at the college. The results of the Lakeland Employee Survey show that Lakeland is moving away from its targets related to areas of support for growth, professional development and available resources.

3I3 Improvements

In conjunction with our revised model for performance management, we have been working on the development of an annual calendar of professional development offerings to support employees in their technical skills and in the soft skills that help them to be more successful in their work. Employees can access training resources for a variety of technical applications including Microsoft products, Webex and Banner training through myLakeland (Figure 3I3-1). We are working on developing a calendar for other professional development training, with an option for employees to click on any calendar item and sign up for a training course. We also have allocated additional resources to expand on-site professional development, which we learned is the preference of most employees. The college will be bringing in outside experts to provide some of the training as well as utilizing the expertise of in-house experts who are available to provide training. To address the increased cost of travel, the amount allocated for individual faculty participation at conferences was recently increased.

Sources

- Figure 3I3-1: Technical Training Resources
- Figure 3R3-1: Employee Survey Results for Development
- Strategic Plan

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1,1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Lakeland acronyms used in the Systems Portfolio]

4P1 Mission and Vision

Developing, deploying, and reviewing the institution's mission, vision, and values

Lakeland's mission, vision and values are defined and reviewed as part of the college's 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 Lakeland's Board of Trustees. The PAC is composed of faculty, administrators, staff and students, and meets periodically throughout the academic year to help structure and coordinate work related to strategic planning and continuous quality improvement. The mission, vision and values are communicated widely through many channels, including the college's website, strategic planning exercise, college documents, new employee orientation and resource development efforts.

The strategic plan includes goals and objectives to help us achieve our vision. These goals and objectives provide the context for the development of academic programs, activities and student support services that are consistent with our mission, vision and values and support our diverse student population and community. *[1.D.2]*

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 then used to review and/or refine the college's mission, vision, core purpose and core values. Our mission statement was adopted by the Board of Trustees as Board Policy 3354:2-01-01. *[1.A.1, 1.D.3]*

Ensuring that institutional actions reflect a commitment to its values

The college's core values (Excellence, Accessibility, Diversity, Integrity, Innovation and Joy) provide a firm foundation for the college to perform its work and for employees to engage with each other and our stakeholders. These core values have been a continuous source of inspiration for the college's work including strategic planning, annual goal-setting, ongoing development of operational plans, creation of AQIP action projects, employee orientation and other actions that help us to accomplish our mission including the development of new programs and facilities. The values are embedded in our work, in our interactions with each other, and help to define the directions we take to ensure we fulfill our mission.

The core values are reviewed at least every five years with input from the college's administration, faculty, staff and students. The PAC serves as the advisory body that reviews and affirms the values during the strategic planning sessions. These values are operationalized through ongoing work including annual planning for divisions and departments, the Provost's Council, the Vice President's Academic Advisory Committee (VPAAC) and other academic committees.

Communicating the mission, vision, and values

Lakeland's mission, vision and values are published on the college's website, in the college catalog, in the student handbook and in handbooks for newly hired faculty and staff. *[1.B.1]*

Lakeland's mission, vision and values shown in Figure 4P1-1 provide a reference as well as inspiration for all activities and endeavors the college is engaged in, including both credit and noncredit instruction and in meeting the social and economic needs of the community. The college's leaders refer to these documents on a regular basis to ensure that they are used to provide focus and direction for all campus initiatives. The executive vice president and provost promotes the importance and centrality of our mission through regular meetings with the deans and faculty at the VPAAC and the Provost's Council. During the president's State of the Campus address, employees hear a reminder of Lakeland's mission, vision and values in ways that personalize their meaning for each division, department and employee, while introducing the development of the college's major goals for the upcoming year. *[1.B.2, 1B.3]*

Ensuring that academic programs and services are consistent with the institution's mission

Figure 4P1-2 shows Lakeland's governance structure, which provides a framework for ensuring that academic programs and services are consistent with the college's mission. The Provost's Council, as the primary academic advisory body, in conjunction with VPAAC take the lead in fulfilling this role. The committees shown in Figure 4P1-2 that report to VPAAC have an important role in ensuring the mission is taken into consideration in all of their work and decisions. The college's committees have defined mission statements and convene regular meetings throughout the academic year. Committee work is accomplished, often with overlap of members, to help ensure all programs and services are developed and performed in accordance with the college's mission. *[1.A.2]*

Allocating resources to advance the institution's mission and vision, while upholding the institution's values

The Board of Trustees and the president are guided by the college's mission to provide quality learning opportunities to meet the social and economic needs of the community, mindful that the college serves as a center of learning for all people, and thus giving consideration to removing barriers, strengthening relationships and striving to maintain affordability. The Board of Trustees' active role ensures that the college's resources are utilized in accordance with established policy. 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; and they meet 18 times annually to conduct college business, including a review of academic reports and student presentations. 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. *[1.D.1]*

Each year, the college's budgeting director takes the lead in developing a planning and budgeting schedule to ensure resources are available for the various programs underway in support of the college's mission. The schedule is disseminated to all college leaders for a review of their respective cost centers and to assist in the development of program and departmental budgets. The schedule includes dates and activities for the annual review cycle, including a review of the current planning priorities and projects, a discussion with the college's leadership, and the concluding review and approval by the Board of Trustees. These steps help to ensure that the planning and budgeting priorities are aligned with the college's mission, while considering the economic needs of the community and helping to ensure educational access and opportunity for students. *[1.A.3]*

Tracking outcomes/measures tracked and tools utilized (e.g. brand studies, focus groups, community forums/studies, and employee satisfaction surveys

Lakeland administers its employee survey every other fall to gather feedback from all employee classifications. The survey includes questions that help to measure how effectively the college's mission and vision are being communicated to the campus. The results are compiled in a report that is shared with the campus. The results of the survey questions related to communication are shared with the PAC and the President's Cabinet, where the targets are reviewed and established for future survey administrations.

Community Attitude Surveys measure public opinion on how well Lakeland is meeting its mission.

4R1 Results for developing, communicating, and reviewing the institution's mission, vision, and values

Lakeland administered the Lakeland Employee Survey in fall 2016 and spring 2018. The survey was sent via an email invitation to 926 employees in all classifications including part-time faculty. Survey questions related to mission and vision received 345 responses in 2016 (37.3 percent response rate) and 261 responses in 2018 (28.1 percent response rate). Figure 4R1-1 shows the results for survey question #13a for 2016 and 2018 along with a target for these measures in future administrations of the survey. The rating average for this measure has decreased since 2016, from 4.08 to 3.77, moving away from our target of 4.5.

Lakeland has a high favorability rating among community members. A 2018 survey of Lake County voters shows that 92 percent of the community have a favorable impression of Lakeland (Figure 4R1-2).

Every 10 years, Lake County citizens have the opportunity to approve Lakeland's non-continuing operating tax levy in support of its mission. Voters approved the levy in 1992, 2002 and 2012. In addition, voters approved replacement of Lakeland's continuing levy in 2010 and a bond issue for capital improvements in 2015.

4I1 Improvements

While Lakeland has consistently done well in communicating its mission and vision, there are many new changes on our horizon. A new strategic plan will be developed in 2019, and there will be a review of the college's mission and vision statements. We will follow our strategic planning process in reviewing or revising the statements to ensure they reflect the college's focus in 2020 of who we are, who we are serving and where we want to be in three to five years. We have also added a more in-depth review of the mission, vision and core values during our new employee orientation.

Sources

- Figure 4P1-1: Mission, Vision and Core Values
- Figure 4P1-2: Governance Structure
- Figure 4R1-1: Employee Survey Results for Mission and Vision
- Figure 4R1-2: Survey of Voter Attitudes in Lake County
- Lakeland Acronyms
- Strategic Plan

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2 Strategic Planning

Engaging internal and external stakeholders in strategic planning

Lakeland's process for developing a strategic plan begins a year prior to the board's approval of a new plan. The PAC is the key advisory body that provides leadership for the process and communicates with the campus community throughout the planning phases. The PAC uses SOAR, a strengths-based model of planning, to identify strengths and opportunities (includes weaknesses and threats) and then creates aspirational statements about a desirable future for the college. The college then defines measures for determining results. Figure 4P2-1 outlines the overall strategic planning process, which relies on significant involvement from internal and external stakeholders, and includes the sequential phases that are followed. Employees and students are engaged through surveys, on-campus planning events and multiple communications. The community (including employers, alumni and partners) is engaged through a series of surveys and communications. *[5.C.3]*

After the strategic plan is approved by the Board of Trustees, the President's Cabinet (PC) meets to review the strategic initiatives and align them with the college's divisions. Each of the vice presidents identifies the initiatives that are under their purview and the specific department within their division. The alignment is compiled on an implementation chart that is reviewed periodically at PC meetings.

Aligning operations with the institution's mission, vision, values

The college's 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. College leaders use the strategic planning process to set a direction that is in alignment with our mission, vision, values and our commitment to high performance. College planning and budgeting is based on a sound understanding of current capacity while anticipating possible fluctuations in revenue sources. These efforts are the key to planning and managing within an environment of fluctuating state support.

The Strategic Planning Committee (SPC), which is comprised of administrators, faculty and staff members, gathers data from internal and external stakeholders and develops recommendations for annual goals based on priorities in the existing strategic plan, continuous quality improvement objectives and other identified needs. These recommendations are sent to the PAC and ultimately the PC for review and adoption.

Following the creation of the strategic plan, the college's divisions and departments are encouraged to use the Progress Center to map (align) their work to the college's strategic initiatives. Creating, implementing and reviewing operational outcomes is part of an annual cycle. The SPC reviews Progress Center alignments to the strategic plan twice per year and shares updates with the PAC. Department goals/outcomes are set on an annual basis and resource allocations are made to support these goals. The academic deans and Provost's Council review program and department assessment of student learning on an annual basis as part of their work in support of college goals. Progress indicators in our strategic plan help us assess whether our strategies are leading to achievement of our priorities which support our mission. *[5.C.2]*

Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency

The PAC is the primary advisory body for strategic planning and continuous quality improvement activities. Each of the four administrative divisions and several departments are represented on the PAC, including a mix of administrators, faculty, staff and students. This large planning body has a membership that rotates on a staggered and regular basis, helping to ensure that there is an effective structure in place for planning endeavors and the coordination of continuous quality improvement activities. In addition, the college uses its structure of advisory and standing committees as seen in Figure 4P2-2, which also includes VPAAC and the Provost's Council, to align efforts and ensure ample contribution and collaboration during the strategic planning development phase. Regular meetings of all advisory bodies are scheduled throughout the academic year to engage committee members in dialogue and review, goal setting and evaluation. *[5.B.3]*

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats

The college uses the SOAR model for strategic planning to provide for the full involvement of its administration, faculty, staff and students in reviewing our strengths, opportunities and in identifying any internal weaknesses or external threats. During the planning phase, the PAC will meet to review and dialogue about the environmental scan and to identify opportunities and strengths as indicated in Phase 3 as seen in Figure 4P2-1. The PAC uses a collaborative model of dialogue to brainstorm ideas on each of these areas. This is immediately followed by a large group "report out" to capture ideas and to summarize. We then use a Nominal Group Technique to narrow our focus and identify priorities. *[5.C.4]*

The PAC and the SPC members are knowledgeable about the internal and external environment. Regular meetings help to provide ample opportunities to discuss any issues that may impact the college taking into consideration the present level of enrollment, funding, economy and other internal and external environmental factors. The SPC takes the lead in developing an annual review of accomplishments related to the strategic plan and annual goals. This report serves as a review of work achieved and an opportunity to identify any gaps. Each year, Lakeland updates our environmental scan as part of our planning processes to learn about emerging factors, trends in technology, demographic changes in the local and commuting radius, as well as global trends. *[5.C.5]*

Creating and implementing strategies and action plans that maximize current resources and meet future needs

Lakeland's mission and strategic plan are reflected in organizational priorities, utilization of resources and developing 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.

Each year, the SPC recommends annual goals to the PAC and the PC that are strategic initiatives from the strategic plan. They also include any current needs that were not included in the plan. With rapid changes in the economy and other demographic and social changes, this helps to ensure that the college is always scanning the environment to address issues. After the annual goals are approved by the Board of Trustees, the PC meets to review the goals and assigns responsibility for accomplishing the goals within the appropriate divisions. Divisions and departments are encouraged to use the Progress Center (an online platform) to create, track and monitor operational outcomes. Outcomes are aligned to the strategic plan and annual goals. Action plans are created to address a specific internal target and external benchmark, if applicable. *[5.C.1]*

The college continually monitors levels of current resources and future needs as we link strategy selection and action plans. Figure 4P2-3 shows the process for creating and implementing strategies 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. *[5.C.1, 5.C.4]*

Outcomes/measures tracked and tools utilized (e.g. achievement of goals and/or satisfaction with process)

The college uses several tools for communicating, planning, implementing and reviewing the institution's operational plans. The college's divisions and departments are encouraged to use the Progress Center to create, track and monitor operational outcomes. Outcomes are aligned to the strategic plan, and annual goals and action plans are created to address a specific internal target and external benchmark, if applicable.

The college administers the Lakeland Employee Survey every other year to gather feedback on the strategic planning process to determine if adjustments to the process are needed to provide more effective ways to gather employee input and engage them in the development of the plan. The survey includes questions that help to measure the college's strategic planning initiatives. The results are compiled in a report that is shared with the campus. The results for the survey questions related to leadership are shared with the PAC and the SPC, where the targets are reviewed and established for future survey administrations.

The SPC is tasked with monitoring strategic plan progress and providing updates to the PAC. This work is accomplished using a balanced scorecard and an annual implementation report.

4R2 results for communicating, planning, implementing, and reviewing the institution's operational plans

The Lakeland Employee Survey was administered in fall 2016 and spring 2018. The survey was sent to 926 employees in all classifications. Survey questions related to planning (employee involvement in the process) received 346 responses in 2016 (37.4 percent response rate) and 261 responses in 2018 (28.1 percent response rate). Figure 4R2-1 shows the results for Survey Question #13b for 2016 and 2018, along with a target for the measure in future administrations of the survey. The 2016 rating of 3.88 declined to a 3.57 rating in 2018, which moves us away from our target of 4.0 for this measure.

Lakeland's balanced scorecard has been a work in progress for several years as we continue to customize it to help evaluate actuals against our targets and benchmarks. Figure 4R2-2 shows Lakeland's current format for the balanced scorecard and relevant key progress indicators. The balanced scorecard is a very concise tool to help us see how we are making progress with the achievement of our targets. It includes both internal targets and external benchmarks, when available, for each of our key performance indicators. We currently have a mixed status of our key performance indicators (KPIs) including meets or exceeds targets, approaching targets and below targets. Overall, the college is making progress and is on course to achieve all of its targets. We will continue to use these tools to evaluate the results for our various initiatives and interventions.

The Strategic Plan Implementation Report (Figure 4R2-3) is an annual implementation report initiated at the end of each fiscal year and presented to the Board of Trustees in early fall for their review. It is also posted on myLakeland so we can communicate the achievements with all employees and archive it for reference. It is a narrative tool to capture the work that is accomplished each year.

4I2 Improvements

Lakeland will begin developing a new strategic plan next year. We will begin our process in the fall and coordinate strategic planning meetings throughout the academic year. We will use the SOAR model as we have in the past and will seek the best ways to encourage broad participation from employees, students and the community. We have also decided to conduct a formal survey to gauge the effectiveness of the process we use for developing a strategic plan. In the past, this was a SPC agenda item to discuss as an "after action" item, but we think that a formal survey that includes all participants (PAC members and other employees) will help us to identify any areas that may need improvement.

Sources

- Figure 4P2-1: Strategic Planning Process
- Figure 4P2-2: Governance Structure
- Figure 4P2-3: Creating and Implementing Strategies and Action Plans
- Figure 4R2-1: Employee Survey Results for Strategic Planning
- Figure 4R2-2: Balanced Scorecard
- Figure 4R2-3: Strategic Plan Implementation Progress Report
- Strategic Plan

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3 Leadership

Establishing appropriate board-institutional relationships to support leadership and governance

As a public institution under the Ohio Department of Higher Education, Lakeland's Board of Trustees has effectively delegated day-to-day management of the college to the officers of the college, with the authority to execute the Board's policies. Figure 4P3-1 lists the officers of the college as the president, vice presidents and other administrators as may from time to time be so designated by the Board to operationalize its policy decisions. The president is the chief executive officer of the college and the principal spokesman for the college with the Board of Trustees and the community. Other administrators have the responsibility of assisting the president in the day-to-day operations of the college. Their specific job descriptions shall denote the components and operations of the college for which each is directly responsible. One or more members of the administrative group shall be designated to act on behalf of the president in the event of his absence. The executive vice president and provost is the chief academic officer and provides leadership for the academic and student affairs division which oversees faculty as they perform in their academic role at the college. *[2.C.4]*

Establishing oversight responsibilities and policies of the governing board

Section 3354.09 of the Ohio Revised Code defines the power and duties of the college's Board of Trustees appointed by the Lake County Board of Commissioners (six trustees) and the Governor of Ohio (three trustees). At the start of a trustee's term, the college provides an orientation to educate the trustee on his/her obligations: a trustee has a fiduciary duty of loyalty to the institution and must ensure its effective and efficient operation. The independence of trustees is preserved by the fact that they are appointed for staggered five-year terms. They are not compensated for their service which is dedicated solely to preserving and enhancing the institution. As required by the state, college trustees participate in annual ethics training and file financial disclosure statements. Continuing education opportunities are made available to the Board of Trustees through institutional efforts and membership in both state and national organizations. The board is 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. *[2.C.3]*

Lakeland has established policies and procedures that are used in the governance of the college and to engage all constituencies in achieving its mission. These policies and procedures include internal constituencies – the Board of Trustees, administration, faculty, staff and students. All policies must be presented to the Board of Trustees for their review and approval. Once they are approved, they are posted internally for the college. Procedures are also utilized for the effective administration of the college, but they are established at the division or department level, as needed. The college's policies and procedures, as shown in Figure 4P3-2, are reviewed periodically for up-to-date accuracy and revised when necessary by the respective division or department. *[5.B.1]*

The Board of Trustees requires the administration to provide them 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. Board Policy 3354:2-04-03 states that in order for the Board to make required policy decisions, it is essential that data, information, recommendations and reports flow regularly from the administration to the Board. This shall be accomplished through finance, personnel, planning and committee reports and resolutions to the Board. The administration shall make reports to the board as follows: (A) Finance: Included in these reports are the financial report highlights and report of purchase orders, bids and expenditures where approval is required if the cost is $50,000 or more. For informational purposes, the report of purchase orders, bids, and expenditures will also include a listing of purchase orders issued where the amount is $25,000 or more but less than $50,000. (B) Personnel: Included in these reports are the personnel and vacancy reports. (C) Planning: Included in these reports are the annual plans, goals and budgets and any interim progress reports on such matters. *[5.B.2]*

Maintaining board oversight, while delegating management responsibilities to administrators, and

academic matters to faculty

The Board of Trustees meets on average 16 times per year; meetings are open to the public and disclosed to local media. Annually, the Board elects three trustees to serve on the Lakeland Foundation Board of Directors. All meetings are held in accordance with Board Policy Number 3354:2-03-02.The Board delegates the authority to manage the institution to the college's officers. 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). At each meeting of the Board, administrators and faculty provide informational reports to the trustees on their respective areas of management and oversight. The Board maintains a running list of reports of interest, and invites administration and faculty to provide informational reports on their respective areas of management and oversight at each Board meeting. *[2.C.4]*

Ensuring open communication between and among all colleges, divisions, and departments

Our formal organizational structure and the use of cross-functional committees provides channels for multi-directional flow of communication. The President's Cabinet meets regularly during the academic year and includes representatives from all employee constituencies. Our committees have representatives from all of the college's divisions that are charged with the responsibility to act as liaisons on behalf of their colleagues. Meeting minutes are posted on myLakeland portal for anyone on campus to review.

Employees and students receive regular communications through electronic newsletters, the president's weekly musing and various department newsletters. The college also communicates internally through email, myLakeland portal and Knowledge Exchanges. Lakeland allows for free idea exchange through the use of all user emails, which enables employees to send emails to all other employees. We also have a shared drive (H drive) that we use to store information that can be used by departments and committees to effectively communicate and archive their work.

Collaborating across all units to ensure the maintenance of high academic standards

Lakeland's president, through his cabinet, actively engages all internal constituencies in the institution's governance. Lakeland has a shared governance structure comprised of committees and task forces that allow broad participation in significant decisions concerning the operation of the college. Committees and task forces are advisory in nature and make recommendations that are used in decision-making processes. Involvement of administration, faculty, staff and students in setting academic requirements, policy and processes comes through an academic committee structure with committee membership from 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. *[5.B.3]*

Providing effective leadership to all institutional stakeholders

To ensure the administrative leadership of the college preserves the priorities of the institution and safeguards its assets, the Board of Trustees has established, by policy, those items that require regular review, deliberation and/or approval. Board Policy 3354:2-04-03 stipulates that "in order for the board to make required policy decisions, it is essential that data, information, recommendations, and reports flow regularly from the administration to the board. This shall be accomplished through finance, personnel, planning, and committee reports and resolutions to the board," including but not limited to written financial report highlights, investment report, report of purchase orders, bids and expenditures, personnel report and vacancy report as shown in Figure 4P3-3. Additionally, the Board has established priority items that must be reviewed and addressed within each fiscal year: employment reclassifications, faculty requests for long-term professional leave and tenure applications to ensure the ongoing professional development of employees, as well as the academic calendar, tuition rates, annual budget and the Strategic Plan Implementation Progress Report. *[2.C.1]*

The Board sets agendas for its public meetings that reflect the diverse needs of our student body and ever-changing demands on the institution. On a monthly basis, the board hears reports from the academic and student affairs division, as well as student development, and addresses planning and student success matters. The Board has established a long-range planning calendar to consider and adopt other critical items: Strategic Plan (every five years), Campus Master Plan (every 5-10 years), Completion Plan (every two years), Low Enrollment Course Report (every five years), among others. In preparing select reports, the administration ensures that the Board receives stakeholder input by conducting surveys, focus groups and stakeholder interviews in conjunction with our strategic planning cycle. *[2.C.2]*

Developing leaders at all levels within the institution

Leadership development occurs at all levels, and in various formats. Faculty, staff and administrators are encouraged to serve in leadership roles on committees, work groups and action projects and are provided orientation opportunities and continuity binders of best practices to guide them. The Lakeland Faculty Association and Lakeland Staff Association assign term limits for committee members, rotating leadership roles and mandating the continuous development of future leaders. Employees who serve in managerial roles are selected each year to participate in Leadership Lake County or Leadership Geauga County. The college has also begun supporting and encouraging leadership skill development through an annual calendar of professional development opportunities, including on-campus training and webinars available in the Employee Assistance Program.

Ensuring the institution's ability to act in accordance with its mission and vision

According to Board Policy 3354: 2-09-01, 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." As public officials, trustees are required to attend annual training on Ohio Ethics Law and submit financial disclosure statements with the Ohio Ethics Commission, whose duty it is to review trustees' financial interests and college business dealings and notify the college and trustee of any potential conflicts. Trustees are ethically bound to recuse themselves from votes that may represent a personal or professional conflict. Trustees are appointed, not elected, and as such are not unduly influenced by voters, donors or ownership interests. *[2.C.3]*

Tracking outcomes/measures utilizing appropriate tools

The Lakeland Employee Survey is administered every other year. The survey includes questions that help to measure the college's leadership and its impact on the campus. The results are compiled in a report that is shared with the campus. The results for the survey questions related to leadership are shared with the President's Cabinet, where the targets are reviewed and established for future survey administrations.

The college also administers a survey that is sent to the Board of Trustees to gather their feedback related to their role as a board member. The Board of Trustee Survey was developed by Dr. Barbara P. Mink (Austin Community College Board Policies and the Association of Community College

Trustees (ACCT)) and is administered by Lakeland to the Board of Trustees as a self-assessment. Results from the survey are used to develop continuous improvement strategies for Board organization, relations and policies.

4R3 Results for ensuring long-term effective leadership of the institution

The Lakeland Employee Survey was administered in fall 2016 and spring 2018. The survey was sent via email to 926 employees in all classifications. Survey questions related to leadership received 349 responses in 2016 (37.7 percent response rate) and 261 responses in 2018 (28.1 percent response rate). Figure 4R3-1 shows the results for survey question #14 for 2016 and 2018, and a target for these measures in future survey administrations**.** Comparing the 2016 to 2018 results, the survey responses indicate that the college is moving away from its target of 4.0/5.0 for questions related to the current quality of leadership and leadership development opportunities available at the college.

The Board of Trustee Survey was administered by Lakeland Community College to the nine members of the Board of Trustees in fall 2013 and fall 2016 via an email invitation. Nine respondents completed the survey resulting in a 100 percent response rate. Board members were asked to respond to a series of statements based on: "ME" responses indicate how they believe they are personally doing, and "BOARD" responses indicate how they believe the Board as a whole are doing. Figure 4R3-2 shows the survey results in the leadership section from the 2013 and 2016 survey results. The Board of Trustee Survey Results report (Figure 4R3-3) provides a comprehensive evaluation of Board responsibilities which increases awareness of the Board's role in the many facets of leadership at the college. This continues to be an informative tool for the Board to self-evaluate and review the results which has resulted in higher ratings in the past two administrations of the survey.

4I3 Improvements

The college completed an AQIP action project in 2013 that created a process for succession planning and talent development which will enable us to enhance leadership capabilities within our organization. We have been working on creating professional development opportunities to help employees develop into leaders and enhance their skills for the work they do or aspire to do at the college.

Lakeland attended a HLC Strategy Forum in 2017 and developed an action project to develop a leadership academy at the college. We have been working on the development of the project over the past year, focusing on program components that will align with the leadership skill areas that are needed at the college.

Sources

- Figure 4P3-1: Board Policy - Officers of the College
- Figure 4P3-2: Policies and Procedures
- Figure 4P3-3: Board of Trustees Meeting Minutes
- Figure 4R3-1: Employee Survey Results for Leadership
- Figure 4R3-2: Board Leadership Survey Results
- Figure 4R3-3: Board of Trustees Survey Results Report
- Strategic Plan

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4 INTEGRITY

Developing and communicating standards

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 human resources (HR) and/or the 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.

Lakeland 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.

Training employees for legal and ethical behavior

Upon hire, employees are given a copy of the FERPA, HIPAA, and State Law Guide (Figure 4P4-1) issued by the Ohio Ethics Commission (OEC) and, as appropriate for their position, training related to these laws. Training is also provided for the proper use 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.

The nonprofit and public service center at Lakeland sponsors annual training which all college employees are encouraged to attend. This training session is presented by the OEC which promotes ethics in public service to strengthen the public's confidence that government business is conducted with both impartiality and integrity. The Ohio Ethics Law session for Lakeland employees provides timely information regarding restrictions in the Ohio Ethics Law and related statutes that pertain to all public servants, including public employees as well as elected and appointed public officials. The education and communications administrator for the OEC, is a dynamic speaker who makes this important information come alive. Participants learn how to identify and avoid acting on potential conflicts of interest, the definition of public contracts and ethics prohibitions related to public contracts, and what general assistance is available from the OEC to understand and comply with the ethics law and related statutes.

Modeling ethical and legal behavior from the highest levels of the organization

New members of the Board of Trustees attend the ethics training that is offered every year, along with all college leaders. The college’s leadership proposes all new polices which are then approved by the Board. These policies are then posted and adopted, and their visibility on myLakeland helps to ensure the college’s commitment to ensure high standards are the norm. College leaders demonstrate their commitment to following ethical and legal behavior by attending the ethics training course, directing their employees to attend and enforcing the policies and procedures which are applicable to their individual divisions and departments.

Ensuring the ethical practice of all employees

The college has specific policies that communicate the standards for legal and ethical behavior for its employees, including governmental relations, discrimination, harassment, academic freedom, intellectual property and financial practices. These policies apply to all employees and specific procedures are published on myLakeland to ensure easy access and review. The new employee orientation includes a brief overview on ethics and a copy of an ethics booklet, including information on the FERPA, sexual harassment, and appropriate use of college resources. HR takes the lead on using established processes to address any complaints related to affirmative action, sexual harassment and FERPA. *[2.A.]*

Lakeland employees understand the importance of ethics and work to ensure it is reflected in their interactions with other employees, student and the community. This standard is ensured by evaluating this practice as part of the employee performance management review. The college includes questions about ethics in our biennial Employee Survey to help the college leaders to evaluate the ethical climate from an institutional level.

Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff

The college has established policies and procedures related to operations, including financial, academic, personnel and auxiliary functions. These are posted and easily accessible to all employees on myLakeland. The college's vice presidents take the lead in their respective divisions to ensure that all operations within their areas are conducted according to the established policies and procedures. The finance and purchasing departments provide written instructions on the use of the college's financial resources, credit cards and travel. Employees who are issued credit cards are required to confirm their understanding of the college's credit card procedures by signing and returning a copy that is kept on file. *[2.A.]*

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents.

Lakeland operates with a strong foundation to communicate using multiple avenues of print, electronic media, advisory committees and partnerships. Lakeland has a robust website that includes information about programs, requirements, faculty and staff, costs to students, college leadership and accreditation status. All of this information is clearly and easily accessible to the campus and community. Lakeland's marketing department, which reports to the vice president for community and college relations, oversees the external dissemination of information in an effort to maintain the integrity of Lakeland's reputation and brand. The college catalog is updated annually, as well as current information about tuition and fees, program details, including requirements to earn a degree or certificate, suggested programs of study detailing course sequences by semester, and the number of credit hours required for completion. Financial aid information is easily accessible, along with the tuition calculator. The Student Right to Know information is posted and updated annually on the college's website (Figure 4P4-2). Faculty and administrator credentials are included in the college catalog. The college's webpages include information and photographs of college leaders as well as photographs and information about the Board of Trustees. We also include the HLC's Mark of Affiliation on our accreditation webpage. *[2.B.]*

Outcomes/measures tracked and tools utilized

Lakeland administers the Employee Survey every other year. The survey includes questions (Q14, items g and h) that help to measure employee levels of agreement with integrity. The results are compiled in a report that is shared with the campus. The results for the survey questions related to integrity are shared with the President's Cabinet, where the targets are reviewed and established to help define initiatives and to compare with results from future employee survey administrations.

4R4 Results for ensuring institutional integrity

Lakeland administered the Lakeland Employee Survey in fall 2016 and spring 2018. The survey was sent to 926 employees in all classifications. Survey questions related to integrity received 349 responses in 2016 (37.7 percent response rate) and 261 in 2018 (28.1 percent response rate). Figure 4R4-1 shows the survey results for 2016 and 2018, and a target going forward. Lakeland's employees place a high level of importance on ethical and legal behavior. The survey results also reflect the college's increased efforts to offer ethics training at additional settings such as new employee orientation and as a regular item on the professional development training schedule.

4I4 Improvements

Lakeland has recently expanded its new employee orientation to include a longer segment on the Ohio Ethics Law along with a suggested follow-up to complete an online ethics training course developed by the OEC which "challenges the learner to apply knowledge regarding the Ohio Ethics Law, including: conflicts of interest, public contracts, nepotism, post-employment and representation." The training is for state officials and employees and completion of the e-course fulfills the Ohio Ethics Law training requirement under Executive Order 2011-03K.

Sources

- Figure 4P4-1: FERPA, HIPAA and State Law Guide
- Figure 4P4-2: Student Right to Know Information
- Figure 4R4-1: Employee Survey Results for Integrity

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Lakeland acronyms used in the Systems Portfolio]

5P1 Knowledge Management

Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making

Lakeland has several key systems that support the selection, organization, analyzing and sharing of data to support the college in its planning, process improvement and decision-making functions. These systems ensure data is gathered and stored for use in analysis and ongoing reporting when it is needed. These systems, along with their purpose and function, are highlighted in Figure 5P1-1**.**

Lakeland has a comprehensive and frequently updated enterprise resource planning system from the leading provider for higher education systems, Banner by Ellucian. Lakeland's core implementation includes information from student, financial aid, finance and human resources. Administrative technologies has worked directly with many employees and departments to customize reports based on their specific needs. Individualized reporting gives employees the ability to select, run and export reports in real time to help them in their daily ongoing decision-making processes. Employees with the proper role and security authorization have anytime, anywhere access to nearly 1,500 on-demand customized reports through Argos, our primary web-based reporting tool.

Lakeland's institutional research (IR) office takes the lead in analyzing and sharing data to support planning, process improvement and decision making throughout the college. Data is collected, analyzed and developed into reporting formats and distributed through email or posted on the myLakeland portal on a regular basis to support instructional and non-instructional programs and services. Employees throughout the college are identified to receive data and/or reports at regular intervals that are specific to their roles. Figure 5P1-2 shows the variety of reports that are prepared and distributed to college leaders and other employees throughout the college. The reports are then shared, reviewed and discussed at meetings of the various college committees that are responsible for academics, planning, shared governance and enrollment.

Determining data, information, and performance results that units and departments need to plan and manage effectively

Requests for data support can be made to IR at any time. Each year, IR sends an all user email to seek and gather requests for institutional data needed to support college goals, division and department goals, and program accreditation. Individual departments are encouraged to make requests throughout the year, as needed, to support their measurable outcomes and help identify ways to improve programs and services. Often, these one-time requests become scheduled reports to be provided on a regular basis because the data is seen as useful and necessary for continuous improvement.

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 substantial amount of comparative data regarding enrollment trends, persistence rates, graduation rates and other metrics that all institutions use regularly to determine if they are meeting the goals aligned to their mission. Statistical profiles of Ohio schools are available on the Ohio Department of Higher Education (ODHE) website and are used for benchmarking. Lakeland's finance department follows the best practices of the National Association of College and University Business Officers, its regional counterparts, and the ODHE. These groups provide valuable comparative data that are useful for college leaders. Comparative data is essential to our college to inform our planning and management. 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.

Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements

The institution provides 24/7 access to data, information and performance results that can be used to assess operational effectiveness, planning and improvements. These are easily available to all employees on myLakeland. In addition, managers can access Banner or Argos reports at any time. IR develops and presents reports to key leaders and groups, such as the President's Cabinet, Planning Advisory Council, Strategic Planning Committee and Vice President's Academic Advisory Council, including enrollment highlights, and survey reports such as the Community College Survey of Student Engagement (CCSSE) Research Briefs.

Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management 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 user IDs and passwords, and all employees complete a Banner security form that details access level, which is determined by supervisors based on the employee's 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 Outlook 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.

Administrative technologies 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 the ODHE, the Higher Education Information (HEI) system double checks the submission for errors. This provides an excellent cross check of data to ensure accuracy.

Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

Administrative technologies uses a variety of tools to monitor and track our systems. IpHost's Network Monitor allows us to set monitors for communication, drive space, processing levels and application status across systems. The monitors prompt the system to automatically alert the college when a system problem is imminent, so it can be addressed proactively to avoid or reduce system down time. We have designed this system to email all network operations personnel and to text alert the on-call phone along with administrative technologies' management.

Lakeland has also fully redesigned our data center, which included adding enterprise size uninterruptable power supplies (UPS), a generator and in-row cooling with a hot aisle/cold aisle design. Every aspect of the data center is being monitored, including energy usage of every device along with air and water temperature, using a data center infrastructure management tool called Decathlon by ABB.

Customer Services also uses Blackboard SmartView hosted service desk system for the help desk's ticketing and service management needs including helpdesk, work order ticket tracking, automatic email to work order conversion, knowledge management and service level management. Administrative technologies is implementing a new project and change management system using a hosted tool called TeamDynamix for asset management, change management and software license management.

5R1 ***Results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution***

Comparison of results with internal targets and external benchmarks

For many years, Lakeland's uptime statistics did not compare favorably with nearby educational institutions or general service levels being offered by most cloud services. Over the last decade, Lakeland has aggressively invested in our technology infrastructure. Figure 5R1-1 shows our internal target for uptime for all critical systems is nearly 100 percent of the time excluding scheduled maintenance. We have consistently been meeting that expectation for the last three years.

Our strides in the data center have also prompted us to present our results and management tools to the Ohio Two-Year Colleges Technical Council and the Association of Energy Engineers - Southern Ontario Chapter.

5I1 Improvements

Since our uptime service level is above industry standard, we recently focused our ideas toward aggressive energy conservation efforts by completely redesigning our data center which has resulted in being awarded Lead Silver. As seen in Figure 5I1-1, the Decathlon DCIM monitoring system has helped us achieve a 9,000 kWh reduction in the server cabinet rows and a 2,334 kWh reduction of power usage at the UPS in the three years since going live (January 1, 2013 - January 1, 2016). With the addition of simple containment walls, Decathlon also helped us to permanently turn off a large 10 ton AC unit.

Our current focus is on ensuring the highest levels and best practices concerning data security. Therefore, the college has engaged CampusWorks to perform a security assessment and using their recommendations Lakeland is embarking on a three-year project focused on data security and a privacy assurance improvement roadmap.

Sources

- Figure 5I1-1: Estimated Energy Usage Report
- Figure 5P1-1: Key Systems to Organize, Analyze and Share Data
- Figure 5P1-2: Resources to Support Academics, Planning, Shared Governance and Enrollment

Management
- Figure 5R1-1: Summary Report for Banner Uptime
- Lakeland Acronyms

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2 Resource Management

Maintaining fiscal, physical and technological infrastructures sufficient to support operations

Consistent with our mission to provide quality learning opportunities, Lakeland maintains a sufficient fiscal, physical and technological infrastructure to support operations. The college's finances are sound as shown in Figure 5P2-1. Excluding the impact of pensions, which are provided by the state and for which the college is not responsible under state law, the college has total assets of $157 million, with total liabilities of $110 million. The net position of the college at the end of FY 2017 was $47 million. Total general fund revenue for the year was $56.3 million, with major sources of revenue being state appropriations ($19.6 million), tuition and fees ($17.5 million), and local property taxes ($17.6 million). Due to diverse funding sources, the college is able to focus resources on supporting student success and institutional operations.

Another key component of fiscal health is forecasting the future financial situation of the college. On a month-to-month basis, current financials are compared with the original budgeted amounts by major revenue and expense categories. These variances are researched and presented to the Board of Trustees. Any major negative variances are also addressed by the college's management team and adjustments are made to mitigate further losses. The college also conducts long-term forecasts as part of the annual budget process and on an ad hoc basis throughout the fiscal year. *[5.A.1]*

Maintaining proper staffing levels enables the college to deliver superior educational opportunities. Approximately 82 percent of the FY 2018 total operating budget is dedicated to staffing expenditures, and departments identify their human resource needs to support operations through the budget process. The wide range of position classifications at the college allows leadership to appropriately staff the college to meet the needs of its students.

The college sets its course schedule to support the students' needs and then adjusts employee levels to deliver that schedule. The staff levels change and the mix of full-time versus part-time teaching staff changes based on student needs and enrollment. The number of full-time and part-time positions and expenses by employee type are monitored throughout the year.

The college's annual budgeting process (discussed in more detail below) includes steps where cost center managers and department heads can request funding for proposed capital projects. These requests are reviewed and prioritized. Every year, funds are allocated through the budget process to such categories as building repairs, furniture replacement, equipment acquisition (new and replacement), computer infrastructure, computer lab upgrades and other technology purchases. In this way, the college ensures that its buildings, equipment and technology are maintained at a level that is sufficient to support its operations. *[5.A.1]*

The college's Campus Environments Plan (Figure 5P2-2) was approved by the Board of Trustees, and adopted in 2010 and updated in 2017. The plan guides the college and sets priorities for major construction and renovation projects, including the renovation of science labs, computer information systems labs and data center, and renovation and expansion of the Health Technologies Building as top priorities.

The college completed construction of a new, state-of-the-art data center in 2013. This eliminated problems experienced with the old data center, including system outages caused by inadequate cooling. In 2017, the college also engaged a firm to conduct a comprehensive external assessment of the data center, its operations and the state of technology on campus.

Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs

The college's mission and strategic plan are reflected in organizational priorities 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. The Strategic Planning Committee sets annual goals that guide the budget building process, ensuring that resources are allocated in a manner that aligns with the strategic plan.

Strategic Plan Goal 3 addresses increasing alternative sources of revenue and controlling costs in order to maintain affordability. This goal recognizes 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 the college. *[5.A.3]*

The college recognizes the need to diversify our revenue sources 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, Lakeland passed local tax levies in 2010 and 2011, which helped fund the college for the future. Another way in which Lakeland diversified sources of revenue was to pass a tax levy to support a bond issue in 2015. This was the first such levy ever passed at a community college in Ohio. This levy provides an alternate source of funds for the debt service payments on $40 million in long-term bonds that were sold in 2016, payments that otherwise would have had to have been paid from the college's general fund.

Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected

The college continually takes into account levels of current and future resources when completing strategic planning. After reviewing the strategic plan and the action plans that flow from it, leadership annually assesses and determines the order in which projects should be initiated and completed "keeping in mind the primacy of its educational purposes." The college's goals are realistic in light of our organization, resources and opportunities. Resources are allocated to the highest priority strategies and goals. When resources are limited, attempts are made to find alternative ways to accomplish objectives. The annual budget ultimately passed by the Board of Trustees ensures that the college has the fiscal, human and physical resources and technological infrastructure required to support our operations. *[5.A.2]*

5R2 Results for Resource Management

Summary results of measures

Since 1997, ODHE has measured campus financial accountability based on a composite score derived from three financial ratios. The composite score, which is calculated by ODHE at the end of each fiscal year, can range from zero to five. Figure 5R2-1 shows that over the last five years, Lakeland's composite score has ranged from a low of 2.3 in 2015, to a high of 3.2 in 2013. A score of 1.75 or less for two consecutive fiscal years will place a college on fiscal watch. Lakeland compares its composite score with this benchmark as one way to measure its financial health. Over the last five years, the composite score has remained well in excess of the financial watch threshold with an average score of 2.76. The differences in these scores are caused by fluctuations in results of operations each year.

In three phases, over the summers of 2014, 2015 and 2016, all of the science labs were renovated. This $12 million project was funded with a combination of state capital funds and proceeds of debt issued by the college. All science labs, which were originally constructed in the 1970s, are now state-of-the-art.

The report issued following the comprehensive external technology assessment (Figure 5R2-2) shows that Lakeland's data center ranks in the top five percent of collegiate data centers nationwide.

5I2 Improvements

Although fluctuations in the composite score from year to year are inevitable, the college's goal is to improve its composite score in future years, and to work to attain an average score of 3.0 going forward.

Sources

- Figure 5P2-1: Financial Statement for FY 2017
- Figure 5P2-2: Exterior Master Plan
- Figure 5R2-1: Financial Ratio Analysis
- Figure 5R2-2: Technology Assessment Report
- Strategic Plan
- Strategic Plan (page number 5)

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P3 Operational Effectiveness

Building budgets to accomplish institutional goals

Lakeland has a well-developed process for budgeting, monitoring expenses and maintaining financial stability. The steps in the process are outlined in Figure 5P3-1.

The process begins in January with the setting of annual goals by the Strategic Planning Committee. These goals guide the process. The cost center managers develop operating and capital budget requests consistent with the goals, then forward them to their vice president for review. A detailed budget is provided to the Board of Trustees and the leadership team. The budget includes financial trends for all aspects of the college, revenues and expenses, capital plans and resources available, positions filled, auxiliary operations and benefits. The process culminates in late spring when the budget is adopted by the Board of Trustees.

Monitoring financial position and adjusting budgets

The college monitors its financial position by closely tracking its financial reserves. Board Policy 3354:2-10-13 Guidelines for Financial Reserves mandates that the college retain minimum reserve levels on its unrestricted funds. Any use of reserves requires board approval. Revenue and expenditures are closely monitored and controlled by the budget office to ensure that reserve levels are protected. If revenue is falling short of projections, the college proactively reduces spending so the budget remains in balance.

Board Policy 3354:2-04-03 Reporting to the Board also requires the administration to provide the board with finance, personnel and planning reports, which are compiled and presented by the college administration monthly. The monthly finance report includes comprehensive financial statements, where financial performance is compared both to the budget and to the prior year. All fluctuations from the prior year are explained in detail. Each monthly finance report includes a statement that the college is in compliance with the policy on reserves. *[5.A.5]*

The college budget also includes various contingency pools for each division. These pools are used for unexpected expenses or new projects throughout the fiscal year. Setting aside these pools allows for easy budget adjustments mid-year, and for emergency funds when situations arise.

Maintaining a technological infrastructure that is reliable, secure, and user friendly

As part of the its Technology Master Plan, the college has the following five core values that focus on sustaining the quality and relevance of the academic and administrative technology services provided:

- Modern: Stay current with technology tools and infrastructure while providing for innovation.
- Stable: Apply technology to facilitate teaching and learning, student success and administrative environments in a reliable, secure and flexible environment.
- Integrated: Provide integrated methods and processes to efficiently access college systems.
- Inclusive: Include stakeholders in decisions regarding the acquisition and the responsible use of resources necessary to meet institutional goals.
- Informed: Provide resources to weave technology and information literacy throughout learning environments and in professional activities.

The comprehensive external technology assessment indicated that one area where the college needs improvement is the technology available in its classrooms. As a result, the college is currently undertaking a $1.2 million project to update the technology available in 50 classrooms across campus.

Maintaining a physical infrastructure that is reliable, secure, and user friendly

Lakeland’s facilities management (FM) department is charged with the responsibility of maintaining the physical infrastructure. FM manages projects from minor renovations to new construction. Projects are funded by college funds, state capital appropriations and debt proceeds.

FM maintains a physical infrastructure that is reliable, secure and user friendly through the use of its work order system. Any member of the college community can contact FM to open a work order.

Work orders are generally opened for minor repairs, cleaning, etc.

Lakeland is a leader on a national level for achieving energy efficiency. The college uses a systematic planning and execution process to identify, integrate and continually measure energy conservation projects and processes on campus, consistent with its Energy Master Plan. On an annual basis, the college performs a detailed measurement and verification process that reviews and verifies the past year's energy performance. The resulting measurement and verification report is shared with the Board of Trustees.

Managing risks to ensure operational stability, including emergency preparedness

Strategic Plan Goal 3 guides the college 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 leadership team and the Board of Trustees. The model allows Lakeland 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.

Another way in which the college manages risk is through the acquisition of insurance. Lakeland was the founding member of an Ohio community college insurance purchasing consortium that currently has 12 members. The college acquires comprehensive property and liability insurance coverage through the consortium at attractive rates.

The college is 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 the Office of Management and Budget (OMB) Circular A-133, and a compliance audit that tests compliance with applicable provisions of state laws and regulations.

Lakeland has its own police force, emergency management plan and crisis management team. This helps the college create and maintain a safe and secure environment for our students and employees. Campus police patrol the campus in addition to monitoring security cameras strategically positioned throughout the campus. The police department provides campus-wide training for employees and students to help educate, inform and prepare them, in the event of a crisis situation. The police department uses the School Messenger system to provide voice, email and text message alerts to members of the college community.

5R3 Results for Operational Effectiveness

Summary results of measures

As seen on Figure 5R3-1, the college's reserves over the last five years have ranged from a low of $12.08 million in 2013 to a high of $12.77 million in 2017.

Recent examples of applying the Technology Master Plan to maintain the technological infrastructure include an upgrade to the servers for the surveillance camera system and the move to the cloud with email migrating from IBM Notes to Microsoft Outlook.

Upon completion in spring 2018, the classroom renovation project will result in faculty having access to the latest classroom technology available in 50 classrooms. This will have a positive impact on teaching and learning.

During fiscal year 2017, 5,850 work orders were generated, with 5,572 completed and closed. This represents a completion rate of more than 95 percent.

The results of the college's Energy Master Plan can be seen in Figure 5R3-2. The college is a leader in higher education nationally in energy conservation, and was awarded the Bellwether Award by the Bellwether College Consortium in the Planning, Governance and Finance category for its energy conservation program.

The college has an excellent track record for achieving clean audit reports in all areas. Through the insurance purchasing consortium, Lakeland has expanded its insurance coverage while reducing the overall cost of insurance.

Comparison of results with internal targets and external benchmarks

The benchmark for financial reserve levels is the required minimum level as set by Board Policy 3354:2-10-13 Guidelines for Financial Reserves. Over the last five years, actual reserves exceeded the required minimum level by at least $3.95 million. The excess reached a high of $4.94 million over that same period.

Interpretation of results and insights gained

The college's financial reserves vary from year to year based on each year's operating results. However, the college remains committed to maintaining financial reserves at a level adequate to fulfill its mission.

5I3 Improvements

To further enhance the FM work order process, the college has acquired and recently installed new software from School Dude. The new system will improve the work order process by:

- Allowing submitters to enter work orders online.
- Allowing users to check on the status of a work order at any time.
- Providing enhanced information gathering and report generation.
- Providing the ability to use personal technology (iPads and smart phones) with the system.

The college continues to implement energy saving measures with each capital project it undertakes. When the new addition to the Health Technologies Building opened in January 2018, the college's energy consumption decreased, even though almost 82,000 gross square feet of new space was added to the physical plant.

Sources

- Figure 5P3-1: Annual Budgeting/Planning Calendar
- Figure 5R3-1: College Reserves
- Figure 5R3-2: Energy Master Plan Results

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

[Lakeland acronyms used in the Systems Portfolio]

6P1 Quality Improvement Initiatives

Selecting, deploying, and evaluating quality improvement initiatives

Lakeland's Planning Advisory Council (PAC) and AQIP Coordination Committee are responsible for selecting, deploying and evaluating quality improvement initiatives. These two groups lead the effort in building the Continuous Quality Improvement (CQI) culture and infrastructure at the college. Working in collaboration, they developed a series of processes to ensure consistent practices are used, tracked and measured.

The process begins each fall with a review of prospective initiatives which are generally identified from our strategic plan, annual college goals or the Systems Appraisal Feedback Report. The PAC which meets four times each academic year, devotes a portion of each meeting agenda to discuss any planning related issues.

In addition, employees are encouraged to bring forward to their supervisor any process changes that they believe would improve the efficiency or effectiveness of their area. Department supervisors evaluate and implement this work at the department level. If the process involves other areas of the college, the project is proposed to the AQIP Coordination Committee for consideration.

After considering all initiatives, the AQIP Coordination Committee develops consensus on a project to recommend to the campus for feedback. An email is then sent to all users to gather employee feedback on the prospective project and capture any relevant points that might enhance the project.

A program and evaluation plan (logic model shown in Figure 6P1-1) is developed for any proposed project presented to the PAC along with a summary of campus feedback for the project. The plan is necessary to define and communicate the scope of the project and the resources that would be needed.

The president and President's Cabinet select improvement projects that align with strategic priorities, especially in consideration of available resources. Once selected and approved by senior leadership, the vice presidents implement approved initiatives in their respective divisions. A vice president serves as the project champion and selects a project chairperson who is the college's subject matter expert for the scope of work. The chairperson reviews the program and evaluation plan to determine which employees to invite to serve on the team. Employees whose work at the college is aligned with the scope of the project will generally be asked to join the team. Team meetings are held to accomplish the work (outputs) defined on the program and evaluation plan.

Figure 6P1-2 shows the steps of this process as it relates to the Plan-Do-Check-Act model of continuous quality improvement. In addition, Lakeland developed a guide for AQIP/CQI teams to initiate and develop their project (Figure 6P1-3). This document is a compilation of best practices that have worked well for teams at Lakeland over the past 10 years. It is also used in the orientation provided for new action project team co-chairs so they can benefit from the experience of previous action project teams.

An evaluation of projects occurs at the end of the academic year. The AQIP Coordination Committee sends the Action Project Team Member Survey to all team members who have served on action project teams during the past academic year in order to gather feedback and evaluate the success of the project, attainment of goals, outcomes, leadership best practices, etc. The results of the survey are then reviewed by the AQIP Coordination Committee to determine any actions that may need to be taken to improve the process. To help in evaluating the college's quality improvement initiatives and processes, we added a question (Q15) to the Lakeland Employee Survey to help determine how effective we are at increasing awareness of AQIP as we seek to engage the campus community in quality improvement initiatives. The Lakeland Employee Survey is administered every other year.

Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums

The AQIP Coordination Committee takes the lead role in updating and preparing the Systems Portfolio, developing and supporting action project teams, preparing for comprehensive quality review visits, and preparing for and participating in Strategy Forums. The committee uses a project chart (Figure 6P1-4) to stay on track and plan for upcoming AQIP events. The chart is stored on a shared drive so it is an easily accessible and visible tool to reference as we work through the AQIP eight-year cycle.

The committee's ongoing work includes monthly meetings to review upcoming AQIP requirements and to coordinate the work in accordance with our established processes and time frames. Because CQI and action projects are an ongoing requirement and require coordination and management, we use a separate Gantt chart to track our AQIP/CQI action projects which helps the committee to keep track of the project dates and to plan for future projects.

6R1 Results for Continuous Quality Improvement Initiatives

Lakeland administers the AQIP Action Project Team Survey every spring semester. The survey is sent to all action project team members who served on a team during the academic year. In 2018, seven responses were collected from 14 team members who received the survey via an email invitation, resulting in a 50 percent response rate. Figure 6R1-1 shows the survey results for the past few years. The college consistently meets our target of 4.0 on a 5-point scale for all survey questions related to the work of the team.

The Lakeland Employee Survey was administered in fall 2016 and spring 2018. The survey was sent via email to 926 employees in all classifications. Survey questions related to quality improvement initiatives received 338 responses in 2016 (36.5 percent response rate) and 254 responses in 2018 (27.4 percent response rate). Figure 6R1-2 shows the results for Survey Question #15 for 2016 and 2018. The comparison of the two years shows a slight uptick in one data point and slightly lower ratings in two data points, indicating that awareness of the college's processes for quality improvement initiatives has not substantially increased in the past few years as we strive to move toward our target of 4.0. Although we have regular communications about the various CQI initiatives on campus, we are not sure that employees always make the connection between CQI and accomplishments.

6I1 Quality Improvement Initiatives

The AQIP Coordination Committee reviews the results of the Lakeland Employee Survey after each administration. In the past year, we spent some time strategizing on ways to increase awareness of our quality improvement initiatives and all AQIP activities. We are looking at various opportunities, modes and venues to enhance our campus communications throughout the academic year. We are planning to develop a new logo to accompany AQIP updates as a way to brand AQIP at Lakeland. We are also going to increase our ePost announcements with newsworthy items about AQIP, including more details, such as including the team members who are involved. We think the addition of names and photos will add a personal factor and draw greater attention to AQIP activities. We will also continue to celebrate AQIP and CQI initiatives at Lakeland with our post-project personal candy deliveries to team members. Our custom candy label is both a thank you and a plug for reinforcing the value of CQI. We also updated the best practices information we use during our orientations for new action project team co-chairs to include our use of the logic model for measuring outcomes. Another initiative that we are presently considering, is the development of a CQI workshop or adding a component on CQI to our proposed supervisory/managers training series.

With the phase out of the AQIP accreditation pathway, we will be seeking new ways to maintain and improve our culture of continuous quality improvement.

Sources

- Figure 6P1-1: Logic Model
- Figure 6P1-2: Process for Quality Improvement Initiatives
- Figure 6P1-3: Managing AQIP Action Project Teams
- Figure 6P1-4: Lakeland's AQIP Pathway on 8-Year Cycle
- Figure 6R1-1: Action Project Team Member Survey Results
- Figure 6R1-2: Employee Survey Results for Quality Improvement Initiatives
- Lakeland Acronyms
- Strategic Plan

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2 Culture of Quality

Developing an infrastructure and providing resources to support a culture of quality

The culture of quality is supported and sustained at Lakeland by our formal infrastructure of committees and councils that meet regularly to ensure academic and administrative matters are being reviewed and addressed. The PAC and the AQIP Coordination Committee take the lead in sustaining our culture of quality. Both advisory bodies meet on a regular basis to review the work that is being done to support CQI, review and discuss ongoing projects, and plan for future projects.

The college has a well-established shared governance committee structure which provides all employees with an opportunity for participation. Because quality begins with a shared understanding and support of the college's mission, all committees are required to have their own mission statement. Committees are expected to spend time each year setting goals and identifying measurable outcomes that align with their respective mission, purpose and function. This helps to ensure committees are continuously working to achieve their objectives and evaluate their accomplishments. They are also charged with the ongoing task of being responsive to the college's priorities, and identifying issues that need to be addressed and worked on throughout the academic year. Committee minutes and reports are shared across the campus through myLakeland. Regular postings and communications help to build a culture of commitment to academic and administrative excellence.

The college's annual budget includes funding for CQI, specifically the work associated with AQIP, and ensures there are sufficient resources (human, fiscal and technological) to support these endeavors. The college's director for organizational development and planning takes the lead in supporting the college's committees, councils and work groups with developing quality processes and developing logic models to create awareness and structure around the relationships, resources and the desired outcomes of various CQI endeavors.

Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations

Ongoing communications are the key to ensuring all employees understand what CQI is and how the college is consistently engaged in CQI initiatives. The college uses email, ePosts and college gatherings to communicate the impact of the college's initiatives, and provide regular updates on what is being planned, what projects are underway, and to promote engagement by extending invitations to join action project teams or to encourage participation in initiatives that address the college's strategic goals. Figure 6P2-1 shows the specific communications we use, the target audience and frequency of interaction to ensure CQI is evident and widely understood.

Each college division/department is tasked with setting annual goals and working on those goals throughout the year. We also support and promote an environment that frequently asks ourselves "how can we do our work more effectively/efficiently?"

At the beginning of each semester, the AQIP Coordination Committee sends an AQIP update report to all employees via email. This report summarizes the current work and accomplishments of the action project teams. At the end of each fiscal year, the Strategic Planning Committee takes the lead in developing a report that summarizes all work that has been accomplished at the college toward the implementation of the strategic plan and the annual goals. Each division is given the opportunity to contribute to this report which is finalized and presented to the Board of Trustees for their review every fall semester. *[5.D.1]*

Ensuring the institution learns from its experiences with CQI initiatives

Lakeland uses surveys and regular reviews of feedback to ensure that we learn from our experiences with CQI initiatives. Several years ago, we developed a feedback survey to send to AQIP action project team members (as described in 6P1 and 6R1). The survey is administered on an annual basis for all projects that are underway during the academic year. We have been able to make effective changes based on the feedback received, and we believe our action project teams and the entire college is better positioned to be successful because of the improvements.

In fall 2016, the college initiated a Lakeland Employee Survey that will be administered every other year. The survey is sent to all employees and asks for their feedback related to the college's processes as defined in Systems Portfolio categories 3, 4 and 6. We are specifically asking for ratings and comments on the components in each process. The survey results will be shared with the entire campus each spring, and the PAC and AQIP Coordination Committee will specifically review the results for Category 6 so they can gauge the effectiveness and impact of the college's CQI initiatives.

Both committees also serve as a focus group to generate ideas to promote CQI institutional culture and operations.

We also initiated a focus group feedback component to our action projects and other CQI endeavors as they are nearing completion. The respective teams schedule time to reflect on the project experience and determine if there are any issues that need to be addressed or if there are best practices that can be shared in consideration of future operational endeavors. In addition, all action projects or processes that are developed must be assigned to a home department when they are completed. The person or office that houses the action project or process ensures that issues are addressed and outcomes continue to be measured and communicated to the campus after the project has ended. The combination of the annual Action Project Team Member Survey, the Lakeland Employee Survey and the focus group feedback review helps to ensure that the college learns from its experiences by measuring the effectiveness of the work that has been accomplished, reviewing the findings and feedback, and then determining where and how to make any improvements to ongoing processes and institutional areas. *[5.D.2]*

Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution

The PAC is the primary advisory group for reviewing, reaffirming and communicating the role and vitality of the AQIP Pathway at Lakeland. Most of the work is carried out by the PAC's AQIP Coordination Committee which meets monthly to review, plan and support all activities related to AQIP, including preparing for Strategy Forums, developing and monitoring the Systems Portfolio, establishing and managing action project teams, and preparing for visits.

Because the processes in the Systems Portfolio are central to the college's continuous improvement efforts, Lakeland has established ongoing Category Work Groups (Figure 6P2-2) for each section of the Systems Portfolio. The work group members are those employees who have primary responsibility for the processes within each of the categories. Work groups meet at least once per semester and ensure processes are up to date, measures are being reviewed by the appropriate groups, and plans are underway to address any needed actions and to set future targets.

Work group champions, who are members of the AQIP Coordination Committee, provide ongoing updates about the status and accomplishments of the work groups at monthly meetings. Any issues or concerns can be addressed at that time to ensure that everything is moving along without delay.

6R2 Results for Continuous Quality Improvement to Evidence a Culture of Quality

The Lakeland Employee Survey was administered in fall 2016 and spring 2018. The survey was sent to 926 employees in all classifications. Survey questions related to culture of quality received 339 responses in 2016 (36.6 percent response rate) and 254 responses in 2018 (27.4 percent response rate). Figure 6R2-1 shows the results for Survey Question #16 in 2016 and 2018. The 2018 results show a decline in the ratings for these three measures and the college is moving away from the target of 4.0. As these survey questions are assuming some awareness of actual work being done in this area, it appears there may be a perception that there are less structures, resources and activities from employees who are not regularly engaged in these efforts.

Lakeland's AQIP Update Reports (Figure 6R2-2) during the past academic year document the college's summary of accomplishments. These reports are supplemental to the Strategic Plan Implementation Report which also includes over 30 pages of work accomplished toward institutional objectives (see 4R2).

6I2 Improvements to the Quality Culture

The results of our latest Lakeland Employee Survey show that we are still striving to reach our targets. We will continuously seek ways to better communicate with all employees about the college's commitment to CQI. As excellence is one of the college's core values (ensuring high quality services and learning opportunities through assessment for continuous improvement), we highlight all core values with new employees during the onboarding experience, and we encourage all departments to review and consider them in any unit planning. Lakeland will begin its next strategic planning development meetings in 2019 with a comprehensive review of the feedback that is received from the 2018 Systems Appraisal Feedback Report, and will incorporate any feedback into our new plan, along with an ongoing strategy to enhance our CQI culture. The PAC will begin reviewing the feedback as soon as it is available to incorporate any suggestions into our annual planning cycle.

Throughout our AQIP journey over the past 12 years, we have purposefully embedded CQI into the fabric of our institution. Although the AQIP pathway will soon cease to exist, our culture of quality has been institutionalized and will remain at the core of what Lakeland does to serve its students and the community. Our commitment to CQI will continue going forward.

Sources

- Figure 6P2-1: Specific Communications Ensuring CQI
- Figure 6P2-2: Systems Portfolio Work Groups
- Figure 6R2-1: Employee Survey Results for Culture of Quality
- Figure 6R2-2: AQIP Update
- Strategic Plan