

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **LANSING COMMUNITY COLLEGE**

October 25, 2005



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission **NCA**

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## EXECUTIVE SUMMARY

The Systems Appraisal conducted by the Academic Quality Improvement Program of The Higher Learning Commission of the North Central Association of Colleges and Schools provides a comprehensive examination of Lansing Community College conducted by a trained team composed primarily of higher education peer reviewers. In order to provide fresh and objective insights and perspectives the team also included reviewers from outside higher education. Following is the Appraisal Team's summary evaluation of Lansing Community College's current performance in each of the nine AQIP Categories. These evaluations are in the form of rubrics, or descriptive statements concerning the team's perception of your current level of institutional maturity for process design, process deployment, performance results, and improvement cycles for each Category. The single words AQIP uses to refer these rubrics are:

- **Beginning.** Processes that work consistently to achieve their goals are beginning to be planned and developed. Successful approaches and processes are employed exclusively in those units that develop them. The institution is just beginning to gather results showing how successful its approaches and processes are. Performance data has not been collected long enough to reveal trends or patterns. The institution does not yet collect data that measures its performance against other organizations. Feedback from processes is casual and not used to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.
- **Developing.** Reliable processes that work consistently to achieve their goals are being developed and implemented. Successful approaches and processes are sometimes adopted and used in units other than where they originated. Occasional short-term (under two years) data on performance results exist in a few areas. Evidence exists of recently (within last two years) improving levels of performance in a few areas. Anecdotal information is on hand about processes and performance of other organizations. Feedback is occasionally used to set performance targets in a few areas. Anecdotal evidence of improvements, occurring at irregular intervals is provided.
- **Maturing.** Growing, emergent processes that typically achieve many of their goals have been put in place. Successful approaches and processes are occasionally adopted and used throughout the institution. Occasional short-term (under two years) data on performance results exist in most areas. Recently improving (within last two years) levels of performance can be found in several areas. Information is collected on performance of outstanding organizations with similar processes but used irregularly. Feedback is periodically used to set performance targets in a few areas. A record of significant improvements, occurring periodically, as the result of specific initiatives is provided.

- **Proficient.** Practical, sturdy processes that generally achieve their fundamental goals are in place. Successful approaches and processes are sometimes adopted and used throughout the institution. Mid-term (two-four years or more) data on performance results exist in most areas. Shorter trends (under five years) of improving levels of performance can be found in some areas. Information collected on performance of outstanding organizations with similar processes is used systematically in a few significant areas. Feedback from processes is gathered and used systematically to set performance targets and drive improvement in a few significant areas. A record of significant improvements resulting from systematic multi-year (two - 10 year) improvement processes is provided.
- **Accomplished.** Robust, experienced processes exist that usually achieve many of their goals. Successful approaches and processes are often adopted and used throughout the institution. Mid-term (two-four years or more) data on performance exist in many significant areas. Shorter trends (under five years) of improving levels of performance can be found in many or most areas. Information collected on performance of outstanding organizations with similar processes is used systematically in many areas. Feedback from processes is gathered and used systematically to set performance targets and drive improvement in many areas. The organization identifies a record of concrete advances in a few areas resulting from rapid improvement cycles occurring at least annually.
- **Commendable.** Strong, established processes exist that usually achieve most of their goals. Successful approaches and processes are frequently adopted and used throughout the institution. Long-term (five years or more) patterns of high performance exist in most areas. Long-term trends (five years or longer) of improving levels of performance can be found in many areas. Information collected on performance of world-class organizations with similar processes is used systematically in many areas. Feedback from processes is gathered and used systematically to set performance targets and drive improvement in most areas. The organization identifies a record of concrete advances in many areas resulting from rapid improvement cycles occurring at least annually.
- **Outstanding.** Vigorous, tested processes exist that consistently achieve all of their goals in all or most areas. Successful approaches and processes are fully deployed throughout the institution. Long-term (five years or longer) patterns of high performance exist in all or most areas. Long-term (five years or longer) trends of improving levels of performance can be found in all or most areas. Information collected on performance of world-class organizations with similar processes is used systematically in all or most areas. Feedback from processes is gathered and used systematically to set performance targets and drive improvement in all areas. The organization has a record of significant advances in all or most areas that resulted from rapid improvement cycles occurring at least annually.

The complete Systems Appraisal Feedback Report contains evaluation of the processes, performance results, and improvement strategies under each of these nine AQIP categories, pointing out where the team sees Lansing Community College current activities and practices as strengths and where it sees in them opportunities for improvement.

As you study the results of this Appraisal, do *not* ignore your strengths and focus *solely* on the possibility of improvements. Your strengths offer significant opportunities as well: they can be celebrated as model practices, deployed or imitated in programs throughout the institution, and used to inspire new approaches to performance enhancement in other areas.

<b>Rubrics assigned by Systems Appraisal Team's to describe Lansing Community College's current performance on each AQIP Category</b>	
<p><b>1: Helping Students Learn</b> identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.</p>	<b>Developing</b>
<p><b>2: Accomplishing Other Distinctive Objectives</b> addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. These are <i>distinctive</i> in that they distinguish your institution from other institutions, which likely have different sets of purposes and goals. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.</p>	<b>Beginning</b>

<p><b>3: Understanding Students' and Other Stakeholders' Needs</b> examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.</p>	<b>Developing</b>
<p><b>4: Valuing People</b> explores your institution's commitment to the development of employees — your faculty, staff, and administrators — since the coordinated efforts of all these people are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.</p>	<b>Beginning</b>
<p><b>5: Leading and Communicating</b> addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.</p>	<b>Developing</b>
<p><b>6: Supporting Institutional Operations</b> addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.</p>	<b>Maturing</b>

<p><b>7: Measuring Effectiveness</b> examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas. Since AQIP Category requires measures of the success of the processes within it, your measures for Category 7 will track your institution's <i>overall</i> performance in collecting and distributing the right data to the right people at the right time.</p>	<p><b>Developing</b></p>
<p><b>8: Planning Continuous Improvement</b> examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.</p>	<p><b>Developing</b></p>
<p><b>9: Building Collaborative Relationships</b> examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.</p>	<p><b>Beginning</b></p>

**The Systems Appraisal team concluded that these are the STRATEGIC AND ACCREDITATION ISSUES for Lansing Community College:**

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

**Issues Affecting Compliance with the *Criteria for Accreditation*.** An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institutions under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Lansing Community College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

**Issues Affecting Future Institutional Strategies.** The Systems Appraisal Team identified the following strategic issues (labeled S) to assist Lansing Community College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Lansing Community College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

S	<p>The LCC master planning process utilizes a Master Plan that forms the basis of the College's Instructional Master Plan as well as two other plans. All plans rely heavily on information derived from the ARI. However, the absence of a process to review course embedded assessment results may negatively affect the overall planning processes. Because the assessment results may affect strategic initiatives for instructional improvements aimed at helping students learn, the Team recommends that the College develop a process to review those assessments.</p>
S	<p>LCC offers frequent reference to its Guiding Principles/Values statement: "LCC will prepare those it serves to thrive in a diverse world by reflecting that diversity in its staffing, planning, and allocation of resources." Yet, the College does not report processes used to determine employed workforce demographics within their service district. In addition, the College does not appear to have established processes that guide strategic planning to address the "fit" of their student population with community occupational forecasted employment needs. These processes should also focus on the identification of the reported 81.9% of unknown/other ethnicity of enrolled students. The Team recommends that the College establish formal processes for improving diversity within its faculty, staff, and student populations for identifying needs of diverse populations.</p>
S	<p>LCC uses multiple levels of planning processes that include leadership reviews and feedback loops that set the occasion for additional planning. Moreover, the College's establishment of an AQIP Action Plan to begin targeting improvement initiatives is noteworthy. Nevertheless, a series of disconnects occur between current planning processes and evaluation/action processes. The institution is reactive in determining the information and data needs of work units. The College should be more proactive in and develop a systematic needs assessment process. While the institution provides feedback to employees about job performance, the Team recommends that the College demonstrate how employee performance reviews align with the AQIP categories and the College's AQIP Action Plan. Furthermore, the Team recommends that the College continue to involve its employees in the planning processes with an increased emphasis on what actions are acceptable based on the evaluation of plans to improve.</p>

S	The team acknowledges that the College offers a variety of planning methods and processes that embed quality. However the team did not find clear and concise evidence about the linkage between the College's planning, gathering of data, and actual assessment and institutional change. While the college cites several sources of comparative data it has used, it does not describe the processes for identifying comparative data needs or criteria for selecting information sources. In addition, the Team did not find clear information about how the analysis of data is used to improve either the processes or the results. The Team recommends that the College give strategic attention to the strengthening of the loop between measurement of desired outcomes and improvement of actual processes.
S	During their reading of the Portfolio, the Team found anecdotal responses to issues and opportunities rather than an established system for targeting specific outcomes or process goals. The Team recommends that LCC strengthen improvement processes through the identification and use of benchmark and institutional comparison data and the consistent referencing of comparison data when defining measures.

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## USING THE FEEDBACK REPORT

The *AQIP Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Rubrics should be used to understand where the opportunities for ongoing systems improvement are greatest, not as scores indicating success or failure. Based solely upon an

organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

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## Lansing Community College **FEEDBACK REPORT**

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, significant issues for your institution, and an Appraisal Rubric score for each Category. These are presented in four sections of the Feedback Report: Critical Characteristics Analysis, Category Feedback, Strategic and Accreditation Issues Analysis and the Appraisal Summary. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

Each member of the Systems Appraisal Team devoted many hours to analyzing and reacting to your *Systems Portfolio*, first individually and then via a consensus process. There are no one-person idiosyncratic, or subjective opinions here. Most of the team's members have had executive responsibilities in colleges and universities, but the team also included at least one person whose work and experience lie outside of higher education, and who could help the team maintain perspective on the work higher educators still have to do to bring quality principles into all areas of the Academy. All team members are committed to promoting continuous quality improvement in higher education and have received training in quality processes. We know that you and your colleagues will find the astuteness of their perceptions, as embodied in this report, useful in your commitment for continuous quality learning.

Good as the team was, however, it is important to remember that they had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

**Critical Characteristics:** Your *Systems Portfolio's* Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

**Category Feedback:** The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report. At the end of the list of strengths and opportunities for each Category is the team's consensus assessment of the institution's stage of development on that particular Category. This section consists of a series of statements reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

**Strategic and Accreditation Issues Analysis:** Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If

accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

**Appraisal Summary:** The compilation of the nine rubrics that capture the team's appraisal of the organization's Portfolio description of each of the nine AQIP Categories. The summary indicates the team's consensus on the developmental maturity of each Category description.

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### CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Lansing Community College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Lansing Community College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

01b	The college offers learning opportunities at multi-locations including 25 extension centers.
01c	The LCC mission is: "LCC exists so that the people it serves have learning and enrichment opportunities to improve their quality of life and standard of living" and the college's three distinctive objectives align with the mission.
01d	The vision of LCC, which is the basis for its planning, is "Serving the needs of a changing community."
01e	The institution is led by a board of trustees which provides policy and fiscal oversight.

02a	The institution understands student needs to encompass easy access to the college, feelings of safety, convenient scheduling, affordable classes, a variety of options, and continuance toward their goals.
02b	LCC offers about 2500 courses across nearly 300 active programs leading to 300 degree and certificate programs and those offerings are organized around four "strategic learning units": careers, general education, developmental education and personal interest while sponsoring numerous international study programs.
02c	The institution provides opportunities for students to experience diversity at many levels and has a diverse workforce. Fifty-five percent of the students are female, 9% are Hispanic or Chicano, 81.9% of "Other" reported ethnicity and 23% of the students are between 18-19 years of age while 19% are between the ages of 24 and 25 years of age.
03a	LCC maintains a free, open, and respectful academic climate through contractual agreements for academic freedom, and well-stated policies concerning harassment and equal opportunity.
03b	The college enrolls about 9,000 FTE students with a reported duplicated headcount of 19,201. Approximately 52% of the students are enrolled to earn an Associates Degree.
03d	The institution has increased its enrollment of high school graduates over the past 4 years from 19% to 31%.
04a	LCC is organized around four strategic learning units: careers, general education, developmental education, and personal interest.
04b	LCC faces competition from both inside and outside the service district and has specific competition with regard to corporate training.
05a	LCC employs 570 full-time faculty and staff - 242 are full-time faculty. Hiring of full-time and half-time faculty has increased in the past few years while the hiring of other staff and administrative personnel has declined by 10% since 2002.
05b	The organization currently employs a Learning and Leading Collaborative for the purpose of building leadership skills among employees.

06a	LCC is second to last in space-per-student ratio amongst Michigan Community Colleges.
06b	LCC's physical plant consists of 27 major buildings.
06c	LCC has 18 fully equipped computer classrooms and a computer lab that remains open 24 hours a day, 7 days a week
06d	The institution deploys an Oracle-based data infrastructure that ensures all data is online and accessible through a web interface.
07a	More online degrees are offered by LCC than any other Michigan community college. The college considers itself a University of Phoenix competitor.
07b	LCC students who transfer to Michigan State University have demonstrated academic success higher than that of native MSU students.
07c	LCC has a significant competitive advantage as their tuition ranks near the lowest when compared to other community colleges, area universities, and private institutions.
08a	53% of the surveyed employers report hiring graduates from LCC.
08b	The hiring of a senior advisor for Resource Enterprise Development at LCC has helped the institution identify partnerships both locally and nationally in order to build and sustain a learning environment.

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## CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these "strengths and opportunities" sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

**AQIP CATEGORY 1: HELPING STUDENTS LEARN** identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Lansing Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:**

01a	The LCC mission is: "LCC exists so that the people it serves have learning and enrichment opportunities to improve their quality of life and standard of living" and the college's three distinctive objectives align with the mission.
01b	The college offers learning opportunities at multi-locations including 25 extension centers
02a	LCC offers about 2500 courses across nearly 300 active programs leading to 300 degree and certificate programs and those offerings are organized around four "strategic learning units": careers, general education, developmental education and personal interest while sponsoring numerous international study programs.
03a	LCC maintains a free, open, and respectful academic climate through contractual agreements for academic freedom, and well-stated policies concerning harassment and equal opportunity.
04a	LCC is organized around four strategic learning units: careers, general education, developmental education, and personal interest.
06c	LCC has 18 fully equipped computer classrooms and a computer lab that remains open 24 hours a day, 7 days a week.

08b	The hiring of a senior advisor for Resource Enterprise Development at LCC has helped the institution identify partnerships both locally and nationally in order to build and sustain a learning environment.
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**Here are what the Systems Appraisal Team identified as Lansing Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.**

1C1	S	LCC has defined co-curricular student-learning objectives which originate in the strategic plan, articulate into the Instructional Master Plan and are applied in the development of courses.
1P1	S	The program review process includes input from a variety of external stakeholders and includes local businesses, service agencies, professional organizations, and transfer students. In addition, LCC uses a committee structure to determine student learning objectives and core competencies for general education programs.
1P2a	S	There is an existing process for administrators and program faculty to participate in new course development.
1P2b	S	LCC has experienced a 133% increase in face-to-face/online delivery, a 28.6% increase in Lecture, Lab, Worksite delivery, and a 56% increase in self-paced and independent learning classes( Figure 1-2). Traditional lecture and lecture lab classes have remained constant.
1P5	O	Although faculty, advisors, counselors, and administrators all participate in helping student select appropriate coursework, it is unclear how these activities are aligned and coordinated into a process which actively helps students.
1P6a	S	LCC has developed and implemented an Instructional Master Plan that includes co-curricular and curricular learning objectives.
1P6b	S	Measures are identified for each of the college's 7 good teaching/learning principles and representative results, which overall were satisfactory, are obtained from survey instruments except for the human diversity learning principle and it is in "pilot stage."

1P8	O	Although LCC has a series of activities for monitoring the currency and effectiveness of curricula, including PROE, ARI, and DACUM, it is unclear how the data is analyzed. Without a process for analysis, it is difficult for continuous improvement to occur.
1P9	O	Although the institution collects data to determine learning support needs, it is unclear how the data is analyzed. Without a process for analysis, it is difficult for continuous improvement to occur.
1P10	S	LCC has a method to ensure alignment of co-curricular and curricular objectives. In addition, they are embedded in the Instructional Master Plan.
1R1a	S	Results for co-curricula competencies have improved.
1R1b	O	Results for licensure and certification passing rates have declined. In addition, there is no comparative data. Without comparative data, it is difficult to determine goals and make improvements.
1R4	S	LPN and RN Licensure rates compare favorably at a state and national level.
1I1	O	Although leadership develops improvements to the program review process, it is unclear how faculty and staff participate in the process.

Overall, the Systems Appraisal Team saw Lansing Community College's performance on this Category as Developing:

Reliable processes that work consistently to achieve their goals are being developed and implemented. Successful approaches and processes are sometimes adopted and used in units other than where they originated. Occasional short-term (under two years) data on performance results exist in a few areas. Evidence exists of recent (within last two years) of improving levels of performance in a few areas. Anecdotal information is on hand about processes and performance of other organizations. Feedback is occasionally used to set performance targets in a few areas. Anecdotal evidence of improvements, occurring at irregular intervals is provided.

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**AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES** addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to

identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Lansing Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:**

01a	The college is an urban, public, comprehensive independent community college located in Lansing, Michigan—the state's capital city.
01C	The LCC mission is: "LCC exists so that the people it serves have learning and enrichment opportunities to improve their quality of life and standard of living" and the college's three distinctive objectives align with the mission.
01d	The vision of LCC, which is the basis for its planning, is "Serving the needs of a changing community."
01e	The institution is led by a board of trustees which provides policy and fiscal oversight.
07a	More online degrees are offered by LCC than any other Michigan community college.

**Here are what the Systems Appraisal Team identified as Lansing Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives:**

2C1/ C2/C 3	S	The college has three stated distinctive objectives that align with the mission and complement processes for helping students learn, financial balance, technology infusion, and alternative energy initiative.
2P1 a	S	The college's distinctive objectives align with the mission. A strategic plan is developed through a collaborative process with input from its stakeholders providing guidance to the president and the executive leadership team. The continuous improvement process emerges from this system.

2P1 b	O	Little or no evidence exists that the College takes a systematic approach to assimilate and interpret data and share findings with the college community for the purpose of systematically making changes or improvements.
2P2	O	The college communicates the expectations for achieving the distinctive objectives. However, it is not clear that they are communicating to external constituents.
2P3 a	S	The college importantly relies upon divisional faculty, staff, and chairs to input the budget planning process as it associates with the financial balance objective.
2P3 b	S	The LCC Alternative Energy objective results from collaboration with universities, business and industry.
2P3c	SS	LCC's technology infusion objective is supported by periodic meetings, surveys and by their TLG whose task is to analyze deployed technology and planned implementation of new technologies.
2P4	S	Institutional objectives and action plans are shared with the college wide community, but clear evidence is still needed if they have accomplished their objectives.
2P5	O	Measuring financial objectives appears to be extensively accomplished with the Oracle system and includes revenue sources and allocations. However, the processes are at different levels of maturation for other areas. It is not clear if there is a systemic approach taken by the college to assimilate and interpret data, and share the findings (feedback), with the college community to make changes and improvements.
2R1	O	There is no comprehensive system of reporting data that would assist in determining Other Distinctive Objectives.

2R2	O	The financial balance objective has been met and LCC's reliance on state funding has been reduced as has its administrative/maintenance staff costs which has resulted in an above State average allocation of resources to instruction and instructional support services. There is no comparative data on technology or alternative energy and as such, opportunity exists to develop better benchmarks against which to compare LTC data. Furthermore, in the area of the energy initiative, they have met the initial objective, but no plan has been presented to show how this initiative will be sustained on a long term basis.
2R3	S	Sufficient explanation/evidence is given for other distinctive objectives and their positive impact and relationship to the community. The Alternative Strategic Initiative has provided a new and innovative opportunity for the college in serving its community with preparation for an emerging career field.
211	O	LCC makes improvements through the ELT, BOT, and federal grant process, which indicates improvements to be made by faculty and staff. The Technology Improvement objective will maintain and enhance the college's place in computer technology and in providing the infrastructure. However, the College does not describe long-term plans for maintaining the Alternative Energy objective, nor does it indicate how the technology infusion initiative will use results to improve processes and procedures.
212	O	The college is at different levels of maturation for the different initiatives. The well developed processes in the area of financial initiative need to be extended to other areas as well. For example, the college provides only descriptions for improvement goals in technology. So systematic cycles of improvement are beginning to be considered and therefore, opportunities appear to exist for the college to mature in the other two areas, namely, technology infusion and Alternative Energy initiative.

Overall, the Systems Appraisal Team saw Lansing Community College's performance on this Category as Beginning:

Processes that work consistently to achieve their goals are beginning to be planned and developed. Successful approaches and processes are employed exclusively in those units that develop them. The institution is just beginning to gather results showing how successful its

approaches and processes are. Performance data has not been collected long enough to reveal trends or patterns. The institution does not yet collect data that measures its performance against other organizations. Feedback from processes is casual and not used to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.

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**AQIP CATEGORY 3: Understanding Students' and Other Stakeholders' Needs** examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Lansing Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:**

01a	The college is an urban, public, comprehensive independent community college located in Lansing, Michigan—the state's capital.
02a	The institution understands student needs to encompass easy access to the college, feelings of safety, convenient scheduling, affordable classes, a variety of options, and continuance toward their goals.
02c	The institution provides opportunities for students to experience diversity at many levels and has a diverse workforce. Fifty five percent of the students are female, 9% are Hispanic or Chicano, 81.9% of "Other" reported ethnicity and 23% of the students are between 18-19 years of age while 19% are between the ages of 24 and 25 years of age.
03a	LCC maintains a free, open, and respectful academic climate through contractual agreements for academic freedom, and well-stated policies concerning harassment and equal opportunity.
06a	LCC is second to last in space-per-student ratio amongst Michigan Community Colleges.

07a	More online degrees are offered by LCC than any other Michigan community college. The college considers itself a University of Phoenix competitor.
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**Here are what the Systems Appraisal Team identified as Lansing Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs:**

3P1	O	While the college identifies the changing needs of students via indirect multi method assessments; a qualitative approach to data gathering and analysis could be useful in identifying and addressing some major specific needs of students especially since the student body is diverse.
3P2	OO	It is not clear how student needs and expectations are analyzed nor does there seem to be a process in place to develop a course of action depending upon the process results. This may be increasingly important with the college's "commitment" to increasing student diversity.
3P3	O	Measures of stakeholder needs are limited. There is no clear process for how the college responds to the changing needs of its stakeholders.
3P4	S	LCC Maintains advisory boards and has created the office of Resource Enterprise Development to identify local and national partners.
3P5	O	In maintaining relationships with advisory boards, reviewing state and national legislative priorities, and studying labor and demographic trends, LCC can decide which groups' needs should be addressed. The college utilizes methods of interaction with internal and external stakeholders but it is not clear what process is used to identify the external stakeholders or their needs.
3P6	S	Feedback associated with the complaint resolution process is analyzed by the student success office and policy changes are communicated through website, catalog, and special mailings.

3P7	O	While LCC uses the Noel-Levitz survey to measure student satisfaction along with community and business/industry surveys, overall measures of processes associated with Students and What They Need "indicators" and of Other Key Stakeholders and What they Need "indicators" are predominantly the result of survey responses.
3P7a	O	It may be useful for LCC to consider extending the scope and number of those indicators in order to achieve an increased measure of understanding student and other key stakeholders' needs.
3R2	S	Results for maintaining relationships are appropriate with respect to current students and new student numbers are trending upward.
3R3	O	Data is provided as associated with Other Key Stakeholders and What They Need across Business and Industry. Although three processes were identified, results were provided only for "Client Repeat Business" the definition of which could be clearer especially as that concept associates with the context question in this category. The data reflect for the period 1998-03 that of the almost 700 contracts effective, the number of "repeats" was six (6) or more. The college may want to consider developing processes to determine why there is not a higher rate of repeats and to develop strategies to increase the number of those "repeats."
3R5a	S	Figure 3-3 reflects comparative measures between LCC and NCCBP, the latter represented by a median comparative figure. LCC exceeds those comparative benchmarks except that which is entitled "Graduates and completers who achieved their objectives" (LCC 50%:- NCCBP median 75%). These data do not appear to support that which was reported 3R1 above relative to goals accomplishment. The disparity may be an artifact of the survey instruments but nevertheless should be addressed
3R5b	O	The comparative data for graduates and completers who achieve their objectives appears to be significantly below the median score when compared to 97 other community colleges.
3I1	O	LCC has limited measures. Additional data would assist in determining Other Distinctive Objectives. The college should improve its measurement methods.

Overall, the Systems Appraisal Team saw Lansing Community College's performance on this Category as Developing:

Reliable processes that work consistently to achieve their goals are being developed and implemented. Successful approaches and processes are sometimes adopted and used in units other than where they originated. Occasional short-term (under two years) data on performance results exist in a few areas. Evidence exists of recent (within last two years) of improving levels of performance in a few areas. Anecdotal information is on hand about processes and performance of other organizations. Feedback is occasionally used to set performance targets in a few areas. Anecdotal evidence of improvements, occurring at irregular intervals is provided.

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**AQIP CATEGORY 4: VALUING PEOPLE** explores your institution's commitment to the development of your faculty, staff, and administrators since the efforts of all are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Lansing Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 4, Valuing People:**

03a	LCC maintains a free, open, and respectful academic climate through contractual agreements for academic freedom, and well-stated policies concerning harassment and equal opportunity.
05a	LCC employs 570 full-time faculty and staff - 242 are full-time faculty. Hiring of full-time and half-time faculty has increased in the past few years while the hiring of other staff and administrative personnel has declined by 10% since 2002.
05b	The organization currently employs a Learning and Leading Collaborative for the purpose of building leadership skills among employees.

**Here are what the Systems Appraisal Team identified as Lansing Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People:**

4P1	S	LCC uses a seven step process to bring qualified employees into the institution. Background checks are used on all new hires and the BOT (Board of Trustees) approves all full-time faculty and administrative hires.
4P3	O	The processes that address professional behavior are described, but it is not clear how these contribute to collaboration, excellence, and ethical behavior.
4P5	S	LCC develops targeted plans for training within the strategic planning process. The Center for Teaching Excellence is used to facilitate training.
4P6	O	The institution's personnel evaluation process is not addressed with respect to either Criterion 1 or Criterion 2. There does not appear to be a process in place in the event the training and mentoring programs do not result in an employees' avoidance of potential problems.
4P7	O	The reward, recognition, and compensation systems do not align with the college's objectives.
4R1	O	Although the college recognizes the importance of valuing people, no benchmark data exists regarding employee satisfaction, health, or safety. That data which is reported is done in percentages; knowing the number of respondents would greatly enhance and clarify the findings.
4R2	O	A lack of comparison and benchmark data, trends, or parameters do not allow for a thorough evaluation of training and retention results.
4I1	O	Although the institution provides some review and analysis of processes, evidence for overall improvement is not present, nor is alignment with college and AQIP goals.

Overall, the Systems Appraisal Team saw Lansing Community College's performance on this Category as Beginning:

Processes that work consistently to achieve their goals are beginning to be planned and developed. Successful approaches and processes are employed exclusively in those units that develop them. The institution is just beginning to gather results showing how successful its

approaches and processes are. Performance data has not been collected long enough to reveal trends or patterns. The institution does not yet collect data that measures its performance against other organizations. Feedback from processes is casual and not used to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.

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**AQIP CATEGORY 5: LEADING AND COMMUNICATING** addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Lansing Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 5, Leading and Communicating:**

O1c	The LCC mission is "LCC exists so that the people it serves have learning and enrichment opportunities to improve their quality of life and standards of living" and the college's three distinctive objectives align with the mission.
O1d	The vision of LCC, which is the basis for its planning, is "Serving the needs of a changing community."
O5b	The college employs Learning and Leading Collaborative (LCC) for the purpose of building leadership skills among employees.
O8b	The hiring of a senior advisor for Resource enterprise Development at LCC has helped the institution identify partnerships both locally and nationally in order to build and sustain a learning environment.

**Here are what the Systems Appraisal Team identified as Lansing Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating:**

5C1	S	LCC functions with a well defined administrative structure to support internal communications. The President leads the Executive Leadership Team (ELT) and academic leadership is provided by a Deans Council that reports to the VP for Academic Affairs.
5P1	S	Organizational learning at LCC is demonstrated by the inclusion of faculty and staff in the decision making and planning processes, student and stakeholder through the strategic planning process and building leadership skills among employees through The Learning and Leading Collaborative.
5P2	SS	Executive leaders are involved in identifying opportunities for national, state, and local partnerships and apparently one such initiative resulted in acquiring a \$1 million grant for alternative energy-related technical programs.
5P3	S	LCC uses a hierarchical structure leading from the BOT to the ELT to the administration and faculty/staff, all of which are included in the planning process. Groups, committees, and tasks forces are all used to facilitate the planning process.
5P4	S	The institution uses five data sources including the ARI, curriculum and course review, and program review on an annual basis. Formal processes are supplemented with ad hoc program review reports based on current policies and ongoing review of curriculum.
5P5	S	LCC uses a variety of communication networks via meetings with Board of Trustees, labor unions, minutes of board meetings disseminated via the web, faculty meetings twice a year and state of the college addresses, all provided in a timely fashion.
5P7	S	The LLC exists to further the skills and capabilities of existing employees. Best practices are communicated through the CTE and various conferences, seminars, etc.
5P8	O	While orientation programs and informal discussions help to disseminate the mission, vision, and values throughout the organization, LCC lacks a formal succession plan. Given the anticipated retirements, this would be most beneficial.

5P9	O	Although LCC presents evidence of surveys regarding employee satisfaction, analysis and change implemented as a result of analysis would strengthen this process.
5R1	O	Employee surveys that are administered by the institution track the effectiveness of leadership in three key areas namely, employee perception of college progress toward its goals, employee perception of college responses to student and community needs and employee understanding of personal role in helping the college reach its goals. The use of this survey information will be strengthened as LCC analyzes trends and applies comparative data.
5R2	O	The college lacks comparative data for this item. Without a more thorough process and benchmarking practices leadership is left without quality data on which to determine specific leadership development needs.
5I1	O	Although the institution has ways to improve processes, it appears to be limited to those at the leadership level.

Overall, the Systems Appraisal Team saw Lansing Community College's performance on this Category as Developing:

Reliable processes that work consistently to achieve their goals are being developed and implemented. Successful approaches and processes are sometimes adopted and used in units other than where they originated. Occasional short-term (under two years) data on performance results exist in a few areas. Evidence exists of recent (within last two years) of improving levels of performance in a few areas. Anecdotal information is on hand about processes and performance of other organizations. Feedback is occasionally used to set performance targets in a few areas. Anecdotal evidence of improvements, occurring at irregular intervals is provided.

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**AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS** addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Lansing Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 6, Supporting Institutional Operations:**

01c	The LCC mission is: "LCC exists so that the people it serves have learning and enrichment opportunities to improve their quality of life and standard of living" and the college's three distinctive objectives align with the mission.
02a	The institution understands student needs to encompass easy access to the college, feelings of safety, convenient scheduling, affordable classes, a variety of options, and continuance toward their goals.
06a	LCC is second to last in space-per-student ratio amongst Michigan Community Colleges.
06b	LCC's physical plant consists of 27 major buildings.
07a	More online degrees are offered by LCC than any other Michigan community college. The college considers itself a University of Phoenix competitor.
08b	The hiring of a senior advisor for Resource Enterprise Development at LCC has helped the institution identify partnerships both locally and nationally in order to build and sustain a learning environment.

**Here are what the Systems Appraisal Team identified as Lansing Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations:**

6C1	S	The institution cites numerous examples of methods used to identify and measure student needs and services.
6P3	O	The college has implemented an Oracle-based data infrastructure that ensures all data is online and accessible through the college's Star Port. As a result, service reviews for student and administrative support services have been established and are used to improve support processes.

6P4	S	Support services are improved based on ARI results or program review. Although the institution uses information based on ARI results or program review at the college level to identify areas of improvement, little or no evidence exists that the institution uses the information for continuous improvement.
6P5	S	The institution uses the Noel-Levitz survey to measure student comfort, levels of technical assistance, and perception of staff. Key Administrative Support Processes and needs have measures of Unrestricted Fund balances as % of revenue, cash flow balance, and purchasing/materials management.
6R1	S	Results from 2003-04 Noel-Levitz survey responses indicate above an 80% satisfaction rate with the: care and helpfulness of college staff, clarity of enrollment processes, lab and computer facilities and equipment is appropriate and that the learning environment is safe and secure.
6R3	S	LCC uses data from the NCCBP and compares itself to 28 other community colleges. The comparative information indicates student overall satisfaction and willingness to re-enroll at the college.
6I2	S	The institution has appointed a Dean of Quality charged with identifying current targets for improvement starting with ISO, quality data, and performance-based budgeting and communicating the need for improvements to faculty, staff, and students. Although no current processes exist, the college plans to apply these processes for institution wide planning and quality improvement.

Overall, the Systems Appraisal Team saw Lansing Community College's performance on this Category as Maturing:

Growing, emergent processes that typically achieve many of their goals have been put in place. Successful approaches and processes are occasionally adopted and used throughout the institution. Occasional short-term (under two years) data on performance results exist in most areas. Recent (within last two years) of improving levels of performance can be found in several areas. Information is collected on performance of outstanding organizations with similar processes but used irregularly. Feedback is periodically used to set performance targets in a few areas. A record of significant improvements, occurring periodically, as the result of specific initiatives is provided.

**AQIP CATEGORY 7: MEASURING EFFECTIVENESS** examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Lansing Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 7, Measuring Effectiveness:**

02a	The institution understands student needs to encompass easy access to the college, feelings of safety, convenient scheduling, affordable classes, a variety of options, and continuance toward their goals.
06c	LCC has 18 fully equipped computer classrooms and a computer lab that remains open 24 hours a day, 7 days a week.
06d	LCC uses an Oracle-based data infrastructure that ensures all data is online and accessible through a web interface.
07c	LCC has a significant competitive advantage as their tuition ranks near the lowest when compared to other community colleges, are universities, and private institutions.
08a	53% of the surveyed employers report hiring graduates from LCC.

**Here are what the Systems Appraisal Team identified as Lansing Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness:**

7C1	S	LCC utilizes an online database to disseminate information regarding the primary functions of the college to conduct surveys and to process faculty evaluations.
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7C2	S	LCC utilizes three college-wide assessment measures and numerous program specific measures.
7P1	S	LCC's Annual Result Inventory (ARI) system measures performance, including HR, Faculty, Finance, Student, Facility/Space Management, and Resources/Schedule 25.
7P3	S	LCC collects external data sets to benchmark against measures outlined by state-wide organizations and governmental agencies. In addition, the Noel-Levitz Survey of Student Satisfaction is used.
7P4	O	Although data is distributed throughout the institution, the portfolio does not explain how this data is analyzed and used as information to track improvements.
7P5	S	LCC utilizes a program review methodology to guide department and unit analysis. Desired student learning outcomes guide local data analysis and is shared through the Star Port system. This ensures consistency between planning levels.
7P6	S	The institution has made a considerable investment in technology and maintains the effectiveness of information systems in a variety of ways.
7R1a	S	LCC measures system uptime and service requests with good results and positive trends.
7R1b	O	LCC's data collection process does not appear to be aligned with their planning process.
7R2	O	The institution does not use comparative data for measuring effectiveness.
7I1	OO	It is unclear how data collection influences a systematic approach to determining processes, objectives, or strategies. Without such an approach, the institution may find it difficult to monitor performance and make improvements.

Overall, the Systems Appraisal Team saw Lansing Community College's performance on this Category as Developing:

Reliable processes that work consistently to achieve their goals are being developed and implemented. Successful approaches and processes are sometimes adopted and used in units other than where they originated. Occasional short-term (under two years) data on performance results exist in a few areas. Evidence exists of recent (within last two years) of improving levels of performance in a few areas. Anecdotal information is on hand about processes and performance of other organizations. Feedback is occasionally used to set performance targets in a few areas. Anecdotal evidence of improvements, occurring at irregular intervals is provided.

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**AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT** examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Lansing Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:**

01c	The LCC mission is: "LCC exists so that the people it serves have learning and enrichment opportunities to improve their quality of life and standard of living" and the college's three distinctive objectives align with the mission.
01d	The vision of LCC, which is the basis for its planning, is "Serving the needs of a changing community".
02a	The institution understands student needs to encompass easy access to the college, feelings of safety, convenient scheduling, affordable classes, a variety of options, and continuance toward their goals.
04a	LCC is organized around four strategic learning units: careers, general education, developmental education, and personal interest.
05b	The organization currently employs a Learning and Leading Collaborative for the purpose of building leadership skills among employees.

06d	The institution deploys an Oracle-based data infrastructure that ensures all data is online and accessible through a web interface.
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**Here are what the Systems Appraisal Team identified as Lansing Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement:**

6C1	S	LCC uses a 5-7 year strategic planning cycle under the direction of the Executive Director of Strategic Initiatives. To align the planning process LCC uses their Strategic Management System which includes a "visual framework for recording and tracking major initiatives" from the customer, financial, internal processes, and learning and growth perspectives. The system design has the purpose of illustrating the "cause-and-effect-relationships among initiatives, objectives and measures."
8P1	S	LCC uses strategic planning to guide the College's: Instructional Master Plan; Facilities Master Plan and Technology Master Plan on a three-year cycle. Set reporting time frames are in place except for the Instructional Master Plan based on information flow from ARI. Annual planning emerges from the master plan and includes, but is not limited to, program review plans and budget plans. The process would be strengthened through the clarification of planning components, responsible parties, timelines and action plans including the integration of program review, unit plans, and budget plans into the overall master plans.
8P2	S	The college uses a process that solicits broad-based input to review proposed strategies. The Strategic Planning Process includes a variety of mechanisms to gather input from stakeholder groups. ELT and the president meet with leadership groups to determine specific strategies based on current information and data.
8P3	O	Although the institution has a well-defined annual planning process for developing specific institutional strategies based on current information and data, little or no evidence is presented about the implementation or revision of those strategies.

8P4	O	LCC has a Strategic Management System which is tied to the budget process. While the Strategic Management System coordinates both planning and operational connections with institutional goals, the College does not provide information about the application of this Budget Team action and flowchart to the master planning or academic planning.
8P5	S	The ARI seems to be a useful tool for reporting performance. Measures are selected by ELT and BOT. However, the College establishes performance targets for a "few of the measures" captured via the ARI. Given the breadth of the planning process, the College may benefit from a re-focused visit on the establishment of targets and tracking of same to reflect improvement, satisfaction and willingness to re-enroll at the college.
8P6	S	The institution uses a performance-based budgeting process, provides good documentation about the process, and sets aside contingency dollars for new strategic goals. The process of developing strategic goals allows the setting aside of separate funds for key projects. Non- instructional budgeting is performance based and is determined by the budget team.
8R1	O	While LCC provides some results for planning effectiveness and use of resources and the College uses several measures that include the overall financial health and employee perception of college direction as the key indicators for planning, the College does not provide results and measures for all units.
8I1	S	The newly appointed Dean of Quality is charged with directing and integrating quality improvement at LCC. The executive leadership team and the quality management staff identify the areas for improvement by performing gap analysis.
8I2	S	The director of planning at the institution develops a list of performance gaps through consultation with faculty and administrators in a series of open forums to set the targets for improvement. LCC has identified the need to establish a quality and planning council to address areas for improvement including a fully integrated planning process and metrics applied to goal attainment.

Overall, the Systems Appraisal Team saw Lansing Community College's performance on this Category as Developing:

Reliable processes that work consistently to achieve their goals are being developed and implemented. Successful approaches and processes are sometimes adopted and used in units other than where they originated. Occasional short-term (under two years) data on performance results exist in a few areas. Evidence exists of recent (within last two years) of improving levels of performance in a few areas. Anecdotal information is on hand about processes and performance of other organizations. Feedback is occasionally used to set performance targets in a few areas. Anecdotal evidence of improvements, occurring at irregular intervals is provided.

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**AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS** examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Lansing Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:**

01c	The LCC mission is: "LCC exists so that the people it serves have learning and enrichment opportunities to improve their quality of life and standard of living" and the college's three distinctive objectives align with the mission.
03d	The institution has increased its enrollment of high school graduates over the past 4 years from 19% to 31%.
04b	LCC faces competition from both inside and outside the service district and has specific competition with regard to corporate training.
07b	LCC students who transfer to Michigan State University have demonstrated academic success higher than that of native MSU students.

**Here are what the Systems Appraisal Team identified as Lansing Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships:**

9P1a	S	LCC has identified key relationships in the areas of K-12, 4-year colleges and universities, and the community as evidenced in figure 9-1. To sustain that relationship LCC provides professional development to K-12 teachers and service learning to those districts students.
9P1b	S	LCC develops collaborative relationships with other educational institutions, the community, employers, and external agencies through meetings, professional development, training, and apprenticeships.
9P2	O	The college has a three-step process: research, articulate needs, communicate collaborative outcomes which results in the establishment of five (5) significant external relationships (e.g. 50+ articulation agreements, 32= 3+1 programs, etc.) for ensuring that critical relationships are established, needs are articulated, and communication to the campus occurs. The addition of assessment and evaluation measures or change in these relationships as needed or indicated would complete the continuous improvement process.
9P3	O	Although the institution indicates that internal relationships are built on team based work requirements, and LCC provides indirect evidence of those relationships, it is unclear how these teams function or are deployed.
9P4	O	The measures of collaborative relationships documented include only qualitative measures of head count. Utilizing quantitative instruments would provide additional data for input into the PDSA cycle.
9R1a	S	Figure 9-2 presents representative results associated with building internal/external collaborative relationships. These data indicate K-12 enrollment in LCC increased from 19% to 31% during the period 2000-04. These data are benchmarked with other community colleges in the state and provide an important indicator of comparative growth.
9R1b	S	Measures are used that indicate student success, increasing enrollments, and employment of graduates. Results would be strengthened if those were tied to their PDSA cycle.

9R1c	O	Little or no evidence exists about the measurement of effectiveness in building collaborative relationships.
9I1	O	For the documented partnerships, targets should be addressed and or goals established for each of those entities.

Overall, the Systems Appraisal Team saw Lansing Community College's performance on this Category as Beginning:

Processes that work consistently to achieve their goals are beginning to be planned and developed. Successful approaches and processes are employed exclusively in those units that develop them. The institution is just beginning to gather results showing how successful its approaches and processes are. Performance data has not been collected long enough to reveal trends or patterns. The institution does not yet collect data that measures its performance against other organizations. Feedback from processes is casual and not used to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.