AQIP
Systems Portfolio
2012
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Lake Erie College

Originally founded in 1856 as a women’s college, today Lake Erie College is a co-educational, not-for-profit, private, dynamic and progressive institution of higher education offering 37 undergraduate majors and 27 undergraduate minors, as well as Master’s programs in Business Administration and Education. Grounded in the liberal arts, the College enrolls over 1,200 students of all ages and is nationally recognized as a College of Distinction. Located in Painesville, Ohio, 30 miles east of Cleveland, the College’s historic campus is comprised of 53 acres and 18 buildings. The George M. Humphrey Equestrian Center, located five miles south of campus in Concord Township, is comprised of 86 acres, barns that accommodate up to 95 horses, a 700-seat arena and a newly constructed learning center housing three state-of-the-art classrooms and a lab. Lake Erie College is moving towards recognition as a leading comprehensive institution in the region.

As part of the dynamic change occurring at Lake Erie, the College embarked upon a strategic sports initiative, which incorporates the addition of 11 sports teams, including football. The institution’s athletics program has now grown to include 23 men’s and women’s teams. Our newly chosen path of Division II NCAA sports programs, and acceptance into the GLIAC in 2010, also contribute to the “real change” experienced on campus. This initiative was begun in 2006 as part of the overall effort to increase undergraduate enrollment and gender equity on campus.

This dynamic change has led to major enrollment growth over the past three years, accompanied by an increase in the average GPA, and ACT test scores, of students entering our undergraduate programs. The College has grown from just over 750 undergraduate degree-seeking students, in 2008, to a 939, in 2012. Another 167 students are enrolled in graduate level courses and many more take advantage of professional development courses. The institution has seen substantial growth in the science fields with program enhancement designed to support future development in health fields. The College has shifted focus on increasing enrollment in its graduate programs from the use of cohort groups at local businesses to hosting the Parker MBA program at Holden University Center at Lakeland Community College. This partnership offers an affordable and convenient way to earn a graduate degree. The creation of additional masters programs will increase the College’s graduate degree offerings.

Our full-time faculty is at a current level of 45 full-time employees, and adjunct/part-time faculty on campus is about 75. In addition, staff support in all other areas of the College is at 114 full-time and 48 part-time as reported to IPEDs last year.

Remaining true to our liberal arts tradition, the College community strives to embody our recently revised institutional Mission, a product of our first AQIP action project:

“In the context of a long liberal arts tradition, Lake Erie College provides distinctive undergraduate and graduate programs that prepare students to meet career and life challenges as educated and responsible citizens of local, national and international communities”.

A strategic plan, *Strategic Directions*, for the College was developed in 2010. This document was developed to guide the institution’s planning processes. The current plan has been updated and will be under revision in 2013 as we move into the development of our next strategic plan.

Evidence of our commitment to the greater community is shown through our relationships built with the P-16 initiative, through collaboration with local school systems, our offerings of a community Tax Clinic, Equestrian shows, and continued internship offered by the Center for Entrepreneurship, to name a few. Most recently we have been acknowledged as a Military Friendly School after establishment of the Veteran Education and Transition Support (V.E.T.S.) Program. Further our student support services continue to be strengths for the College. The Academic Learning center has expanded to offer a Math Lab and Writing Center, the Student
Success Center now offers expanded wellness programming, and Student and Res Life continue to provide strong co-curricular programming for all students.

Reflecting on our Systems Appraisal Feedback Report of 2009, the institution has embarked on a variety of quality improvement projects. Using the AQIP Action project process as the framework for planning and continuous improvement, several action projects during the past four (4) years are highlighted throughout our current Systems Portfolio.

A new centralized planning process, the Procedure for Institutional Strategic Planning, Deployment and Effectiveness (PISPDE), systematically incorporates all institutional planning processes in the context of the institutional mission and strategic plan. This was developed as part of the AQIP Action Project, Create a new campus-wide system to manage AQIP processes. Our Assessment journey has included two separate AQIP Action Projects, Establish a systematic institutional manner of assessment, and Assessment of student learning and program effectiveness - Phase II, in 2010. These have provided a complete set of Curriculum Maps, Assessment Plans, and new Program Review process as noted in the AQIP Action Project Creation of "new" Program Review process. This has provided the institution with the framework and systematic plan for campus wide assessment and data-informed decision making.

As we move forward with the development of our 2013-2016 strategic plan, the institution will review the mission and college priorities based on the current environment, informed by the 2010 Strategic Directions, and PISPDE process. This will provide a strategic view of opportunities available to the College in the current economic climate.

The AQIP Action Project Retention, was developed to explore non-athletic recruitment and retention strategies. A careful analysis of retention indicators has provided substantial information for a target recruitment profile. Enhancement of our Honors program and development of current Learning Communities are two examples of both recruitment, and retention activities to support that target.

To improve both the communication structure and to provide a stronger voice for faculty and staff, the AQIP Action Project Development of a campus-wide governance system provided the development of Faculty and Staff Senates. This structure provided a smoother implementation of assessment processes and Program Review. Additionally the division of majors into “Schools” and clarification of the role of the school Deans also enhanced communication and planning efforts.

To improve all planning processes, the College has created an Office of Institutional Research in Academic Affairs. This was done to provide better data collection and analysis, use of industry standards, and a standardized reporting process that enables all stakeholders to access appropriate information. Additionally a set of peer benchmarks were established to provide more appropriate comparative analysis of our progress.

Challenges we have experienced include moving towards a culture of assessment and planning; a continued economic environment that impacted most small private college budgets; transition in key academic leadership positions; and continued retention concerns. Substantial progress has been made despite these challenges as evidence in our current Systems Portfolio.
Category One: Helping Students Learn

The institution has made significant progress since our last Systems Portfolio. A new Program Review process was completed during the Fall of 2011 (1P4). Every Major program, within the institution, was reviewed with results noted in 1R3. This process provided all academic programs the opportunity to thoroughly explore alignment with mission, institutional characteristics and our strategic plan (Strategic Directions); demand, internal and external; program quality including teaching effectiveness and faculty engagement in scholarship/creative activities and service, curriculum and assessment; facility and resource requirements; growth opportunities and connections to other program areas.

Based on our last Systems Portfolio Feedback Report it was clear that assessment was an area that needed to be addressed. We began the improvement process with an assessment Action Project, Establish a systematic institutional manner of assessment, in 2009. The conduct of the action project enabled us to evaluate, at length, the current culture of "assessment" and various interpretations of "assessment/evaluation". It helped us to develop a general working definition of "assessment" for use in all areas (academic, nonacademic) of the institution. Assessment Audits for every division and department were completed. This Action Project was followed by our second assessment Action Project, Assessment of student learning and program effectiveness - Phase II, in 2010. This resulted in the Curriculum Mapping process and our current assessment plan, including school assessment reviews as noted in 1P2, with evidence shown in 1R2 and 1R3.

New courses and programs, as noted in 1P3, are now developed as a result of information gathered from Program Review, Program Assessment and more clearly identified institutional priorities as part of the College’s Procedure for Institutional Strategic Planning, Deployment and Effectiveness (PISPDE) process (5P2). Additionally the new Faculty Handbook has identified clearer guidelines regarding Program Review, Assessment, and the role and responsibilities the Faculty have in the quality and integrity of the academic mission and vision of the College.

Although our Program Review and assessment processes for the College’s majors are now more comprehensive and systematic, these are relatively new processes and consequently, results data and improvements are limited. However, we now have a clear structure for quality improvement within our academic programs. Current stability within the academic leadership, the new Faculty Senate structure, and the clarification of the role of the School Dean’s, has aided in better communication and collaboration within areas of academic affairs, as well as better coordination and communication across campus. This has provided a foundation for future growth and a framework for continuous improvement.

One of the program areas that remain in need of attention is our General Education curriculum, which will be addressed in the 2012-2013 academic year. Our General Education curriculum is under review as noted in 1P1, with the establishment of the Revisiting common learning objectives Action Project. Although we have some common learning outcomes data, and the framework for curricular revision, both the Program Review of our General Education program and the corresponding assessment processes will require significant attention in the next two years.

The previous feedback report suggested strengths in student support services. During the past four (4) years additional improvements have been made including the movement of the Academic Learning Center to Academic Affairs with the creation of a new Math Lab and Writing Center (1P8, 1P10, 1P15) and the addition of The Veteran Education and Transition Support (V.E.T.S.) Program (1P8). We have also enhanced programming in the Honors Program, and developed a set of Learning Communities (1P10). The new Overarching Development Plan (ODP) process, noted in 5P3, has also provided a systematic mechanism for planning and improvement in all support areas, with results shown in 1R5. Student Services is an area that is not only well aligned with institutional and divisional goals but is also integrated effectively between Academic Affairs and Student Affairs.
Processes

1P1

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

All full-time faculty and deans are involved in the process of setting Common Learning Objectives, either at the school level or through the General Education curriculum review process. The General Education curriculum reflects the College mission.

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The General Education Committee is charged with review of the General Education curriculum, with any changes or updates processed through faculty senate procedures via the Education Policy and Planning Committee (EPP) and faculty vote.

As noted in our most recent AQIP Action Project, Revisiting Common Learning Objectives, the General Education curriculum is under review. The General Education (Gen Ed) Committee is currently reviewing national trends and objectives in general education reform. The current Gen Ed goals, which include: basic proficiency in Composition and Research, Computers and Information Processing, Fundamentals of Public Speaking, Beginning Languages, and Mathematics; critical thinking through an interdisciplinary approach to the liberal arts; the ability to carry out careful analysis of sophisticated texts; an awareness of the foundations of cultures and values, both of their own and those of other societies; experiences with aesthetic forms both in theory and practice; experiences with the principles and applications of scientific inquiry; an understanding of the techniques and strategies appropriate to analysis within the behavioral or social sciences, (see attached) will be reviewed, with any recommended changes forwarded to the Educational Planning and Policies Committee (EPP), and faculty senate according to curricular change policy. Once new goals have been approved, they will be mapped to the existing Gen Ed curriculum to determine appropriate alignment. The Gen Ed committee plan to accomplish the goals of the Action Project are noted in the Gen Ed program Review Process.

Topics of diversity, critical thinking, research and other areas are covered within the Gen Ed curriculum as noted in the attached. Each academic program must also address the following institutional characteristics as part of the Program Review process as described in 1P4.

- Academic Excellence
- Academic Dynamism
- Internationalism
- Commitment to Diversity
- Beneficial Interpersonal Relationships
- Caring Attitude

In preparation for the Revisiting Common Learning Objectives Action Project and a review of the institutional mission statement (5P1), we are examining national trends in Gen Ed reform and current common learning objective dialog. One example is the 2006 AAC&U report, Making an Economic Case for Liberal Education, the author included the following set of skills needed by college graduates. These include effective oral/written communication, analytical reasoning, knowledge skills applied to real world settings, ability to innovate and be creative, etc. Additionally, the ability to locate/organize/evaluate information was also noted.
as one of the items needing increased emphasis. The NACE (National Association of Colleges and Employers) report, **Job Outlook: The Candidate Skills/Qualities Employers Want** describes employers desire for the following attributes: problem solving skills, analytical skills, and communication skills among others. Throughout these reports, the concept of integration and analysis of information appear to be critical to student success after college. Undergraduate research experience supports such integration, analysis, and problem solving. Presentation of results, either written or oral, is also mentioned as a skill of primary importance. The development of these skills, which are ideally shared across disciplines, is linked to items noted in the National Survey of Student Engagement (NSSE). Areas where Lake Erie College shows strength in shared learning outcomes related to those mentioned above will be demonstrated the table in 1R2.

Common School-level Learning Objectives are identified and approved by full-time faculty and deans of each school. These must also be approved by the Education Policy and Planning Committee (EPP). Examples of how schools develop their school-level learning objectives include the following:

- **School of Business**
- **School of Professional and Innovative Studies**

### 1P2

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

Academic Affairs presented a plan to update our assessment and program review process in 2011 as a result of two AQIP Action Projects and follow-up attendance at the HLC Assessment Workshop: **Making a Difference in Student Learning: Assessment as a Core Strategy**. The first, **Establish a systematic institutional manner of assessment**, was created Fall of 2009. The conduct of the action project enabled us to evaluate, at length, the current culture of "assessment" and various interpretations of "assessment/evaluation". It helped us to develop a general working definition of "assessment" for use in all areas of the institution, academic and non-academic. For example, the College created spreadsheets identifying the relevant majors, concentrations and individuals responsible for the oversight (as contacts). The spreadsheets worked coordinating and organizing information. They assisted with developing a divisionally and institutionally shared framework to understand assessment, and the use of a shared "language of assessment". Assessment Audits for every division and department were completed through the efforts of these contacts and through the support of the administration.

The second assessment action project, **Assessment of student learning and program effectiveness** was created in Fall of 2010. This was a follow-up to the first assessment action project and led to the creation of the Curriculum Mapping process. The Curriculum Mapping process, within the **Assessment Plan** was completed by the faculty in all program areas during the 2010 academic year (**assessment status chart**). Standards set by discipline-specific accrediting organizations (i.e., IACBE, TEAC, etc.) or recommended by discipline specific professional associations (i.e., American Mathematical Society, American Chemical Society, etc) were used to guide the process. Consideration was also given to degree level (as noted in the Lumina Foundation Degree Profile guide), the State of Ohio Transfer Assurance Guide, institutional graduation survey / outcomes data, student satisfaction feedback (i.e., NSSE), the institutional Program Review, other higher education organization recommendations (i.e. CIC Value Rubrics), and industry trends. (see examples of completed **math**, **education**, and **accounting** curriculum maps)

Learning Objectives for each of the programs were mapped to the individual courses within those programs. Adjustments were made when it appeared that there were gaps, or when courses or sequences seemed out of alignment with the program objectives.
The findings from the Curriculum Mapping process inform the annual School Assessment Reviews. Now the Dean of each School (along with the Vice President of Academic Affairs, Associate Vice President of Academic Administration and the faculty within the given program) conducts a review of assessment progress for each program within the School on a rotating basis. The rotation must be designed so that each program is reviewed at least once every 3-4 years. Each year, during the annual School Assessment Review, the dean’s review one (1) to four (4) programs (Table 1-1). The programs are required to present their rationale for selecting the assessment priorities for review, along with their findings, within an Assessment Review Worksheet. The worksheet includes: identification of the specific area of review; rationale for the selection; measures used; results; and improvements. Programs are also asked to provide samples of additional measures used, rubrics, data charts, trends, and suggestions for future investigation.

### TABLE 1-1 Assessment Review Rotation Schedule

<table>
<thead>
<tr>
<th>School/Division</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Accounting</td>
<td>Entrepreneurship</td>
<td>Bus. Admin.</td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HR Mgmt.</td>
<td>Finance</td>
<td>International Bus. Marketing</td>
</tr>
<tr>
<td>Arts, Humanities &amp; Social Science</td>
<td>Languages</td>
<td>English</td>
<td>Political Sci.</td>
<td>Languages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychology</td>
<td>Criminal Justice</td>
<td>Fine Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IMDAT</td>
<td>Communication</td>
<td>History</td>
</tr>
<tr>
<td>Natural Sciences &amp; Mathematics</td>
<td>Mathematics</td>
<td>Chemistry</td>
<td>Biology</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Equine Studies</td>
<td>Facilities Mgmt.</td>
<td>Teacher/Training</td>
<td>EQ Entrepreneurship</td>
<td>Facilities Mgmt.</td>
</tr>
<tr>
<td>Professional &amp; Innovative Studies</td>
<td>Middle Childhood</td>
<td>Special Education Adolescent/Y.A.</td>
<td>Early Childhood Adolescent/Y.A.</td>
<td>Middle Childhood Adolescent/Y.A.</td>
</tr>
</tbody>
</table>

Depending on Curriculum Mapping and Program Review findings, the individual Program Assessment Reviews may target a variety of assessments. They may include assessments for all courses mapped to a specific program level objective, all developmental level or capstone courses, or new processes such as portfolio review, etc. Over time, there is an expectation that all program objectives and related programming/processes will be reviewed.

There is also an expectation that learning objectives for all individual courses are assessed, particularly those that are part of the College’s degree or requirements. The findings are to be shared during the Annual School Reviews, as well as individual faculty annual reviews. The course assessment review is not considered as part of faculty evaluation, but rather as a means to continue improving the quality of academic experience for the students. In some cases, updating course curriculum, or adding technology and experiential learning opportunities to enhance the delivery of the stated learning objectives, becomes part of the faculty member’s annual professional development plan.

A variety of resources and tools that the faculty used during assessment development can be found on the College’s Institutional Research & Planning pages of the College website. These include the Academic Affairs Assessment Plan and Guides; the Curriculum Map template and a set of program map samples; tools and resources such as an instructional assessment development power point, Ohio Board of Regents learning objectives, Lumina Degree Profile, and sample assessment review.
How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

New programs and courses are developed as a result of information gathered through the Program Review, including a review of higher education and industry trends, as well as career outcomes data and other related items. Information from the Program Assessment Review, changes in institutional strategic directions and the benchmarking of other institutions are also taken into consideration.

All new course and program requests must be approved by the Education Policy and Planning Committee (EPP) of the Faculty Senate. The approval process includes feedback opportunities from all faculty in the given area, dean recommendation for approval, rationale for change or addition, impact on major/minor and 4-Year Degree Plan, assessment methods, and resource requirements. Most of this information is collected in the Academic Program Introduction or Modification Form.

New program requests also require an extensive review of accreditation considerations, market demand, competition in the field, institutional priorities and an expanded examination of resource needs. An example of a comprehensive new program proposal would include the recent Physician’s Assistant Program’s, which was approved by EPP, Spring 2012.

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

The new Program Review process, a result of the Action Project Creation of “new” Program Review process, requires all programs to demonstrate internal and external demand, program quality (faculty, students, and curriculum), affiliations, assessment, program investments, revenue, efficiency, opportunities for future growth, and impact with a change of resources. Student academic profile, institutional priorities and budget realities are also taken into consideration to insure successful development of new programs. Program Assessment Review also informs the process. A Program Review guide and set of samples of individual program reviews can be found on the Institutional Research & Planning page of the College’s website.

In an effort to provide timely and pertinent information to the Deans and Senior Administration, and ultimately the Board of Directors, the Office of Academic Affairs established and implemented an academic program review process which was completed during the Fall semester, 2011. This is the final report and recommendation, as presented to the Vice President for Academic Affairs for consideration, by the Educational Planning and Policy Committee of the Faculty.

The purpose of this academic program review was to develop a collaborative process to identify and support the core strengths of the College, consistent with the institutional mission, characteristics and strategic directions as outlined in the College’s strategic plan, Strategic Directions 2010-2013, and to guide academic priorities based upon an evaluation of programs. This includes a review of undergraduate academic programs, which lead to an undergraduate major. It did not include the general education requirements, undergraduate minors or graduate programs. Evaluation was based on scoring, using a consistent set of criteria that are intended to characterize the nature and quality of programs.

The need for review arose from a number of factors including the lack of internal processes that lead to a thorough, comprehensive and comparative evaluation of academic programs across all schools within the College. Over the past decade, a critical evaluation of programs has not been completed, leading to a lack of information and guidance related to strategic decision making within the office of Academic Affairs. A second
consideration has been the need in recent years to examine budgets and make cuts each of the past three years in order to assist in balancing the institution’s operating budget. This has been done without benefit of a comprehensive program evaluation.

This process was developed with an eye toward strong correlation between overall scores received by academic programs and the prioritization categories to which programs are assigned, while also considering the number of students majoring in each program. Without this strong correlation and consistency in evaluation between overall program scores and program category assignments, the academic program review process would not be viewed as credible or transparent. There is no doubt that many improvements can and should be made in future attempts at program review and prioritization. Nonetheless, a substantial first attempt was necessary in order to have a baseline from which to measure ourselves moving forward.

A review of numerous academic program review processes from similar institutions, as well as those within the purview of the HLC, was conducted by the office of Academic Affairs. The Indiana State University Prioritization model provided a framework from which to begin and was adapted based on the needs of the College, as well as incorporating concepts from other review processes.

School Reports provide an overall description of the school in which specific programs reside. These reports included important information about the various programs that was not evaluated in the Academic Program Review process. For example, school personnel descriptions are important in understanding context, but typically not meant to be evaluated in the review process.

Program Reports were completed by faculty within the school using templates provided by the Vice President of Academic Affairs and EPP. These templates included data provided by the office of Academic Affairs regarding program specific statistics and were formatted to provide a standardized reporting method. Writers were given instructions regarding page limits and formatting for each section of the report and were asked to provide an explanation of the data provided in each section and to address each criterion in the context of their discipline and their specific program.

Each program report was scored by an independent review team composed of faculty, by the Deans of the schools in which the programs are housed, as well as EPP. Scores generated by these review teams were expected to reflect a consensus-building process that will began with comparison of rates, based on a scoring rubric, given to the subcategories within the program evaluation criteria (strategic direction, demand, quality, potential). Examination of these ratings and discussions among the review teams led to an overall consensus rating for individual criteria. Final program scores were generated as a weighted average of these consensus ratings for individual criteria with weights equal to 20% (Mission & Strategic Directions), 25% (Demand), 35% (Quality), and 20% (Potential), with a total possible score of 100 points per program.

In addition to generating numerical scores for program reports, review teams, the Deans, and EPP had an opportunity to provide written comments concerning various aspects of program reports. It is hoped that these comments will point out things such as when demand for a particular major is very strong, but demand for a specific option in that same major is extremely low. However, these comments are not intended to be the primary factor on which EPP based its final sorting into categories. For a specific program, an overall program score was calculated from the independent review team scores, the dean’s review score and that of EPP x 2 as: (Team + Deans+(2 x EPP)/4).

EPP used the overall program scores, number of students in the major and comments provided by the review teams to assign each program to one or more of the categories listed below:

1. **Enhance**: Programs assigned to this category generally received high overall program scores. Investment in these programs may be identified as a priority to strengthen the academic performance of the College.
2. **Maintain**: Programs assigned to this category generally received medium to high overall program scores. Continued support of these programs, at or near their current resource allocation, is central to maintaining the academic performance of the College.

3. **Review**: Programs assigned to this category generally received medium to low program scores. Programs in this category contribute to the academic quality of the College, but curricular reorganization and/or resource reduction is required for long-term viability or contribution of these programs.

4. **Restructure**: Programs assigned to this category generally received low program scores. Restructuring or eliminating these programs will permit the redistribution of resources to other targeted programs and/or will enhance the academic performance of the College.

5. **Revisit**: Programs assigned to this category generally are those which have been recently implemented or restructured and, therefore, cannot be assessed adequately at this time, but have potential to contribute to the academic performance of the College. A careful review of these programs will be conducted within the next one to three years.

As noted in 1P1 topics of diversity and multiculturalism are identified as part of the Program Review process specifically as it applies to the defined Institutional Characteristics. Degree level and appropriateness of learning objectives are considered during the Curriculum Mapping process as describe in 1P2 using Ohio TAG (which also addresses transferability), Lumina Degree Profile (addressing degree level) and national discipline specific standards. Evaluation of Transfer credit follows the same concepts and is completed by faculty within the discipline. The LEC Course Catalog also provides information on transfer credit, dual credit, etc. Quality and relevance are also captured within the Program Review process. Career outcomes are addressed to some degree within the Program Review process and also noted in 1R4 as part of the Graduation Survey Results.

1P5

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

Significant strides have been made during the last two years in this area. The College’s Office of Student Advising works carefully with Admissions and Registration in order to assess each incoming student’s competency in English, Languages and Math (and if applicable in other areas related to their declared major). As of the summer of 2009, each incoming freshman is pre-registered and placed in a level-appropriate English and Math class during his or her first semester. Those students who have declared a major are, where possible, placed in courses that meet prerequisite requirements for a given major. Students are then actually registered for courses with the assistance of selected members of faculty and staff during six sessions over the course of the summer. Here, further determinations are made as to suitable General Education, Language, or elective courses a student might/should take during the first year of study. The preregistration is then modified accordingly. From that point on, the student may access the registration and change it as necessary.

Criteria for placement in these initial courses are mainly based on each student’s high school or transfer experience. Other criteria that are considered include college placement test scores, and AP credit or scores. National placement tests are administered to incoming freshmen for French, German and Spanish language. Placements are assessed after the first semester based on course outcome results.

The Education Department has its own set of tests and instruments for monitoring preparation and progress towards licensure. These include state Praxis and other exams. The Ohio Board of Education monitors compliance, and is satisfied with the College’s progress towards rigor and excellence. This department might serve as a model for other disciplines where this kind of monitoring of students’ preparation and progress is not mandatory.
Preregistration and registration are affected, recorded and monitored through the College’s Jenazabar EX information system, which incorporates various levels of permissions and authorizations. The system was designed with broad input from faculty and staff. Waivers of any required, or prerequisite course are granted through application to the Registrar’s office and where necessary to the Education Policy and Planning Committee.

Following the initial advising and registration process, students make decisions on curricula through an assigned faculty advisor, in consultation with the Registrar’s and Academic Advising offices. Students may not register without permission (within Jenzabar) from the advisor.

At times, a student and advisor notice that there is inadequate progress towards a chosen major or field of study. Lake Erie College is a small institution which allows for adequate communication between faculty, the Academic Standards Committee, the Registrar’s office and Student Advising to guide the student into an alternative field where necessary. Students are also at liberty to change their majors and minors. Adequate mechanisms are in place to initiate, approve, and record such changes.

Students who enter the institution as “undeclared” or “undecided” are invited to enroll in an Exploration Freshman Seminar focusing on decision making, career development and assessment, majors offered, and other related topics. The Exploration course includes specialized advising and career coaching opportunities as well. (see syllabus)

Students with documented disabilities may register with the Student Success Center and receive tutorial assistance, academic counseling, accommodations as needed, and other services. Staff in the Success Center work very closely with the Academic Advising Center staff to provide seamless support and service delivery.

1P6

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

The College’s website and the Office of Admissions’ recruitment materials provide information regarding major/minor requirements, degree requirements (including General Education), estimated length of study, and related opportunities such as Study Abroad, internships, etc. The College’s Undergraduate Catalog and Graduate Catalog (which are posted on the College’s website, the on-line portal LEO, emailed to students, and offered as a hard copy document by the Office of the Registrar), provides extensive information regarding all degree requirements, pre-requisites and course sequencing. 4-year degree plans for every major are also made available to all current and prospective students via our online portal, LEO. These documents are updated and posted annually. Campus wide expectations of students are also communicated through written documents such the Student Handbook, Student-Athlete Handbook, and the Experiential Learning Handbook. Students also receive a comprehensive introduction to institutional services and programming at New Student Orientations and Extended Orientation.

The Student Success Center, Equine Studies, Academic Learning Center, individual Student Life Organizations and Clubs, Career Services, Alumni Affairs, Fine Arts, and the Center for Entrepreneurship email students, faculty, staff and alumni about upcoming events and services, add posts on Social Media sites, post notices on the Events Calendar posted on our main website, and sometimes add announcements to LEO, our online portal.
1P7
How do you help students select programs of study that match their needs, interests, and abilities?

Academic advising begins during the pre-orientation/registration process. At that time, the student’s academic profile (high school grades, ACT/SAT scores, and placement results) are reviewed. During the pre-orientation process (beginning in the spring prior to fall enrollment), and orientation (held on campus during the summer prior to fall enrollment) students work directly with the Academic Advising Office in selecting the most appropriate courses and programs based on program requirements, placement, and stated interests. All students also have access to career counseling and career development programming. Students who express indecision regarding a major are encouraged to register for the Exploration course (1P5) which provides career development and major declaration assistance through personality, interest and values assessment, career coaching, and specialized academic advising. Learning Communities provide an additional interest based option for incoming freshman.

Career Services is available for one on one career coaching to help students through the career and major decision making process. Often, this will take more than one appointment and students are encouraged to set up follow up appointments to continue the conversation. A new Director of Career Services & Internships started in the Summer of 2011 and has since developed a new theme of “Explore, Connect, Plan, and Achieve”, increased the number of workshop offerings, created additional evaluations to accompany the workshops, added an assessment tool called MyPlan, to aid students in their career search, and added over 50 new employer contacts.

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

Although the majority of our students are capable of successful completion of most of our academic programs, based on incoming student academic profile indicators, the majority of the College’s students are capable of successful completion of most of the academic programs. Nevertheless, the College has spent a considerable amount of time and resources on retention support, including hiring a new Institutional Research Specialist as well as funding for the Writing Center, Math Lab, and Academic Learning Center. After three years of data collection and analysis, a system of tiered student profile groupings was identified and continues to be reviewed. Through this process, varied categories have been identified (see Table 1-2).

<table>
<thead>
<tr>
<th>TABLE 1-2 Tier Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEC Tiers</strong></td>
</tr>
<tr>
<td>1 - ACT 25 &amp; above (DkBlue)</td>
</tr>
<tr>
<td>2 - ACT 21-24 (Purple)</td>
</tr>
<tr>
<td>3 - ACT 19-20 /GPA equal to &amp; above 2.5 (Green)</td>
</tr>
<tr>
<td>4 - ACT 19-20 /GPA below 2.5 (LtBlue)</td>
</tr>
<tr>
<td>5 - ACT 17-18 /GPA equal to &amp; above 2.5 (Gray)</td>
</tr>
<tr>
<td>6 - ACT 17-18 /GPA below 2.5 (Orange)</td>
</tr>
<tr>
<td>7 - ACT below 17 (Red)</td>
</tr>
<tr>
<td>Unknown</td>
</tr>
</tbody>
</table>

Each of these categories suggests risk for different reasons. Consequently, we have also begun looking at aid packages, majors and connections to enhancement program such as Honors and Learning Communities as part of a more global review of retention risk.
An Early Intervention Team provides a variety of proactive services for students who may need additional assistance. The Team is comprised of the Dean of Students, Director of Student Success Center, and Director of Academic Advising, in consultation with the Athletic Compliance Officer, V.E.T.S. Coordinator, and Director of Residence Life. Support services provided include mentoring, tutoring recommendations, academic counseling, and other related accommodations. Both the introductory Math and English courses have a mandatory curricular connection to the Math Lab and Writing Center respectively.

In Fall of 2010, Lake Erie College formed a new Retention Committee to review and analyze current data and practice, and establish a comprehensive retention plan. The committee has been meeting regularly since the fall of 2010 to review retention progress and identify new or additional retention issues. Several policies and processes have been reviewed, updated or created to provide a more accountable system based on institutional data and trends as well as those noted in national research findings. New or updated policies and procedures include the following:

- Update of Admission standards and admission exception policy (approved by Academic Standards Committee)
- Creation of the Accepted Student by Tier Report produced by Admissions (reported monthly)
- Continued funding rationale and assessment plan for the newly created Academic Learning Center, Math Lab, and Writing Center
- Creation of Academic Learning Center services communication plan
- Identification of "at risk" profile tiers for research purposes
- Assessment of tier-based early intervention plan
- Programming and communication plan for students with documented disabilities
- Coordination plan for Student Athlete Study Table
- Hiring and training practices for all retention support staff, tutors, etc.
- Identification of specific retention data fields, reporting needs and reporting schedule
- Creation of Academic Directions Learning Communities
- Update of program plan for Scholars (Honors) Program, and increase scholarship funding for Scholars

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

Students are given the option of noting academic assistance needs on the Application for Admission. Previous services and accommodations documented in high school IEP or similar process are considered by the Director of the Student Success Center and college support plans are developed as appropriate. Students who have not requested accommodations or learning assistance may be monitored and offered support services based on our Student Profile Tier identification process. Tutoring, academic mentoring/counseling and referrals to appropriate support services may also be recommended by faculty and advisors as issues are identified in class or discussed during advising sessions. Further, some courses offer multiple learning assessments which allow students the opportunity to demonstrate their knowledge through more than one format.

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

In order to provide equal access to education for all students, Lake Erie College has a number of services to support all learners. One example is the Student Success Center. It provides pre/post admission counseling and orientation for those students with documented disabilities, as well as ongoing educational and personal
support. The purpose of the Student Success Center is to create and promote an enriched learning environment where all students have an opportunity to fulfill their potential. Students with disabilities are served through the Student Success Center, working in partnership with the Academic Learning Center. These students are provided educational support through tutoring, learning laboratory settings, as well as through personal mentoring and coaching.

The Early Notification System is an inter-campus digital internet communication system that affords all faculty and staff the opportunity to place any student on the “radar screens” of the academic advisor, the Director of the Student Success Center, the Dean of Students, and/or the Director of Athletic Compliance. Issues will then be resolved by the appropriate department to assure that the student is given the opportunity to obtain appropriate assistance as needed.

In 2009 the Academic Learning Center was opened. The Center serves as the hub of all academic tutoring. It includes the new Writing Center, and a dedicated Mathematics Lab. Subject-specific tutoring is available through Tutorial Services and may be requested directly though Lake Erie Online, by email, in-person, or by phone.

Both the Writing Center and the Math Lab take an innovative approach to helping students succeed. Unlike the traditional tutoring format, students are expected to be accountable not only for the work that they produce, but also for the learning process itself. The Writing Center utilizes Writing Assistants trained by faculty in the English program to lead their clients toward becoming more proficient and confident writers. This approach requires the student to take charge of the process and to understand the skills necessary to become an effective writer rather than having the Writing Assistant fix his or her client’s essay.

The Math Lab is available to all students on a walk-in basis. Students may study for tests and complete homework with math tutors who are available to offer assistance and answer questions. Once again, students are responsible for taking the lead in their learning process by identifying a concept that blocks their progress. In this way, students will receive immediate assistance and be able to apply these insights in a hands-on environment. Whether students are receiving assistance at the Writing Center, Math Lab, or through Tutorial Services, a process of structured feedback is in place. Every time a student receives assistance from one of the Academic Learning Center offices, a form is completed that details exactly what concepts were covered and where the student still needs work. These forms are kept on file and copies are sent directly to the instructor of the class for which assistance was provided. In this way, instructors, tutors or Writing Assistants, and students are able to work together to ensure that the student is making demonstrable progress.

Based on research done by our Retention Committee, specialized programming and support are offered to a select group of students identified as being most likely to be retained by the institution. Challenges provided by the Learning Communities and Honors Program, enhance and enrich academic experiences, as well as create a sense of community within the institution.

The Veteran Education and Transition Support (V.E.T.S.) Program, established Spring 2011, assists individuals who have served, or who are currently serving, in the armed forces of the United States of America in attaining their educational goals. This program helps military veterans and their dependents navigate the admissions, academic advising, and registration processes. The V.E.T.S. Program also ensures that this population of students is informed of their education benefits, the community resources available to them, and serves as a liaison between military life and the College experience.
1P11

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

Syllabi are required to include academic integrity policy information and the specific learning outcomes for the course. All courses which have a research component also include an Institutional Review Board (IRB) committee review as necessary.

Through Annual Faculty Review and the annual Assessment Review (noted in 1P2) there are opportunities for faculty to establish professional development plans. These plans may be supported in the following ways:

The Faculty Development and Welfare (FDW) Committee has the responsibility of promoting faculty professional development. The committee reviews faculty proposals for funding of expenses related to research interests including, but not limited to, attending relevant conferences for purposes of presenting research papers, professional society membership fees, and journal subscriptions. As part of the committee’s agenda, they also look at how professional advancement augments teaching.

As part of the application for funding process implemented by FDW in 2010, faculty are asked to complete a form that summarize how their use of professional development funds will further the advancement of the academic community at Lake Erie College in a manner that is consistent with its mission. The FDW committee has allocated funds to purchase webinars on faculty professional development, engaging students in the classroom, rejuvenating professors in mid-career and other topics related to enhancing the quality of education at Lake Erie College.

Sabbatical leave is another option granted to eligible faculty members for the mutual benefit of the College and the person granted the leave. By providing a period of released time for study, research, or other creative activity, sabbaticals enable faculty members to develop areas of academic specialization, to improve their professional skills, to strengthen their teaching effectiveness, and to increase the quality of their future service to the College and to higher education.

The College also supports faculty and staff training related to student learning and effective teaching through the Office of Information Technology. The Information Technology Department provide support and training to faculty and staff on the fair and ethical use of information, as well as training on our Student Information System, use of our on-line portal LEO, and other technology incuding, but not limited to, the use of our SMART Boards, projectors, and digital lecterns.

In conjunction with the Office of the Registrar The Office of Information Technology has offered multiple faculty training sessions related to our online portal, LEO, providing a vehicle for faculty to bring online technology into their course offerings. Other workshops which incorporated the use of media and the internet have supported the increased use of digital imaging, blogs, YouTube, and other resources in the classroom.

The Center for Leadership and Professional Development offers training and development opportunities to faculty, staff and the surrounding community. Faculty and staff have participated in several recent offerings including Crisis Communication: Dealing with the Media, Equine Insurance and Legal Liabilities, Web 2.0, podcasts, and SMART Boards. Faculty have also developed and presented offerings such as Ethics in Forensic Psychology, Local History and the Underground Railroad, Technology and Integrated Media, and Depression and Suicide Prevention.

The Office of Academic Affairs regularly sponsors faculty Brown Bag Lunches, including faculty- led discussions on topics such as assessment, classroom management and decorum, differentiated teaching strategies, and inclusive strategies. The Vice President of Academic Affairs also provided a three (3) credit
course releases to the IMDAT Director to hold faculty training sessions on technology and learning, and to serve as a campus resource.

Faculty actively participate in professional organizations in their disciplines to strengthen their professional skills and knowledge (see list of professional organizations). Evidence of faculty engagement in scholarship/creative activities and service is required as part of the Program Review Process. The following sampling demonstrates the variety of recent activities in which our faculty have been engaged to enhance their expertise in the classroom (with release time and or financial support from the Office of Academic Affairs, FDW, or other professional leadership affiliations and grants):

Dr. Darlene Hall, Associate Professor of History

- Presentation and contribution to anthology Familia and Household in the Medieval Atlantic World

Dr. Mary Kay McManamon, Professor of Marketing, and Dr. Mark Bell, Associate Professor of German and French

- Presentation of “No Exit: Where Management and Literary Studies Meet.” 21st Century Management Conference

Dr. Jennifer Swartz, Assistant Professor of English, Director of Writing Center

- Contribution: Book chapter (Superman in the Contact Zone: Lake Erie College’s Arts Culture and Humanities Learning Community), book review

Dr. Susan Culotta, Assistant Professor of Psychology

- Presentation On Ethics at Ash City Mental Health and Recovery Services
- Presentation of “Empowerment through Advocacy and Community Outreach”. Family and Self, Class and Society: a Conference on Social Justice.

Dr. Tabrina Smith, Assistant Professor of Mathematics

- Presentation of “Algebraic Complements and Ranges of Linear Operators”. Proceedings of the 6th Conference on Function Spaces (and to be published in the Contemporary Math Series through the American Mathematical Society)

Dr. Robert Benz and Dr. Johnathan Tedesco

- Hosted joint meeting of the American Chemical Society and the Society for Applied Spectroscopy on campus
1P12
How do you build an effective and efficient course delivery system that addresses both students’ needs and your organization’s requirements?

The Program Review process (1P4) informs programmatic planning and delivery. Additionally the Registrar uses the 4-Yr Degree Plans, program course rotations, and enrollment data for each program in the planning of the yearly schedule of classes. The Registrar builds a preliminary schedule based on the information noted above and distributes it to the Deans. The Deans in turn provide information regarding technology needs, course location, and other concerns that may not have been identified earlier. The Director of the Success Center makes recommendations and requests for special student accommodations.

Additionally, improvements have been made at the Equestrian Center, providing updated labs for the Equine Studies program. The new Austin Science facility also provides significantly improved lab and classroom space for all the science programs. Renovation of the newly acquired Garfield Building has also provided expanded classroom space, including more technology equipped rooms.

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

The Curriculum Mapping and program review process described in 1P2 requires some level of benchmarking either of Ohio TAGS, the Lake Erie College benchmark peers, national or discipline specific standards. Demand and relevance are assessed through the Program Review process (1P4). Learning outcomes are assessed through the annual Program Assessment Review (1P2)

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

Proposals for changes to the curriculum are typically driven by any of the following factors:

- Requirements of accrediting bodies
- Shifts in student need
- Shifts in the job market
- Developments in technology

Faculty in each department are responsible for ongoing assessment of these changing needs. Their assessments are informed by the program review process, and made with the guidance/oversight provided by the appropriate Dean. The faculty as a whole are responsible for such oversight of general education and graduation requirements; while any one faculty member may propose a change to these requirements, an ad hoc committee may be formed (as in the case of revision of the General Education requirements) to set forth such a proposal for whole faculty consideration.

The faculty committee charged with oversight of program and course development is the Educational Planning and Policy Committee (EPP), the charge of which is, “To develop, evaluate, and revise curricula”, according to the Lake Erie College Faculty Handbook. The committee is composed of five (5) elected members of the faculty, as well as the Vice President of Academic Affairs and the Registrar as nonvoting participants.

The committee meets monthly, on a schedule determined by the current members. When a faculty member or the faculty within a specific department wishes to propose any change to the curriculum, he/she must
submit an established form to the Secretary of the committee. The form requires the following pieces of information:

- The specific action requested (i.e. deletion or addition of a new course, deletion/addition of a new program or major, a change in major requirements, etc.)
- A complete description of the existing program
- A complete description of the modification being sought
- A rationale for the change
- A description of the proposed change’s impact on the major and on the catalog
- A description of the change’s impact on the College’s resources (library, technology, etc.)
- An analysis of demand

The form additionally requires the signatures of the faculty member making the request and her/his Dean or area chair, as well as a statement certifying that all members of the program/department have seen the proposal and offered their input.

The committee then reviews the proposal, determining if any additional information is required, and votes. The introduction of a new course, the deletion of an existing course, changes to a course description or to a course number or title, changes to an existing major, and deletion of a major do not go to the full faculty. However, the full Faculty Senate may revise the recommendation of any committee through a resolution passed by majority vote at a regular meeting duly convened for the following:

- Introduction of a new major or program
- Changes to general education requirements
- Changes to graduation requirements

1P15

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

Support needs are determined by Early Intervention Team assessment, “Early Alert” procedure, counseling and academic advising, careful review of incoming student profile data, faculty feedback and student requests for support. Issues related to physical or mental health, and services related to students having documented disabilities, (such as developing and implementing 504 plans, notifying faculty of required accommodations, etc.) are addressed and remedied by the Student Success Center.

An Academic Learning Center (ALC) was established 2009, putting all academic tutoring services under the charge of the Academic Affairs division. The services are assessed, and a mid-year and annual report is produced to demonstrate program success and needs. The Center has three pieces. The first is the Writing Center, designed to help students in English and other disciplines with initial and subsequent drafts of assigned papers and presentations. The Writing Center is directed by a full-time member of the faculty who has expertise in this area. Peer tutors in the Writing Center are required to take a course in composition theory and pedagogy prior to their employment at the Writing Center. Students enrolled in EN 100 (The Writing Process), our developmental composition course, must visit the Writing Center at least once for every writing assignment as part of their grade. (Placement in this course is based on faculty evaluation of test scores and high school coursework/grades).

The second piece of the Academic Learning Center is the Math Lab which is directed by a professional staff member, staffed by peer tutors (who are hired only upon recommendation of a faculty member in the math department), and overseen by the faculty in mathematics, and. Students enrolled in MT 104 (Basic Concepts
of Algebra) are required to engage in weekly group tutorial sessions at the lab as part of their course grade. (Placement in this course is determined by faculty evaluation of test scores and high school coursework/grades).

The third piece of the Academic Learning Center is general subject tutoring services based on student requests/need. The Coordinator of Academic Advising is charged with taking in such requests, and finding appropriate tutorial support. All tutors must carry a recommendation from a faculty member in the relevant subject area.

Student athletes also have regular weekly sessions with another set of faculty, volunteers and student assistants for tutoring and help with assignments.

Plagiarism, mostly due to ignorance, has been a relatively widespread problem at Lake Erie College. Faculty and staff have discussed the problem many times. Workshops on plagiarism have been given periodically to interested faculty and staff. A plagiarism statement must be included in each syllabus. The topic is also covered in (elective) freshman success courses during the students’ first semester. Still, more needs to be done to educate the students, and to fine tune the mechanisms that are already in place to deal with infractions. The College recently made the decision to invest in Turnitin.com not only as means to combat plagiarism, but also, as a tool to instruct students on responsible and appropriate use of research in their work.

Faculty must maintain at least six (6) hours per week of regular office hours for tutoring, assistance with assignments, and advising. The College has a good reputation among students for access to professors.

The following table (Table 1-3) provides indicators of Instructional Effectiveness as measures by the Noel-Levitz Student Satisfaction Inventory (SSI) survey.

**Table 1-3 SSI Summary - Instructional Effectiveness**

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>LEC 2010</th>
<th>Midwestern 4yr Privates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Effectiveness</td>
<td>5.29</td>
<td>5.38</td>
</tr>
<tr>
<td>3. Faculty care about me as an individual.</td>
<td>5.65</td>
<td>5.39</td>
</tr>
<tr>
<td>8. The content of the courses within my major is valuable.</td>
<td>5.24</td>
<td>5.56</td>
</tr>
<tr>
<td>16. The instruction in my major field is excellent.</td>
<td>5.23</td>
<td>5.52</td>
</tr>
<tr>
<td>25. Faculty are fair and unbiased in their treatment of individual students.</td>
<td>5.27</td>
<td>5.22</td>
</tr>
<tr>
<td>39. I am able to experience intellectual growth here.</td>
<td>5.42</td>
<td>5.53</td>
</tr>
<tr>
<td>41. There is a commitment to academic excellence on this campus.</td>
<td>4.97</td>
<td>5.43</td>
</tr>
<tr>
<td>47. Faculty provide timely feedback about student progress in a course.</td>
<td>5.16</td>
<td>5.14</td>
</tr>
<tr>
<td>53. Faculty take into consideration student differences as they teach a course.</td>
<td>5.97</td>
<td>5.04</td>
</tr>
<tr>
<td>58. The quality of instruction I receive in most of my classes is excellent.</td>
<td>5.32</td>
<td>5.45</td>
</tr>
<tr>
<td>61. Adjunct faculty are competent as classroom instructors.</td>
<td>5.53</td>
<td>5.25</td>
</tr>
<tr>
<td>65. Faculty are usually available after class and during office hours.</td>
<td>5.97</td>
<td>5.56</td>
</tr>
<tr>
<td>68. Nearly all of the faculty are knowledgeable in their field.</td>
<td>5.83</td>
<td>5.74</td>
</tr>
<tr>
<td>69. There is a good variety of courses provided on this campus.</td>
<td>4.49</td>
<td>5.27</td>
</tr>
</tbody>
</table>
The Dean of Students keeps close contact with students, and works with the Student Success Center, staff and faculty to ensure student success and to resolve student grievances of any kind. Every reasonable measure is taken to satisfy students’ needs and to make sure they are making satisfactory progress towards graduation.

The Librarian and Associate Librarian, along with well trained student workers, provide a full range of online and consultative services for research and bibliography procedures. The Library maintains a collection of handouts for specific types of research. Student access to staff, students and services is freely provided through walk-in or by-appointment consultations. The College’s library is small, but has efficient systems for interlibrary loans, and remote access to sources. In early 2012, an ad hoc Library Committee was formed to determine stakeholder needs, benchmark industry updates, and make recommendations to the President’s Cabinet for consideration.

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

Internships, field study, academic travel, undergraduate research or other experiential opportunities are incorporated into nearly all academic programs and are designed to contribute to the overall learning objectives. When offered as part of an individual course, they are assessed as part of the course level learning outcomes. At the program level, these experiences are assessed through either the senior capstone or the career outcomes data gathered as part of the Graduation Survey.

The Learning Communities and Honors Program offer additional enhancements to the academic experience. Although they are not directly connected to any one academic program, they offer additional research and experiential activities that reflect institutional and general program goals (as identified in the Program Review process)

Student Life, Residence Life, Career Services, International Studies and other areas design and promote activities and leadership opportunities that support institutional and program goals. In some cases, there are direct connections to the curriculum through guest lecturers or programming within academic course work.

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

All programs have either a senior capstone experience or final assessment such as the ETS Major Field Test, Praxis, or other assessment mapped to primary program learning objectives. The institution also gathers career outcomes data through the Graduation Survey. Program and individual course assessment (particularly those courses that are required as part of the degree, General Education, courses within the major, etc.) also provide evidence of learning outcomes.

The program review process includes a section defining Program Quality. Here we identify and provide evidence indicative of program quality related to student learning, including patterns of student achievements in discipline-specific contexts such as special honors or awards, publications, presentations; passing rates on professional examinations; proportion of students who are admitted to graduate school and/or employed in a disciplinary field; and so on – as appropriate for each discipline.
1P18
How do you design your processes for assessing student learning?

As described in more detail in 1P2, Program Review and Annual Assessment Review provide a structure for assessment campus-wide. This is managed by the Deans with oversight and guidance provided by the Vice President of Academic Affairs. Faculty are involved through development of program objectives, curricular mapping, gathering of assessment data, and the completion of Program Review documentation (which informs the development of program objectives and appropriate assessments) as noted in 1P2.

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

We measure students' learning and development in a number of ways including options listed below:

- Course evaluations
- Program Review section on Assessment
- Program Assessment Reviews
- Academic Learning Center (ALC) mid-year and annual reports
- Math, English and Language placement analysis
- Math Lab and Writing Center reports
- Individual program Capstones, ETS field test (Business), Praxis (Education)
- Findings of the Retention Committee
- All standard Institutional Research Reports (see list of Recurring Reports)
- Internship placement feedback and career outcomes survey
- NSSE and SSI Results

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

As noted in 1P1, Lake Erie College's common learning objectives (as defined within the general education curriculum, and school or program objectives) include interdisciplinary integration of information, critical thinking and analytical reasoning, and written/oral communication, etc. The table below (Table 1-4) demonstrates effectiveness for some of our common learning objectives as compared to our NSSE defined peers.
Table 1-4 NSSE Benchmark Mean Comparison – Integration, Analysis, and Communication of Information

<table>
<thead>
<tr>
<th>2012 NSSE Effective Educational Practices - Benchmarked</th>
<th>Class</th>
<th>LEC</th>
<th>Great Lakes Private</th>
<th>Carnegie Class</th>
<th>NSSE 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often have you done each of the following? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made a class presentation</td>
<td>FY</td>
<td>2.52</td>
<td>2.48</td>
<td>2.42</td>
<td>2.32**</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>3.11</td>
<td>2.99</td>
<td>2.92*</td>
<td>2.81***</td>
</tr>
<tr>
<td>Worked on a paper or project that required integrating ideas or information from various sources</td>
<td>FY</td>
<td>3.18</td>
<td>3.21</td>
<td>3.21</td>
<td>3.14</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>3.54</td>
<td>3.47</td>
<td>3.45</td>
<td>3.38</td>
</tr>
<tr>
<td>Worked with other students on projects during class</td>
<td>FY</td>
<td>2.56</td>
<td>2.48</td>
<td>2.48</td>
<td>2.46</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>2.63</td>
<td>2.61</td>
<td>2.59</td>
<td>2.61</td>
</tr>
<tr>
<td>Put together ideas or concepts from different courses when completing assignments or during class discussion</td>
<td>FY</td>
<td>2.72</td>
<td>2.75</td>
<td>2.69</td>
<td>2.67</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>2.93</td>
<td>3.02</td>
<td>3.02</td>
<td>2.99</td>
</tr>
<tr>
<td>Applying theories or concepts to practical problems or in new situations</td>
<td>FY</td>
<td>2.88</td>
<td>3.17**</td>
<td>3.08</td>
<td>3.11*</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>3.32</td>
<td>3.33</td>
<td>3.31</td>
<td>3.28</td>
</tr>
</tbody>
</table>

Which of the following have you done or plan to do before graduating?
0 = have not decided/do not plan to do, 1 = Done

Practicum, internship, field experience, co-op experience, or clinical assignment | FY    | 0.13| 0.08                | 0.10           | 0.08      |
|                                                                                   | SN    | 0.77| .55***              | .54***         | .49***    |

Work on a research project with faculty outside of course or program requirements | FY    | 0.10| 0.05                | 0.07           | 0.06      |
|                                                                                   | SN    | 0.42| .21**               | .22**          | .2***     |

Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | FY    | 0.01| 0.02                | 0.03           | 0.02      |
|                                                                                   | SN    | 0.47| 0.47                | 0.38           | .33*      |

Statistical Significance *(p<0.05)  **(p<0.001)  ****(p<0.001)

Rigor and faculty engagement are also important aspects of student learning and are demonstrated by the following NSSE responses (Table 1-5, Table 1-6):

Table 1-5 NSSE Benchmark Mean Comparison - Rigor

<table>
<thead>
<tr>
<th>2012 NSSE Effective Educational Practices - Benchmarked</th>
<th>Class</th>
<th>LEC</th>
<th>Great Lakes Private</th>
<th>Carnegie Class</th>
<th>NSSE 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much reading and writing have you done? 1 = None, 2 = 1-4, 3 = 5-10, 4 = 11-20, 5 = More than 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of assigned textbooks, books, or book-length packs of course readings</td>
<td>FY</td>
<td>3.32</td>
<td>3.38</td>
<td>3.16</td>
<td>3.19</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>2.86</td>
<td>3.25**</td>
<td>3.17*</td>
<td>3.16*</td>
</tr>
<tr>
<td>Number of written papers or reports of 20 pages or more</td>
<td>FY</td>
<td>1.24</td>
<td>1.27</td>
<td>1.33</td>
<td>1.29</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>1.74</td>
<td>1.69</td>
<td>1.72</td>
<td>1.65</td>
</tr>
<tr>
<td>Number of written papers or reports between 5 and 19 pages</td>
<td>FY</td>
<td>2.34</td>
<td>2.42</td>
<td>2.29</td>
<td>2.26</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>2.80</td>
<td>2.76</td>
<td>2.65</td>
<td>2.60</td>
</tr>
<tr>
<td>Number of Problem sets that take you less than an hour to complete</td>
<td>FY</td>
<td>2.90</td>
<td>2.78</td>
<td>2.77</td>
<td>2.79</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>2.86</td>
<td>2.40**</td>
<td>2.46*</td>
<td>2.43**</td>
</tr>
</tbody>
</table>

Which of the following have you done or plan to do before graduating?
0 = have not decided/do not plan to do, 1 = Done

Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | FY    | 0.01| 0.02                | 0.03           | 0.02      |
|                                                                                   | SN    | 0.47| 0.47                | 0.38           | .33*      |

Statistical Significance *(p<0.05)  **(p<0.001)
Table 1-6  NSSE Benchmark Mean Comparison - Engagement With Faculty

<table>
<thead>
<tr>
<th>2012 NSSE Effective Educational Practices - Benchmarked</th>
<th>Class</th>
<th>LEC</th>
<th>Great Lakes Private</th>
<th>Carnegie Class</th>
<th>NSSE 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often have you done each of the following? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talked about career plans with a faculty member or advisor</td>
<td>FY</td>
<td>2.49</td>
<td>2.27</td>
<td>2.28</td>
<td>2.23*</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>2.97</td>
<td>2.51**</td>
<td>2.58***</td>
<td>2.44***</td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with faculty member outside of class</td>
<td>FY</td>
<td>2.06</td>
<td>1.94</td>
<td>1.94</td>
<td>1.91</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>2.37</td>
<td>2.15</td>
<td>2.22</td>
<td>2.09*</td>
</tr>
<tr>
<td>Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</td>
<td>FY</td>
<td>1.87</td>
<td>1.72</td>
<td>1.75</td>
<td>1.69</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>2.39</td>
<td>1.91***</td>
<td>2.01**</td>
<td>1.86***</td>
</tr>
<tr>
<td>Which of the following have you done or plan to do before graduating? 0 = have not decided/do not plan to do, 1 = Done</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work on a research project with faculty outside of course or program requirements</td>
<td>FY</td>
<td>0.10</td>
<td>0.05</td>
<td>0.07</td>
<td>0.06</td>
</tr>
<tr>
<td>Statistical Significance *(p&lt;0.05)  **(p&lt;0.0)  ****(p&lt;0.001)</td>
<td>SN</td>
<td>0.42</td>
<td>.21**</td>
<td>.22**</td>
<td>.2***</td>
</tr>
</tbody>
</table>

Some of our individual schools also have identified school wide objectives. For example, recent changes in the riding sequence have provided a gate to ensure that students entering the highest two tiers of riding courses were adequately prepared for success, mastery of equestrian skills required in those classes, and possessed the skills necessary to perform safely on the horses and at the expected skills levels of those courses. Additional, comprehensive examples of common learning outcomes and improvements made, based on the assessments, include:

- **Equine Studies**
- **Education**
- **Business**

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

Evidence samples as noted in the Program Review process:

**Chemistry:** In the assessment of the learning outcomes in Chemistry it was apparent that the students lacked competency in the area of stoichiometry. More attention, including written materials was added at the beginning of the term to enhance the understanding. The importance of thermodynamic principles as they apply to chemical processes has been found to be covered at a cursory level in the introductory courses. The adaptation to this problem was to gradually increase the exposure in the upper level classes. Organic Chemistry now includes an introductory investigation of thermodynamic outcomes of chemical reactions. This is further reinforced in greater depth in Physical Chemistry.

**English:** The decision to redesign and standardize the teaching of EN 100 and EN 101, and to include a portfolio assessment was based both on current best practices with respect to composition pedagogy, as well as inconsistencies across sections of these courses in terms of assignments and expectations. As cited in B.1, this change has demonstrated an improvement in students’ performances in EN 100; other data suggests a correlation between success in EN 100 (completing the require Writing Center visits, work on the portfolio, etc.) and overall academic
success for students within certain academic profile. Since 2011-12 is the first year for the same standardized approach to EN 101, we have not yet established assessment data for that class. Gaps in content knowledge have resulted in the addition of several classes to the curriculum, including World Literature and Linguistics; the creation of the Writing Center led to the creation of En 305 Composition Theory, a requirement for students seeking employment as peer tutors; it is also a requirement for AYA Language Arts majors, and has been recommended as a requirement for Middle School Language Arts majors as well.

**Psychology:** Assessment of the “literature reviews” from student research manuscripts indicated students had difficulty making connections between the research articles they were reading and their own projects. Additional class time and individual meeting time was devoted to addressing that topic. Assessment of the last “senior seminar” research manuscripts indicated a marked improvement compared with previous student manuscripts. Also, assessment of student’s performance on exams requiring essay response indicated: Difficulty with the application of concepts using critical thinking or application of the material in a manner that demonstrated analytical understanding and problem solving, as opposed to rote memorization and rehearsal of definitions and descriptions. Assessment using essay exam question eliciting responses after in class discussion and experiential work resulted in marked improvement of critical thinking, analytical skill and practical application of material.

Evidence samples from annual Assessment Review:

**Masters of Education:** Evaluating the performance of students in the M.Ed. program as they complete the Models of Effective Teaching was helpful in predicting the student’s research and current literature exploration as they prepare for completing a thesis. Student performance in the area of research is similar across all members. Teamwork proved to be the least consistent and interpersonal issues were evident as impediments to successful class work.

**Mathematics:** All MT104 instructors incorporated and tracked specific questions on their final exams. These questions were chosen as a way to gauge how well students are getting prepared with the skills in Algebra needed to be successful in the (minimum) General Education math course, MT107.

**Accounting:** During curriculum review it was determined that the curriculum was missing a capstone course that would integrate all the disciplines and be used as a tool to assess program level goals for the major. A capstone course provides students: With classroom experiences to integrate their knowledge of financial accounting, managerial accounting, federal income tax law and auditing; An opportunity to research and present contemporary accounting issues; Skills in problem solving, decision making and exercising professional accounting judgment

**Equine Studies – Teacher Trainer:** The establishment of a solid well thought-out course sequence and of the Riding Skills III as a “gateway” was developed to improve skill levels on horses that are well suited for safety and skill development. Riders that pass Riding Skills III with an “A”, indicating readiness for progression to more challenging work.

Evidence samples for other discipline specific accreditation organizations

- [Education evidence used for TEAC](#)
- [Business evidence used for IACBE](#)

Evidence sample for supporting institutional resource decisions (as recorded in the Academic Learning Centers annual report)

"The combination of assessment evidence with data collected from tutoring, probation, and retention results, aligned with the math performance data, and were used to provide a rationale for the creation
of the new Math Lab, as well as introductory math course curricular changes. The Math Lab provides structured math tutoring as well as strategic guided practice, and is linked directly to the Math 104 curriculum. Math Lab assessment showed that attendance for the mandatory lab sessions not only impacted the Math 104 grades, but also the development of higher level skill, as demonstrated by this cohort of students in subsequent math courses. For those who enrolled in MT 104 (with required math lab component) before enrolling in MT 107 received a .39 better grade than the class average in MT 107."

“Results suggest that the Writing Center services provide the added assistance needed to improve writing skills. For example, students enrolled in EN100 who attend the Writing Center had better grades than those who did not attend or attended fewer Writing Center labs. More significantly, those who enrolled in EN100 and then enrolled in EN101, with continued strong Writing Center attendance, had significantly higher EN101 grades than those who had not completed EN100 (with strong Writing Center attendance). The average EN101 GPA during the 2010-2011 year was 3.05. During that same period, those who enrolled in EN100 first and continued attending the Writing Center regularly, received and average GPA of 3.42 in EN101.”

1R4

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

All program objectives are mapped to nationally recognized discipline or profession-specific learning objectives (as reported in the Assessment section of this Systems Portfolio). These meet State and National standards (as well as ABA, IACBE, and TEAC standards for Legal Studies, Business, and Education)

The 2011 Graduation Survey results suggest an increase in admission to graduate and professional school during the past year. Equine Studies, Psychology, Mathematics, and Biology showed significant improvements in this area. Discipline-specific PhD and medical (or medical related) programs showed the highest level of increase. History, Spanish, English, Business and Chemistry also showed improvement or provided supportive roles to success in other program placements (through minors, or undergraduate research oversight).

Several programs have adjusted their curricula to address industry trends and the placement environment as noted in their Program Reviews. For example, Accounting has added a Forensic Accounting concentration to give students additional experience in fraud detection, a growing business risk. Chemistry has increased the coverage of global chemical problems. Additionally, upper level Chemistry courses discuss various topics as applicable to the industrial or pharmaceutical setting (i.e., Organic Chemistry now includes a chapter not presented in the text which focuses on the synthetic considerations necessary for FDA approval of a product for sale in the public market).

In Biology, our faculty interact with researchers from larger institutions where research is a primary focus. Collaborations are possible in which students can be involved in upper level research without having to go physically to the other institutions. For example, in our Cell and Molecular Biology course, our students are able to run Polymerase Chain Reactions (PCR) to confirm the genetics of newborn mice from a lab at CWRU studying the effects of long term alcohol exposure on liver tissue. Likewise, experts from other institutions have served as guest lecturers. For example, in our Bioethics course (BI 221), we had a series of guest lecturers from the Cleveland Clinic Foundation/Case Western Reserve University Center for Bioethics. Each speaker presented an ethical issue they had personally researched, one with which they work on a daily basis.
The Integrated Media and Digital Arts and Technology program is another example of majors that consistently provide students an opportunity to develop career related skills while completing their degree. Most recently, students have worked on projects to create mobile applications and an interactive Physics textbook. Working as part of a team, problem solving, creativity, and effectively communicating project progress are all found in examples such as the Physics textbook project, and are examples of skills identified by NACE that are preferred by employers.

Although career placement information is incomplete as we are re-developing our tracking process, some programs have established their own tracking systems and have reported reasonably strong results. For example, Accounting had a 73% placement rate with a slight dip and recovery after 2008. The Education Program has increased scores on Praxis scores and has continued to provide strong career placement rates.

Employer feedback has been very positive (primarily through internship assessment). Employer feedback is used as part of overall Program-level assessments in both Business and Legal Studies.

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

As a result of the most recent gap analysis of the Noel-Levitz Student Satisfaction Inventory (SSI) data from 2010 (Table 1-7), we have improved all hardware and software in each of our computer labs with updated or new hardware, and added a MAC Lab. In early 2012, an ad hoc Library Committee was formed to determine stakeholder needs, benchmark industry updates, and make recommendations to the President’s Cabinet for consideration to renovate or rebuild.

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>LEC 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Support Services</td>
<td></td>
</tr>
<tr>
<td>13. Library staff are helpful and approachable.</td>
<td>0.13</td>
</tr>
<tr>
<td>18. Library resources and services are adequate.</td>
<td>1.35</td>
</tr>
<tr>
<td>26. Computer labs are adequate and accessible.</td>
<td>1.29</td>
</tr>
</tbody>
</table>

Improvements in Library use trends are demonstrated in Table 1-8 below:

<table>
<thead>
<tr>
<th>Service Usage</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interlibrary Lending</td>
<td>332</td>
<td>326</td>
<td>819</td>
<td>503</td>
</tr>
<tr>
<td>Library Visits</td>
<td>29,232</td>
<td>27,888</td>
<td>34,726</td>
<td>34,631</td>
</tr>
</tbody>
</table>

The 2011 Retention Report summarized many of our support service achievements over the past few years. Additionally, the Office of Academic Advising reported unanimous faculty support and satisfaction of our new Registration and Advising process for Orientation. Student also reported a significantly higher rate of satisfaction in 2011 with course registration and advising support during Freshman Orientation, with an average score of 4.83 for How to Succeed Academically and 4.62 for Class Registration, which is improved from the 2010 results when the average score was 4.51 and 4.45 respectively.
As noted in 1R3, the Academic Learning Center has shown evidence of significant improvements in student performance. For example, those who enrolled in MT 104 (with required math lab component) before enrolling in MT 107 received a .39 better grade than the class average in MT 107. The average EN101 GPA during the 2010-2011 year was 3.05. During that same period, however, those who enrolled in EN100 first and continued attending the Writing Center regularly, received and average GPA of 3.42 in EN101. Attendance in all areas of the Academic Learning center (Math Lab, Writing Center, and General Tutoring) continues to remain stable or improve as demonstrated in Table 1-9.

### Table 1-9 Academic Learning Center Usage

<table>
<thead>
<tr>
<th>Service Usage</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Learning Center Unique Users</td>
<td>88</td>
<td>177</td>
</tr>
<tr>
<td>Academic Learning Center Total Visits</td>
<td>878</td>
<td>918</td>
</tr>
</tbody>
</table>

2011-12 data suggests a slight decrease in attendance. However, this was a reflection of an improvement in our incoming student profile which included placement into higher levels of Math and English (above MT 104 and EN 100).

Enrollment affiliated with the V.E.T.S. Program has increased from 16 at the start of the program in March 2011 to approximately 60 currently, over a 250% increase. The average GPA for our Veteran Student is 3.12, slightly higher than the campus average of 3.03. Since March 2011 eight (8) Veterans have graduated from the College, two (2) have been dismissed for failing to meet academic standards, and we have one (1) student not attending because he is currently deployed to Afghanistan.

1R6

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

Although benchmarking is used extensively in the development of learning objectives and programming planning, Lake Erie College has limited comparative results for the performance of processes in Helping Student Learn. Education is one area where results of the Praxis tests are benchmarked. Business has also used ETS Major Field Test as noted in their school assessment results (see 1R1). NSSE is also used for common learning objective benchmarking as noted in 1R1 and with the enrichment programs as noted in the NSSE Benchmark Comparison Table 1-10 below.

### Table 1-10 NSSE Benchmark Mean Comparison - Enrichment

<table>
<thead>
<tr>
<th>2012 NSSE Effective Educational Practices - Benchmarked</th>
<th>Class</th>
<th>LEC</th>
<th>Great Lakes Private</th>
<th>Carnegie Class</th>
<th>NSSE 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often have you done each of the following? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended an art exhibit, play, dance, music, theater, or other performance</td>
<td>FY</td>
<td>2.03</td>
<td>2.23*</td>
<td>2.20</td>
<td>2.13</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>2.13</td>
<td>2.10</td>
<td>2.00</td>
<td>1.97</td>
</tr>
<tr>
<td>Which of the following have you done or plan to do before graduating? 0 = have not decided/do not plan to do, 1 = Done</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in a learning community or other formal program where groups of students take classes together</td>
<td>FY</td>
<td>0.24</td>
<td>0.13</td>
<td>0.16</td>
<td>0.18</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>0.41</td>
<td>.24*</td>
<td>0.30</td>
<td>0.27*</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>FY</td>
<td>0.06</td>
<td>0.02</td>
<td>0.04</td>
<td>0.03</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>0.20</td>
<td>0.19</td>
<td>0.16</td>
<td>0.14</td>
</tr>
</tbody>
</table>
Competitive student and faculty awards and recognitions also signify excellence in our academic offerings. For example, one of our undergraduate students presented research titled “Life beneath the Shadows: The Invisible Children of the United States” and presented at the 13th Annual Lusophone and Hispanic Graduate Student Conference at the University of California, Santa Barbara which was submitted for publication in Pluma. Also, two students presented their research, “Empowerment through Advocacy and Community Outreach” at the Conference on Social Justice at Kent State University after testing their pilot project, Empowering Youth Through Volunteerism (EYTV) at Andrews Osborn Academy. In both cases, the Lake Erie students were the only undergraduates presenting at graduate or professional level forums. Additionally, for three consecutive years, a LEC Math major received the “Ohio Council of Teachers of Mathematics Award” (one of six awarded from the Ohio colleges) and received recognition in “The Ohio Council of Teachers of Mathematics Newsletter”. Also, during the 2011-2012 academic year, one of our finance majors was recognized for their accomplishments at the Financial Executives Institute Dinner at the Union Club.

Most recently, three of the College’s faculty members, Dr. Jennifer Swartz, Dr. Tabrina Smith, and Professor Betty Clifford, have received the Ohio Magazine’s Outstanding Educator Award, providing evidence of their scholarship and service. During the last academic year, Northeast Ohio Council on Higher Education (NOCHE) recognized, Dr. Tom Lix, a member of our business faculty, for Best Small Company Internship. The group also recognized, Dr. Susan Culotta, one of our psychology faculty members with a nomination for Best College Advisor.

When updating our honors and other enrichment programming we benchmarked our competitors program using the LEC identified peers (see 7P5 for more information on the peer group). Our Honors curriculum and programming updates appeared to align well with our peers.

Improvements

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

The responses in both 1R3 and 1R3 suggest that instructional improvements have been made. Additional examples include the offering of a foundational overview course which was developed for students entering the MBA program. This was designed for students who either lacked a strong foundation (particularly in Statistics, Economics, and other quantitative areas) or had been away from such study for a significant period of time. Another example would be the use of a Portfolio Review in the developmental English course, which has yielded positive results in subsequent writing course work. Modifying the course offerings within the Learning Community to include an ePortfolio is another example of improvements made.

Retention reporting, performance indicators for the Academic Learning Centers (including the Math Lab and Writing Center) as noted in 1R5, and other institutional research analysis (1R1) provided the rationale for extended services at the Centers, new programming, and improved coordination of academic support services across campus, such as the development of the V.E.T.S program, establishment of the Early Intervention Team, better coordination between services provided by Athletics and the Office of Academic Advising and Academic Learning Centers, and improved advising strategy through the development of four (4) year Degree Plans for every major, etc.

Additionally, official approvals of policy and procedural changes have also contributed to improvements in student academic success. (see Retention Report)
How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?

On-going assessment activities, Program Review, services provided by the Success Center and the Academic Learning Centers, as well as the continued efforts of the Retention Committee, The Faculty Senate Academic Standards Committee, and the Faculty Senate Educational Policy and Planning Committee provide structure and guidance in the continuous improvement of our student learning and retention objectives. The Office of Institutional Research, in Academic Affairs, has established a set of standard reports designed to inform student learning and retention efforts on a regular basis. The office also provides trend detection, data collection/analysis and ad hoc reports as needed to support student learning and retention planning initiatives.
Category Two: Accomplishing Other Distinctive Objectives

Experiential and enrichment opportunities are continuously provided to all stakeholders, including students and local community members through fine arts events, community service and partnership programs, campus speaker series, athletics, and student services. These non-instructional priorities are now identified and developed while following the College’s new Procedure for Institutional Strategic Planning, Deployment and Effectiveness (PISPDE) process (5P2). PISPDE was developed and approved in 2010, and is used to align all planning processes including strategic planning (8P1), instructional assessment and review (1P2, 1P4), and divisional Overarching Development Plans (ODP) (5P3). This provides structure and a systematic process to guide all planning and measuring continuous improvement.

We are building on our use of explicit processes to generate information about many of the College’s non-instructional programs needed. Through a strategically planned Action Project dealing with governance, we have developed better methods of communication with internal stakeholders leading to communication of stronger non-instructional objectives. As a small, cohesive institution, we believe that our faculty and staff know our students and their families, and the community and that more elaborate research and information-gathering techniques are unnecessary for other distinctive objectives but also realize that a more detailed measure of performance could be employed.

Some recent improvements in the area of accomplishing other distinctive objectives can be found within Athletics, Residence Life, Professional Development, Alumni programs, and Security, to name a few. The College officially became a NCAA Division II school in 2009 and now offers 23 varsity sports (up from the 11 offered at the time of the College’s last portfolio submission). With this growth, there have been consequent demographic shifts and we have had to address the key processes that affect the College’s Athletics Department, including encouraging continued and steady development of engaging the community. The personal, academic and social development of students is supported by Residence Life programming designed to assist students to acclimate and succeed in higher education. With recent Research done by the College’s Center for Leadership and Professional Development, a new direction was given to the professional development offerings for Fall of 2012 to focus on Professional Development for Educators. Alumni programs are designed to maintain strong relationships between alumni and the College community and encourage alumni to support the College through financial donation or service. Because of security requirements of the Higher Education Act of 1965 (as amended), recent violent crimes, natural disasters, and other emergencies or crises, the College has developed committees and task forces to reexamine or conduct a comprehensive review of policies, procedures, and systems related to campus safety and security.

The College’s processes for accomplishing other distinctive objectives exhibit a range of maturity levels. Processes related to Residence Life; Athletics; Facilities, Security and Information Technology (2P1), are well aligned and integrated. With recent assessments and changes in leadership, Professional Development (2P1) is now also more aligned with the goals and budgetary realities of the College. With upcoming assessments and changes in leadership within Institutional Advancement and Alumni Affairs we hope to increase repeatable processes with clear and explicit goals promoting closer coordination among institutional units.
Processes

2P1

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

The College uses the Procedure for Institutional Strategic Planning, Deployment and Effectiveness (PISPDE) guide, approved by the President’s Cabinet in June 2010, to create and coordinate accountability and review cycles in all areas of the College administration. Using this guide, we identify the needs of our stakeholders through various means, and design non-instructional processes that align with the College’s mission, and strategic direction.

The College meets the needs for community enrichment and learning through exhibit openings, theater productions and educational programming. Speakers and productions are often chosen based on topics that will foster cultural growth and development while supporting the College’s mission, and strategic plans.

Each Fall and Spring terms, the Department of Fine Arts organizes and produces events that showcase our students while providing enriching experiences for our community. This includes Lunchtime, Evening Theatre and exhibit events at our campus, as well as participating in community productions and exhibits throughout Northeast Ohio. The Music Department within the Fine Arts, also supports two performing ensembles: the Community Chorus and the Flute Choir. Both groups are open to membership from the community-at-large.

The Center for Leadership and Professional Development offers a broad portfolio of life-long leadership, education and training programs, and service to individuals who seek career or personal growth, and certificate/licensure renewal in their present professions in Education. This refocus on just educators is a recent change. During a review of our offerings, educators represented the largest growing base of professionals seeking programs offered by the College. This knowledge combined with recent budget constraints led us to revise our approach to professional development course offerings.

The following mission was established to guide the College’s athletic program: “To enhance the student experience in a competitive environment which encourages the values of teamwork, integrity and fair play while helping prepare participants to become productive citizens and loyal alumni.” With this in mind the CHAMPS/LifeSkills program was developed. Through various speakers, workshops and community service opportunities, Lake Erie College’s student-athletes will develop and gain strong leadership skills. Lessons from the program range from resume writing and interviewing tips, to avoiding the use of harmful substances and the effects drugs and alcohol have on the human body. It is hoped that learning this information while in school will help each student-athlete mentor fellow classmates and others outside Lake Erie College. Ideally, they will leave with the ability to contribute to the surrounding communities and continue the successful name that Lake Erie College student-athletes create.

With the transition from a NCAA DIII to DII officially in Fall of 2009, and movement to membership in GLIAC in 2010, our athletic program has grown substantially. With that growth, the cost of providing facilities, equipment and accommodations has become greater and requires regular private support. To that end, an official booster organization called the Storm Club was created to enhance Lake Erie College athletic programs through the direct involvement and charitable support of alumni, parents, and the community in general. The main charge of the Storm Club is to raise money specifically for the operational budget, facility improvement and athletic scholarship needs of Lake Erie Athletics.

Lake Erie College Athletics also provides low-cost, high-quality Sports Camps for local K-12 students to improve athletic skills while working with our Storm coaches and players. Lake Erie College coaches and
players provide instruction and feedback that will help them improve their athletic performance and develop the skills necessary for success. Camps range from weekday individual skills camps to team tournaments and events.

Lake Erie College’s residential community consists of four (4) residence halls and five (5) residential apartment buildings within walking distance of the College, housing 525 students. The resident hall units are managed by a full-time Director of Resident Life, Resident Directors and Resident Assistants, all of which reside on-site. Lake Erie College strives to foster the growth and development of the whole student. Consequently, Residence Life’s programming is intentionally designed to be an extension of the classroom. The personal, academic and social development of students is supported by programming designed to assist students to acclimate and succeed in higher education. As a college, Lake Erie has selected core ideals that effectively capture the essence of student development and education. Innovate-Activate-Collaborate are the methods by which the mission of the College is applied and how the residence life staff tailors our residential programming. These distinctive characteristics were designed to be applied to all programming.

Alumni programs are designed to maintain strong relationships between alumni and the College community, and encourage alumni to support the College through financial donation or service. The Office of Alumni and Public Relations involves alumni through participation in annual Homecoming Alumni Weekend activities, and repeated invitation to present in classes and at workshops for both students and community members. With the recent rearrangement of the office, new strategies to increase membership are being developed this year. The Office of Alumni and Public Relations communicates with alumni through a variety of publications and e-mail correspondence like our bi-yearly Alumni magazine and Lake Erie College’s monthly newsletter. In turn alumni support the students by offering internships or networking opportunities.

The Offices for Facilities, Security, and Information Technology serve the College’s stakeholders by providing a safe and supportive learning environment. The Facilities Department defines processes to maintain the beauty of the campus, and ensures that all buildings and plant equipment are functional and in good working condition. The Security department designs processes to ensure the safety of all campus constituents, including visitors. Safety procedures include campus patrols, continuous review and updates for the Emergency Response Plan (ERP), conducting exercise ERP drills, Fire Marshal Training and A.L.I.C.E (Alert, Lockdown, Inform, Counter and Evacuate) training. The Office of Information Technology designs processes to ensure that content on the network is available and secure for operations. As the campus environment, campus profile, and technology change, the Office of Information Technology reviews and assesses its processes and offerings. For more information on how the Offices of Security, and Information Technology provide safe and secure environments see 4P13, 6P1/6P3 and 7P7

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

Lake Erie College’s key non-instructional processes, like instructional processes, are selected and designed to support its mission, and strategic plan. The College uses our Procedure for Institutional Strategic Planning, Deployment and Effectiveness (PISPDE) plan to guide our approach, provide mechanisms for the deployment of the plans, and establish a routine periodic review process. A President’s retreat occurs in June of each year. Institutional priorities for the next fiscal year are determined by the review process. Executive leadership at Lake Erie College also uses feedback from various constituencies to help shape and determine the College’s other distinctive objectives, thus providing the administration with a sense of what is important to the community and which initiatives will provide the greatest benefits to the College as a whole.

Input and feedback is attained through various avenues such as the President’s cabinet, numerous formal and ad hoc committees, listening and engaging in dialogue with the College’s student body, working with
advisory boards, community and regional partners, and responding to current trends in higher education. This includes supporting the community’s needs for lifelong learning through community enrichment programs; meeting social needs through community service; and supporting economic development through relationships with area businesses and industry. Some key non-instructional processes are described further.

During the 2010-11 academic year, the existing structure of institutional governance was assessed. Faculty, Staff and Student Senates were created as a mechanism to make recommendations pursuant to employee issues, and provide a cohesive voice for communicating views to the administration and college community (see 5P5 for more information). They provide a forum of discussing issues and events within higher education that impact the College. Each elected Senate President meets with the President of the College once a week during the Academic Year. Also, with the creation and organization of our new Faculty, Staff and Student Senates, new committees were formed which include representatives from each Senate, providing a voice for each internal stakeholder.

Lake Erie College is involved in a variety of partnerships and outreach programs that provide experiential learning opportunities for our students, faculty, staff, alumni and the community. These efforts facilitate a greater understanding of, and appreciation for both campus and community resources as it relates to non-instructional objectives.

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

The Lake Erie College and Lake Erie College’s Department of Athletics’ brand identities have been created to project a strong and consistent image to all those who come in contact with the College. The College and Department of Athletics brand their printed materials by including our mission, vision, values, attitudes, ideals and aspirations into text and image. For example, the College’s home page highlights activities that demonstrate our mission statement and identity. Besides the website, external communications of expectations are made through a host of mechanisms including:

- News releases to local newspapers
- Marketing including:
  - Materials for distribution to prospective students through print and email
  - Flags lining the external sides of the campus
  - Billboards throughout the Northeast Ohio area

For more information related to how our brand character is used to communicate the College’s identity, see 3P2.

Internally, Lake Erie College’s key processes are selected and designed to support its mission, and strategic plan. Expectations related to our mission, and strategic plan and the review process noted above, are all posted on pages within our website. Each year, an initial meeting takes place involving the Senior Administration and any others deemed necessary. A review of the strategic plan, prior year’s activities, Key Result Areas (KRAs) and Key Indicator Measures (KIMs), and the Mission is conducted. Upon completion of this review, Senior Administration conducts a similar review with Deans and Director’s. Individual divisions/departments then begin their reviews, led by their Deans/Directors, and involve all departmental staff and faculty in a review of their KRAs, KIMs, goals, objectives, action steps, and if appropriate, their Purpose Statements. Progress toward achieving goals and objectives is systematically communicated to the Board of Directors twice a year in October and May. Institutional priorities for the next fiscal year are determined and communicated by this review process. Also, there are regular, general communications at division and department levels through a series of weekly, monthly, quarterly and/or annual meetings,
retreats, and reports scheduled throughout the academic year. This process is discussed in greater detail under Category 5.

General expectations of the College’s objectives including persistence, retention rates, transfer rates, and diversity are communicated internally in a number of forums, including meetings of internal decision-making bodies, advisory committees, internal and external audits, and benchmarking industry best-practices.

Financial Aid provides resources, guidance and financial assistance for students pursuing educational goals through direct communication with our financial aid counselors, and links to many resources from our website. We encourage students to handle their financial affairs in a responsible manner by becoming financially literate. By helping students and parents make the best use possible of all resources available to them, our staff helps them accomplish their goal of attending and graduating from Lake Erie College. The Office of Financial Aid, in partnership with federal, state and other organizations, coordinate the administration of the student financial assistance to ensure equitable and timely delivery of funds to students.

In 2010-2011, Faculty, Staff, and Student Senates were created as a mechanism to make recommendations pursuant to employee issues, and provide a cohesive voice for communicating views to the administration and College community. They provide a forum for discussing issues and events within higher education that impact the faculty, staff, and students. The College President meets directly and regularly with Faculty, Staff, and Students Senate presidents, and summarizes important decisions, programs, events, and activities taking place on campus. The respective presidents then share this information at the individual Senate meetings.

Expectations of the Faculty are communicated through the Faculty Handbook, Faculty Evaluation Committee, Faculty Development & Welfare Committee, Faculty Senate and the Employee Handbook. Expectations of Staff are communicated through the Staff Senate, and with the Employee Handbook. Resident Assistants and Resident Directors have their own manuals which explicitly communicate expectations that relate to their duties and charges.

Campus wide expectations of students are communicated through pages on our website, written student handbooks, New Student Orientations and Extended Orientations that outline behavior guidelines and academic goals. The most recent version of the Student Handbook includes: a civility statement; the Code of Conduct and Policies and Procedures; and sanctions for violating either the Code of Conduct or Policy and Procedures. It also outlines Grievance Procedures, Student Employment, Student Life, and information regarding services available to students, like the Student Success Center. The Student Athlete Handbook includes provisions for athletic eligibility, financial aid, compliance, Code of Conduct, and Policies and Procedures as defined by the NCAA. The Experiential Learning Handbook identifies the Student’s responsibilities, Faculty Sponsor’s responsibilities, Employer’s responsibilities, and the responsibilities the Office of Career Services has to each stakeholder. It also provides examples of Internship Description forms and Evaluation forms.

The Student Success Center, individual Student Life Organizations and Clubs, Career Services, Alumni Affairs, Fine Arts, and the Center for Entrepreneurship email students, faculty, staff and alumni about upcoming events; add posts on Social Media sites; post notices on the Events Calendar which is posted on our main website; and sometimes add announcements to LEO, our online portal.

The College’s Athletics program generally creates a sense of community and pride among students, staff, faculty and alumni. As the program has grown, we have utilized many different ways of communicating athletic events. A separate website for the Athletics Program which was launched in May of 2010, had 3.6 million hits by March 2011, and is currently hosted by Presto Sports who specializes in offering functionality that allows addition of live broadcasts, live statistics, polling, and other features. It also has an Alert option that users can select to receive emails of all news items posted to the website. Although we used to publish
our team schedules in the Alumni Magazine, the timing of the publication no longer matches the current schedules. Consequently, we have adjusted our approach to include more real-time communications with social media. Since 2009, advertisements of all home events have been announced in posts to social media sites like Twitter, Facebook, and YouTube, and emailed to students, staff and faculty. We offer Pocket Schedules at various locations on campus, and across the local communities of Painesville and Mentor. During the past two years, we have traded for online ad space with a local newspaper, The News Herald. We have also had our games broadcast live on ESPN 970 since Aug 2009. This year we have added a USTREAM account where we can stream games live, and an Instagram account to share photos of our athletic events.

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

The objectives are reviewed taking into consideration the current needs of the institution, the community, staffing, participant survey responses, and budget availability. Current environmental scanning, including persistence/retention, transfer rates, diversity, community relations, and enrollment, supports the appropriateness and value of the College’s athletic, housing, and performing arts objectives. This information is typically collected by various operating units who oversee the programs and deliver the services. Each Division/Department is responsible for reviewing their progress each semester in order to determine if the objective continues to agree with the College’s mission, vision and Strategic Plan, and to identify the need for additional programs or initiatives. Objectives are reset as appropriate. Effectiveness indicators are coded and acted upon appropriately by Senior Administration during the overarching strategic plan review as noted in the ODP process. (For more detailed information on the development and assessment of non-instructional objectives and the ODP process, see 5P3.)

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

Institutional priorities for the next fiscal year are determined and communicated by an annual review process (see the third paragraph in 2P3 for more information on that process). Overarching Development Plans (ODPs), developed and used by Senior Administration and each Division/Department, are used to determine courses of action (action items/steps) that include: goals, objectives and action items; measures/evidence of progress; and supporting objectives such as who or what is needed to accomplish the action items, the priority of the action items, and when the action items are be expected to be completed. These ODPs are subsequently determined by the Division/Department for each Key Result Area of the College, and communicated by area heads in the yearly President’s retreat. (See 5P3 for more information on ODP’s.)

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

Lake Erie College uses the Procedure for Institutional Strategic Planning, Deployment and Effectiveness (PISPDE) guide to provide a structured and systematic approach to planning. Using the current year’s ODPs (outlined in greater detail in 5P3) to feed next year’s strategic planning the institution can adjust objectives and processes based upon performance results, and targets for future performance.
Results

2R1

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

Many of the non-instructional programs use levels of participation and/or attendance to measure and document their success in serving the College’s mission to provide appropriate programming for our students and community outreach to Northeast Ohio.

As stated in 2P5, the Overarching Development Plans (ODPs) developed by Senior Administration and each Division/Department, are used to determine courses of action (action items/steps) that include goals, objectives and action items, and measures/evidence of progress. Each semester, the College’s overarching strategic plan is reviewed by Senior Administration for progress on measures, as well as the accomplishment of supporting objectives. Objectives are reset as appropriate.

Annual and ongoing objectives in fund raising include an annual fund campaign, a capital campaign which includes specific projects and planned giving. The annual fund campaign is measured by the amount of cash contributions secured during the fiscal year of July 1 – June 30. This year’s annual fund target, for example, is $900,000 and we fully expect to meet this goal. The capital campaign is measured by cash contributions secured and pledges committed to various projects over a period of time. More than $34 million dollars in gifts and pledges have been secured in the past six years with various initiatives a part of the larger vision for the institution. The initial planning for a campaign to raise funds to build a new library has begun, and $1.6 million of an approximately $10 million has been secured in gifts and pledges. A timeline for this campaign has not yet been established but it will clearly be over the next several years. Progress in planned giving is measured annually by the number of realized or pledged commitments by alumni and friends who provide bequests or funds through trusts, retirement plans, insurance and other vehicles upon their demise.

Lake Erie College is fortunate to have received over the years in perpetuity, more than $21 million dollars in endowment funds held in trust by major banks and foundations. These funds are held outside the College expressly and solely for Lake Erie College. They are all considered endowments and they provide income to the operations budget resulting in of over $1 million dollars per year and represent approximately 5% of the College’s operating revenue budget. These funds, held and invested by organizations such as the Cleveland Foundation and major banking institutions, are truly permanent endowments of the College. These funds quadruple the net effectiveness of the College’s endowment and result in a useful total College endowment of approximately $28 million.

Our marketing efforts are evaluated on a monthly and annual basis. Advertising including radio, billboards and other media generates “leads” (or prospective students) for the admissions team and are tracked through the website, surveys and personal interviews. Specifically, we track the number of unique users of the website on a monthly basis (see Chart 2-1 below for the 2010-2011 sample analysis). The number of student applications and enrolled students on an annual basis are an indicator of our successful marketing efforts. Other measures such as recognition by US News & World Report, Princeton Review and Colleges of Distinction are directly related to increased awareness due to marketing and unprecedented coverage of Lake Erie College in the regional media. These key measures and initiatives have significantly contributed to our efforts to develop a strong brand for the College over the last three years.
Alumni relations efforts are mostly measured by the success of our major events such as Homecoming/Alumni Weekend, the strength of our relationships with all alumni and the percentage of overall giving by the alumni. These are evaluated as events occur and on an annual basis. With new leadership in the area of institutional advancement as of September 17, 2012, the department is in the early stages of evaluating alumni programs and institutional involvement by our alumni body. Specific measures and resultant plans for alumni programs will be available as the new Vice President acclimates to the new role and to the institutional and benchmarking information available.

The College identifies strategies for improvement through the use of surveys and evaluation forms, which are administered on a regular basis. For example, the Office of Career Services administers evaluations at each hosted event such as Resume Building workshops and Graduate School Fair. The Office of Student Life administers an online Student Life Satisfaction Survey each fall to identify satisfaction levels with staff members, programs and services offered. They also administer the following campus-generated surveys: New Student Orientation Student and Parent evaluations, and Student Life program evaluations.

The Athletic Programs at Lake Erie College uses revenue from support through the Storm Club, individual team fund-raising, marketing and promotions, Corporate Partnerships, branding and licensing and summer camps as one way to measure accomplishing its non-instructional objectives. It also uses participation with members of the Storm Club, and/or attendance at games and athletic events as measures of their successes.

The National Survey of Student Engagement (NSSE) benchmark comparisons below (Table 2-1) also align with our goals and support the concepts of satisfaction with measuring how we meet our non-instructional objectives. For item 6a, Lake Erie College scored significantly higher with its freshman group then all the peer institutions, but higher for the senior group. However, with item 10f, you see that the College scored higher than its peers when encouraging attendance at these campus events. In contrast, when describing their participation in co-curricular activities, both groups score much higher than all peer groups.
Table 2-1 NSSE Benchmark Comparison

<table>
<thead>
<tr>
<th>NSSE Question – Satisfaction with.....</th>
<th>Class</th>
<th>LEC</th>
<th>Great Lakes Private</th>
<th>Carnegie Class</th>
<th>NSSE 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a - Attended an art exhibit, play, dance, music, theater, or other performance</td>
<td>FY</td>
<td>2.03</td>
<td>2.23*</td>
<td>2.20</td>
<td>2.13</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>2.13</td>
<td>2.10</td>
<td>2.00</td>
<td>1.97</td>
</tr>
<tr>
<td>10f - Encourage attending campus events and activities (special speakers, cultural performances, athletic events, etc.)</td>
<td>FY</td>
<td>3.02</td>
<td>2.89</td>
<td>2.83</td>
<td>2.88</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>3.08</td>
<td>2.65***</td>
<td>2.64***</td>
<td>2.62***</td>
</tr>
<tr>
<td>9d - Participating in co-curricular activities (organizations, student government, fraternity/sorority, sports, etc.)</td>
<td>FY</td>
<td>2.93</td>
<td>2.40*</td>
<td>2.29*</td>
<td>2.30*</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>3.39</td>
<td>2.15***</td>
<td>2.19***</td>
<td>2.11***</td>
</tr>
</tbody>
</table>

Statistical Significance *(p<0.05) **(p<0.0) ***(p<0.001)

2R2

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

The College’s Senior Administration collects information from their various departments and divisions to assess performance results in non-instructional objectives and track the trends over time for a better assessment and analysis. Performance results for some of the College’s distinctive objectives are detailed below.

Our Athletics Program has grown significantly in a relatively short period of time. In 2006, when we were still a NCAA DIII school, we had five each men’s and women’s sports teams with just over 135 student-athletes. We had four full-time coaches and staff and nine part-time or graduate assistant coaches and staff. In 2010 we gained membership in the GLIAC, a year after we officially moved to DII, and had grown to 12 men’s teams, 11 women’s teams, and over 460 student-athletes. Our Athletics staff also grew to 29 full-time coaches and staff, 24 part-time or graduate assistant coaches and staff, and 25 volunteer coaching and staff.

Since the College moved to a NCAA DII GLIAC athletic program, we have had many student athletes honored with academic accolades. Since the 2010-11 school year, we have had a total of 137 GLIAC All-Academics and 113 GLIAC All-Academic Excellence awardees named. We have also had over 100 All-GLIAC athletic honors. Women’s Lacrosse was named an Academic Merit Squad by IWLCA three straight years (top GPA in all of Division II twice), with four players named to IWLCA DII All-Academic Team. This year we had our Women’s Basketball team rank third on the WBCA Academic Top 25 list. This list annually recognizes NCAA Divisions I, II and III; NAIA; and junior/community college women’s basketball teams across the nation that carry the highest combined grade point averages (GPAs) inclusive of all student-athletes on their rosters for the entire season. Last year the team also had three players named to the CoSIDA/Capital One Academic All-District IV® First Team. The Women’s Track and Field team and the Women’s Cross Country team were named USTFCCCA All-Academic Team three straight years. Both Track and Field teams had a total of 10 All-Americans, with five student-athletes from the Men’s Track and Field team named GLIAC Athletes of the Year. The Wrestling team has received four NWCA All-Academic Team selections. Swimming has had two All-Americans, and the College had a past Baseball player take part in the 2011 Major League Draft Pick.

The GPA of the College’s female student-athletes has been consistently rising higher each of the past four years, as shown in Table 2-2 below.
Fall of 2007 marked the first semester we added to our existing housing by using local apartments for our upper classmen. We only had a few students in the locations, but by Fall of 2008 we took over all of Founders Court, Paige Place, 10 apartments in Andover Courtyard, and 15 apartments in Lydia Sessions apartments. In Fall of 2009 we took over all of Sessions. We stopped usage of Andover Courtyard in Summer of 2011 due to the distance from campus and did not renew the contract with Paige Place in Summer of 2012 due to budgetary constraints. With the partnerships with these apartments, we have space on-campus or across from campus for all freshman and sophomores and hope in the near future to add new Residence Halls on property the College acquired in early 2012.

Lake Erie College participates in the Federal Family Education Loan program. The main federal student aid programs offered at Lake Erie College through this program are the Federal Subsidized Stafford loan program and the Federal Unsubsidized Stafford loan program. The College’s three-year Federal Family Education Loan cohort default rate is shown in Table 2-3 below.

<table>
<thead>
<tr>
<th>Default Rate</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.4%</td>
<td>3.9%</td>
<td>4.8%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

Cohort default rates are a measure of the number of borrowers who have defaulted on their Federal Stafford or Federal PLUS loans within the first two years after entering repayment, divided by the total number of borrowers entering repayment. It is inevitable that, due to life circumstances, economic slowdown, disability or death, a certain percentage of borrowers will always default on their loans within those first two years. Lake Erie College’s student loan default rate for 2010 is below the national average of 8.8% and below that experienced by other private nonprofit colleges. Lake Erie College is not under a mandate to reduce its overall cohort default rate. An ongoing commitment to providing clear information, resources and guidance allows us to maintain a Federal Family Educational Loan cohort default rate that is below the national average.

NSSE benchmark comparison, in Table 2-4 below, provides the following performance results in accomplishing the College’s other distinctive objectives:
Table 2-4 NSSE Benchmark Comparison

<table>
<thead>
<tr>
<th>NSSE Question – Satisfaction with.....</th>
<th>Class</th>
<th>LEC</th>
<th>Great Lakes Private</th>
<th>Carnegie Class</th>
<th>NSSE 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>1s - Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</td>
<td>FY</td>
<td>1.87</td>
<td>1.72</td>
<td>1.75</td>
<td>1.69</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>2.39</td>
<td>1.91***</td>
<td>2.01**</td>
<td>1.86***</td>
</tr>
<tr>
<td>6c - Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)</td>
<td>FY</td>
<td>1.45</td>
<td>2.10***</td>
<td>2.00***</td>
<td>2.06***</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>1.87</td>
<td>2.12*</td>
<td>2.05</td>
<td>2.14*</td>
</tr>
<tr>
<td>9d - Participating in co-curricular activities (organizations, student government, fraternity/sorority, intercollegiate or intramural sports, etc.)</td>
<td>FY</td>
<td>2.93</td>
<td>2.40*</td>
<td>2.29*</td>
<td>2.30*</td>
</tr>
<tr>
<td></td>
<td>SN</td>
<td>3.39</td>
<td>2.15***</td>
<td>2.19***</td>
<td>2.11***</td>
</tr>
</tbody>
</table>

Statistical Significance *(p<0.05) **(p<0.0) ***(p<0.001)

The responses for these three items have significant differences. For item 1s and 9d, Lake Erie College freshman and seniors scored significantly higher than the same groups in the peer institutions. In contrast, the results for item 6c, describing their participation in activities to enhance their spirituality, are to be expected since our school does not have any formal affiliation with any religious groups or denomination.

2R3

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

Lake Erie College has limited results comparing our performance processes with results from other institutions. For examples please reference the NSSE Benchmark Comparison tables in 2R1 and 2R2 above.

2R4

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

An increase in Athletics revenue will lead to upgrades to current facilities and possible new installations, staff development, additional resources to broadcast on TV and Radio which will lead to name recognition. Surveys and evaluation forms identify strategies for improvement for the Offices of Student Life, Residence, Life and Career Services. Many of our non-instructional programs enhance the relationships with the community and Northeast Ohio region by:

- Providing a sense of community with opportunities for students, staff, faculty, alumni, and the local community to participate in and at athletic events.
- Providing art and cultural enrichment the local community through theatre, art, music and cultural appreciation events.
- Connecting our current students to a larger community with alumni association and alumni functions.
- Providing economic development activities with business and student networking and research.
- Providing continuing education opportunities to the community to enhance its job performance, meet state policy, and/or seek new job opportunities.
Improvements

2I1

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

Based on recent research done by the College’s Center for Leadership and Professional Development, and active networking with the Geauga and Lake Counties’ Educational Service Center, local school districts and the Ohio Department of Education, the College was able to identify that areas for general professional development are declining, but demand for continuing education for K-12 Teachers is growing. With this information, a new direction was given to the professional development offerings for Fall of 2012 to focus on Professional Development for Educators.

In August, Lake Erie College announced the introduction of its Parker MBA Lifelong Learning Guarantee. All graduates of the Parker MBA program and the Lake Erie College MBA program are automatically eligible to take additional courses for the rest of their lives at no cost to the graduate or their employer. The Lifelong Learning Guarantee registration is on a non-credit basis and is subject to space availability in scheduled courses.

The Lake Erie College Athletics Program achieved affiliations with the National Collegiate Athletic Association DII (GLIAC Conference) and the Eastern College Athletic Conference in 2010. With this change and growth, we have established a graphic identity and branding standards and guidelines; gained a licensing agreement with SMA for trademark protection of Stormy and Storm wordmarks; launched a new website specific to the Athletics department; promoted an official booster organization; added partnerships with Painesville City Schools, Perry Community Fitness Center and Perry Schools, and Lake County Captains for shared facility usage; grown the Youth Camp offerings; created an online team store; and increased community involvement with the United Way, elementary school reading programs, and the Make-A-Wish foundation.

A new Director of Career Services & Internships started in the Summer of 2011 and has since developed a new theme of “Explore, Connect, Plan, and Achieve”, increased the number of workshop offerings, created additional evaluations to accompany the workshops, added an assessment tool called MyPlan, to aid students in their career search, and added over 50 new employer contacts.

2I2

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

The campus culture and infrastructure has adopted the Procedure for Institutional Strategic Planning, Deployment and Effectiveness (PISPDE) guide to provide a structured approach to planning (see 5P2). This guide outlines processes for the review of progress made on all planning processes, divisional Overarching Development Plans (ODP) (see 5P3), AQIP Action Projects and quality improvement updates (System Portfolio process) and our strategic plan, Strategic Directions. This sets the stage for institutional priorities for the next fiscal year.
Category Three: Understanding Student’ and Other Stakeholders’ Needs

At the institutional level and with the design of the College’s Procedure for Institutional Strategic Planning, Deployment and Effectiveness (PISPDE) process (5P2), and strategic plan, we now have a strong structure for planning alignment and quality improvement within our all divisions. The design of Faculty and Staff Senates have also aided in better communication and collaboration within areas across campus. Although our design, review and assessment processes for the College’s programs are now more comprehensive and systematic, these are relatively new processes for some areas and consequently, results data and improvements are sometimes minimal.

At a divisional and departmental level, and since the last portfolio submission, the College has been working to better utilize enhanced techniques to identify student and other stakeholder needs as evidenced by the increased use of data collection and review. Internally, data is collected during recruitment, informal interviews, surveys, through use of technology (3P1) and interpersonal interactions (3P2) and reviewed by departments and committees. Externally, data is collected through environmental scanning, membership with organization focused on Higher Education, and feedback from accrediting bodies (3P1). The College also uses branding and communication strategies to build and maintain relationships. The use of nationally recognized survey tools to collect data from students (i.e. National Survey of Student Engagement (NSSE), Noel-Levitz Student Satisfaction Inventory (SSI)) is relatively new and only a small amount of dissemination of the data has taken place so far. With the development of an Institutional Research office within Academic Affairs, the ability of providing data for informed decision making, aligned with the goals and budgetary realities of the College, is better available.

The College’s processes for understanding student’s and other stakeholders’ needs are mostly systematic and aligned but we recognize that the indirect ways we measure some stakeholder needs and satisfaction (i.e. monitoring foundational gifts, attendance at campus events) can be improved upon. Recent improvements in Learning Communities and Honors programming enhancements and the addition of Veteran Education and Transition Support (V.E.T.S.) programming are a result of feedback and assessment in those areas. Collaboration between Student Life, Residence Life, and Advising offices have created a strong, integrated support system for students. Results from the Academic Learning Center (ALC) continue to show positive trends in the correlation of use and better grades. Although these and other examples suggest a close working relation across campus in the support of student services, there are still areas that are less engaged with the collaborative processes.
Processes

3P1

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

When identifying the changing needs of its student groups, the College is guided by its desire to help students succeed. The College identifies the changing needs of our student groups through campus-generated and national surveys, the use of enrollment testing (ACT, SAT and ASSET) and other demographic review, informal interviews, memberships and attendance at conferences focused on studying demographic shifts, and technology. Some nationally recognized survey tools used to collect data from students include the National Survey of Student Engagement (NSSE), and the Noel-Levitz Student Satisfaction Inventory (SSI) which are to be administered on a regular cycle. The College then uses the results to identify strategies for improvement.

The College administers the following campus-generated surveys: New Student Orientation Student and Parent evaluations, Resident Information/Community Expectations Survey, Student Life Satisfaction Survey, Student Life program evaluations, Student Evaluation of Internship Experience, and Graduate Exit Survey. Additionally Student Evaluations on Instruction are administered at the end of every term. The appropriate Academic or Student Life program areas review the results and determine any corrective action that may be necessary.

Lake Erie is also guided by information gathered during periodic environmental scanning. Early in 2009 Education Strategy, a consulting company specializing in adult and online learning solutions, was hired to do a feasibility study for an accelerated adult degree completion program. They found that in Lake County alone there were 45,000+ targets for enrollment for student’s age 25+ and initiated efforts to determine the needs, and applicable program interests. Due to this demographic trend, the College initiated efforts to outline an accelerated schedule, location and instructional and social support.

The College interacts with students through the delivery of support services, student activities and leadership opportunities, experiential learning, and through classroom instruction. Teams, task forces, and committees also collect data each semester, maintaining trend analyses and recommending focused study when a change in process may be warranted.

The offices or committees listed below collect data on students and learn about changing student needs including:

- Academics Affairs: Identifies and assesses resource allocation such as space, capital planning and personnel through Program Review (1P4) and student evaluation of instruction, as well as analysis of student academic profile trends like High School GPA’s and ACT, SAT and ASSET testing.
- Academic Learning Center: Identifies student needs through changes in patterns regarding the use of tutoring
- Admissions: Obtains data through applications, surveys, event evaluations, staff feedback, and service contact
- Advising Services: Identifies student needs through student placement test scores indicating level of developmental education needs, and Advising Session feedback.
- Career Services: Identify stakeholder needs through the use of Employer Surveys and a survey of baccalaureate graduates
- Information Technology: Monitors use of our online portal, LEO, and email resources and adjusts delivery model and online tools to meet demand.
• Registrar: Identifies trends in distribution of majors, retention and persistence, graduation rate, and course delivery efficiency
• Retention Committee: Obtains demographic and trend data for analysis, and reporting
• Student Success Center: collects data related to attendance at the health center, Social and academic counseling/interventions, documented disabilities and academic accommodations
• Student Government Association: Collects information on student organizations including purpose, membership, programming, etc.
• Student Life Offices: Identify desired outcomes related to student needs for co-curricular activities, social interactions, personal development, and safe and comfortable campus experience.

One of our more ambitious projects included the redevelopment of our retention, persistence, and completion planning as noted in our AQIP Action Project for Retention. This project included the development of a college retention committee designed to study and propose changes that increase college-wide retention. Processes were put in place to better track and report on retention data and retention-related programming; assessment of academic support and related services was developed; and a retention profile key was created (see 1P3 for LEC Tier table). Recommendations made to improve retention efforts include a refocus on Honors programming, develop Learning Community programs, and development of an online Early Intervention System designed to identify students who may be at risk of academic difficulty or failure.

Examples of data collected and analyzed to inform retention related decisions include the annual Retention Persistence and Graduation Rates, an incoming Cohort Profile Summary (which includes the students identified by tiers as described in 1P8, demographic information, date of enrollment, and distribution of majors), and the 2010 Cohort Persistence Profile as sampled in Table 3-1 and Table 3-2 below.

<table>
<thead>
<tr>
<th>LEC Tiers</th>
<th>2010 Cohort: ( n=257 )</th>
<th>Non-Returning: ( n=98 )</th>
<th>Returning: ( n=159 )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>1 - ACT 25 &amp; above (DkBlue)</td>
<td>52</td>
<td>23%</td>
<td>14</td>
</tr>
<tr>
<td>2 - ACT 21-24 (Purple)</td>
<td>78</td>
<td>30%</td>
<td>27</td>
</tr>
<tr>
<td>3 - ACT 19-20 /GPA equal to &amp; above 2.5 (Green)</td>
<td>39</td>
<td>16%</td>
<td>16</td>
</tr>
<tr>
<td>4 - ACT 19-20 /GPA below 2.5 (LtBlue)</td>
<td>13</td>
<td>5%</td>
<td>5</td>
</tr>
<tr>
<td>5 - ACT 17-18 /GPA above 2.5 (Gray)*</td>
<td>24</td>
<td>8%</td>
<td>12</td>
</tr>
<tr>
<td>6 - ACT 17-18 /GPA below 2.5 (Orange)</td>
<td>17</td>
<td>7%</td>
<td>7</td>
</tr>
<tr>
<td>7 - ACT below 17 (Red)</td>
<td>32</td>
<td>10%</td>
<td>15</td>
</tr>
<tr>
<td>Unknown ±</td>
<td>2</td>
<td>1%</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 3-2 Strategic Aid Analysis

<table>
<thead>
<tr>
<th>Tier Level</th>
<th>Non-Returning</th>
<th>Returning</th>
<th>Out-of-Pocket is &gt; $5,000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Amount</td>
<td>Avg Per Stud.</td>
</tr>
<tr>
<td>Tier 1</td>
<td>14</td>
<td>236,750</td>
<td>14,500</td>
</tr>
<tr>
<td>Tier 2</td>
<td>27</td>
<td>327,196</td>
<td>13,372</td>
</tr>
<tr>
<td>Tier 3</td>
<td>16</td>
<td>196,907</td>
<td>11,352</td>
</tr>
<tr>
<td>Tier 4</td>
<td>5</td>
<td>47,500</td>
<td>12,789</td>
</tr>
<tr>
<td>Tier 5</td>
<td>12</td>
<td>175,704</td>
<td>15,102</td>
</tr>
<tr>
<td>Tier 6</td>
<td>7</td>
<td>73,600</td>
<td>11,807</td>
</tr>
<tr>
<td>Tier 7</td>
<td>15</td>
<td>100,250</td>
<td>10,025</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>28,674</td>
<td>14,337</td>
</tr>
</tbody>
</table>

Five students from the 2010 cohort did not receive aid

Student involvement in campus committees provides another avenue for students to express needs. For example, the Student Government Association President meets bi-weekly with the President of the College to share information and concerns of students. They collect information on student organizations including purpose, membership, and programming. They also have key groups or sub-committees that collect concerns and then report them to the appropriate department heads. (For example SGA sub-committee for food, met with head of Metz to share requests for menu changes.)

The College utilizes other data sources to identify stakeholder needs including feedback from program-specific accreditation bodies; and requests from students to any office. This information is then channeled to the appropriate departments or governance process to address the expressed need. Some non-instructional objectives may also be proposed to the College by external stakeholders through informal communication as well as by strategic planning process. See 6R5 for information related to identifying best practices for processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs.

Since the completion of the 2008 Systems Portfolio, the College has increased its use of technology to understand student needs more readily. We track website use with Google Analytics to determine what information students seek most so that adjustments can be made. The College’s Facebook pages (Official, Athletics, Metz Dining Services, Garfield Senior College Alumni, etc.) are monitored and tracked to stay abreast of student or community current topics of conversation.

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

The College uses a variety of interpersonal interactions, group activities, branding and communication strategies to build and maintain relationships with students. These strategies also connect students with each other, to faculty and staff, and build a sense of community. This starts with the recruitment and application process, continues through New Student Summer Orientation, Extended Orientation and Advising, and is maintained through classroom and student life engagement.

Lake Erie College and Lake Erie College’s Department of Athletics’ brand identities have been created to project a strong and consistent image to all those who come in contact with the College. By building our
mission, vision, values, attitudes, ideals and aspirations into text and image, we reinforce and expand the Lake Erie College brand presence. The College’s recent brand character focused on Excellence, Tradition and Service. It also focused on the Department of Athletics’ wish to have their brand style represent strength of mind and body, an attitude that aggressively pursues challenge and spirit that is open and unrestricted.

All College communication materials reflect that the College is an institution that:

- Has an international context
- Has an entrepreneurial spirit
- Has an innovative flair
- Has a strong liberal arts base
- Has experienced professors
- Has competitive athletic teams
- Strives for academic excellence
- Promotes personal growth and excellence
- Is expanding and growing
- Cares about excellence, tradition and service

The Offices of Admissions, Veteran Education and Transition Support, Adult Degree Completion Program (ADCP), and Financial Aid build relationships by informing prospective and current students about the college, and admission and financial aid processes via written and email communications, attendance at high schools and community events, as well as on-campus visits we call “Green and White Days”. Attendees of our “Green and White Days” learn about scholarship opportunities, academic offerings, student activities, athletics, residence life and study abroad programs. On these days, prospective students and their families get to meet with professors, staff, coaches and current students. Our Admission counselors provide individual attention from inquiry through deposit process. Our V.E.T.S. coordinator, ADCP department staff, and Financial Aid office collaborates with Admissions to provide individual assistance regarding financial assistance form acceptance through degree completion. The V.E.T.S. program continues to recruit Veterans by maintaining relationships at military separation points and seeking recently released Veterans from the local area. Our retention efforts have expanded with the V.E.T.S. coordinator acting as an initial academic & financial aid advisor.

At the undergraduate New Student Orientation, a collaborative effort between Student Life, Office of Admissions, Financial Aid, Registration, Advising and Bursar, students have a one-on-one advising session to begin developing an academic plan. Academic Advisors are typically full-time faculty members who thus act as mentors; however, students that have yet to declare a major will meet with either a representative from the Office of Academic Advising, or other designated faculty member for advising purposes. Advisors will assist in formulating educational goals or career plans, explaining school policies, and selecting courses each term. Students are required to meet with their advisor prior to registering each semester. During New Student Orientation, students also meet various support staff as well as other students to start building relationships that contribute to persistence. We have similar orientation sessions with our Transfer and Graduate populations.

During the three days leading up to the start of the Fall semester we offer Extended Orientation to new incoming students where they are integrated into the campus community and have many opportunities to connect with faculty and staff, starting with the distribution of the Student Handbook, and including orientation presentations. Student Orientation Leaders, student ambassadors, campus organizations and clubs assist in this community integration process. A “Welcome Back” concert, hosted by the student organization SIFE (Students in Free Enterprise), and in collaboration with City of Painesville, has been an entertaining community builder for the past four years. It began as a way to initiate activity between the students, the city, and local businesses. New Student Convocation commences at the end of Extended Orientation and
officially marks the start of each student’s academic journey, to be completed when they receive their degree during Commencement.

We aim to engage students in the classroom, too. Since our last portfolio submission in Fall of 2008, our student-to-faculty ratio has maintained at an average 14:1. Our faculty know their students, and take an active role in their experiences here. Our students have opportunities to participate with our faculty on lab experiments, research presentations, and field work. Most academic programs at Lake Erie College are organized into five different schools, each housing a particular group of majors and minors that complement each other. Depending on where the student’s interests lie, they may find themselves in more than one school, taking advantage of the interdisciplinary nature of our liberal arts education. We offer academic programming like Honors, Undergraduate Research opportunities, and Learning Communities which aim to allow students to celebrate their interests and develop personal growth through experiential learning. We also offer academic support services through our Academic Learning Center (ALC) including the Mathematics Lab, Tutorial Services and the Writing Center. All ALC services are available on a walk-in basis during designated hours throughout the morning afternoon, and evening. Weekly math lab sessions are required for certain courses and students may work on assignments in small groups or with direct peer-to-peer tutoring. All tutors and writing assistants have demonstrated competency and secured recommendations from a faculty member in the subject area. Tutors meet regularly with the faculty members who teach in their area in order to remain current with the material being covered in each class. Hours are posted on the ACL page in LEO (Lake Erie Online), distributed by campus email, and listed on the ALC Facebook page. The college’s online portal, LEO (Lake Erie Online), provides information about the student’s records and progression toward their academic goals, scheduling, course content and announcements.

The Student Life Office provides coordination of student clubs and organizations, programs, and activities which promote and facilitate interaction among students, faculty and staff. The Student Life Office provides opportunities for students to develop leadership skills, and advises student government and the Student Activities Council. Students are encouraged to participate in campus clubs and organizations as a means of enriching their college experience. If a club is not currently in existence, students are encouraged to organize new clubs or organizations of interest to them and other students. Due to budget issues in recent years, the Student Life Office has had to face certain challenges related to staffing. This in turn will affect the maintenance of relationships with students.

Lake Erie’s residential community consists of four residence halls and five residential apartments within walking distance of the College, housing over 560 students. Lake Erie College is committed to maintaining a residence hall environment that is conducive to learning and promotes the idea of individual and group well-being and enrichment. The College supports the idea of encouraging students to assume personal responsibility for actions, yet also realizes its obligation to provide guidelines to protect the rights of other members of the community. The residence assistant staff is charged with creating meaningful programs tailored for each developmental stage. First year students will have programs geared toward getting the students established in the community. This includes getting involved on campus as well as learning about the campus community and the services available to students. Second year students programming is focused on career aspirations and becoming more involved on campus. Programming directed toward upperclassmen aims to further develop career goals, campus involvement, and leadership development as well as intellectual and social growth. Programming for upperclassmen also focuses on graduate school, transitioning leadership roles, and career based topics. The Residence Life office coordinates programs for residence students (54% of campus profile) to meet educational, physical, social, safety, community building, or Student Activities Council (SAC) goals. Examples of some of the programming offered can be found here: http://www.lec.edu/studentlife/reslife/programming

Lake Erie College’s Student Success Center and Career Services continually build and maintain relationships with students. Student Success Workshops, sponsored by the Student Success Center, provide students with opportunities to further develop skills in goal setting, time management, study skills, and test taking, in

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Category Three • Page 46
addition to helping them develop skills to cope with depression, substance abuse issues, and sexual assault issues. The office of Career Services also builds relationships with students through assisting them with career preparation and job search assistance. Career Services assists students in identifying appropriate career pathways, internship and job-shadowing opportunities, resume building, and interviewing techniques.

Lake Erie College also offers 23 varsity sports and competes in the Great Lakes Intercollegiate Athletic Conference (GLIAC), the East Coast Conference (ECC) and the Eastern College Athletic Conference (ECAC). Relationships are built with our student athletes through interaction with coaches, athletic support staff, and with other student athletes via the Student-Athlete Advisory Committee and the CHAMPS/Life Skills program (CHallenging Athlete’s Minds for Personal Success). The CHAMPS/Life Skills offers various speakers, workshops and community service opportunities where Lake Erie College’s student-athletes will develop and gain strong leadership skills. Lessons from the program range from resume writing and interviewing tips to avoiding the use of harmful substances and the effects drugs and alcohol have on the human body.

Our Department of Institutional Advancement reaches out to alumni, community donors, and other friends of the College through our bi-yearly Alumni magazine and Lake Erie College’s monthly newsletter. The magazine has a form for alumni to complete who need to provide new or additional information. This office is also responsible for maintaining all other public College communications, including Media Relations, Public Relations, Publications, Branding, Marketing, Website and Graphics. Design, restructuring, and maintenance of the website are also under the auspice of this department. The Alumni Relations Office, within Institutional Advancement, provides several ways to communicate with our alumni base: social and print media; face to face communications; and phone calls throughout the year. Since the majority of our alumni are web connected, we have both an alumni Facebook page and a Twitter account. With both social media, we attempt to engage our alumni with updated information, current activities on campus and the ability to connect with their classmates. Prior to Commencement, our Career Services department works with our new alumni to build a link with the College for career information, job search and résumé updates. An exit information questionnaire is filled out by all graduates to provide job information as well as alternative contact information. Beginning in 2013, all alumni will retain their Lake Erie College email address, which will make communication between the Alumni Relations Office and alumni much easier.

The National Alumni Board represents alumni from all over the country and in a variety of Class years. We have a special Young Alumni group, an MBA Alumni group and our Department of Institutional Advancement is starting to target other niche groups such as athletics and fine arts to find out any special needs they may have. The Institutional Advancement Department works with the NAB to honor distinguished alumni, and, returning this year, honoring outstanding athletes in the alumni ranks. This is done through peer nominations by alumni.

Events are another key way to engage alumni. We have a three day Homecoming/Alumni Weekend in the Fall, several alumni events in areas where we have large groups of alumni living, and local events throughout the year on the College campus. We are always looking for ways to encourage alumni participation on campus with our students.

Alumni are also invited to sit on College committees, when appropriate. They were involved in the past process to hire a new President of the College in 2006, a recently hired Vice President of Institutional Advancement and will be included in the new strategic planning process.
How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

Evaluating the changing needs of our stakeholders requires the involvement of many areas of the College to collect information and collaborate to take a course of action. Key stakeholders consist of students who, in and of themselves, make up subgroups like our veteran population; faculty and staff; alumni; local K-12 school systems; Eastern Ohio P-16 Partnership for Education; transfer partner institutions like Lakeland Community College; area employers, some of whom we have direct collaborations with like University Hospitals; local, state and Federal government agencies, and community members.

Exploring the changing needs of our students, faculty and staff, local community, employers, and business and industry stakeholders is done through the use of surveys, networking, informal interviews and technology. Examples relating to the use of student surveys were noted in 3P1. Other examples include a recent external review our Human Resource Department recently prepared to identify expectations of our employee stakeholders. This review included results from a campus survey as well as faculty and staff stakeholder interviews. It also included a review of benefit offerings, communication, compensation and performance management, employee retention and recruitment, training and development, and payroll and recordkeeping services.

Faculty, Staff and Students participate in a new governance structure that was designed in 2009-2010 to provide opportunities for their needs to be expressed and addressed (see 5P5 for more information). As part of this new governance structure, each stakeholder group serves on committees like our AQIP Committee. The Ohio Board of Regents, Higher Learning Commission, and various accreditation organizations provide data and input regarding changing program requirements. We also have articulation agreements with the Duquesne University School of Law, NEOMED (NEOUCOP), Mt Carmel College of Nursing, and the Rochester Institute of Technology E. Phillip Saunders College of Business, and transfer agreements with Lakeland Community College Veterans program.

Networking opportunities are also sought in and around the Lake County area through commerce memberships, interactions with community organizations, and various networking events which provide the College occasions to engage with its audience and gauge interest and awareness. Active participation in economic development organizations, chamber of commerce activities, educational associations, government organizations, social service participation and on-going professional development are some methods for identifying the needs of other stakeholders.

During the 2010-11 academic year, Lake Erie College embarked upon initial steps to prepare for a thorough review of its academic programs (see 1P4 for more information on Program Review). Through these action projects, we created a meaningful process for evaluating the quality of our offerings individually, and as a complete educational experience for our students. This new process will also allow faculty and staff within programs to evaluate regularly the alignment with employer needs, other accreditation standards and professional requirements like licensure. Each program report will be scored by an independent review team and will be used to guide academic priorities.

In the Summer of 2009, the Department of Information Technology implemented a new help desk software to better track and respond to technology issues. This ability to track IT issues lead to quicker identification of bugs and potential issues that affect the whole campus. IT also collects information from user groups. Based on these methods of stakeholder input, IT has enhanced the campus with wireless network access, and updated some of the classrooms with SMART Boards, projectors, DVD players and other multimedia functionality.
3P4

How do you build and maintain relationships with other key stakeholders?

A Lake Erie College brand identity has been created to project a strong and consistent image to all those who come in contact with the College. See 3P2 for more information on our brand identity.

Networking opportunities are also sought in and around the Lake County area through commerce memberships, interactions with community organizations, and various networking events which provide the College occasions to engage with its audience and gauge interest and awareness. Our Faculty and staff attend and present at regional and national conferences for many networking opportunities including accrediting, funding, and regulatory agencies.

In the area of Institutional Advancement (IA), relationships are built and maintained by the President, Vice President for IA (VPIA) and the IA staff. The key stakeholders include the College Board of Directors, alumni and friends of the College.

The President and VPIA, in coordination with the Board Development Committee of the Directors, identify, evaluate and recruit prospective board members through direct contact. Relationships with existing Directors are maintained mostly through the work of the Board; however, there are various social occasions for individuals and the entire group throughout the year. For example, the President and First Lady may entertain individual couples, and a Board of Directors dinner is held the night before the Board’s annual meeting each fall.

Alumni relationships and relationships with friends are built and maintained through various individual and group efforts as well. For example, relationships between current students and alumni are encouraged through interaction at a variety of events such as the Annual Scholar’s Travel Series. Prospective alumni donors and volunteers are identified, evaluated, contacted and solicited by the President, VPIA and IA staff and often referred by other successful alumni and friends. Meetings, lunches, receptions, volunteer meetings and projects, and phone calls are all direct tools for building and maintaining relationships. The College magazine, website, coverage in the media and related publications and mailings are all indirect tools that attract individuals or bring alumni and friends closer to Lake Erie College.

Our employees and students participate in community service activities, on community task forces or committees, and professional development opportunities. Our student body has increased its involvement with community programs like the United Way, elementary school reading programs, and the Make-A-Wish foundation. Student groups often even sponsor events like the St. Baldrick’s Foundation’s head-shaving event where participants shave their heads for donations to cancer research. Our faculty and staff also participate in community service activities, including volunteering or membership on boards for organizations like Goodwill Industries of Ashtabula, and United Way of Lake County. Our have partnerships with Lake and Geauga Counties Educational Service Centers to offer professional development to area educators.

3P5

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

As part of our planning process, as outlined in the PISPDE (see 5P2 for more information on PISPDE), we identified our current position and identified where we want to go. During the development of our current strategic plan, our Strategic Planning Team embarked on a SWOC analysis to identify the Strengths and Weaknesses of the college while also discovering Opportunities and Challenges we face. These identifiers
helped to shape the strategic goals, objectives and action steps. New program proposals align with the College’s mission and *Strategic Directions* for 2010-2013.

The College conducts a needs assessment when it is considering a new program to determine if a sufficient need exists for the program. The demand for the occupation in the Northeast Ohio area, the State of Ohio and nationally is considered. This information, in addition to the availability of qualified faculty, equipment costs, accreditation and licensing requirements, enrollment projections, and budget requirements are collectively analyzed. In addition, the College benchmarks with peer institutions that offers similar programs. It is at this point that the College determines if it has the resources necessary to provide a high quality program. This process was taken most recently with the proposed *Physician’s Assistant program*. For more information see 1P3 and 1P14.

Lake Erie College’s Career Services & Internships and the Center for Leadership and Professional Development are positioned to gain insight and direction from both higher education and workforce development professionals. Both offices work closely with area business owners to assess skill-gaps in the incoming workforce. Active participation in economic development organizations, chamber of commerce activities, educational associations, government organizations, social service participation and on-going professional development allow us to identify areas where an existing workforce group needs additional training and development. This type of networking allows us to be proactive and demand-driven in our approach to the region’s workforce and professional development needs.

**3P6**

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

Complaints in Institutional Advancement (IA) are usually received in the form of a personal conversation, phone call, letter or email. Complaints, although infrequent and minor, are usually a misunderstanding about a gift, a tax acknowledgement for a gift or errors or omissions in a College publication.

Formal Student complaints are defined as those written and signed by the student. Complaints received by email are regarded as written and signed when sent via the student’s College email address. We receive relatively few formal complaints by either method. Due to the nature of formal complaints, each office that receives student complaints keeps a log in order to protect student privacy. Each office follows different procedures that are appropriate to the role of the office and the type of complaint received.

Complaints received by the Vice President for Academic Affairs are generally academic in nature. The complaint resolution chain follows the Academic Affairs organizational structure by moving from instructor to Dean, and finally to the Vice President for Academic Affairs. Complaints are resolved at the lowest organizational level possible. The formal student complaint policy is outlined below.

Students of Lake Erie College have the right to present any personal concern or dissatisfaction regarding their enrollment to the appropriate College personnel and have it considered on its merits. Residential students will advise his or her residence director (or the Title IX Officer, if it is an affirmative action issue) briefly in writing of the problem within ten (10) working days of the incident. The residence director shall respond in writing to the complaint. Commuter students will advise the dean of students (or the Title IX Officer if it is an affirmative action issue) briefly in writing of the problem within ten (10) working days of an incident. The dean of students shall respond in writing to the complaint. If the grievance is directed to the dean of students, the student will advise the Vice President for Student Affairs briefly in writing of the problem within ten (10) working days of an incident.
Every effort should be made to resolve the conflict or problem on an informal basis. In the event a compromise/solution cannot be agreed upon, the grievance will move from this informal procedure to a formal one as follows:

- The student will put the complaint in writing again stating the full facts and providing evidence of the grievance.
- A meeting will then take place between the appropriate parties and the dean of students or his/her designee in order to resolve the conflict.
- If the grievance is not resolved at this level, all relevant information should be submitted to the respective area Cabinet Member for action. If the grievance is still not resolved, the final step will be:
  - All relevant information will be submitted to the President of the College.
  - The President's written response concludes Lake Erie College's provisions for addressing the allegation.

The purpose of this procedure is to promote an equitable, orderly resolution of problems arising at Lake Erie College. It is necessary that each step be followed to assure the student of the proper consideration of his or her grievance. In a situation where the student feels discriminated against, he or she should file a complaint with the Title IX Officer.

The President and Vice President of Institutional Advancement ensure donor satisfaction through gift stewardship. Progress reports on a variety of projects are given in order to keep the donor informed of how their gifts are being used. Donor events are held in order to recognize their generosity and inspire other individuals to support the College. The IA staff regularly follows up with alumni and friends who attend events and use the feedback to improve the event or function the next time. Homecoming/Alumni Weekend is an example of this as the members of the National Alumni Board make suggestions for improvement to the IA staff on an annual basis.

Lake Erie College has designated the Vice President of Academic Affairs, Dean of Students, the Residence Hall Directors and the Title IX Officer as the individuals who will receive student complaints. As outlined in the process below (and communicated in the Student Handbook), if it becomes necessary, Vice Presidents of the College will participate in the complaint process with final appeal resolution resting with the President.

Faculty and staff grievance and/or complaint procedures are detailed in the Faculty Handbook, and Employee Handbook.

See 3P3 for information on how the Department of Information Technology collects and tracks issues related to technology used across campus.

Results

3R1

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

Student satisfaction has been assessed with the CoursEval evaluations, NSSE and the SSI, and other internal evaluations. In spring 2009, the College implemented the NSSE for the first time. The following year, was SSI. Due to a change in our planned cycle (see 3I1 below) of these surveys NSSE has been administered again in the spring of 2011 and spring of 2012. The results from both surveys are analyzed and used to determine changes that are needed to meet the needs of specific groups of students.
In Spring 2010, due to a lack of manpower for analysis and dissemination of data from our old standard course evaluation forms, the College ran a pilot test for a new web-based assessment process. Flexible and easy-to-use, CoursEval allows the College to customize the assessment process to meet the particular needs of the institution. After a successful pilot with our science and MBA faculty, and buy in from the rest of our academic area, we went live with the software the following Fall term. The software allows for easier analysis and sharing of data to inform decision making regarding Faculty Evaluations, course assessment and student satisfaction.

Marketing and initial services satisfaction is assessed as students enter the College by an orientation evaluation. Students who attend orientation are asked to complete an evaluation to determine how well orientation is meeting their needs for information and relationship building. The results of student evaluation of orientation are reviewed by the Student Life staff and used in planning the next orientation and to help improve services we offered.

In an effort to enhance services provided by Human Resources a consultant group was retained to assist in review of the department. A satisfaction survey was sent out to all employees to define its strengths and identify appropriate changes to ensure the Human Resources department meets current and future needs as well as achieves the goals outlined in the College’s strategic plan.

Indirect measures of student satisfaction include attendance at campus events, website traffic (see Table 3-3 below), and retention and graduation rates. Feedback is also provided by the Student, Faculty and Staff senates. The College uses trend data, comparative data, and researches best practices to assist in determining the satisfaction of students and other stakeholders.

<table>
<thead>
<tr>
<th>Table 3-3 Website Traffic Trend Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
</tr>
<tr>
<td>Visits</td>
</tr>
<tr>
<td>Unique Visitors</td>
</tr>
<tr>
<td>Page Views</td>
</tr>
<tr>
<td>Pages/Visit</td>
</tr>
<tr>
<td>Time on Site</td>
</tr>
<tr>
<td>Bounce Rate</td>
</tr>
<tr>
<td>New Visits</td>
</tr>
</tbody>
</table>

**3R2**

What are your performance results for student satisfaction?

Based on the SSI and NSSE surveys administered, the College’s student body is relatively satisfied with the programs and services offered by the College. With our first value-added, multi-year results available for NSSE this Fall of 2012, our Institutional Research Specialist will identify the best approach to analyzing NSSE data to identify meaningful change. A sample of this can be seen in Table 3-4 below.
Table 3-4 NSSE Value-Added/Benchmark Comparison

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Class</th>
<th>LEC 2009</th>
<th>LEC 2011</th>
<th>LEC 2012</th>
<th>Great Lakes Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Academic Challenge (LAC)</td>
<td>FY</td>
<td>54.0</td>
<td>50.4</td>
<td>51.7</td>
<td>57.1 ***</td>
</tr>
<tr>
<td></td>
<td>SR</td>
<td>50.9</td>
<td>51.1</td>
<td>55.5</td>
<td>60.7 **</td>
</tr>
<tr>
<td>Active and Collaborative Learning (ACL)</td>
<td>FY</td>
<td>49.6</td>
<td>44.0</td>
<td>43.6</td>
<td>46.2</td>
</tr>
<tr>
<td></td>
<td>SR</td>
<td>54.0</td>
<td>51.0</td>
<td>54.0</td>
<td>53.9</td>
</tr>
<tr>
<td>Student-Faculty Interaction (SFI)</td>
<td>FY</td>
<td>42.3</td>
<td>36.9</td>
<td>42.8</td>
<td>37.3 *</td>
</tr>
<tr>
<td></td>
<td>SR</td>
<td>49.9</td>
<td>43.8</td>
<td>54.9</td>
<td>44.9 ***</td>
</tr>
<tr>
<td>Enriching Educational Experiences (EEE)</td>
<td>FY</td>
<td>29.1</td>
<td>25.4</td>
<td>29.1</td>
<td>28.9</td>
</tr>
<tr>
<td></td>
<td>SR</td>
<td>43.9</td>
<td>51.4</td>
<td>54.2</td>
<td>43.2 ***</td>
</tr>
<tr>
<td>Supportive Campus Environment (SCE)</td>
<td>FY</td>
<td>68.3</td>
<td>61.0</td>
<td>69.2</td>
<td>66.0</td>
</tr>
<tr>
<td></td>
<td>SR</td>
<td>62.9</td>
<td>61.7</td>
<td>64.9</td>
<td>62.6</td>
</tr>
</tbody>
</table>

Statistical Significance *(p<0.05)  **(p<0.0)  ***(p<0.001)

The Noel-Levitz SSI provides an assessment of student satisfaction with relationship to building and student services. Table 3-5 below shows our results for nine SSI scales. The results indicate that student expectations are more adequately met in the areas of Campus Life, Concern for the Individual and Academic Advising but less so in the areas of Campus Climate, Instructional Effectiveness, Responsiveness to Diverse Populations and Registration Effectiveness. Gap scores for the Campus Support Services and Safety and Security scales appear to be areas for improvement.

Table 3-5 SSI Scale Report

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>LEC 2010</th>
<th>GAP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Support Services</td>
<td>5.15</td>
<td>0.91</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>5.19</td>
<td>1.00</td>
</tr>
<tr>
<td>Concern for the Individual</td>
<td>5.44</td>
<td>1.01</td>
</tr>
<tr>
<td>Campus Life</td>
<td>5.07</td>
<td>1.02</td>
</tr>
<tr>
<td>Student Centeredness</td>
<td>5.39</td>
<td>1.02</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>5.24</td>
<td>1.13</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>5.5</td>
<td>1.14</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>5.29</td>
<td>1.22</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>5.05</td>
<td>1.29</td>
</tr>
<tr>
<td>Recruitment and Financial Aid</td>
<td>5.1</td>
<td>1.33</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>4.6</td>
<td>1.87</td>
</tr>
</tbody>
</table>

The highest gap score is for the Safety and Security scale and appears to be largely driven by the item “The amount of parking space on campus is adequate” (Gap of 3.19). This seems to be the highest Gap score for many 4-year privates also. In response, the College has increased promotion of overflow parking across the street from the main campus to students, faculty and staff.
3R3
What are your performance results for building relationships with your students?

With the implementation of a new Institutional Research Specialist in 2011, we now have the dedicated resources to better collect and analyze performance results for building relationships with our students; however, we have some results from the NSSE and SSI surveys we have participated in since 2009.

NSSE results provide information for the comparison of Lake Erie College against other Great Lakes Privates, and all NSSE participating institutions for 2012. In Table 3-6 below, you can see how we compare to these benchmarks on the terms of our student’s satisfaction with their educational experience and the College in general (% answering with highest rating). In the first five questions, we rank above or in-line with the benchmarks, for the last two we are below but not significantly.

Table 3-6 NSSE Benchmark Comparison

<table>
<thead>
<tr>
<th>NSSE Question – Satisfaction with.....</th>
<th>LEC FY+SN Avg.</th>
<th>Great Lakes Private</th>
<th>Carnegie Class</th>
<th>NSSE 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of relationships with faculty members</td>
<td>40%</td>
<td>34%</td>
<td>32%</td>
<td>31%</td>
</tr>
<tr>
<td>Quality of relationships with administrative personnel and offices</td>
<td>22%</td>
<td>21%</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>Providing support to help you succeed academically</td>
<td>41%</td>
<td>40%</td>
<td>38%</td>
<td>35%</td>
</tr>
<tr>
<td>Helping you cope with non-academic responsibilities</td>
<td>13%</td>
<td>13%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Quality of academic advising</td>
<td>39%</td>
<td>40%</td>
<td>37%</td>
<td>35%</td>
</tr>
<tr>
<td>Acquiring a broad, general education</td>
<td>38%</td>
<td>47%</td>
<td>45%</td>
<td>43%</td>
</tr>
<tr>
<td>Acquiring job or work-related knowledge and skills</td>
<td>33%</td>
<td>39%</td>
<td>38%</td>
<td>36%</td>
</tr>
</tbody>
</table>

One significant change in the College’s effort to build relationships with students is the Web Portal LEO (Lake Erie Online). The application was implemented in October 2008 and its use continues to grow. Students and community members can access LEO.

3R4
What are your performance results for stakeholder satisfaction?

Recently an external consulting company called The Otto HR Group conducted a review of expectations using both campus survey and faculty and staff interviews for the Department of Human Resources (HR). Overall the department received good customer service ratings; however, the results of this review suggest that a realignment of staff responsibilities, a review of internal processes, increased campus visibility and interaction, and strategic and annual planning will be required to increase department efficiency and effectiveness. The data also indicated that a key focus for the department needs to be moving many of its processes and services to currently available and newer technologies. Suggested improvements are detailed in the report.

It is well recognized that the manner in which a brand identity is presented to the marketplace can have a dramatic impact on the success of the organization. By applying a specific set of standard guidelines to all communications, Lake Erie College and Lake Erie College Athletics has attained greater recognition through consistent application.
Table 3-7 below reports data from the Noel-Levitz Student Satisfaction Inventory administered in Spring 2010 with 20% of the invited students completing the survey. The questions focus on students’ levels of satisfaction with their experience and expectations of the College.

<table>
<thead>
<tr>
<th>SSI Question</th>
<th>Response Option</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How has your college experience met your expectation?</td>
<td>About what I expected, better/quite a bit better, much better</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>Worse, quite a bit worse and much worse</td>
<td>19%</td>
</tr>
<tr>
<td>Rate your overall satisfaction with your experience here thus far.</td>
<td>Somewhat satisfied and very satisfied</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td>Neutral</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Somewhat dissatisfied, not very satisfied and not at all satisfied</td>
<td>20%</td>
</tr>
<tr>
<td>All in all, if you had it to do over, would you enroll here again?</td>
<td>Maybe yes, probably, and definitely yes</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td>Don’t know</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Maybe not, probably not, and definitely not</td>
<td>25%</td>
</tr>
</tbody>
</table>

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

Stakeholder satisfaction, as noted above, is a reflection of our performance results for building relationships with key stakeholders.

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

Comparison of the College’s performance with the results of other higher education organizations is achieved through the utilization of two nationally benchmarked surveys, the SSI and the NSSE. The results from the Noel-Levitz Student Satisfaction Inventory (see table in 3R3), administered in Spring, 2010, note that, when compared to National Four-Year Privates we had higher satisfaction with the availability of financial aid, caring campus staff and faculty, comfortable living conditions in the residence halls, faculty who are available after class and during office hours, and we have adjunct faculty who are competent as instructors. However, we had lower satisfaction ratings versus the same comparison group for the ability to register for courses with few conflicts. In preparation for Fall, 2012, a proactive approach for freshman registration was implemented. In addition, the full course schedule for the institution is being completed by a different approach, taking the full needs of the institution into consideration and not just each individual School. The result for Fall, 2012, was far fewer course conflicts for students.

Benchmarked NSSE data is presented in 3R3.

A sample of benchmarked trend data on Graduation Rates, Retention Rates, Instructional Expense as a Percent, and Academic Support Expense as a Percent can be found in Tables 3-8, 3-9, 3-10, and 3-11 below.
### Table 3-8 Graduation Rate Comparison Report

Graduation Rate - Bachelor degree within 6 years

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Aug 2008</th>
<th>Aug 2009</th>
<th>Aug 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barton</td>
<td>41</td>
<td>40</td>
<td>37</td>
</tr>
<tr>
<td>Briar Cliff</td>
<td>54</td>
<td>47</td>
<td>56</td>
</tr>
<tr>
<td>Catawba</td>
<td>40</td>
<td>55</td>
<td>57</td>
</tr>
<tr>
<td>Cazenovia</td>
<td>40</td>
<td>39</td>
<td>45</td>
</tr>
<tr>
<td>Central Methodist</td>
<td>37</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>Chowan</td>
<td>32</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>Clarke</td>
<td>64</td>
<td>65</td>
<td>64</td>
</tr>
<tr>
<td>Coker</td>
<td>56</td>
<td>45</td>
<td>54</td>
</tr>
<tr>
<td>Defiance</td>
<td>57</td>
<td>46</td>
<td>45</td>
</tr>
<tr>
<td>Hastings</td>
<td>64</td>
<td>62</td>
<td>65</td>
</tr>
<tr>
<td>Heidelberg</td>
<td>53</td>
<td>54</td>
<td>52</td>
</tr>
<tr>
<td>Hiram</td>
<td>62</td>
<td>69</td>
<td>68</td>
</tr>
<tr>
<td>Lake Erie</td>
<td>36</td>
<td>42</td>
<td>47</td>
</tr>
<tr>
<td>Manchester</td>
<td>55</td>
<td>48</td>
<td>53</td>
</tr>
<tr>
<td>Mars Hill</td>
<td>38</td>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td>Newberry</td>
<td>40</td>
<td>43</td>
<td>48</td>
</tr>
<tr>
<td>Ripon</td>
<td>69</td>
<td>76</td>
<td>71</td>
</tr>
<tr>
<td>Saint Josephs</td>
<td>52</td>
<td>58</td>
<td>57</td>
</tr>
<tr>
<td>Thiel</td>
<td>35</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>U. of Charleston</td>
<td>41</td>
<td>44</td>
<td>42</td>
</tr>
<tr>
<td>U. of Pikeville</td>
<td>35</td>
<td>37</td>
<td>38</td>
</tr>
<tr>
<td>Washington Adventist</td>
<td>63</td>
<td>24</td>
<td>28</td>
</tr>
<tr>
<td>West Virginia Wesleyan</td>
<td>59</td>
<td>54</td>
<td>58</td>
</tr>
<tr>
<td>Wheeling Jesuit</td>
<td>64</td>
<td>4</td>
<td>60</td>
</tr>
<tr>
<td>William Jewell</td>
<td>63</td>
<td>63</td>
<td>65</td>
</tr>
</tbody>
</table>

### Table 3-9 Retention Rate Comparison Report

Retention Rate – Full-Time Freshman

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barton</td>
<td>71</td>
<td>67</td>
<td>61</td>
</tr>
<tr>
<td>Briar Cliff</td>
<td>65</td>
<td>66</td>
<td>68</td>
</tr>
<tr>
<td>Catawba</td>
<td>70</td>
<td>70</td>
<td>67</td>
</tr>
<tr>
<td>Cazenovia</td>
<td>73</td>
<td>67</td>
<td>70</td>
</tr>
<tr>
<td>Central Methodist</td>
<td>55</td>
<td>65</td>
<td>68</td>
</tr>
<tr>
<td>Chowan</td>
<td>46</td>
<td>45</td>
<td>46</td>
</tr>
<tr>
<td>Clarke</td>
<td>80</td>
<td>78</td>
<td>73</td>
</tr>
<tr>
<td>Coker</td>
<td>64</td>
<td>67</td>
<td>71</td>
</tr>
<tr>
<td>Defiance</td>
<td>62</td>
<td>65</td>
<td>63</td>
</tr>
<tr>
<td>Hastings</td>
<td>69</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>Heidelberg</td>
<td>66</td>
<td>66</td>
<td>56</td>
</tr>
<tr>
<td>Hiram</td>
<td>81</td>
<td>78</td>
<td>76</td>
</tr>
<tr>
<td>Lake Erie</td>
<td>63</td>
<td>65</td>
<td>72</td>
</tr>
<tr>
<td>Manchester</td>
<td>68</td>
<td>66</td>
<td>72</td>
</tr>
<tr>
<td>Mars Hill</td>
<td>64</td>
<td>59</td>
<td>54</td>
</tr>
<tr>
<td>Newberry</td>
<td>62</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>Ripon</td>
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<td>83</td>
<td>85</td>
</tr>
<tr>
<td>Saint Josephs</td>
<td>62</td>
<td>55</td>
<td>68</td>
</tr>
<tr>
<td>Thiel</td>
<td>59</td>
<td>55</td>
<td>67</td>
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<tr>
<td>U. of Charleston</td>
<td>69</td>
<td>56</td>
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<tr>
<td>U. of Pikeville</td>
<td>51</td>
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<td>Washington Adventist</td>
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<td>West Virginia Wesleyan</td>
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<tr>
<td>Wheeling Jesuit</td>
<td>70</td>
<td>77</td>
<td>68</td>
</tr>
<tr>
<td>William Jewell</td>
<td>78</td>
<td>77</td>
<td>76</td>
</tr>
</tbody>
</table>
### Table 3-10 Instruction Expense Comparison Report

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barton</td>
<td>21</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>Briar Cliff</td>
<td>36</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>Catawba</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Cazenovia</td>
<td>49</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Central Methodist</td>
<td>50</td>
<td>51</td>
<td>52</td>
</tr>
<tr>
<td>Chowan</td>
<td>37</td>
<td>37</td>
<td>33</td>
</tr>
<tr>
<td>Clarke</td>
<td>49</td>
<td>50</td>
<td>48</td>
</tr>
<tr>
<td>Coker</td>
<td>41</td>
<td>42</td>
<td>41</td>
</tr>
<tr>
<td>Defiance</td>
<td>40</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Hastings</td>
<td>49</td>
<td>48</td>
<td>44</td>
</tr>
<tr>
<td>Heidelberg</td>
<td>45</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>Hiram</td>
<td>37</td>
<td>34</td>
<td>43</td>
</tr>
<tr>
<td>Lake Erie</td>
<td>30</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Manchester</td>
<td>32</td>
<td>33</td>
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</tr>
<tr>
<td>Mars Hill</td>
<td>37</td>
<td>35</td>
<td>34</td>
</tr>
<tr>
<td>Newberry</td>
<td>27</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>Ripon</td>
<td>49</td>
<td>50</td>
<td>48</td>
</tr>
<tr>
<td>Saint Josephs</td>
<td>38</td>
<td>39</td>
<td>39</td>
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### Table 3-11 Academic Supp. Expense Comparison

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<td>William Jewell</td>
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Improvement

311

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

Student satisfaction has been assessed with the NSSE and the SSI along with other internal evaluations. In Spring, 2009, the College implemented the NSSE for the first time. The following year, was SSI. The originally planned cycle for these two surveys was for a rotating basis, having students participate in one or the other every year. However, in Spring of 2011 we identified the loss of value-added results from the Freshman to Seniors for NSSE if we continued this course. The result was an adjustment to the cycle so that NSSE can be implemented every three years.

As a result of the Human Resource Departments recent satisfaction survey of HR services, our payroll system was moved to a new company to allow tracking of vacation and sick leave to be identified on payroll stubs. This offering has forced an adjustment of when time sheets are submitted to Payroll so that the leave recorded will be up to date through the end of the month that the paystub is distributed. During the Summer of 2012, more forms were redesigned to be available electronically, and many well-used forms have been moved online and are available off our main website. A new Performance Evaluation system is being developed, centralized through HR and implemented after January 1st of 2013. This new system will be online, will offer supervisor evaluations of employees and employee self evaluations. It will be designed to allow for development of goals for improvement, activities and professional development.

As part of a recent campus wide planning initiative and Common Data Set Action Project, the IR office, along with Admissions, Financial Aid, Athletics, Student Life and Academic Affairs, has established and posted a Recurrent Reporting Cycle. The goal of this project was to provide better data definitions, communication of data needs, organize standard data requests, and to assist in Lake Erie College’s continuous improvement process. For a quick look at Lake Erie College’s Recurrent Reporting Cycle, see the Institutional Research and Planning IR Reporting Cycle web page.

In Summer, 2009, the Department of Information Technology brought in new help desk software to help solve technology problems more quickly and efficiently, benefiting both the department and the stakeholders using the technology. The help desk software is like a computer operated note-taking secretary: it allows users to submit a ticket explaining the problem and needs; allows for the user to track the progress of the ticket; and finally, leads the department to a better understanding of stakeholder needs, and, therefore, resolution in an effective and timely manner.

For recruitment leading to the 2012-13 Academic Year, Admissions made changes to the College’s messaging, financial aid packaging and the method of delivery such as the Housing and Health forms needed for students. Typically these messages would be delivered via “snail-mail”; however moving these forms online led to an increase in early completion. In addition, Admissions used student tele-counselors in an effective manner in the previous fall where nearly 6000 phone calls were made to prospective students providing information and value statements about the college. The message was transformed from what had been done in the past and now focuses the recruitment of students based on academic achievement rather than extra-curricular activities. In winter of 2011-12, a regression analysis was done by a consulting group on the College’s Financial Aid allocation. The goal was to analyze data about financial aid, and how it affected the ability and the likelihood of a prospective student enrolling at the college, as well as how much that student would be willing to pay. It also served as a reaffirmation of the enrollment team’s feeling about which students enroll at Lake Erie College. After combining these results with retention data, Admission’s and Financial Aid redefined the packaging policy for certain students.
Additionally, in September of this year a new Vice President of Institutional Advancement was hired and the functions within the entire division are now under review. The development of new goals and objectives are underway with more extensive tracking and evaluation planned.

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

Committees such as the Retention Committee, Faculty Senate, Academic Standards, and Strategic Aid and Recruitment Committee review and analyze results specifically related to recruitment, retention and persistence and communicate findings to appropriate Vice President’s, Deans, etc. Some of the new reports these committees use can be seen below.

- Retention Persistence and Graduation Rates
- Cohort Summary
- Distribution of majors
- Retention Profile
- Persistence Profile
Category Four: Valuing People

To meet staffing needs and identify the most appropriate credentialed employees, the College has two avenues for hiring employees, Human Resources (HR) manages the methods for hiring all Staff and Academic Affairs manages the methods for hiring Faculty. The College tailors recruiting and advertising efforts to specific job openings. All positions are put on the College webpage. Faculty positions are advertised in the Chronicle of Higher Education, Higher EdJobs.com and local newspapers. Staff vacancies are posted in other appropriate vehicles.

The Employee Handbook, created in 2007 (revised in 2008 and again in 2009), describes hiring policies and practices; provides information on the College’s mission, expected outcomes and expectations; and describes benefits for all employees. The Faculty Handbook, adopted in 2010, identifies Faculty responsibilities; governance; employment policies and procedures; rights, responsibilities and workload; and describes the procedures for evaluation and promotion. Strategic use of the College website also helps to communicate to the internal stakeholders the strategic plan of the College.

With the completion of a recent voluntary review on the Office of Human Resources, new plans have been made to update the departments function. The recommendations presented in the consultant’s report are too numerous to be addressed all at once. They have been prioritized by the HR staff, with support and assistance from administration and internal partners. As recommended by the review, an upgraded orientation program that assists new staff in better understanding the current LEC culture is a high priority based on stakeholder comments. Currently, HR provides an orientation manual and a one-hour session on benefits on the first day of employment. Also, performance evaluations are formalized and evaluated for faculty and staff in some divisions, but there are no College-wide policies or guidelines. HR is working to provide an electronic Performance Evaluation process available after January 1st. Perception of faculty and staff support needs will be address as a result of the Otto HR Review. We also realize that succession planning for key personnel could ensure that the College maintains its course.

All employees are encouraged to seek professional development opportunities, to pursue formal education, and to take advantage of courses and degrees at the College for no cost. In addition to recognition in their professional fields and in college performance reviews, the College recognizes faculty and staff at an annual Faculty and Staff Recognition Reception.

Although the institution is committed to the support of the faculty and staff, it is also acknowledged that the current economic environment is such that new hires, raises, and planned adjustments for salary compression are postponed. The College is moving in positive directions with the self-imposed review noted above and hopes that it will result in new systematic processes; however, we are currently in a reactive level.
Processes

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

The Human Resources department at Lake Erie College is responsible for hiring all staff. An approved “Salary/Position Authorization” form is forwarded along with the current job description listing qualifications and experience required by each department to Human Resources. When developing new positions, Human Resources can assist the department in identifying typical qualifications and experience requirements. The postings are reviewed by Human Resources, and submitted to the Vice President of Administration and Finance for verification and approval of the availability of budgetary resources. Once approved, Human Resources will post the position to the internal job board and email the College community and/or post the job externally to the College’s website and to HigherEdJobs.com. Human Resources is responsible for verifying references, running criminal background checks, verifying social security numbers, identifying immigration status, and checking driving records for all employee hires. Academic Affairs is responsible for hiring faculty and academic administrators.

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

The Department of Human Resources consults with the College University Personnel Association (CUPA) on issues of HR. This organization provides knowledge, resources advocacy and connections to achieve organizational and workforce excellence. The Human Resources’ staff participates in online webinars and is kept up-to-date with alerts and notifications of issues that affect higher education offices.

In addition to the screening that Human Resources does on new hires, Search Committees are utilized for full-time faculty and coaches, vice-presidential, and director level positions to review and interview potential candidates. These collaborative committee groups can consist of students, coaches, other department members, members from departments that may have strong interaction with the new hire, representation from Faculty and Staff Senates, and/or board member representation. All other level positions should show evidence of interviewing by at least three members of the respective department or division. The Department of Human Resources provides a document identifying the process and guideline for screening. All positions require an extensive interviewing process in which candidates’ skills, experience, and educational backgrounds are matched with the duties and tasks required for the position.

We recognize that our enrollment has doubled since 2006 with our full-time instructional staff not increasing as significantly to match. We have also identified that when compared to our benchmark peers we have significantly less full-time faculty members, but when you view our student to faculty ratio (see Table 4-1), you see we are in line as compared to the same benchmark group.
## Table 4-1  Student:Faculty Ratio Comparison Report

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Peers identified by Institutional Research, May 2011

As defined by the Faculty Handbook, academic faculty includes all full time and part-time permanent ranked academic instructors serving under a faculty contract, who teach at least six credit hours per year. The Faculty Handbook also identifies and defines credentials and duties for the four regular academic ranks. They are Instructor, Assistant Professor, Associate Professor, and Professor. See Section 4 of the Faculty Handbook for more information. The Faculty Handbook also defines the Faculty Hiring Process and Faculty Review.

See 1P11 for more information on training available for Faculty Professional Development and 1P15 on information as it relates to instructors accessibility for student inquiry.

### 4P3

**How do you recruit, hire, and retain employees?**

As identified in 4P1, the process for recruiting and hiring staff begins with submitting an approved “Salary/Position Authorization” form and job description for either a replacement or new position. Once reviewed and approved, the position is advertised in a variety of locations including the College’s website,

During the interview process, applicants are asked job-related questions regarding experience and the ability to perform in the position advertised. After final interviews, and following any other discussions with the Search Committee, the preferred applicant is selected. Faculty candidates are usually asked to demonstrate their teaching as a part of the interview process and, in some cases, make a presentation on their research to the Search Committee as well as to the college community as they are also invited to demonstrations.

Once the candidates are interviewed, a written recommendation, along with the candidate’s resume/application, and anticipated hire date are given to Human Resources (for staff), then a formal “Appointment Letter” and “Responsibility Agreement” are forwarded to the candidate to make the appointment official. Employees start work only after they have reviewed and signed both documents. Academic Affairs prepare faculty contracts. Background checks are required for all employees at the College. New employees also need to sign an “Employee Acknowledgment Form” which verifies they have received the Employee Handbook. New Faculty also receive the Lake Erie College Faculty Handbook that pertains to policies and procedures specific to Faculty issues and governance.

Once the candidate has accepted the position, Human Resources will conduct an orientation reviewing College policy, payroll, and employee benefits information. Individual department orientation and training will be conducted for staff by the supervisor/administrator. As noted in earlier categories, the Department of Human Resources recently had a review of their services completed and, based on that review summary, will be redefining their orientation process for staff. Currently a Human Resource staff member sits with the new employee and reviews incoming paperwork (payroll deductions, W-2’s, etc.) and walks them through the Employee Handbook. Based on best practices offered by CUPA, they may offer a New Employee Community Day for current staff across campus to meet and greet new hires. The Academic Affairs office conducts an orientation session for new faculty before the fall semester begins each year. This orientation includes presentations from Information Technology, Registrars, the Vice President of Academic Affairs, Deans, and Academic Success Center.

We acknowledge that turnover is at a rate higher than desired and is an issue, especially in student-related and administrative positions. Based on recent recommendations from the Otto HR Group Ltd, March 19, 2012, turnover may be improved through better recruitment practices. Human Resources can also expand and improve the exit interview process, especially in documenting the reason individuals leave employment. Another practice is the "un-exit interview," which can accompany the performance review. Human Resources or the supervisor can obtain information from high performers as to why they stay at the College and what factors make it a desirable workplace.

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

As new staff members join the College, they are introduced to the College’s Mission, Vision and Values, history, services and facilities, general computer network information, payroll, Human Resources, and Business Office forms and procedures in the Employee Handbook. Much of this same information like the history and mission, vision and values are also available on our website for all to find. Also, there are references to the history of the College throughout the year during some of our more our traditional events which are open to both the campus community and guests from the local area.
4P5
How do you plan for changes in personnel?

Personnel changes are sometimes identified by institutional priorities for the next fiscal year and are determined and communicated by an annual review process (see the third paragraph in 2P3, for more information on that process). These changes are handled by the recruitment process described in 4P1-4P3.

The campus has not formally addressed the issue of leadership succession with any written plan but acknowledges that due to life changes, and desired changes to staff career objectives an opportunity for cross-training exists.

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

The College reviews and designs work processes and activities by analyzing institutional priorities, department reviews (like the recent review Human Resources completed), student surveys, departmental meetings, and employee performance evaluations which include improvement plans. The desired outcomes of this analysis are to identify training, award programs, compensation and benefits that are attractive to employees.

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

In an ongoing effort to maintain an environment in which the College community extends respect and consideration to others, policies related to ethical practices are identified and outlined in the Employee Handbook. Employees are asked to sign an “Employee Acknowledgment Form” which verifies they have received and reviewed the Employee Handbook and were provided an opportunity to clarify any part about which they may have questions. All employees are evaluated on ethical and professional behavior annually during their performance reviews with two-way discussion between supervisor and employee, providing guidance and an oversight process for correction if necessary. The institutional community is annually sent FERPA guidelines by the Registrar. Those working directly with confidential student documents are given additional information and asked to sign a privacy policy contract. Additionally students are expected to follow an institutional code of conduct per the Student Handbook.

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

The College identifies training needs by analyzing institutional priorities, departmental reviews (like the recently completed review of Human Resources), campus surveys, departmental meetings, and the results of employee performance evaluations which include improvement plans. By utilizing these processes to identify training needs we can then improve faculty and staff performance which enhances the student experiences.
4P9
How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?

Sections VI-XII of the Employee Handbook serve as a general “Training Manual” and includes instructions pertaining to general computer and email usage, detailed telephone usage instructions and protocol, forms and procedures relating to Payroll and Human Resources, the Business Office, Physical Plant and Maintenance, Facility and room reservations, and special event requests. Additional training is then determined based on the needs of individual departments. Department specific job training could include options like video conference training on necessary software, or regulatory training via webinars. Offsite professional organization training is also encouraged and funded by departments as requested by supervisors or employees identified during performance evaluation reviews.

See 1P11 for more information on how we train and develop expectations for effective teaching and learning.

Positive feedback is provided to employees who participate in training and development programs during the performance review and Program Reviews. Tuition reimbursement is offered and encouraged as a benefit to employees to improve their knowledge, skills, and abilities for professional growth. In addition to recognition in their professional fields and in College performance reviews, the College recognizes faculty and staff at an annual Faculty and Staff Recognition Reception. One full-time faculty member is awarded the Excellence in Teaching Award, and one full-time staff member is awarded the Outstanding Employee of the Year recognition. Faculty and staff are also recognized for their years-of-service. Those with five, ten, 15, 20, 25, 30 and 35 years of service are presented with small gifts to recognize their years of service. Faculty and staff achievements are also highlighted in the Alumni magazine; campus-wide emails; and The View from PR newsletter.

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

All new non-faculty employees serve a probation period of 90 calendar days. It is designed to give the College the opportunity to determine whether an employee is suitable and qualified for the work for which the employee was hired. The decision as to the employee’s suitability and qualifications is the sole responsibility of the College. If the College determines that the designated introductory period does not allow sufficient time to evaluate the employee’s performance thoroughly, the introductory period may be extended for a specific period, but the employee may not remain on probationary status for more than six months. Upon satisfactory completion of the introductory period, employees enter the “regular” employment classification.

Employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis with their supervisor. A formal written performance evaluation will be conducted at the end of an employee’s initial period of hire, (90 days), known as the introductory period. Additional formal performance evaluations are conducted yearly to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strength, and discuss positive, purposeful approaches for meeting goals. Specific conditions may warrant more frequent appraisals. The employee and supervisor must sign the performance appraisal. It will then be forwarded to the Vice President for Administration and Finance and the Department of Human Resources for final disposition.

In an effort to recognize truly superior employee performance, merit-based pay adjustments, based on performance, are under consideration. The decision to award such an adjustment is dependent upon
numerous factors, including the information documented by this formal performance evaluation and budgetary constraints.

Faculty are evaluated based upon: student evaluations conducted every semester in every class; annual faculty self-evaluations; and annual observations conducted by the Dean of Schools. The criteria for review for tenure and advancement in rank are set forth above in Section 6 of the Faculty Handbook. To facilitate reviews for promotion in rank and the award of tenure, faculty members are expected to submit supplemental evidence to demonstrate excellent performance. This evidence should be submitted in portfolio form, which includes a summary of performance and a narrative identifying how the evidence submitted demonstrates the performance criteria. These will be used by the Faculty Evaluation Committee and the Dean of Schools for periodic evaluations.

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

The campus culture and strategic directions were taken into consideration in the development of our Faculty Handbook and Employee Handbooks wherein our faculty and staff employee recognition, reward, compensation and benefits systems are identified. For staff, an adequate system has been in place for some time to appraise performance, determine competitive levels of compensation, and award increases. Performance appraisal for staff is conducted on an annual cycle. Currently, and for the foreseeable future, new hires, raises, and planned adjustments for salary compression are frozen.

For Faculty, the most significant step forward is a recent revision to the “Faculty Evaluation” section of the Faculty Handbook. Explicit levels of performance in the areas of teaching, service, and professional development (including scholarship) are now established. Within that framework, it will be possible to consider the most effective—but also the most generally acceptable—way of designing a system for rewarding exceptional performance. Salary ranges for Assistant, Associate and Full Professor are already in place. However, planned adjustments to remedy salary compression are on hold “until economic conditions improve.” In the past, increases have been given across the board or as a result of promotion in rank.

With regard to benefits, a usual and customary package is offered to full-time faculty and staff. The Human Resources office takes yearly initiatives to maximize cost-benefit levels in the areas covered in the benefits package.

For students, several campus-wide systems are in place to foster, recognize and reward high-level performance. The most significant of these are: 1.) The Scholars Program, which recruits exceptional high school students, creates special sections of advanced courses for them, monitors academic progress, and conveys an “honors” diploma at graduation. 2.) An Honors Convocation is held at the end of each academic year in which a small group of students are recognized for exceptional performance and/or contributions to Lake Erie College. 3.) Membership in “Mortar Board,” a national honors society. A group of some 15 (junior) students are chosen each academic year for induction into the society.

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

The College uses multiple approaches in determining and analyzing key issues related to employee motivation. Faculty and Staff Senate Presidents meet once a week during the academic year with the President of the College to discuss current issues facing the College and other concerns as needed.
Constituents of these two groups can share issues at the open Faculty or Staff Senate meetings, via email or with more informal conversations.

The College has an “open door” culture in which employees are encouraged to approach administrators or Human Resources about issues of concern. All employee handbooks include enforcement procedures that may be initiated by any concerned person on campus.

The course of action varies depending on the issue and participants. When the Faculty and Staff Senates raised concerns about budgetary issues leading into Academic Year 2011-2012 the President and many of the Vice Presidents met directly with each Senate to address the concerns. Other issues may go to committees for determination about the course of action.

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

The College has a number of initiatives related to employee satisfaction, health, safety and well-being.

- Faculty and Staff Senates were developed to help build communication across campus. Through their design, they are given opportunities to discuss issues related to the satisfaction of their groups with the College President.
- The Student Success Center hosts weekly walk-in medical clinics; stress management, depression and suicide awareness training that are offered to all campus community members.
- All of the campus community can enjoy the fitness center and weight room at the Jerome T. Osborne Family Athletic & Wellness Center.
- The College offers a competitive health benefits package that has not seen an increase in employee contribution amounts since 2006. The College has absorbed all increases of costs while not having reduced benefit offerings. Dental and Vision benefits are also offered at low costs to employees.
- There is a full time Safety and Security Department led by former military and law enforcement. The security force conducts foot and vehicle patrols of the campus 24 hours a day, seven days a week, and inspects all campus buildings on a regular basis for fire, safety and health hazards.
- The College hosts social events like the annual End of the Academic Year and Holiday Party where all faculty and staff are invited.
- The College has a program of education designed to help all members of the College community avoid substance abuse problems along with Counseling and Rehabilitation if a problem occurs.
- The College offers events that promote healthy activity in a fun manner. For example, this year, twenty employees from Lake Erie College competed in the B Fit 4 Life Corporate Challenge, a five month long initiative against 32 other local businesses. The goal of B Fit 4 Life is to increase the level of physical activity and overall fitness while achieving the maximum amount of participation from the entire team. The challenge consisted of completing six monthly events. Some events include snowshoeing, a biathlon, boot camp, disc golf and Zumba. Teams also have the option of competing in the Lake Health Distance Classic half marathon. The overall champion received a B Fit 4 Life trophy and the seventh annual Lake Health Heart of the Community award.
- The Department of Safety and Security, Dean of Students, and Human Resources routinely monitor issues related to employee health, safety and well-being via formal incident reports. All these areas have an “Open Door” policy and are open to feedback. The Student Success Center monitors the success of events it hosts.
Results

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

The College uses a variety of measures of valuing people which are collected and analyzed regularly. These include:

- Years of service
- Attendance at College functions
- Participation in volunteer activities
- Training needs, number of sessions, number of participants
- Compensation and benefits
- Retention rates
- Course Evaluations
- Feedback from student satisfaction surveys like NSSE and SSI
- Awards
- News
- Compensation Review

4R2
What are your performance results in valuing people?

Performance results in measuring valuing people are as follows:

- 2008-2009 the Compensation Committee was reinstated to develop a salary realignment plan based on CUPA standards to determine inequalities compared to the midpoint of salary ranges and length of service in the position. The Committee created a three year realignment plan, but, due to budget constraints, in 2009-2010 the College had to implement a salary freeze followed by a salary decrease in 2010-2011. Salaries were restored to the 2009-2010 levels and increased 1.5% in 2011-2012. The College has reinstated the Compensation Committee this next academic year and charged them with the same goal. Faculty and Staff Senates have been asked to provide representation on the Committee.
- Attendance at college functions: Faculty and Staff Recognition reception averages 100 people per year and the Holiday Cocktail Party averages 200 people.
- Participation in volunteer activities: Twenty employees from Lake Erie College competed in the B Fit 4 Life Corporate Challenge, a five month long initiative against 32 other local businesses.
- Awards for Years of Service is another method for Valuing People (Table 4-2)

<table>
<thead>
<tr>
<th>Years of Service:</th>
<th>Count:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Years</td>
<td>25</td>
</tr>
<tr>
<td>10 Years</td>
<td>6</td>
</tr>
<tr>
<td>15 Years</td>
<td>1</td>
</tr>
<tr>
<td>20 Years</td>
<td>1</td>
</tr>
<tr>
<td>25 Years</td>
<td>0</td>
</tr>
<tr>
<td>30 Years</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4-2 Years of Service Recognition for Service through 6-30-12:
Using CIC Kit data it also appears that our Professor average salary is ahead of both national and Midwest medians at $75,224. However, both Assistant and Associate Professor level salaries are slightly below the Midwest averages. See CIC faculty salary Tables 4-3, 4-4, and 4-5 below:

Table 4-3  ASSISTANT PROFESSOR AVERAGE SALARY ($) (EQUATED TO A 9-MONTH CONTRACT)

<table>
<thead>
<tr>
<th>Year</th>
<th>National Median</th>
<th>Midwest Median</th>
<th>Lake Erie</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>$47,091</td>
<td>$46,072</td>
<td>$45,721</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$48,662</td>
<td>$47,585</td>
<td>$46,444</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$50,311</td>
<td>$49,117</td>
<td>$48,544</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$50,740</td>
<td>$49,189</td>
<td>$46,635</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$51,328</td>
<td>$50,470</td>
<td>$46,407</td>
</tr>
<tr>
<td>Change</td>
<td>9.0%</td>
<td>9.5%</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

Table 4-4  ASSOCIATE PROFESSOR AVERAGE SALARY ($) (EQUATED TO A 9-MONTH CONTRACT)

<table>
<thead>
<tr>
<th>Year</th>
<th>National Median</th>
<th>Midwest Median</th>
<th>Lake Erie</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>$55,058</td>
<td>$53,781</td>
<td>$56,957</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$56,669</td>
<td>$55,120</td>
<td>$53,532</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$58,276</td>
<td>$57,077</td>
<td>$51,943</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$59,009</td>
<td>$57,225</td>
<td>$50,811</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$59,669</td>
<td>$58,503</td>
<td>$48,206</td>
</tr>
<tr>
<td>Change</td>
<td>8.4%</td>
<td>8.8%</td>
<td>-15.4%</td>
</tr>
</tbody>
</table>

Table 4-5  PROFESSOR AVERAGE SALARY ($) (EQUATED TO A 9-MONTH CONTRACT)

<table>
<thead>
<tr>
<th>Year</th>
<th>National Median</th>
<th>Midwest Median</th>
<th>Lake Erie</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>$66,048</td>
<td>$63,695</td>
<td>$71,431</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$68,840</td>
<td>$66,058</td>
<td>$75,781</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$70,752</td>
<td>$68,977</td>
<td>$78,555</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$71,664</td>
<td>$69,206</td>
<td>$66,026</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$72,356</td>
<td>$70,587</td>
<td>$75,224</td>
</tr>
<tr>
<td>Change</td>
<td>9.6%</td>
<td>10.8%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>
4R3
What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

The College is proud of the productivity and effectiveness of faculty, staff and administrators in helping the College achieve its mission and goals. This is evident in both the growth of total headcount enrollment from 1059 to 1202 indicating recruitment has had a positive effect, and the high quality of programs and services that are offered even during a time of increasing enrollment and financial constraints. For example, in the 2012-2013 academic year, our full-time faculty agreed to teach larger than usual classes, as necessary and additional overload classes with no salary increase.

The quality and creativity of new programs, such as the Physician Assistant program, also demonstrate the productivity and effectiveness of the College’s employees. Strengths of the existing programs are highlighted through the Program Review process. (See 1R4)

According to the 2012 National Survey of Student Engagement (NSSE) survey results, 87% of freshman students and 78% of seniors report a favorable image of Lake Erie College and 74% of the seniors indicated that, if they were to start over, they would still attend Lake Erie College.

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

The campus has not had an opportunity to compare our performance results for *Valuing People* systematically with other higher education organizations since the 2008-2009 academic year., The Compensation Committee was reinstated in that year to develop a salary realignment plan based on CUPA standards to determine inequalities compared to the midpoint of salary ranges and length of service in the position. Also, a consultant was hired to conduct a faculty/staff survey and make recommendations to align Human Resources processes and services with other high functioning HR offices and industry standards.

**Improvements**

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

Some recent improvements in Valuing People are listed here:

- Human Resources is currently working to improve the Performance Evaluations to an electronic process (for more information, please see 3I1).
- This next academic year, the Compensation Committee is being reinstituted (for more information, please see 4R2, 4R4).
- With the completion of our AQIP Action Project focusing on Governance, Faculty and Staff Senates now have an additional voice via senates (for more information, please see 2P2, 3P3, 5P5).
- Based on recommendations from a recent review, Human Resources has made a conscious effort to improve communication with regular Human Resources email updates (for more information, please see 3R4, 4P3, 6P1, 6R3, 6I1).
How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?

The College sets targets for improvement related to Valuing People based on review of current results, available trend data, and alignment with strategic goals. Employees take pride in the high quality of services offered at the College. The hiring process is rigorous which supports the culture of excellence. During times of need, such as illness and death, there is a great deal of support that is evident.

We are targeting the following areas for improvement:

- Continuing to improve communication vis-à-vis staff, deans/directors and faculty
- Salary equity adjustments
- Staff development and leadership training
- Succession planning
Category Five: Leading and Communicating

Leading and communicating progress demonstrates significant change. Two of the most important changes include the development of the *Procedure for Institutional Strategic Planning, Deployment and Effectiveness* (PISPDE) guide (5P2) and the Overarching Development Plan (ODP) (5P3) processes. These processes provide structure, and alignment of all planning processes in the context of the institutional mission and strategic plan (*Strategic Directions*). Although some departments and divisions practiced good planning methods and assessment, the institution lacked a centrally organized, coordinated and aligned planning process for all areas, as noted in our last Systems Appraisal Feedback Report (2009). We have had success in the adoption of the new aligned process in many of our divisions and departments and are continuously working to face the challenge of developing an integrated approach.

The new governance structure (5P5) also offers more structured involvement of faculty and staff, and clearer responsibility of Schools Deans. This provides the opportunity for better communication, a stronger voice for all parties and accountability in planning and improvement.

To aid in the planning and communication processes, as it relates to data collection and dissemination, the institution established an Institutional Research office within Academic Affairs (5P6). This has allowed for a more systematic approach to collecting and reporting data as well as opportunities for greater use of comparative data due to the organization of our new benchmark peers.

Although the new structure and processes provide a systematic approach to planning and communication, it will likely take time to reach a fully integrated model across campus. This is particularly true of the Faculty and Staff Senates as they develop greater prominence in the campus leadership.

As noted in 5P1, the institution is embarking on a new strategic plan which will allow us to incorporate many of the benefits of the new planning and communication processes in a more integrated way. It will also allow these new processes to set the framework for future endeavors.
Processes
5P1
How are your organization’s mission and values defined and reviewed? When and by whom?

The Lake Erie College mission statement, our first AQIP Action Project, was approved by the Board of Trustees in 2007. Each year during the Cabinet Planning Retreat (generally scheduled in June of each year), the Strategic Plan, AQIP Action Projects, and outcomes from our varied institutional planning processes are reviewed in light of our central mission as developed in that Action Project. The Cabinet Planning Retreat is part of the Procedure for Institutional Strategic Planning, Deployment and Effectiveness process (PISPDE) and described in more detail in 5P2. During the planning process we regularly review our mission and our operations as it relates to our mission.

During the State of the College address in the Fall of 2012, the President expressed need for revisiting the mission statement once again as we strategically position ourselves for future growth and opportunities in the current environment. The initial steps in updating our Strategic Plan (which was created to guide planning from 2010 to 2013) will include the selection of a new Strategic Planning committee consisting of staff, administration, faculty, students, and trustees. The Faculty and Staff Senates will be represented, as will the Undergraduate Student Government. The mission will be reviewed and possibly updated during the process.

The Program Review process (see 1P4) is also conducted within the context of the institutional mission and planning priorities as noted in the Strategic Directions and PISPED process (see 5P2), all of which inform decisions regarding the allocation of resources.

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

Lake Erie College instituted the Procedure for Institutional Strategic Planning and Deployment and Effectiveness (PISPDE) guide in 2010 as part of the Leading and Communicating aspect of AQIP management noted within the Create a new campus-wide system to manage AQIP processes action project in Spring of 2010. Below you can see the Purpose, Scope and Procedure as defined by PISPDE:

**Purpose:**

To provide a structured approach to strategic planning and to identify the categories to be addressed in the Lake Erie College Strategic Plan.

To provide mechanisms for the deployment of the strategic plan throughout all departments and levels of the College.

To establish the routine periodic review process for the College’s Strategic Plan for adequacy, suitability and effectiveness.

**Scope:**

The scope of strategic planning embraces all aspects of the institution, our Board, President, Senior Administration, Academic Affairs, Enrollment Management, Student Affairs, Finance, Administrative Services, Institutional Advancement and Athletics. Service to our Alumni, the professions of our degree
granting programs and the community at large must also be considered during planning, deployment and review for effectiveness.

**Procedure:**

Strategic Planning will be conducted annually, although the Strategic Plan will project three (3) to five (5) years out. The President, through the Associate Vice President of Academic Administration, will schedule a series of planning meetings for the annual strategic planning process. Each year the initial meeting will involve the Senior Administration along with any others deemed necessary and should include representation from, and/or be informed by, the AQIP Planning Committee. A review of the prior year's activities, KRAs, KIMs and the Mission will be conducted and appropriate adjustments will be made to the College’s goals and objectives. If appropriate, recommendation for change in the Mission statement will be made to the Board of Directors. Upon completion of this review, Senior Administration will conduct a similar review, to include the Deans/Directors, of divisional goals, objectives and action steps. Appropriate adjustments will be made to their goals, objectives, etc., and the individual divisions/departments will begin their review, to be lead by the Deans/Directors, and will involve all departmental staff and faculty in a review of their KRAs, KIMs, goals, objectives, action steps, and if appropriate, their Purpose Statements. The expected outcome from these annual meetings is a dynamic Strategic Plan that can be implemented and is designed to optimize the College’s future. Updates will be presented to the Board of Directors on an annual basis.

As part of the PISPDE process, the President hosts a Cabinet Planning Retreat annually. At this retreat, all the vice presidents share their own divisional planning results, including their divisional Overarching Development Plans (ODPs), both VP-level and Director-level within the division. These, along with Strategic Directions results/progress and other planning information (i.e., Program Reviews, etc) are shared and analyzed during the retreat. The group then sets institutional priorities for the year, and prioritizes resource requests that have been based on rationale gathered through the PISPDE process. These priorities then inform the ODPs for the following planning cycle.

Each vice president uses different formats for communicating with faculty and staff regarding planning activities. All divisional vice president’s meet with their directors/deans regularly (at least once per month). The College President meets with directors across divisions monthly, individually with each Vice President each week, and also with the Presidents of the Faculty and Staff Senates weekly, as well as the President of Student Government each month. The President has meetings with Cabinet weekly as a group, with planning updates and progress reports included as a standard agenda item. Consequently, there are ample opportunities for the sharing of planning priorities and updates across campus.

Information and data gathered through the various planning processes inform decisions regarding allocations of resources. For example, the Vice President for Academic Affairs most frequently communicates with Dean’s Council, Faculty Senate, Academic Division Directors, as well as individual faculty and staff. The planning tools used in Academic Affairs include Program Review (see 1P1) which provides discipline-specific industry trends, student demographics and assessment of student learning. Another helpful tool is the ODP described below in 5P3.

### 5P3

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

One of the most successful outcomes of the PISPDE process has been the development of the Overarching Development Plans (ODP). These plans are developed by each Vice President and Directors within a given division (Registrar, Director of Academic Advising, Dean of Students, Director of PR, Facilities Director, etc) and must include their goals and objectives for the year, which reflect the priorities noted in the Divisional
goals and objectives. The identification of stakeholders impacted by any set goal, use of benchmarking when developing goals, careful analysis of resources required to accomplish goals, and result reporting than shows evidence which can be used in decision making. Each Divisional VP ODP and subsequent Director-level ODP may address different constituents and stakeholders, or may address different topics for any one stakeholder group. For example, the Dean of Students and Director of Academic Advising may include the same student stakeholders in their ODP, but are likely to have different goals and objectives related to that stakeholder group. The template for the ODP can be seen in Table 5-1 below.

<table>
<thead>
<tr>
<th>Goal (VP Action Items)</th>
<th>OBJECTIVES</th>
<th>ACTION ITEMS</th>
<th>EVIDENCE OR MEASURE</th>
<th>RESOURCES NEEDED</th>
<th>Dates Completed</th>
<th>RESULTS</th>
<th>New Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we want our office to accomplish?</td>
<td>What are we working on?</td>
<td>What will we do to achieve the outcome/objective?</td>
<td>How will we know that we are successful?</td>
<td></td>
<td></td>
<td></td>
<td>additional actions needed for improvement</td>
</tr>
</tbody>
</table>

**5P4**

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

Results of the Program Reviews, Assessment Review, and ODPS provide extensive evidence to support a variety of planning recommendations. As noted in 1P1, the Program Review takes into consideration the current environment, industry trends, and other external factors that influence or help to identify future opportunities. These are processed as part of the annual Cabinet Retreat where institutional priorities for the year are determined based on evidence shared and current budget realities. Because student learning is a key component to the Program Review and annual Assessment Review (as well as goals and objectives within the ODPS of many, if not all Directors), the focus on students is embedded in the overall planning structure.

**5P5**

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

Beyond the PISPD process which is highlighted by the annual Cabinet Retreat and VP/Director ODP development, the College offers several types of decision-making and governance options. As noted in the AQIP Action Project, *Development of a campus-wide governance system*, the institution provides both a Faculty and Staff Senate structure which include both standing and ad hoc committees to address institutional issues. These are defined within the Faculty Handbook section on *Senate and Committees*, and the *Staff Senate bylaws*. Both Senates also have representation on Board of Trustee Committees, the institution’s Budget Committee, Athletic Compliance and the Admissions Exceptions Committee. Additionally, each Divisional VP meets with their directors/deans monthly, and the President meets with all directors monthly as well to share updates and news across campus.

Academic Affairs developed a set of *benchmarking peers* in Spring of 2011. The Vice Presidents and Directors are encouraged to use these when researching policy, practice, or concerns in their areas. There is an expectation that data and other information noted in proposals for change, resources, etc. be benchmarked when possible. Recent examples would include use of the Equine Studies benchmark schools in a Facilities Review, use of our standard benchmarks to explore Honors curriculum and programming, and
both the standard and aspirational benchmarks when reporting retention, graduation rates, instructional expenses as compared to overall budget, etc. Although we have specifically designed our benchmarking process to provide a set of schools that most closely match our institution (7P5), we also use national benchmarks such as the CIC KIT/FIT data for comparisons as well.

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

One of the most significant components of the PISPDE has been the development of the Overarching Development Plans (ODP) at the VP and Director levels. This process requires each area to consider the institutional priorities (set during the annual Cabinet Retreat) and Divisional goals, as well as the individual area operational priorities. Non-instructional areas that have historically been removed from assessment processes have found both the tool and the resulting impact on decision-making to be a powerful piece in institutional change. This comes as a result of the requirement for division VP’s to show evidence collected through the varied ODP processes as support for setting institutional priorities and making resource requests during the annual Cabinet Retreat. See ODP template above in 5P3.

Additionally, the Office of Academic Affairs (specifically the Institutional Research Specialist) coordinates collection of data used for a wide range of decision making. A list of regularly produced reports is noted on the Office of Institutional Research’s web page so that all stakeholders can see what is available and when reports are updated. Using data contained in the varied standard reports, the Institutional Research Specialist also creates reports designed to address the specific concerns of institutional committees. These may change slightly based on specific committee findings or inquiry. For example, the Retention Committee has requested a new report containing specific data related to the incoming freshman profile based on findings of the last Retention Committee review. A sample of our Fall 2011 Cohort Tier identification from the profile report can be seen in Table 5-2 below:

<table>
<thead>
<tr>
<th>LEC Tiers</th>
<th>2011 Cohort: n=210</th>
<th></th>
<th>Non-Returning: n=75</th>
<th></th>
<th>Returning: n=135</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>1 - ACT 25 &amp; above</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>16%</td>
<td>6</td>
<td>18%</td>
<td>28</td>
<td>82%</td>
</tr>
<tr>
<td>2 - ACT 21-24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>76</td>
<td>36%</td>
<td>28</td>
<td>37%</td>
<td>48</td>
<td>63%</td>
</tr>
<tr>
<td>3 - ACT 19-20 /GPA equal to &amp; above 2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>16%</td>
<td>12</td>
<td>35%</td>
<td>22</td>
<td>65%</td>
</tr>
<tr>
<td>4 - ACT 19-20 /GPA below 2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>6%</td>
<td>5</td>
<td>42%</td>
<td>7</td>
<td>58%</td>
</tr>
<tr>
<td>5 - ACT 17-18 /GPA above 2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>12%</td>
<td>9</td>
<td>35%</td>
<td>17</td>
<td>65%</td>
</tr>
<tr>
<td>6 - ACT 17-18 /GPA below 2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>6%</td>
<td>7</td>
<td>58%</td>
<td>5</td>
<td>42%</td>
</tr>
<tr>
<td>7 - ACT below 17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>5%</td>
<td>5</td>
<td>45%</td>
<td>6</td>
<td>55%</td>
</tr>
<tr>
<td>Unknown-N/A ±</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2%</td>
<td>3</td>
<td>60%</td>
<td>2</td>
<td>40%</td>
</tr>
</tbody>
</table>

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

Regular meetings and email communication occur within the institutional governance structure (Faculty and Staff Senates, Directors/Deans Meetings, Divisional and Cabinet meetings, etc). Additionally, both Human Resources, and the Office of Public Relations send out regular updates and notices (The View from PR). However, beyond the structured communication opportunity, an “open door” policy continues to exist at the College. The President and other administrators meet with individuals and groups as requested. See 2P3 for more information on communication.
5P8
How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

The PISPDE (see 5P2) process remains the primary administrative vehicle for developing and disseminating information and ideas. The ODP process (see 5P3), Program Review (see 1P4) and Assessment Review (see 1P2) provide evidence of strength and opportunity for further improvement in all areas. Personal Development Plans (PDPs) as defined by the PISPDE provide the structure for individual contribution to ongoing improvement plans. All of these are delivered in the context of the institutional mission and Strategic Directions as noted in 8P1.

The College’s website, Office of Admissions’ recruitment materials, the College’s Undergraduate Catalog and Graduate Catalog (which are posted on the College’s website, the on-line portal LEO, emailed to students, and offered as a hard copy document by the Office of the Registrar), provide information regarding our mission, vision, policies and procedures.

As noted in 5P1 the College’s mission will be revisited as part of the development of our new strategic plan as expressed by the President during the State of the College address this Fall.

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

Professional development plans are created and updated annually to address the skills, knowledge and opportunities available to faculty and staff at the institution. Both internal offerings and those offered by professional associations or other higher education organizations (i.e., conferences, training sessions, workshops, etc.) provide support for professional growth and development. The need or rationale for such experiences is generally identified during individual annual reviews (as part of the faculty annual review process) or as part of Program Review. Staff is more likely to identify growth potential opportunities during the annual Staff Evaluation process. In some cases, the identification of changes in student populations or change in support service delivery, or technology updates prompt the need for training.

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

The President and Cabinet meet with the Board of Trustees three times during the academic calendar. At those meetings, reports from the institutional planning process, strategic initiatives, and general updates are shared. These updates are part of the PISPDE process and offer a structured presentation of actual planning and resulting accomplishments by division. Sub-committees of the Board of Directors meet with both the President and assigned Vice Presidents regularly (prior to standard Board of Directors meetings) and as needed. Representation from Faculty and Staff Senates is included in all Board of Directors meetings and committees (with the exception of Executive Committee). The mission statement, strategic plan, and all other primary planning processes are reviewed and approved by the Board of Trustees.
Results
5R1
What performance measures of Leading and Communicating do you collect and analyze regularly?

Program Review is the primary vehicle for communicating instructional program results (in the sections specifically addressing assessment, quality, faculty accomplishments, innovation, etc.) and reflect leadership and planning strategies within the schools and academic programs.

The ODP process (described in more detail in 5P3) provides evidence of operational and planning initiatives in non-instructional areas (generally produced by the divisional vice presidents and the directors).

The PISPDE, as a central organizing system of all planning efforts, also provides evidence of cabinet level planning priorities over time, and incorporates measures and information resulting from the Program Review and ODP processes.

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

From an institutional perspective, the development and implementation of the PISPDE process was a dramatic shift from prior planning strategies on campus. The new process is systematic, campus-wide, and easily accessible by all parties, with clear identification of responsible parties. This, in itself, has been a major accomplishment in leading and communicating.

Within the PISPDE, the ODP process has provided one of the clearest examples of communicating across programs at both the vice presidential level and the director level. Directors within divisions and across campus frequently reference and share ODP data, which provides a standardized system and “language” (or culture) for identifying goals and objectives, selecting measures, and reporting results. Samples of completed ODPs include:

- Facilities
- Institutional Research

The sharing of ODP results (over three (3) cycles) has prompted campus-wide policy changes, shared objectives within the ODPs of multiple directors, and adjustment of objectives or measures in one director’s ODP to provide better data to inform decisions made by another director or vice president. Examples of ODP results prompting campus-wide change (or change in another director or vice president’s area) include:

- Development of the Lake Erie Safety Committee which was a result of sharing of ODP objectives between Human Resources and Facilities
- The development and completion of one full cycle of our new Program Review which provides leadership and a systematic communication process within Academic Affairs
- The 2011 Strategic Plan Update also demonstrates progress in each of the areas noted. Examples can be found in 8R2.
- Providing a “voice” and formal communication structure for faculty and staff through the newly developed Faculty and Staff Senates, as well as a clearer campus governance process would also be considered an improvement in leadership and communication at Lake Erie College (see 5P5 for more information).
Additionally, planning and accreditation web pages were developed to provide easy access for all stakeholders to basic institutional planning documents and tools. These include:

- AQIP PowerPoint
- Planning Strategy
- Action Projects
- Accreditation Cycles
- Assessment Plan
- Assessment Tools & Resources
- Program Plans

### 5R3

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

Although our PISPDE process, strategic plan, and resulting planning processes have been developed with influence by strategies of other high functioning organizations, we have not provided benchmarking comparisons of our results to date.

### Improvements

#### 5I1

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

The PISPDE/ODP process (5P2, 5P3) has been embraced by the institutional administration and staff and is very much a part of the planning culture of the institution. One of the greatest strengths of the process is the structured (and consistent) method in which goals and objectives are identified and results are shared. Staff now have a common language and mechanism for setting goals, collecting data and sharing results that are directly connected to the central planning and budgeting process. The process has enhanced the understanding of strategic planning processes and appreciation of data informed decision making. When shared amongst staff (particularly within a division, but also across areas), results have instantly demonstrated need for new policies or practices, budget realignment, and the identification or addition of new ODP goals and objectives. We have completed enough cycles so that the ultimate process results are clearly seen by those involved, including the opportunity for support of key pieces of their own operation.

Faculty are most obviously connected to the institutional planning process through the Program Reviews (1P4). Although the Program Review system offers opportunities that are similar to the ODP process used by staff, we have only completed one cycle, so results and improvements are limited to a single set of data/information.

#### 5I2

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

The PISPDE (5P2) and Program Review (1P4) processes are designed to identify opportunities and needs for future inclusion in the process. Since both are completed in the context of the institutional mission and
strategic plan, the overall system automatically provides a process in which goals and objectives at every level are integrated with results at one level influencing decisions at all other levels.
Category Six: Supporting Institutional Operations

Institutional support has improved in several areas, adding to the previously identified strengths in our student support services, as noted in the last Systems Appraisal Feedback report (2009). All improvements have occurred in an environment of limited resources.

The development of the new Overarching Development Plan (ODP) (5P3) process allowed all support units to demonstrate progress and share results, guided by shared institutional and divisional planning priorities (6P2). The ODP process provides the opportunity for all institutional support areas to move from reactive to better integrated processes.

Areas showing most substantial improvements include security (6P3) and physical facilities. The Registrar’s Office also improved efficiency and services (6P5). Human Resources is another unit engaged in information gathering through faculty and staff surveys, and recently worked with a consultant to establish service needs and improvement plans (6R1 and 6R3). The new governance structure also offers more structured involvement of faculty and staff, and clearer responsibility of Schools Deans. This provides the opportunity for better communication, a stronger voice for all parties and accountability in planning and improvement. Increased use of internal surveys also contributes to a more comprehensive collection of needs data. Recent improvements in this area include use of the National Survey of Student Engagement (NSSE) and the Noel-Levitz Student Satisfaction Inventory (SSI) survey for students, and a recent survey of services provided by the College’s Office of Human Resource.

The College’s student support services are well aligned and many operational support processes are at the systematic stage. However development in the areas of operational support as it relates to Staff and Faculty needs are at the beginning stages and consequently considered reactive.
Processes

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

Support services were noted as an institutional strength in our last Systems Appraisal, 2009. Since then, and based on data gathered from students, participation in organizations, and benchmarking, improvements in retention policy and procedures, development of the Academic Learning Centers (including the Math Lab and Writing Center), addition of services for students requiring accommodations, and the V.E.T.S. program have taken place (see more detail in 1P8). Recent improvements in dining services can be attributed to a new customer feedback form/process and communication from the Student Government. We have also seen better integration of service delivery and communication between support services offices, in part due to the use of the ODP process noted in 5P3.

One recent service need identification process was the Human Resources Survey and recommendations report completed by the Otto HR Group, Ltd. during the 2011-2012 academic year. The Office of Facilities and Physical Plant identify support service needs by tracking work requests and feedback from Human Resources regarding Workers Compensation. The office of Information Technology identifies needs based on analysis of the Help Desk requests collected through a new software tracking package. Campus Security works closely with local law enforcement to keep the campus community apprised of a variety of concerns such as changes in local traffic patterns, security risks, and changes in crime trends in the campus neighborhood.

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

Most support needs are identified as part of the systematic PISPDE/ODP and Program Review processes as described earlier. The results section of the ODPs provides rationale and data that support requests for additional services or specific administrative support.

All of the College’s institutional priorities for the next fiscal year are determined and communicated by an annual review process (see the third paragraph in 2P3 for more information on that process). Overarching Development Plans (ODPs) developed by Senior Administration and each Division/Department, are used to determine courses of action (action items/steps) that include goals, objectives and action items, and measures/evidence of progress; and supporting objectives including who/what is needed to accomplish action items, its priority, and its expected completion date. These ODPs are subsequently determined but the Division/Department for each Key Result Area of the College and communicated by area heads in the yearly Presidents retreat. Much of the data collected to support this review process are collected by functional units surveying their stakeholders at regular intervals, satisfactions surveys like National Survey of Student Engagement (NSSE), and Noel-Levitz Student Satisfaction Inventory (SSI), departmental meetings, and employee performance evaluations which include improvement plans.
How do you design, maintain, and communicate the key support processes that contribute to everyone’s physical safety and security?

Recent ODP results identified the need for clearer communication for a variety of safety and security issues. As a result, the office of Human Resources, Office of Facilities, and Security send updates and reminders to the institutional community by email and through the Cabinet, Dean and Director level reporting structure. For example, the Facilities ODP results indicated a need for more effective communication between facilities and the campus community. The following year, Facilities added communication related action items to their ODP as shown in Table 6-1 below.

<table>
<thead>
<tr>
<th>Goal (VP Action Items)</th>
<th>OBJECTIVES</th>
<th>ACTION ITEMS</th>
<th>EVIDENCE OR MEASURE</th>
<th>RESOURCES NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve communication between Physical Plant and LEC Campus</td>
<td>Increase visibility of Physical Plant operations on campus by adding to the Website</td>
<td>Assist Web Master to create a Physical Plant page</td>
<td>Completions of site</td>
<td>Schedule a meeting with Web Master to start developing our area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide a online WO system</td>
<td>Decrease of direct request for forms</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create a calendar to list projects on website page</td>
<td>LEC community now able to see where we are working on project work</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide appropriate forms, like Key Request Form, etc., online</td>
<td>decrease of direct request for forms</td>
<td></td>
</tr>
</tbody>
</table>

Better coordination of safety processes, reporting and communication also resulted from the ODP structure. This is best demonstrated by the creation of a new Safety Committee as a result of Human Resources and Facilities ODP development. More specifically, while sharing progress updates at a Finance and Administration Division director’s meeting, it was discovered that both Human Resources and Facilities had identified concerns regarding safety measures and reporting, yet each only identified the processes for which their units were responsible as part of the individual ODP. Through the communication opportunity within the divisional structure, the directors of each unit, along with the vice president identified gaps in the processes, integrated their systems and created an institutional safety committee (Feb. 8, 2012) as a result.

The mission of the Safety Committee is to serve in an advisory capacity to the Vice President for Administration and Finance; offer counsel; assist in the development of policy and procedures regarding the effective and cost efficient administration of issues and concerns related to risk management. The Committee will be co-chaired by one (1) representative from the department of Human Resources and one (1) representative from the department of Physical Plant. General membership will be diverse in nature and selected to represent those functional areas most vulnerable to risk.

The institution has also implemented an Emergency Response Team during the past three years. The team meets regularly, plans security and emergency response campus-wide training, and developed a new safety/security communicating plan. As a result, the institution now subscribes to the Penn Alert System, posts notices to the website and online portal, LEO. The Emergency Response Team also partners with
local law enforcement, the local Power Plant, and the City of Painesville for both training purposes and notification.

6P4

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

The daily management and delivery of support services are addressed through the ODP process. Responsible parties, communication plans, specific services offered and constituents, are identified, researched, assessed and shared as part of the process. Hiring qualified staff, training opportunities, and close working relationships between support services staff across campus is critical. Consequently, several institutional committees include key staff in Student Life, Residence Life, Academic Advising, Admissions, V.E.T.S., Athletics, Registrar’s Office, International Student Services, etc. Some of these committees also include faculty. A sample of the committees on which some or all of these professionals serve includes:

- Academic Standards Committee
- Admissions Exceptions Committee
- Retention
- Athletic Council
- Early Intervention Team
- Early Alert Team
- Late Action Committee

6P5

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

All services are documented and shared as part of the ODP process. In many cases, the resulting data gathered through the process demonstrates the need for policy or process updates. The results and general data collected are shared through the structure noted in 5P5. AQIP Action Projects such as the Assessment of current exit processes: graduation and withdrawals, and changes in policy for admissions exceptions have occurred as a result of the ODP process of identifying issues, stating objectives, collecting data, benchmarking results or recommended changes and communicating the changes to the campus community. Some changes require proposals to faculty or staff committees or departments responsible for resolution of related concerns or the setting of standards for a given activity. The latest Faculty Handbook and Staff Senate Bylaws provide guidance regarding the responsible committee or office for most policies and procedures.

We document information regarding our support processes using the following methods:

- The Academic Learning Center has web pages on both the College’s website and Facebook, and uses email to notify campus community of available services as well as schedule updates.
- The Success Center has a web page on the College’s website and uses emails to notify campus community of upcoming events and services.
- Campus-wide support service announcements are communicated via our online portal, LEO.
- Notices from the Office of Information Technology are communicated via email to the campus community.
Results

6R1

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

A few examples of support service measures and collection include:

- The Office of Human Resources conducts campus-wide faculty and staff surveys regarding service delivery. The most recent survey was conducted October 2011 and focused on HR Support Services.
- The Registrar's Office provides feedback opportunities (through focus groups, evaluation processes, and training sessions) for both student and staff during systems updates, course registration, course evaluation, and schedule development each semester. This data is collected and analyzed as part of the Registrar's ODP.
- The Office of Academic Advising and the Academic Learning Centers coordinates the collection and analysis of all tutoring and academic support services on campus each semester through tutor feedback forms and an analysis of attendance, student profile and other indicators.
- Student Life and Residence Life evaluate all their programming, primarily through program evaluations collected at the end of, or after, a scheduled activity. The Dean of Students also coordinates the collection of student satisfaction data and analysis through the NSSE, and the SSI surveys.
- The Dining Service collects food selection and quality evaluations on a daily basis and incorporates that information into their ODP process. (Metz evaluation card)
- The ODP process for every department includes a fairly significant process of objective identification, collection of data or appropriate measures, and recommendations based on results. Examples of institutional support service ODPs include:
  - Facilities/Physical Plant
  - Business Office
  - Institutional Research

6R2

What are your performance results for student support service processes?

Examples of performance results for a few student support processes include:

- Retention/Persistence Report
- ALC Report
- Orientation Evaluation Summary
- V.E.T.S. Report
- Cohort Profile Report
- Retention Profile Report

Additionally, increased participation and satisfaction rates within both the Honors Program and the Learning Communities have been reported through admissions tracking and individual activity evaluations. However, the program reports for each of these services will not be finalized until June 2013.
6R3
What are your performance results for administrative support service processes?

Beyond individual divisional/program ODP's, and the recent HR staff satisfaction survey, the institution currently has limited administrative support service results data.

As noted above in 6P1, an external consulting company, The Otto HR Group, conducted a review of expectations using both campus survey and faculty and staff interviews. Overall the department received good customer service ratings; however, the results of this review suggest that a realignment of staff responsibilities, a review of internal processes, increased campus visibility and interaction, and strategic and annual planning will be required to increase department efficiency and effectiveness. The data also indicated that a key focus for the department needs to be moving many of its processes and services to currently available and newer technologies. Suggested improvements are detailed in the report.

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

As noted earlier, the ODP process generates results data for each of the action items, and includes use of benchmarking of results data and processes (when available) and systematic sharing of information through the communication process noted in Category 5P3. Staff also have access to standardized institutional reports for use in development of ODPs and decision making to improve services. For a complete set of standard institutional reports see the IR&P page of the College’s website.

The Vice President for Finance and Administration also provides budget development information as noted in 8P6.

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

Although all ODP results aren’t necessarily benchmarked, the identification of objectives and the measures used are often developed through a process of review of peer institution processes or industry standards. For example, all Institutional Research functions and reporting follow AIR standards (including AIR training of LEC IR Specialist). More general results, such as retention (which may be a result of multiple efforts by multiple departments) are reviewed and benchmarked against national statistics such as Noel Levitz, CIC KIT, and AACRAO (American Association of Collegiate Registrars and Admissions Officers) data, etc.

The Institutional Research Specialist produced benchmarking comparisons for nearly all categories within the IPEDS data set. Some of these include:

- Instructional Expense as a Percent
- Academic Support Expense as a Percent
- Housing Capacity
- Full-Time Instructional Staff Comparison
Improvements

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

The ODP process, embedded in the planning and implementation structure of all operational areas, is indeed systematic as noted in 5P3, with improvements demonstrated in the following examples:

Improved quality of Admissions processes with a stronger faculty voice and oversight, and improvement in retention as a result of Academic Standards policy changes as well as the reintroduction of the Admissions Exceptions Committee. These changes were informed by Retention Committee findings, Academic Learning Centers ODP results during the 2010 cycle and presented to the Faculty Senate Academic Standards Committee.

Updates of the Exceptions Committee procedures and aid funding matrix were made after ODP results showed a decline in the second year retention data (after significant increases during the first year of tracking). Given the institution’s dependence on tuition revenue, retention declines were quickly flagged. The updates and enforcement of the original recommendations of Academic Standards resulted in a jump in retention rates during the third year of tracking, as well as a new financial support structure that is more likely to provide sustainable increases in retention related to the incoming class profile.

Human Resources improvements were made as a result of the 2011-12 review and campus wide employee survey conducted by Otto Group, Ltd. for the Vice President of Finance and Administration. This was prompted in part by the identification of need for updated evidence of faculty and staff satisfaction indicators as part of the Human Resources ODP. (For more information, please see 3R4, 4P3, 6P1, 6R3)

Updated graduation (and other "exit") processing and more efficient course scheduling are two key results directly related to the Registrar’s ODP process. In addition to easier and more efficient processes, both of these contribute quicker generation of enrollment management data that influence tuition revenue from semester to semester.

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

The cycle of Program Review, and director (staff) ODP provide sources of data and information that informs both program/office/divisional and institutional planning and priorities through PISPED process. As noted in 8P1, the mission and strategic direction of the institution set the framework and guide the divisional and program/office level planning strategies. However, continued use in all areas, supported by the central administration, will be necessary to maintain the credibility of the process and the volume of evidence resulting in improvements, making it a meaningful and powerful decision making and improvement tool across campus.
Category Seven: Measuring Effectiveness

Our previous Systems Portfolio reflected a lack of identifying, gathering, analyzing and using appropriate data, as well as formalizing the integration of AQIP into the planning process. As such, our varied assessment processes and measures of effectiveness were very limited. Since then, we have made significant progress in the collection and analysis of data used for academic quality improvement (as noted in category 1), and systematic organizational planning processes (as noted in category 8) producing evidence of quality improvement in non-instructional areas. This has been possible due to the development of the College’s assessment and Program Review processes, and the Procedure for Institutional Strategic Planning, Deployment and Effectiveness (PISPDE).

The newly created Office of Institutional Research (IR), within Academic Affairs, is responsible for reporting the official college data to internal and external parties. This is a service office that provides information about the College for the purposes of strategic planning, and mandated reporting to offices like Enrollment Management, Finance and Administration, and Institutional Advancement. The information provided is intended to help the College community understand our student profile and performance, strategic aid performance models, comparative data regarding expenses, etc., within in context of planning and resource allocation decision making. Through the completion of the AQIP Action Project, Establish common data usage process, better data definitions, communication of data needs, organization of standard data requests, were completed to assist with the College’s continuous improvement process. Additionally, IR provides both ad hoc and a set of regularly produced reports (7R1) to better inform institutional decision-making process and allow for cleaner consistent data delivery produced using AIR and AACRO standards (7P2). Providing wider availability and usage of all reporting will enable better support for development of all continuous improvement planning.

In an effort to improve accuracy of services and efficiency, the Department of Information Technology (IT) has also updated and upgraded security and integrity measures (7P7). Although IR, IT and the Registrar’s office work effectively together to support manage appropriate collection and use of data, we acknowledge we could be more effective if all Jenzabar EX Module Managers met more regularly to confer about upgrades, usage, cross-divisional issues, and training.

While improving data collection and analysis across campus as noted (7R1) we have also improved use of comparative processes. Most notably is the development of our peer benchmarks, aspirational schools, and special interest groupings (7P5), which provide a standard set of comparison institutions for the purpose of reviewing internal institutional data. This has allowed the institution to analyze data in a more consistent and practical context.

Our effectiveness measurement is systematic in most cases as noted in 7P2, 7P5, 7R1. However we are still at the state of reacting in other areas, which requires the production of multiple ad hoc reports and data collection in a less coordinated approach. Over time this has been reduced through more systematic sharing of planning strategies and the community’s sense of comfort with the data presented.
Processes

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

The PISPDE process described in 5P2 explains the organizational structure and communication process for sharing effectiveness results institution-wide. As noted in 1P4, the Program Review (see 1P4) and related assessment processes provide evidence of program performance in the instructional units. The ODP process, primarily non-instructional (see 5P3) provides performance evidence for all other areas of the institution.

Also, in the Fall of 2008 the College implemented the Jenzabar EX, and their Internet Campus Solutions (JICS) portal which provided electronic information to faculty and staff and students regarding student records. Faculty now have the ability to enter grades online, refer a student to the Early Alert Team, view facility schedules, and access their advisee roster and four (4) year degree plans. Staff are able to view employee information, have requisition entry and general ledger account lookup capabilities. Students are able to view course history, degree audits, grade reports, and are able to register for classes.

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

The identification of data and information needs result, in part from the Program Review (see 1P4) and ODP processes (see 5P3) as guided by the PISPDE (see 5P2) process. In some cases this prompts ad hoc data requests. However, both the Office of Academic Affairs’ Institutional Research Specialist and the Registrar collect and analyze data that is ultimately included in a set of standard reports produced each semester or annually. These better inform the institutional decision making process and allow for “cleaner”, consistent data delivery, with reports produced using IPEDS definitions, and standards from the Association for Institutional Research (AIR) and American Association of Collegiate Registrars and Admissions Officers (AACRO).

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

In addition to data collected for use in the Program Review and ODP processes, campus committees and external groups or accreditation organizations may require additional types of data and information. This is generally collected by faculty or staff involved in the varied committee work of the College or provided by the Institutional Research Specialist or Registrar.

In the Fall of 2008, the College moved to a new centralized information management system, Jenzabar EX. This system provides modules for registration, advising, admissions, business office functions (accounting and purchasing), and financial aid. Jenzabar also has a web-based interface (JICS) for students, staff, faculty, and administrators with different levels of access for individuals depending on their needs and job responsibilities. We also maintain decentralized departmental computing systems that may or may not integrate with EX. The Financial Aid office has PowerFaids, for determination and reporting of financial aid to students, and the institutional advancement area uses Blackbaud’s Raisers Edge, for managing fundraising processes and reporting. Information Technology maintains and manages all storage use and delivery and
access support as well as related data policy development and enforcement, and is an advocate for training users.

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

The data and information gathered through the Program Review (1P4), and ODP process (5P3), along with other standard reporting, are shared and analyzed by the central administration during the annual Cabinet Planning Retreat (5P1). Communication regarding this information is shared as described in (5P2, 5P7) and systematically is part of the overall PISPDE process.

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

The Curriculum Mapping process (1P2), Program Review (demand, quality, and performance sections) as noted in (1P4) and ODP development includes some level of comparison benchmarking. Commonly used information includes discipline-specific professional associations (required for all curriculum maps/program objectives), CIC KIT/FIT data, National Survey of Student Engagement (NSSE), Noel-Levitz Student Satisfaction Inventory (SSI), OACCRU, National Association of Student Financial Aid Administrators (NASFAA), etc.

In 2011 the Office of Academic Affairs developed a set of institutional Peer Benchmarks for more consistent and “true” comparisons to schools that more closely mirror our size, institutional type, financial standing, and other key factors. The following methodology was used to produce the Peer lists:

The indicators used to create a benchmarking base came from the Carnegie Classification of Institutions of Higher Education. These criteria consisted of Level, and Control and similar Basic codes producing a list of 560+ comparative institutions. After careful consideration, this number was further limited by filtering out by similar Enrollment numbers, Tuition, Average ACT score, Endowment, and Housing capabilities, then by states in our region. All numbers used for comparison purposes came from IPEDS for reporting period 2009-2010.

<table>
<thead>
<tr>
<th>Level:</th>
<th>4-year or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control:</td>
<td>Private not-for-profit</td>
</tr>
<tr>
<td>Basic:</td>
<td>Master's S: Master's Colleges and Universities (smaller programs) (LEC)</td>
</tr>
<tr>
<td></td>
<td>Baccalaureate Colleges--Arts &amp; Sciences</td>
</tr>
<tr>
<td></td>
<td>Baccalaureate Colleges--Diverse Fields</td>
</tr>
<tr>
<td>Enrollment:</td>
<td>900-1500* (LEC: 1,131)*</td>
</tr>
<tr>
<td>Tuition In-State/Residential:</td>
<td>$25,000-$40,000 (LEC: $38,530)*</td>
</tr>
<tr>
<td>ACT:</td>
<td>less than, or equal to 25 (LEC: 17)*</td>
</tr>
<tr>
<td>Ending Endowment:</td>
<td>less than, or equal to $55,000,000 (LEC: $5,982,263)*</td>
</tr>
<tr>
<td>Housing:</td>
<td>greater than, or equal to 33% of Enrollment (LEC: 50%)*</td>
</tr>
</tbody>
</table>
A search using the limited criteria listed above returned 24 schools to be identified as Peer Benchmarks for general comparisons (Table 7-1). Data comparisons of this group and our IPEDS identified peer group were run to provide evidence that the schools selected met standards used by other sources.

### Table 7-1 Lake Erie College’s Benchmarked Peer Group

<table>
<thead>
<tr>
<th>NAME</th>
<th>CITY</th>
<th>STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barton College~</td>
<td>Wilson</td>
<td>NC</td>
</tr>
<tr>
<td>Briar Cliff University</td>
<td>Sioux City</td>
<td>IA</td>
</tr>
<tr>
<td>Catawba College~</td>
<td>Salisbury</td>
<td>NC</td>
</tr>
<tr>
<td>Cazenovia College</td>
<td>Cazenovia</td>
<td>NY</td>
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<td>Fayette</td>
<td>MO</td>
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<tr>
<td>Chowan University~</td>
<td>Murfreesboro</td>
<td>NC</td>
</tr>
<tr>
<td>Clarke College</td>
<td>Dubuque</td>
<td>IA</td>
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<td>Coker College~</td>
<td>Hartsville</td>
<td>SC</td>
</tr>
<tr>
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</tr>
<tr>
<td>William Jewell College</td>
<td>Liberty</td>
<td>MO</td>
</tr>
</tbody>
</table>

Prepared by: LEC Institutional Research, May 2011
A search using the limited criteria listed above but raising enrollment to 1500-2000 students returns the following results for schools we aspire to become (Table 7-2).

### Table 7-2 Lake Erie College’s Aspirational Peer Group

<table>
<thead>
<tr>
<th>NAME</th>
<th>CITY</th>
<th>STATE</th>
<th>ENROLLMENT</th>
<th>ATHLETICS</th>
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<tr>
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<td>1676</td>
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<td>New Wilmington</td>
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<td>1543</td>
<td>NCAA DIII</td>
</tr>
</tbody>
</table>

Three additional sets of peer groups (GLIAC, GMAC, and all the NCAA Div II schools within our group of 24 Peers) have been identified for use in athletics benchmarking, and a separate set of schools specifically designed for Equine Studies comparisons have been established.

Common comparison categories include:

- Enrollment trends
- Retention
- Graduation rates
- Incoming student profile (academic indicators such as ACT, High School GPA, etc)
- Faculty size
- Instructional spending
- Support spending
- Endowment or other Institutional Advancement indicators

### 7P6

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

As noted in 7P2, 1P4 (Program Review), and 5P3 (ODP process) the systematic sharing of data is part of governance, committee goals, and our PISPDE process (see 5P5). Category 8P1, describes more comprehensively the alignment of all our planning processes in the context of the strategic plan (Strategic Directions), mission, and the current institutional priorities

### 7P7

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

In Fall of 2008 the College changed our computing system to Info maker 11 as a reporting platform to support our new information System Jenzabar EX. This has provided a powerful tool that significantly improves the College’s ability to extract data into informational, statistical and roster-style reports, that assist all departments in every facet of the College operation. These reports have led to better monitoring and tracking of data, and enabled the College to identify more easily data entry errors and look for trends within the data.
The Office of Institutional Research Recurrent Reporting Calendar ensures timeliness and clearly indicates accountability for all standard reports and survey completion. (Internal and External)

The Department of Information Technology (IT) assists the campus with the security and integrity of its information systems. IT monitors adherence to policies related to copyrighted downloadable media, installation or distribution of “pirated” materials, and introduction of malicious programs into the network or server. Network and server locations are in controlled access areas with the main data room having back-up power and secure entry. Access to the network server requires password authentication. Also, access to any of the information systems is via a second layer, role-based password authentication. To build on timeliness, accuracy, reliability and security of the information systems, the Department of Information systems made the following improvements:

- Summer 2008, the department moved to a virtual platform with VMware Server and VLAN. This allows for more efficient, flexible, secure and reliable management of the network and peripheral devices attached to the network. Specific improvements are:
  - Time spent on routine IT administrative tasks
  - Backup and data protection
  - Application availability
  - Ability to respond to changing business needs
  - Business continuity preparedness
  - Company profitability and growth rate
- Summer 2009, brought in new helpdesk software helping the department solve technology problems more quickly and efficiently.
- The department developed plans for on-going improvement with upgrades to new software releases to manage security.
- Spring 2011, the department moved an outsourced tech service, managing the network hardware in-house.
- Fall 2012, the department received a $20,000.00 state grant to increase bandwidth on campus.
- Fall 2012, the department changed provider for offsite locations to increase bandwidth at a better cost.
- Reorganized department to better divide responsibility based on knowledge and skill sets.
- Spring 2012, the department identified a need for a new phone system within 6mos-1yr. The PBX system we have is outdated and no longer supported. The college is also running out of IP numbers and cannot add anymore cards to the current system.
- Summer 2012, the department moved to Google Mail because we couldn’t afford to upgrade to new version of Exchange that was vital to running on our VMware network, and we could not afford the new hardware upgrades necessary to keep the system from failing due to growth. IT is now working on new policy/procedures to create/shutdown email addresses as stakeholders come and go.

Results 7R1

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

As noted throughout this Systems Portfolio, with the results provided in the identification of new processes, we have shown evidence that the College is improving in the area of “Measure Effectiveness”. Subjective feedback from internal report requests and a decrease of requests for extensions of deadlines for external reports indicate that the IR department is doing a great job of providing data and information in a timely fashion when requested.
As noted in 7P5, the selection of our Peer Benchmarks included “testing” against our IPEDS identified benchmarks to insure some level of standard methodology and integrity in our Peer Benchmark selection process.

The Office of Institutional Research (IR) is a newly developed office. The effectiveness of data collection and analysis processes for this office are evaluated through advanced cross-checking validation procedures, with data custodians that are performed prior to reporting data. Feedbacks on internal reporting requests are crucial to the on-going improvement of the IR office. Based on the nature of data requests received, IR periodically modifies the data sets used to provide data and information to end users. An important component of the recent Action Project, Establish common data usage process, was to inventory internal and external reporting and department/division/committee needs to identify gaps in access, use, and consistency of data collection and reporting. After the gaps were identified, strategies were deployed to improve effectiveness and efficiency of the reporting structures. This information is currently shared on the Recurrent Reporting Cycle on the Office of Institutional Research’s website. In addition, IR monitors the usefulness and relevancy of the information provided via the IR website.

The Office of Information Technology assesses the performance and effectiveness of the College’s information management systems, Jenzabar EX, PowerFaids, and Blackbaud, as well as all other systems on the network. They perform regularly scheduled maintenance and manage system upgrades in a timely fashion. The criteria for evaluating the effectiveness of institutional data sources include validity, usability, accessibility, currency, and the availability of comparative data.

7R2

What is the evidence that your system for Measuring Effectiveness meets your organization’s needs in accomplishing its mission and goals?

The following indicators demonstrate effectiveness across campus areas: improvements in Retention Rate, incoming student profile, general enrollment trends; more efficient scheduling of courses and other improvements noted in 6P3 (Facilities/Physical Plant). Academic program or service improvements have been noted in 1R4 and 1I1 and 6I1. This sampling shows the connection of our formal planning process described in 8P1 to effectiveness measures through the PISPDE, Program Review, ODP processes, which begin with the review of fundamental mission and the strategic direction of the institution.

7R3

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

As noted in 3R6 and 3I1 we have clearly linked goals and objectives to measures and results that can be “benchmarked” with other institutions identified in our varied planning processes (5P2 and 5P3) A few examples of our measures of effectiveness as compared to other institutions include the following:

- NSSE and SSI comparisons have been used to demonstrate progress in multiple areas
  - Library use (see 1R5)
  - Faculty engagement and rigor; integration, analysis, and communication of information (see 1R2)
- Praxis results are used to show improvement in our education offerings (1P17, 1R1).
- ETS Field Test is used to assess MBA learning objectives (1P17, 1R1)
- AQIP reviewer comments regarding our planning processes described in the PISPDE (5P2) were compared to other “high performance organizations” as noted in 8R4
Improvements

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

The measuring of effectiveness is intricately tied to our new planning processes as noted in 8P1 and 8I1. These processes provide clear rationale based on the institutional strategic priorities of our strategic plan: (see Strategic Directions, 8P1); a structured and systematic planning process (see PISPDE, 5P2); identification of goals and objectives with clear measures and evidence collection (see ODP, 5P3) for all operational and administrative units. Additionally, the Program Review process (see 1P4) and assessment provides similar planning rationale and evidence for resource allocation in instructional areas.

Additions such as an Institutional Research Specialist (IRS) allow the institution to collect and analyze performance and effectiveness data, determine best measures for objectives, and to manage data and reports in an organized manner. Systematic reporting (see Office of Institutional Research website) along with ad hoc studies completed by the IRS has allowed for more data informed decision-making and identification of the most appropriate indicators or measures (based on the continuous collection and analysis of such data).

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

PISPDE (5P2) in the context of the strategic plan (8P1) and ODP (5P3) are well integrated into the planning "culture" at the Director level, with some need for better cross divisional connections as noted in 8I2. Program Review (1P4) of instructional areas has provided evidence used in planning strategy and resource allocation. However, this is a relatively new process and not fully integrated in our planning culture.

All the processes (PISPDE, ODP and Program Review) provide the structural context for selecting targets in alignment with the strategic plan and institutional mission.
Category Eight: Planning and Continuous Improvement

As noted in the Systems Appraisal Feedback Report, March 2009, planning and improvement processes were in need of substantial development. During that same year the institutional strategic plan (Strategic Directions) was developed, as noted in 8P1. Progress within the strategic plan is noted in 8R2, with a new strategic plan being developed this next academic year 8P2.

In an attempt to pull all planning processes into alignment, including strategic planning (8P1), program review (1P4), assessment plans(1P2), and divisional Overarching Development Plans (ODP) (5P3), the new Procedure for Institutional Strategic Planning, Deployment and Effectiveness (PISPDE) (5P2) was developed and approved by the board of trustees in 2010. This provides structure and a systematic process to guide all planning and continuous improvement.

Two (2) AQIP Action Projects, Updated AQIP Communication Process (8P3) and Create a new campus-wide system to manage AQIP processes (8R4), helped guide the development of the PISPDE and the tracking and communication of all planning processes in an organized and efficient manner. These and other Action Projects (i.e. Program Review and Establish a systematic institutional manner of assessment, and Assessment of student learning and program effectiveness - Phase II) have been strategically developed to ensure quality improvement progress. Further, greater accountability for measuring improvement processes and efficiencies within divisions and departments now exist as part of the PISPDE.

To better track all the planning processes noted above we have also created the Strategic Alignment Map as noted in 8R2. Each division and department on campus also maintains a set of Overarching Development Plans (ODP) (5P3) to document their individual planning process, including goals, objectives, actions, measures used, and improvements made.

As noted in category 7, the creation of a new Office of Institutional Research, within Academic Affairs, has provided extensive data and reports (including information from comparison reports for all divisions using IPEDs, Council of Independent Colleges KIT and FIT, and other sources) that had not been available in the past. This too has supported better planning and continuous improvement.

Despite administrative transition and change, significant improvement in planning processes and strategy have occurred. This has been aided by the reorganization of the five Schools, more clearly defined role for School Deans, and the creation of both Faculty and Staff Senates and their corresponding committees (some of which already existed). All of which have provided clearer communication paths and accountability for institutional priorities.

Although our planning processes are aligned in fairly significant ways, with results data available in most areas, this is a relatively new concept on campus. The multiple integrated layers and levels of processes across campus are generally embraced by the campus community. However, greater depth will likely result from continuous use and move us from a state of alignment to total integration.
Processes

8P1

What are your key planning processes?

As noted earlier in this document (see 5P2, 5P3), the PISPDE (including the Program Review, and ODP process) provides the structure for planning by formalizing the identification of goals and objectives, establishing measures of effectiveness, gathering and analyzing results and using them for decision making purposes. This institutional process, however, is guided by the strategic plan, **Strategic Directions**, approved by the Board of Directors.

The Strategic Plan, **Strategic Directions 2010-2013**, developed by Strategic Planning Team (including administrators, faculty, staff and students), was established in February, 2010. The Strategic Planning Team embarked on a SWOC analysis to identify the strengths and weaknesses of the College while also discovering opportunities and challenges we face. These identifiers helped to shape the strategic directions of the strategic plan. The group also revisited the institutional Mission, a product of our first AQIP Action Project:

“In the context of a long liberal arts tradition, Lake Erie College provides distinctive undergraduate and graduate programs that prepare students to meet career and life challenges as educated and responsible citizens of local, national and international communities”.

In order to actualize our institutional Mission, we have reflected as a community and have identified six institutional characteristics which express our Mission and which provide us with a collective Vision to direct our individual efforts:

- Academic Excellence
- Academic Dynamism
- Internationalism
- Commitment to Diversity
- Beneficial Interpersonal Relationships
- Caring Attitude

Building on the College’s identified strengths the Strategic Planning Team developed the following **Strategic Directions** for 2010-2013:

- To create and foster an intellectually supportive and safe learning-centered environment to serve students in problem-based learning that demonstrates growth.
- To implement continuous improvement processes that provides meaningful feedback to achieve excellence.
- To create real-world experiences through collaboration between students, the global community and LEC faculty, staff and alumni.
- To serve our diverse students, staff and community through continual identification and assessment of learning needs for the 21st century.
- To continue to increase utilization of technology in the classroom and as an administrative tool designed to provide information to inform decisions.
- To develop a system of shared governance that provides a voice for all constituents while offering a clear framework for guiding the institution.
- To develop a system for effectively managing institutional resources to support strategic initiatives.
8P2
How do you select short- and long-term strategies?

As we prepare for our next strategic plan (due 2013), we will follow the current process of annual updating of the progress of the Strategic Directions' action items in the context of the institutional mission, informed by the data and information collected through the formal PISPDE process (including Program Review, ODPs, and institutional committee work as detailed in 1P4, 5P2, 5P3 and 5P7). As was the case with the 2010 strategic planning process, the Strategic Planning Team will also examine the current economic, demographic, industry and higher education landscape (both locally and nationally).

As noted in 5P1, our process of reevaluating our Strategic Directions and developing a new long-term strategic plan will begin in the next month. This will include the President’s express need for revisiting the Mission Statement and carefully exploring growth opportunities in the current environment.

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

The institution’s Strategic Directions action plans align very well with the development of both divisional (vice presidential level) and program level ODP’s, as noted in 5P2 and 5P3. We have also taken advantage of the opportunity to develop AQIP action projects to support the need for institutional change or improvement as identified through the PISPDE and ODP process. Some examples include:

- Revisiting common Learning Objectives
- Review and implementation of Rule 8 – AICUO initiative
- Creation of a Master Facilities Plan
- Create IR-Assessment/Accreditation Web Pages with resource tools
- Assessment of Current 'Exit' Process
- Create New Program Review process
- Development of Academic Recruitment Strategy Plan
- Retention
- Establish common data usage process
- Assessment of student learning and program effectiveness - Phase II
- Updated AQIP Communication Process
- Development of a campus-wide governance system
- Establish a systematic institutional manner of assessment
- Create a new campus-wide system to manage AQIP processes

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

In 2009, in an attempt to better coordinate all planning efforts, a planning map was created and used during the Annual President’s Retreat as described in 5P2. This was later incorporated into the ODP process (5P3) and now exists in its current version.

The current institutional planning process includes all the items noted in 5P2 and 5P3 and 8P1, effectively integrating quality improvement action projects (AQIP), strategic planning (Strategic Directions), PISPDE/ODP, and Program Review (1P4).
8P5
How you define objectives, select measures, and set performance targets for your organizational strategies and action plans?

As noted in 5P2, 5P3, and 8P1 (for overarching/strategic, operational/administrative planning); and 1P4 (for instructional planning), all targets are set in the context of the institutional mission and strategic priorities. Instructional plans are the results of the Program Review process which includes a thorough review of enrollment patterns, demand, industry, trends, and other higher education learning objectives (such as those identified in the Ohio TAG, Lumina Degree Profile, or other discipline specific degree standards).

Operational and advancement planning result from collection of data and outcomes noted in the ODP process (see 5P3). Once Institutional priorities are identified through the PISPDE process (see 5P2) staff may use the results and evidence from last year’s ODP’s (from their own departments or others) to identify appropriate new objectives and measures. Benchmarking with other institutions or examining standards from professional associations related to the given area (i.e. AACRO, NCAA, etc.) also helps to identify new or adjusted goals, objectives, and action steps.

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

Although not all inclusive, the following governing principals were selected by the President and his cabinet to serve as a guide in terms of revenue projections and overall funding priorities for 2012:

- Develop and establish accurate enrollment projections in consortium with specific directors responsible for the official recruitment and retention activities of the College using the established ODP process
- The Adult Degree Completion Program unfortunately proved to be unsuccessful and has been discontinued. Costs necessary to teach-out this program are included in the budget.
- Channel funding priorities towards expenditures associated with the development of the Physician Assistant and other science based professional programs.
- No global salary adjustment.
- Utilize human capital effectively and achieve workload and operational efficiencies where possible using the established Program Review Process
- Recognize that the effects of a very slow growing global economy, with interest rates remaining at record lows; preclude the possibility of increased revenue from external funding sources.
- Provide funding necessary to support new academic programs and/or those areas experiencing programmatic changes, to the extent possible.

The PISPDE planning process as noted in 5P2, incorporates all aspects of planning; goal and objective development, establishment of measure, collection of evidence and resulting resource allocation. Additionally the professional development plans within the PISPDE address staff development needs.

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

Although some level of risk is considered in the development of any plans (through SWOT analysis, safety concerns, and budgetary/resource considerations as part of the PISPDE process), we do not currently have a formal risk planning process.
How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

The Professional Development plans (explained in the PISPDE process in 5P2) assist in identifying training or support needs of faculty and staff in the context of Program Review, Assessment Review and the ODP process (so that the professional development plans are appropriately aligned with institutional, divisional, and program level goals). Faculty include professional development in their Annual Review, while staff identify professional development plans as part of their Annual Performance Evaluations. Support of these plans is explained in 1P11.

Results

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

Beyond the examples of ODP and Program Review effectiveness measures noted in 5P3, the annual updates of the strategic plan, Strategic Directions, show progress on that front as well.

Review by the Higher Learning Commission, of the College’s AQIP Action Projects, Systems Portfolio, and Quality Check-up and Reaffirmation of Accreditation are also measures of effectiveness of our improvement in the College’s Planning Process.

The National Survey of Student Engagement (NSSE) and Noel-Levitz Student Satisfaction Inventory (SSI) surveys are administered to students and asks questions that assess institutional practices and student behaviors that are correlated to student learning outcomes and retention. This survey instrument provides reports on student engagement which the College sees is a key indicator of learning, and therefore a measurement of the quality of the College.

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

A sampling of the Action Steps, for the Goals and Objectives noted in the Strategic Directions, and their updates are listed below:

- Recruiting: Create recruitment strategies for targeted populations using theme-based learning communities and repackaging of current programs.
  - Update: New Financial Aid packaging was done to focus on tier 2(1P8). New Learning Communities were created. Greater emphasis on Honors programming now exists.
- Recruiting: Conduct cost/benefit analysis for potential science, education and health-related majors.
  - Update: PA program identified, partner secured. MPH identified and targeted to begin January 2012. Other programs being researched for viability. This action step is still in progress.
- Recruiting: Develop 2+2 and General Education articulation agreements with community colleges in northeast Ohio to streamline the transfer process and become a preferred destination for their graduates; bolster transfer advising and evaluation procedures through proactive advising connections.
Update: Increased responsiveness to transfer market, timely evaluation of transcripts, and increased number of transfer applications, admissions and enrolled students.

- Recruiting: Review the current transcript evaluation process for transfer students in an effort to identify opportunities for appropriate change.
  - Update: TES is being implemented this summer to streamline the process. Comparison to TAG courses in Ohio has begun. This action step is ongoing.

- Retaining: Convene a retention committee comprised of three representatives from the faculty, the director of the Student Success Center, the Director of Advising and Learning Center, the Dean of Students, the Associate Vice President of Academic Administration, the Athletic Director, the Director of Financial Aid, Director of Career Services and the Registrar. This committee will be charged with reviewing the retention data, crafting a retention report and making policy, program and practice recommendations based upon the data, as well as working to implement recommended strategies and institutional changes. The work of this committee will be organized through an AQIP action project.
  - Update: Committee formed during 2010-11 academic year. Results have been gathered and preliminary report compiled. This is an ongoing item.

- Retaining: Hotchkiss, Moore & Pitts (2006) report that “psychological theories suggest that involving a student in a small community early in his or her academic career will improve the student’s performance and increase the likelihood of retention for that student through developing confidence and facilitating social integration” (p. 197). To foster this growth, student affairs will partner with Academic Affairs to launch a small learning clusters program that is aligned with the vision of Academic Affairs. These learning clusters will occur within the HU 100 Freshman Seminar course for Fall 2010.
  - Update: Learning Communities have been developed with connection to HU 110 courses. Freshmen Orientation will include LC programming. This is ongoing.

- Retaining: Administer the National Survey of Student Engagement and Noel-Levitz Student Satisfaction Inventory in alternating years using findings to direct actions and projects to enhance to student learning and campus experiences. The Retention Committee will review results each year.
  - Update: With the creation of an Institutional Research position within Academic Affairs, we now have the resources to disseminate NSSE and SSI data to support an understanding of how satisfied our students are with the relationships we offer as part of our campus climate and support services.

- Graduating: Develop 4-Year Degree Plans for each major to be used in both advising and planning for course delivery.
  - Update: Many 4-year plans have been created. This is ongoing.

- Assessment: Based on results of the Assessment Action Project, each department will identify areas for assessment, assessment mechanism and report structure for items that are relevant and/or critical to the department and/or the institution.
  - Update: On-going

- Assessment: Develop an assessment plan for existing academic programs that evaluates these programs based on the Mission Statement and resources of the College.
  - Update: Current curriculum mapping in progress as part of program review. This will be ongoing (1P2).

- Assessment: Develop an Implementation Plan for Academic Program Assessment.
  - Update: This is part of the current program review process that will be ongoing (1P4)

- Planning: Develop a cycle of planning that incorporates the institutional strategic plan, departmental strategic initiatives, budget preparation and departmental assessment that is informed by the College’s common data set, historic and forecasted financial information and other information provided by the cycle of planning.
  - Update: Cycle of planning created and partially implemented during 2010-11 with the creation of ODPs (5P3).
Support Services: Explore academic services that would address identified needs of current student population.

- Update: Academic Learning Center has been established in the Garfield Center; annual report has been developed and will be reviewed by Academic Affairs for further action.

We have completed 16 AQIP Projects, since becoming an AQIP school, and are working on three (3) additional projects. The Strategic Alignment Map provides a central location and record of all Strategic Directions goals and objectives, AQIP Action Projects, and other measures (i.e. NSSE and SSI questions) which provide evidence and support of our planning processes. More extensive with individual action items and individual division/departmental ODP’s provide additional evidence and rationale.

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

We have just begun the process of forming our 2013 – 2016 Strategic Planning Team. Selections of our strategies and action steps for the next strategic plan will be dependent on the process described in 8P1.

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

In 2010, Lake Erie College set out to coordinate all of our planning processes. We introduced an AQIP Action Project (Create a new campus-wide system to manage AQIP processes) which led to the integration of AQIP planning, institutional strategic planning, and program or divisional planning efforts through the new PISPDE process (see 5P2). The Action Project Accomplishments and Status update prompted the following comments from the AQIP Reviewer:

“Lake Erie College has taken the opportunity to create a clearly defined process by which to coordinate AQIP responsibilities while communicating strategic planning and continuous quality improvement information. The new organizational structure ensures that the College will fulfill the processes associated with AQIP Category 8-Planning Continuous Improvement. Creating a guide for all to follow is most effective and shows focus and foresight for future stakeholders. Lake Erie College is also providing for a more collaborative and informed process similar to those of other high performance organizations.”

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

All units have completed at least one cycle of planning processes as noted in the PISPDE (5P2), including non-instructional ODP’s (5P3) and instructional Program Reviews as noted in 1P4. (See 5R2 for examples of how these institutional planning processes were used to make improvements). Some improvements include:

- In 2010, the Advising Office’s ODP included a retention review that led to the identification of our current Tier Profile. This led to decisions to improve strategic aid packaging which, in turn led to the attraction of a better student profile. The review included persistence, and aid packaging for students at each of the profile tiers.
• The same retention review noted above, included the recommendation to develop recruitment and retention strategies for middle tier students. Learning Communities were identified as a means to provide the support structure, academic delivery, and additional programming necessary to attract and engage the target population. After two (2) years the Learning Communities serve as a competitive and selective recruitment tool, increasing enrollment in middle tiers. Satisfaction feedback suggests that this is a strong retention tool as well.

• The sharing of ODP results (over three (3) cycles) has prompted campus-wide policy changes, shared objectives within the ODPs of multiple directors, and adjustment of objectives or measures in one director’s ODP to provide better data to inform decisions made by another director or vice president. Examples of ODP results prompting campus-wide change (or change in another director or vice president’s area) include:
  o Development of the Lake Erie Safety Committee, which was a result of sharing of ODP objectives between Human Resources and Facilities

The 2011 Strategic Plan Update, as noted in 8R2, also demonstrates progress in each of the area noted.

Improvements

8I1

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

The following improvements are both systematic and comprehensive and demonstrate a dramatic shift in planning coordination and implementation at the College:

Implementation of PISPDE (5P2) including:

• Program Review (see 1P4)
• Divisional and Director level ODP process (see 5P2, 5P3)
• Annual Assessment Review (see 1P2)
• Action Project – Create a new campus-wide system to manage AQIP

8I2

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

Although significant progress has been made in all the areas noted in 8I1, and the resulting evidence has been used in planning decisions across the board, there are relatively new processes. Consequently, there are areas within the institution that have experienced three (3) or more cycles of these processes, while others entered the process at later stages. Until all areas have experienced the process cycle multiple times, it is unlikely that they will fully embrace or appreciate the value of the system. Early indicators suggest that we have a positive use trend, but a full cultural integration and cross-divisional connections have not yet occurred institution-wide.

We have taken advantage of the opportunity to develop AQIP action projects to support the need for institutional change or improvement as identified through the PISPDE (5P2) and ODP (5P3) process. The processes noted in 8I1 will be used as we develop our next strategic plan (setting targets for our next three (3) years of planning) as described in 8P1 and 8P2.
Category Nine: Building Collaborative Relationships

Lake Erie College builds key collaborative relationships through a personalized approach with education, community, and business partners. New collaborative relationships are now developed as a result of information gathered from Program Review, Program Assessment and more clearly identified institutional priorities as part of the College’s *Procedure for Institutional Strategic Planning, Deployment and Effectiveness* (PISPDE) process (5P2). Continued development of these collaborative partnerships, national, regional, state, and local, is an essential component for fulfilling the mission of Lake Erie College. The College recognizes the need to monitor progress, so that these projects and relationships can result in improvements for the institution, its stakeholders, and its partners.

Processes for building collaborative relationships are systematic (yet still isolated) within different groups across campus. Based on results from the recent HR review, a still current perception noted in the survey and consultant interviews were that there are "silos" on campus resulting in a "lack of communication and understanding of departments outside my own". We recognize that the existence of these silos limits our ability to effectively utilize collaborative relationships that already may exist elsewhere on campus. With the design and implementation of the PISPDE process, particularly the ODP process we are attempting to eliminate that issue.

Areas that have the greatest strengths include Academic Affairs development of relationships with Lake and Geauga County K-12 districts for P-16 initiatives as well as STEM curriculum development and exploration of International Baccalaureate certificates within specific districts.
Processes

9P1

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

Priorities are identified using the *Procedure for Institutional Strategic Planning and Deployment and Effectiveness* (PISPDE) (see 5P2) guide to provide a structured approach to planning. Using the PISPDE guide we developed a current *Strategic Directions* that relates to increasing the recruitment, retention and graduation of qualified students by developing an integrated system of programming that will improve the overall perception of the value of the total Lake Erie College education experience. To do this, we first need to attract and matriculate qualified students.

The Office of Admissions coordinates and prioritizes recruitment activities throughout Ohio especially in local high schools and local community colleges like Lakeland and Cuyahoga. These events include events like "on the road" measures in which guidance counselors invite the College to campus for meetings in the school setting. Lake County counselors meet quarterly providing an opportunity for our admissions officers to attend and present. Every year Lake Erie College’s Admissions team also hosts a Guidance Counselor breakfast for area High School Counselors. Outside of Northeast Ohio it has gotten more challenging, guidance counselors are trying harder to keep students in class and to focus on grades.

The State of Ohio, under Senate Bill 140 and House Bill 215, allows area students (must reside in Ohio) to enroll in college-level coursework prior to graduation from high school under the Post-Secondary Enrollment Options Program (PSEOP). High school students who meet the admission criteria may enroll at Lake Erie College classes concurrently with high school enrollment to earn college credit, or both high school and college credit. Students must live within commuting distance to Lake Erie College.

The College has also developed partnerships leading to transfer agreements for several two-year institutions, such as Lakeland Community College and Cuyahoga Community College. These transfer guides list the course equivalencies for Lake Erie College’s general education requirements and for selected majors and are available from the Registrar’s Office.

In the Fall of 2011, the Parker MBA program also partnered with Lakeland Community College for use of the Holden University Center, which was built to provide convenient access for Lake County residence to complete a bachelor or graduate degree from a variety of leading colleges and universities. As a university partner we are teaching classes in the new state-of-the-art Holden University Center building. Graduates of the program will receive their degrees from Lake Erie College. The degree is the same as having completed a degree on the university’s main campus. This partnership offers an affordable and convenient way to earn a graduate degree.

In the past four (4) years we sought to strengthen our understanding with the local K-12 community and develop greater leadership and partnership among local K-12 schools. Both faculty and students have connected with local K-12 systems to offer programs such as Financial Literacy and the Empowering Youth through Volunteerism program. These partnerships and programs have fueled undergraduate research projects and expanded service-learning opportunities for students, faculty and staff.

The College’s current Vice President of Academic Affairs, served as a founding member of the design team for Lake County P-16 Education Workforce Alliance and Geauga County’s P-16 Council while serving as interim Dean of Education. Our current Interim Dean of Education is now serving as member. As part of Lake Erie’s participation in the P-16 movement, college leaders participated in the development of the first Annual Northeast Ohio Regional P-16 Education Conference hosted by Senator Sherrod Brown. The College
hosted opportunities which brought together teachers and administrators from many of our local school systems to share knowledge and practices that promote college readiness.

Many other areas of the College build relationships with local, regional and national schools from which we receive students. The College, through the Academic Affairs division has partnered with a local school district to create the Early College program in the high school. This local school district is a recipient of federal Race to the Top funding and is working with the College to create the curriculum necessary for students to complete their first two years of college during their Junior and Senior year of high school. The Education Department, Vice President of Academic Affairs, and Center for Leadership and Professional Development also collaborated with leaders from Lake and Geauga County P-16 groups to begin “Education Happy Hour”. K-12 educators along with faculty from Lake Erie College and Lakeland Community College meet once each month during the school year to discuss issues relevant to new education standards in Ohio as well as student preparedness for the transition from high school to college. Enhanced collaborative relationships with Lake County public and private schools including development of partnership with Lake County Educational Services were created to provide classroom space on the college campus for L.E.A.D, (Learn, Experience, Achieve & Develop), a group of 9th grade students with special needs who receive their curriculum on the college campus. This relationship provides an opportunity for an alternative setting for K-12 students, while also providing an excellent field experience for the College’s teacher-candidates. The College’s Department of Athletics also builds relationships with coaches at the schools in which they recruit.

Besides offering professional development for educators in the local area, the College’s Center for Leadership and Professional Development, has active networking with the Geauga and Lake Counties’ Educational Service Center, local school districts, and the Ohio Department of Education to assess needs so our name is familiar to teachers and administration at local school systems in the Northeast Ohio region.

Units across the institution have also initiated partnerships with other local institutions of higher education. For example, the Vice President of Academic Affairs meets regularly with the Northeast Ohio Council on Higher Education (NOCHE), National Association of College and University Business Officers (NACUBO) and the Ohio Education Association (an affiliate of the National Education Association). Additionally, Faculty actively participate in professional organizations in their disciplines (see list of professional organizations).

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

Priorities are identified using the Procedure for Institutional Strategic Planning and Deployment and Effectiveness (PISPDE) guide to provide a structured approach to planning. Using the PISPDE guide we developed a current Strategic Directions that relates to the focus of collaboration between students, the global community and faculty, staff and alumni to create real-world experiences. To do this, we need to provide a variety of services through collaborative partnerships that respond to the ongoing and emerging needs of our local region, as well as internationally, while showcasing our programs, faculty, staff and students. With this strategic direction in mind we have developed the following action items:

- Increase collaborative relationships with local, regional and international public, private and non-profit institutions and organizations.
- Foster life-long relationships with alumni through the implementation of cultural, athletic, and academic initiatives.
- Establish annual meetings with new and continuing collaborative partners and utilize the Executive Directors, Directors, Deans and Associate Deans as facilitators, to discuss Academic Affair themes and possible partnerships/collaborations.
• Provide a variety of services which impact positively on the challenges faced locally, regionally and internationally.
• Promote relationships through public relations to strengthen existing partnerships while nurturing new opportunities and also to expand our reach through the memberships in professional organizations of our faculty, staff and administrators, or other sources that provide appropriate partnerships.

Some examples of new and continuing collaborative partners are listed below:

Our Accounting Department within the School of Business facilitates a local tax clinic for the local and regional community. This clinic is designed to help volunteers reach out to low-income taxpayers where English is a Second Language (ESL) and educate them on their taxpayer rights and responsibilities. The department also provides a public service, called Financial Education Teaches Children Healthy Habits, or FETCH, that teaches students how to build a foundation for a sound financial future. FETCH teaches fifth and sixth graders about financial literacy, budgeting, saving and spending through a fun and innovative board game designed around a busy dog park.

Our Equine Studies program manages a number of competitive teams and clubs which provide members the opportunity to travel, compete at various events, combined tests, jumper and dressage shows, tour veterinary hospitals, share advice on veterinary college admission processes, attend professional conferences, and network. Recognition of our program with consistent completion of Regional’s, Semi-Finals and National Championships also build our reputation. Also, every fall students in the Equine Training program welcome young horses to be a part of their learning experience. These horses are sent to us specifically by private owners and rescue organizations. They are sent to us with little to no training under saddle. Using various training methods our students learn to train the horses to accept a rider. Students keep journals and are in regular contact with the owners regarding their horses’ progress. Sometimes the owners will even come out and take a lesson before taking their “students” home from college. This class provides mutual benefit for our students, horses and the horse owners and provides the program immediate feedback and assessment of work in the program.

The Fine Arts programs have long standing affiliations throughout the region that enhance both the quality of our educational product and the reputation of the College within the community. Examples of some of these affiliations include the Cleveland Museum of Art which has provided internships and jobs to students at the College and select students have developed ongoing affiliations with the museum in the departments of education and community outreach. Arts Collinwood is a small non-profit arts organization in Cleveland that offers performances, educational opportunities and exhibitions at no cost. Students have completed internships at the Hathaway Brown School where our students set choreography, guest perform and student teach; at the Weatherhead School of Management of Case Western Reserve University where we have a faculty partnership on research investigating the connections between experiential learning styles, movement and managerial excellence which generates research and internship opportunities for our students; the Young Audiences of Northeast Ohio (YANEO) allows opportunities for our students to assist in creating and presenting performances, programs and workshops in schools throughout the region, providing internships and mentoring for our students.

The Psychology program has ongoing relationships with local Criminal Justice Facilities and community Mental and Behavioral Health Centers. These relationships provide students the opportunity to hear guest speakers, do field experience work, intern, collaborate on research and lead to job placement.

All of these institutions offer networking opportunities for students. We also take data from past internship feedback, graduate student employer feedback, field placement feedback and data related to grad school placement to assess how we are meeting organizations’ expectations.
See 9P1 for information related to examples on how we built recent relationships with local schools for our graduate Education students.

In order to support the strategic direction of the campus, faculty and staff are encouraged to engage collaboratively both internally and externally. Faculty and staff are members on advisory boards, participants in local cultural events, and are invited as guest speakers to business, social, and fraternal organizations. Recent examples include Assistant Professor of Business Robert Trebar, Dean of the School of Business, who was asked to serve as moderator at the Legislative Candidates Forum and Breakfast event hosted by the Lake County Chambers, and our V.E.T.S. program was invited to the Wade Park VA Job Fair. Involvement in these and other activities provides input to the planning of programs on campus, and feedback on the needs of these organizations.

The Office of Career Services & Internships also promotes the teaching and learning of career development, and helps students leverage their liberal arts education and practical experience to connect to today’s employers. This office strives to develop relationships with employers while providing support for their recruiting needs through exceptional customer service. Students are also exposed to the various graduate programs on campus at our Graduate School fair hosted every October since the introduction of our new Career Services Director.

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

As noted in 8P1, priorities are identified using the Procedure for Institutional Strategic Planning and Deployment and Effectiveness (PISPDE) (5P2) guide to provide a structured approach to planning and prioritizing.

The Fall of 2007 marked the first semester we added housing by using local apartments for our upper classmen. This partnership benefited both the College and helped the local apartments with filling housing. Partnerships with these apartments has created space on-campus or across from campus for all freshman and sophomores. In the beginning, we had only a few students in the first locations, but by Fall 2008 we took over all of Founders Court, Paige Place, 10 apartments in Andover Courtyard, and 15 apartments in Lydia Sessions apartments. In the Fall of 2009 we took over all of Sessions.

The Lake Erie College Athletics Program achieved affiliations with the National Collegiate Athletic Association DII (GLIAC Conference) and the Eastern College Athletic Conference in 2010. With this change and growth, we have added partnerships with Painesville City Schools, Perry Community Fitness Center and Perry Schools, and Lake County Captains for shared facility usage.

The office of Student Life has partnered with a local physician, in an effort to offer a walk-in medical clinic on campus for students, staff and faculty. This licensed family practice physician maintains weekly office hours on campus to address a wide range of issues including wellness examinations, preventative health, injuries, as well as illness. In collaboration with the physician, the Lake Erie College Student Success Center offers educational programs to help the campus community both maintain healthy lifestyles, as well as prevent injury and illness.

The College outsources dining service to Metz Culinary Management. They encourage and value comments, suggestions and input. The college has a large number of vegetarians and students with special dietary needs. Metz Food Service is very accommodating to our students and is willing to work with any student in order to provide healthy food choices. Students with hectic schedules (such Equestrian students with early morning classes) can also work with Metz to make sure they have the accommodations that they need. In
May of 2011, representatives from Metz Culinary Management met with representatives of the Student Government’s Food Committee to discuss student dining service concerns. During this meeting, the Committee presented the results of a very thorough survey conducted by the student body. As a result of that meeting, Metz Culinary Management has made, and will continue to make, a variety of changes to the quality and variety of food available on the menu.

See 9P2 above as it relates to experiential opportunities.

**9P4**
How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?

The units and departments within the four divisions of the College are responsible for creating, prioritizing, and building relationships with organizations that supply materials and services within their respective areas. The contract procurement process includes the establishment of program and facility requirements, competitive requests for proposals, evaluation of proposals, and the awarding of the contracts. Where it is possible, the College has begun to consolidate its vendors in an effort to develop continuity and gain efficiencies. For example, office supplies are generally purchased through one vendor whereas in the past, each department could be serviced by its own vendor.

Several organizations that regularly supply materials and services to the College include:

- Food Service: Metz Culinary Management
- Utilities: City of Painesville, Brainard Gas Corp, John D Oil and Gas Marketing, Time Warner Cable, Cleveland Electric
- Insurance: Todd Associates, Leonard Insurance Services
- Retirement Services: TIAA-CREF
- IT Vendors: Black Box Network Services, Skoda Minotti
- Uniforms – Athletics: Sports & Sports, Reed Activewear, Riddell All American, Pro Look Sports, Adler Team Sports
- Campus Construction and Renovation: C Grant, Inc; Munoz Landscaping, New Vision Roofing Inc, Ciro’s Sewer Cleaning, Consolidated Electrical Distributors
- Furniture suppliers: National Business Furniture, Office Depot

**9P5**
How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

See 9P1-9P4 above as it relates to education associations, external agencies, consortia partners and the general community.
9P6
How do you ensure that your partnership relationships are meeting the varying needs of those involved?

The College identifies satisfaction by means of campus-generated and national surveys, increases in enrollment and retention, use of services provided, informal interviews and technology. The National Survey of Student Engagement (NSSE) and the Noel-Levitz Student Satisfaction Inventory (NL-SSI) are two national surveys used, and each division/unit has department specific evaluations. We also take data from past internship feedback, employer feedback, field placement feedback and data related to graduate school placement to assess how we are meeting organizations' expectations. Finally, we track website use with Google Analytics to determine what information students seek most so that adjustments can be made. The College’s Facebook pages are monitored and tracked to stay abreast of student or community current topics of conversation.

Information gained from the Student Satisfaction Inventory (SSI) completed in 2010 shows that our students feel the campus climate rates higher than that of other national four-year privates. The example summary in Table 9-1 below shows us that our partnership relationships are meeting the various needs of our student body. Also noted in the Noel-Levitz Student Satisfaction Inventory (SSI) survey results were the level of importance Academic reputation has in deciding to enroll; our students identified this as being of strong importance scoring that 6.05 out of 7.

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>LEC 2010</th>
<th>Midwestern 4yr Privates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Climate</td>
<td>5.24</td>
<td>5.35</td>
</tr>
<tr>
<td>29. It is an enjoyable experience to be a student</td>
<td>5.40</td>
<td>5.33</td>
</tr>
<tr>
<td>45. Students are made to feel welcome</td>
<td>5.46</td>
<td>5.05</td>
</tr>
<tr>
<td>51. This institution has a good reputation within the community</td>
<td>5.71</td>
<td>5.53</td>
</tr>
</tbody>
</table>

The School of Business has surveyed students in the MBA program to assess satisfaction with offsite locations. Assessment of new arrangement with Lakeland Community College will be completed at the end of this current academic year.

9P7
How do you create and build relationships between and among departments and units within your organization? How do you assure integration and communication across these Relationships?

One of the College’s strategic goals is the establishment and advancement of creating real-world experiences through collaboration between students, the global community and faculty, staff and alumni. Multiple opportunities are afforded faculty and students to be awarded for, or assisted in, the generation of partnership relationships. Examples include regularly sponsored faculty Brown Bag Lunches, including faculty-led discussions on topics such as assessment, classroom management and decorum, differentiated teaching strategies, and inclusive strategies. The Vice President of Academic Affairs also provided three (3) credit course releases to the IMDAT Director to hold faculty training sessions on technology and learning, and to serve as a campus resource. The College’s Center for Entrepreneurship supports innovation in course offerings with grant monies. Examples include: a week long residency in Art and Technology with Troika
Ranch, an acknowledged master in the field, resulting in new expertise and "comfort" with dance faculty teaching creative work that includes technology; creation of a Mobile Applications course taught by Dr. Steven Gutierrez; Waste 2 Energy (see W2E); and a Global Entrepreneurship special topics course which used technology such as Skype to communicate with Columbian business contacts, and culminated with visits to those sites in Columbia (see Student Research-Columbia) with overwhelmingly positive student feedback.

Results

9R1
What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

The College collects and analyzes data from measures that assess the building of collaborative relationships in a variety of ways:

- Reports from Institutional Advancement that disclose the amount and sources of external funding
- Annual reports from Faculty on experiential learning projects
- Annual reports from the Director of Career Services and Department of Education regarding internships and placements
- ODP results from each division/department
- Reports on admission statistics
- Annual feedback from high school counselors
- Program Reviews,
- Feedback from Consortium and Articulation Agreements

9R2
What are your performance results in building your key collaborative relationships, external and internal?

Performance results in the building of collaborative relationships with local community colleges can be identified by weekly and monthly admissions statistics. Results from relationships with high schools can be found in the following report breaking down applicants by state and county.

The Center for Entrepreneurship’s performance results can be identified on two different levels. The center supports Faculty with innovative course offerings with grants and supports students in competitions like the ideaLab, and Idea & Innovation Challenge. Description and results of all awards can be found at the Center for Entrepreneurships website: http://www.lec.edu/entrepreneurship/awards.

The Veterans Lounge, called “The Bunker” and organized by our V.E.T.S. Program, is currently funded by donations from local Veterans Organizations. The donations account balance is over $1000.00 currently with more “on campus” fundraisers happening in October and November of 2012. The V.E.T.S. Director is also currently looking for a corporate sponsor to provide supplies for “The Bunker”.

Performance results for relationships built for individual programs are listed in 9P2
How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

The College has not had an opportunity to compare our performance results for Building Collaborative Relationships with other higher education organizations at this point.

Improvements

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?

The College has made recent improvement in collecting data on building relationships with the use of Program Reviews. There is a section under Program Quality that specifically requests information related to on- and off-campus affiliations that the program has built which provide benefits of some nature to the program.

With the creation of an Institutional Research position within Academic Affairs, we now have the resources to disseminate NSSE and SSI data to support an understanding of how satisfied our students are with the relationships we offer as part of our campus climate and support services.

Increased collaborations with local community colleges have led to transfer agreements which we hope will lead to an increase in transfer enrollment.

Relationships with Alumni have fostered new and interesting internship opportunities for our students like the LA Internship program. This internship program was made possible by a generous donation from alumna Carol (Lewis) Morris ’67 and her husband, Robert Morris. They provide housing, transportation and several meals while matching students with professionals in the media, public relations, advertising/marketing, film and television and corporate/business communication industries in Los Angeles, CA.

As noted in 9P1, the strengthening of our ongoing relationship with Lakeland Community College has also resulted in the offering of our MBA program in their new Arlene and Arthur Holden University Center in Kirtland.

See 9P1 for more information on recent improvements we have made in building relationships related to K-12 schools, and the P-16 initiative.

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?

Our priorities for improvement in campus engagement were clearly defined in the College’s Strategic Directions. Engagement with the community and other institutions of higher education is a clear priority at Lake Erie College and is evident in its Mission, Vision and Values. With this framework the Procedure for Institutional Strategic Planning, Deployment and Effectiveness (PISPDE) guide provides the infrastructure required to select specific processes to improve and set targets for improved performance results related to Building Collaborative Relationships. See 2P1, 3P3, and 9P1 for examples.
In September of this year Lake Erie College hired a new Vice President of Institutional Advancement, which filled a vacated leadership role critical to ongoing success in this area. All functions within the Institutional Advancement division are now under review by the new Vice President and will inform the strategic planning process as we move toward new initiatives over the next 3 years. The development of strategic goals and objectives specific to this area are underway with a new level of tracking and evaluation planned to be in place prior to the end of fiscal year 2012-13.