



AQIP
Systems Portfolio
June 2009



Institutional Overview of Lansing Community College

i-1 Distinctive Institutional Features

Lansing Community College is an urban, public, independent, community college, located in Michigan's capital city. An elected Board of Trustees governs a one-college, multi-location institution: a 45-acre downtown campus, including a newly completed University Center; a West Campus in Delta Township, Michigan, comprised of 64 acres of land; an Aviation Center at the local airport; the Parker Campus in Howell; the Clinton County Center in St. Johns; and a campus east of Lansing, LCC East, which combines extension centers that were located on the east side of Lansing. The College also offers courses at over 24 learning centers. The College enrolls approximately 11,900 full-time-equivalent students and 34,067 students annually. The 34,067 represents 17,946 in-district and 16,941 out-of-district students. LCC also employs nearly 600 full-time and over 2000 part-time faculty and staff. The College vision, mission, and guiding principles/values reflect the diversity and potential of its stakeholders. (Source for FTE count: ACS 0607, Report #6. Source for employment data: IPEDS Fall Staffing report, ACS Report 2006-2007)

Founded in 1957, Lansing Community College celebrated its 50th year in 2007. Of the 21 College-owned buildings listed in the Campus Master Plan on Page 5-1 (<http://www.lcc.edu/adminservices/Campus%20Master%20Plan%202007.pdf>), five are older than the College itself; these are buildings that were renovated for instructional or College support purposes when downtown Lansing was chosen as a site for the College. The average age of the majority of the buildings is 39 years old, and that presents an ongoing challenge for Physical Plant personnel to maintain adequately to best serve the College's instructional mission.

Vision:

Serving the learning needs of a changing community.

Mission:

LCC exists so that the people it serves have learning and enrichment opportunities to improve their quality of life and standard of living.

Guiding Principles/Values:

1. LCC will be a focused "Comprehensive Community College," offering learning opportunities in career and workforce development, general education, developmental education, and personal enrichment.
2. LCC will maintain and support a well-qualified, committed faculty and staff who utilize both proven traditional and progressive student-centered learning approaches.
3. LCC commits to providing the highest level of quality in its programs and services and will maintain high expectations of its students.
4. LCC will be flexible, affordable, and accountable, continuously improving student learning and support services through the assessment of measurable outcomes.
5. LCC will strive to be "state of the art" in all that it does, while pursuing a select number of "cutting edge" initiatives.
6. LCC will be connected to the world, culturally and technologically.
7. LCC seeks cooperative relationships with both private and public organizations, pursuing growth not as an end in itself but only when it best serves student and community needs.
8. LCC will prepare those it serves to thrive in a diverse world by reflecting that diversity in its staffing, planning, and allocation of resources.
9. LCC, within its broader purpose of serving the entire community in diverse ways, recognizes a special responsibility to young adults, those from lower income brackets, and those requiring developmental academic or entry-level career skills.
10. LCC will manage its finances in a responsible manner; allocating resources and achieving efficiencies to best serve the priority needs of its students and the taxpayers who support its operation.
11. LCC is a dedicated community member working for the betterment of all.

As described later in this document in Category 8 – Planning Continuous Improvement, at the direction of President, members of the campus community participated in a strategic goal and objective setting initiative. This Strategic Planning Group created five Strategic Goals for the College and aligned them with 2006-2011 Strategic Plan, its Strategic Drivers, Areas of Priority Need and Strategic Initiatives. This group also tied each of the goals to AQIP Categories. A Strategic Planning Matrix was created to display how the plan, drivers, areas, initiatives and categories align together (Category 8, page 77).

An AQIP Planning Committee was formed for the 2006 Quality On-Site Checkup Visit. This committee, along with the team leads from the Strategic Planning Goals now serves as the AQIP Steering Committee. This committee (membership displayed on the first page of the Acknowledgement Section), along with the input of several employees on campus, was involved in the update of the information in this portfolio.

Institutional Overview of Lansing Community College

i-2 Scope of Educational Offerings

To meet the goals outlined in its strategic plan, the college organizes its offerings around four strategic learning units: careers, general education, developmental education and personal interest.

The college divides educational offerings into five divisions, including Technical Careers (construction, transportation, land and manufacturing technologies); Business, Media and Information Technologies (business, information technology, visual arts and media); Human Health & Public Services (health, human services, nursing, public service); Liberal Studies (communication, humanities and performing arts, math and computer science, physical fitness and wellness, science, and social sciences); and Student and Academic Support (language skills, mathematical skills and student development). LCC offers total of 1,871 unique courses, 184 Associate's degree programs, and 163 certificate programs. These programs serve over 34,000 students annually, representing 370,000 credit hours and 6.9 million contact hours.

In addition, the college houses the Business & Community Institute (BCI) within the Quality, Planning & Economic Development (QPED) Division, to design customized training programs for business, industry, and the non-profit community. The Michigan Small Business & Technology Development Center (SBTDC) for Region 8 is also part of this division, offering several opportunities for small business owners to take advantage of, to advance or start up their small businesses. The Capital Quality Initiative (CQI) is also included in the QPED Division, which offers a quality breakfast speaker series, quality leadership luncheon series, an Academy for Quality Management Fundamentals, and Special Interest Networks on a variety of quality topics, as well as special seminars and/or luncheons for the college and business community.

Lansing Community College assures student success through its comprehensive assessment system. *Figure 1-6* in Category 1, 1P11 shows how the college assesses students' learning as they enter, as they study, and after they complete their goals. These assessments provide the infrastructure that enables the college to measure and improve its processes and systems; this portfolio details many of the results of these assessments.

i-3 Student Base

Figure *i-2* outlines students' goals for attending the college. Additionally, Figure *i-3* details the demographic dimensions of the LCC student base.

Figure i – 1 Demographic Dimensions of LCC Student Base

Spring 2009 Goals for Attending	Number of Students	Percentage
Associate degree	825	42.0%
Vocational/technical program	23	1.2%
Transfer to another institution	835	42.5%
Certification (initial/renewal)	80	4.1%
Self-improvement/pleasure	41	2.1%
Job-related training	46	2.3%
Other educational goal	115	5.9%
Total	1965	100.00%

Source: 2007 Noel-Levitz Student Satisfaction Survey

Figure i – 2 Students' reasons for attending LCC

Student Demographics Fall 08 (duplicated headcount)	Number of Students	Percentage
Fall 08 Enrollment by Age Group		
17 and younger	930	4.8%
18 to 21 years	7,739	39.8%
22 to 25 years	3,666	18.9%
26 to 29 years	2,004	10.3%
30 to 39 years	2,553	13.1%
40 to 49 years	1,487	7.6%
50 to 59 years	777	4.0%
60+ years	289	1.5%
	19,445	100.00%

Figure i – 2 (continued)

Student Demographics Fall 08 (duplicated headcount)	Number of Students	Percentage
Student Demographic - Fall 2008		
Full time	6,682	34.4%
Part time	12,763	65.6%
Total	19,445	100%
Residency		
In-District	12,083	62.1%
Out of District	6,923	35.6%
Out of State / International	439	2.3%
Gender		
Male	8,841	45.5%
Female	10,604	54.5%
Ethnicity		
NonResident Alien	462	2.4%
Black Non-Hisp	1,579	8.1%
American Indian	174	0.9%
Asian	402	2.1%
Hispanic	805	4.1%
White Non-Hispanic	12,628	64.9%
Unknown	3,395	17.5%

Source: IPEDS Fall Enrollment 2008

Institutional Overview of Lansing Community College

i-4 Partnerships and Collaborations

The College maintains partnerships and collaborative relationships with stakeholders critical to the college's advancement and success.

Figure i – 3 Relationships with Partners and Collaborators

Type	Examples: Partners/Collaborators	Relationship
Businesses	General Motors, Lincoln Electric, Lansing Regional Chamber of Commerce	Businesses provide internships and employment for students and help the college develop and update curricula.
K-12 Districts	Lansing Public Schools, Eaton Intermediate School District	K-12 provides students and opportunities for collaboration in faculty training and student learning.
Transfer Students	<u>Michigan State University, Ferris State University, Siena Heights College, etc.</u>	Other colleges and universities provide LCC with some students and work collaboratively to smooth articulation for LCC transfer students.
Bargaining Units	<ul style="list-style-type: none"> • <u>Administrators - American Federation of Teachers (AFT)</u> • <u>Educational Support Personnel (ESP)</u> • <u>Faculty - Michigan Association for Higher Education (MAHE)</u> • <u>Fraternal Order of Police (FOP)</u> • <u>Hotel Employees and Restaurant Employees (HERE)</u> • <u>Part-Time Clerical and Technical Employees (CTU)</u> • <u>Physical Plant Employees (AFSCME)</u> 	Union Leaders make up the Labor Coalition; a group comprised of all seven labor unions on campus.
Universities	Ferris State University, Lawrence Technological University, Northwood University, Siena Heights University, and University of Michigan-Flint, and Western Michigan University	Six four-year institutions offer courses at the University Center, a newly constructed facility on the college's main campus. There are currently six partner institutions.
Extension Centers	Over 24 Learning Centers, including several area high schools. LCC East and West Campus (MTEC®)	In Howell, LCC has dedicated classroom and administrative office space within Howell High School-Parker Campus. In St. Johns, LCC shares a building with the local intermediate school district. LCC East resides in East Lansing and it combines extension centers that were located on the east side of Lansing.
Suppliers	Advanced Employment, Granger Construction, AIS Construction Equipment, Oracle, Sungard, BRD Printing, Logan Printing, Millennium Technical. Angel Learning, Hobbs & Black, DSA Architect, ARAMARK, Spartan Travel, State of MI, MSU, Allied Office Interiors, DBI, Hewlett Packard, IBM, Smart Office Systems, Work Squared, etc.	LCC's Purchasing Department provides the means of obtaining quality goods and services in the desired amounts, at the proper times, from responsible vendors and at reasonable prices.

Source: Institutional Websites

i-5 Faculty and Staff Base

The College currently employs the following employees by group (*Figure i-4*). Numbers of minority and female employees remain fairly constant. Virtually all full-time faculty in general education and student support academic areas have a minimum of a master's degree. Occupational career programs typically require a bachelor's degree and program-specific career experience. Employees at the college are represented by seven employee-group bargaining units.

Figure i – 4 Employees by Group

Employees by Group	2005	2006	2007	2008
Student Employees	222	259	214	438
FT Faculty	227	227	229	250
FT Administrators	145	145	149	165
FT Support and Other	186	186	183	195
PT Faculty	1156	1156	1757	1670
PT Administrators	32	39	48	52
PT Support and Other	202	202	229	277
TOTAL EMPLOYEES	1948	1955	2595	2609
Female and Minority Employees	2005	2006	2007	2008
FT Minority Faculty, Staff & Administrators	100	104	107	111
FT Female Faculty, Staff & Administrators	334	338	327	351

Source: IPEDS Fall Staffing 2005, 2006, 2007, 2008

Institutional Overview of Lansing Community College

i-6 Facilities, Technology, and Regulatory Equipment

Facilities: Lansing Community College's current physical plant consists of 21 owned major buildings, and including leased space, totals over 1.7 million square feet of floor space. This includes a parking structure of 318,000 square feet. The College's currently owned space includes 1,509,965 square feet of gross building space. The estimated value of the College buildings exceeds \$240 million dollars. With the disposition of five existing buildings in 2006, the number of major buildings decreased from 27 to 21. Even with a decrease in the total number of buildings, there has been an overall increase in floor space of 242,124 gross square feet since the initial Year 2000 Master Plan. The 2000 Master Plan was fully implemented in 2006. The Campus Master Plan was updated on October 15, 2007. Page 5-1 has a table that shows year, buildings and the progression of Total Owned Gross Building Square Footage. Table 3-1 on page 5-10 shows the Inventory of Owned and Leased College Facilities. The status of handicapped accessibility and fire suppression systems in College buildings is also available in the Campus Master plan, Table 3-2, page 5-12. <http://www.lcc.edu/adminservices/Campus%20Master%20Plan%202007.pdf>

Lansing Community College currently has one of the smallest ratios of square feet per fiscal year equated students (FYES) when compared to the space available at Michigan's other 28 community colleges. Prior to 1998, the College ranked last at 96 square feet per FYES. With the completion of the 2000 master plan, Lansing Community College is seventh from the last for square feet per FYES compared to other Michigan community colleges.

Technology: The campus network is the nucleus of Lansing Community College's technology infrastructure. LCC is in the process of moving its ERP applications from Oracle's eBusiness Suite to Sungard's Banner ERP system. The Banner system runs on a Sun Solaris infrastructure. This solution currently includes finance, and will be expanded to include student, financial aid, human resources and the Luminis portal. The Banner ERP systems are further enhanced by add-on products including Xtender (document imaging,) ePrint, Form Fusion and Workflow. Students have access to computer resources through a 156 station lab located on the main campus and a 60 station lab at the West Campus. The main campus semester hours are Monday through Friday from 7am to 12 midnight, Saturday & Sunday 9am to 9pm. The West Campus semester hours are Monday through Thursday from 7am to 9pm. In addition the College has approximately 2,300 computers available to students in labs, classrooms, and 20 portable wireless laptop classrooms served by COWs (Computers On Wheels). Students may also access LCC's wireless network with a personal laptop. Access to systems and system information is provided through Star Port, which facilitates the major distribution of data and other information in a common format for faculty, staff and students. Star Port also provides faculty, staff and students with information and access to processes customized to their individual needs. For example, students see different tabs, pages, screens and messages than employees. Divisions and departments can customize unique page configuration and content for their employees.

Regulatory Environment: The College's regulatory environment provides a framework and support for institutional quality and student success. Examples include institutional accreditation through the Higher Learning Commission's Academic Quality Improvement Program, health and safety through conforming to OSHA (and Michigan's MIOSHA) regulations, student confidentiality through FERPA, and program accreditation through professional accrediting agencies.

The Identity Management System manages the computer accounts given to individuals and the rights they have to access information. The board's passage of the phase 2 project will allow us to implement during the September timeframe an automated system for account creation for new students, employees, vendors and University Center students. More details are provided below:

Identity Management

Identity Management will improve security over LCC's IT systems and assist with compliance with certain Federal and State Laws. This system will also increase efficiencies in the coordination of security between various systems and applications. The implementation of the Identity Management System can be completed prior to Fall 09 registration in the Banner System (scheduled for June, 2008) if the project begins immediately. These tools will allow for single sign-on role-based security, and identity federation with the University Center schools. The Identity Management Project was divided into the following phases: Phase 1 being the requirements and high-level design, Phase 2 being implementation of identity provisioning, and Phase 3 being access management and single sign-on, and phase 4 being identity federation and role-based security.

In December 2007, the Lansing Community College Board of Trustees approved Phase I of the Identity and Access Management project. The first phase consisted of: (a) assessment, (b) requirements definition, and (c) design of OIM system. The selected vendor - Mycroft Talisen Inc. has completed the first two steps of phase 1, and will complete the design by the end of March 2008. Mycroft's work has assisted the College in properly scoping the Identity and Access Management project and identifying budgetary and technology (hardware and software) resource requirements for Phase 2 Implementation – User Provisioning (OIM).

An Identity and Access Management system is a requirement of any security program. The College is required to administer the access systems of the college to protect the confidentiality, integrity, and availability of all College systems. The requirements are defined in Federal and State laws and contractual agreements such as FERPA, GLBA, HIPAA, and PCI DSS. The College information security program follows the control standards defined by ISO17799, and access

Institutional Overview of Lansing Community College

controls and access monitoring are major sections of that standard. The Neohapsis Information Security Program assessment completed in 2004 recommended additional password and account controls.

Emergency Management & Safety Services Department

One of LCC's current action projects also involves Health and Safety. Details regarding the current status are provided below:

The Emergency and Safety Services Department was created and staffed in 2007. It was formed to develop and improve our emergency preparedness. The following will allow us to accelerate our readiness through the development of several key initiatives.

- Comprehensive, all-hazards emergency plans that meet State of Michigan standards
- Exercises that reach every area of the college that prepare both leadership and staff who are effected most by disaster incidents
- Expansion and development of building Emergency Response Teams
- Campus-Community Emergency Response Team (C-CERT) to train faculty and staff to help people affected by disasters and emergencies
- Connection to local government disaster operations through the implementation and uses of E Team, which links disaster officials throughout our region
- National Incident Management System (NIMS) training for executive staff and academic leaders
- Damage Assessment training will provide Lansing Community College Strategic Communication staff to work closely with our EOC to conduct Joint Public Information
- Behavioral Assessment Teams will help deter acts of campus violence
- Hazard and security assessment to provide detailed knowledge of vulnerabilities

The intended outcomes of the Emergency Management & Safety Services is to:

- Develop or review and improve, and fully integrate a campus-wide all hazards emergency management plan;
- Train campus emergency staff, faculty and students in emergency management procedures;
- Ensure coordination of planning and communication across all relevant components (offices and departments of the campus
- Coordinate with local and State of Michigan government emergency management efforts;
- Develop a written plan with emergency protocols that include medical, mental health, and communication;
- Transportation needs of persons with disabilities;
- Temporary special needs of individuals;
- Develop or update a written plan that prepares the campus for infectious disease outbreaks with both short-term implications for planning (MRSA or food-borne illness) and long -term implications (pandemic)
- Develop or enhance a written plan for preventing violence on campus by assessing and addressing the mental health needs of students at risk.

One of the key changes that LCC has made since 2005 is the creation of the Quality, Planning & Economic Development Division. As reflected in several places in this document, this division serves as a resource for the college for Quality, Quality Initiatives, Quality Training, Evaluating/Assessing ourselves as well as coordinating AQIP Accreditation. QPED's goal is to facilitate a functional unit's planning; quality and assessment initiatives by utilizing various quality enhancement tools that help the areas integrate planning, assessment and improvement. This Division also coordinates the AQIP Action Project selection in collaboration with the Strategic Planning Group.

i-7 Institutional and Organization Competitors

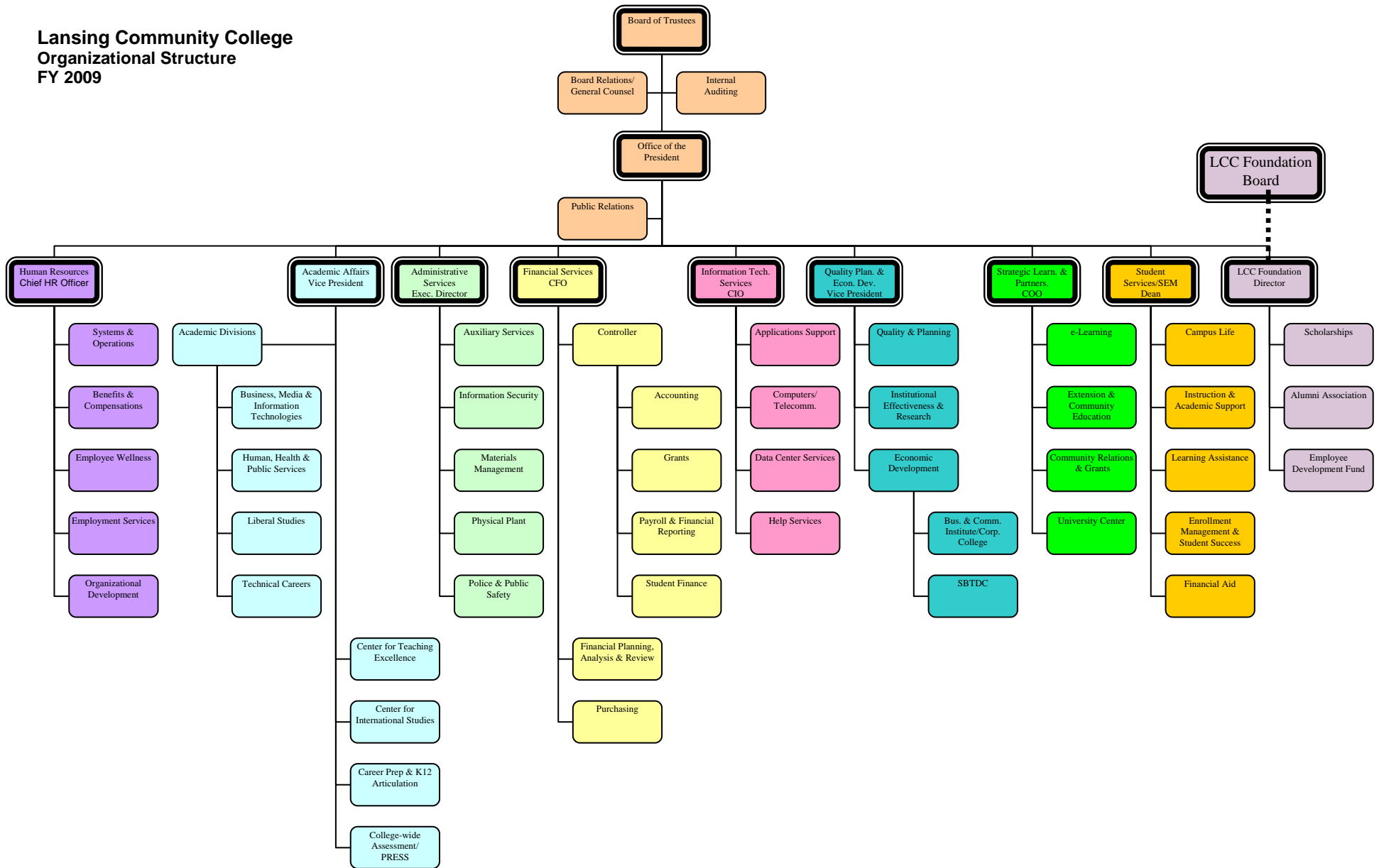
The competition for students includes other colleges, both inside and outside the college district, and onsite corporate training. Some competitors include Michigan State University, Center Michigan University, Ferris State University, University of Phoenix, Grand Rapids Community College, Jackson Community College, New Horizons, Michigan Manufacturing Technology Center (MMTC), SkillPath Seminars and numerous regional, private sector, corporate training and consulting companies. Compared to other community college, four-year institutions, and private colleges and universities, LCC has a significant competitive advantage. Tuition-plus-fees ran at, or near, the lowest when compared to other community colleges, area universities and private institutions.

i-8 Key Opportunities and Vulnerabilities

The Strategic Planning Group, as part of its continuous quality improvement program, integrated the previously adopted strategic drivers, areas of priority need, and strategic initiatives with the Categories of the Academic Quality Improvement Program, emphasizing five key areas which have become the College's goals: student success, community, accessibility, employees, and fiscal responsibility. These goals, as illustrated in detail in the rest of the portfolio, fully acknowledge the College's strengths and weaknesses.

Institutional Overview of Lansing Community College

Lansing Community College Organizational Structure FY 2009



AQIP Category One: Helping Students Learn

The College Strategic Goal Student Success supports, "Helping Students Learn" (Category One). The following matrix describes this goal, its specific objectives, and initial metrics in relationship to both AQIP and to the College's 2006 – 2011 Strategic Plan. The Student Success Goal also applies to Category Three and is repeated there.



Strategic Goal–Student Success

Lansing Community College will enhance the ability of its students to succeed in meeting their learning goals.

Objectives	
<ol style="list-style-type: none"> 1. Promote student ownership of their learning. 2. Improve student pass rates at course-level. 3. Improve student retention rates at course-level. 4. Align curricula and courses with external standards and/or professional practices. 5. Facilitate entry and exit pathways to, from and between programs. 6. Broaden integration of globalization and diversity in instruction and services. 	
Priority Objectives for Year 1, 2	Year 1, 2 Metrics
<ol style="list-style-type: none"> 1. Promote student ownership of their learning. 2. Improve student pass rates at course-level. 3. Improve student retention rates at course-level. 4. Align curricula and courses with external standards and/or professional practices. 5. Facilitate entry and exit pathways to, from and between programs. 6. Broaden integration of globalization and diversity in instruction and services. 	<ul style="list-style-type: none"> ▪ Students create/complete Educational Development Plans (EDPs) ▪ Increase percentage of students completing course-work with final grades of 2.0 or higher or "P" ▪ Increase student course completion rate: [total students per course with final grade of 2.0 or higher including "P" students] divided by [total of students attempting the course (total registered minus total drops)] ▪ Establish Advisory Boards for programs, disciplines and/or departments. <ol style="list-style-type: none"> a) Student satisfaction with academic advising and support services (Noel-Levitz style survey) b) Increase program, certificate, licensure, degree completion rates c) Transfer student success data ▪ a) % courses successfully meeting Assessment Review standards for Global Perspective and Diversity CORE (GP&D CORE Assessment Committee) b) Performance rates on GP&D CORE Assessments

AQIP Categories				
Helping Students Learn	Understanding Students' and Other Stakeholders' Needs	Supporting Institutional Operations	Measuring Effectiveness	Planning Continuous Improvement

Strategic Drivers				
Team-Based Learning	Service Learning	Leveraging Technology	K-12 Partnerships	Future State Funding

Areas of Priority Need				
Developmental Education	Health Care	Math and Science	Financial Assistance	Teacher Education

Strategic Initiatives				
Faculty of the Future	University Center	Alternative Energy	Enrollment Management	Expand Service Area

AQIP Category One: Helping Students Learn

1C1 Common Student Learning Objectives

Five common student-learning objectives originating in the College Strategic Plan, are articulated in the Academic Master Plan, and are applied in the development of courses and curricula (see Figure 1-7):

1. Competencies in literacy (listening, reading, writing, speaking, computation), critical reasoning skills, and the ability to apply skills in real world contexts upon completion of courses/programs/degrees;
2. Competencies in skills and knowledge specific to their area of study at levels required by employers, transfer institutions and credentialing agencies;
3. Competencies in using and adapting to changes in career-related technology;
4. Competencies in relating to people with different points of view and different cultural backgrounds;
5. Ability to work productively in both independent and collaborative settings upon their completion of a course/program/degree or their transfer to another college or university.

1C2 Aligning Instruction with Mission, Vision and Philosophy

The college mission's first guiding principle ensures instruction in four areas, which also align with the Michigan Activity Classification Structure (ACS): career and workforce development, general education, developmental education, and personal enrichment. The college ensures alignment of that principle and learning opportunities in three key ways:

1. Organizing instruction into academic divisions to match the mission (See Figure 1-1)
2. Planning coordination of the college strategic plan, its master plans, and its program plans
3. Evaluating performance at the college level (Handbook of Selected Institutional Characteristics) and at the program level (program review)

1C3 Instructional Units and Delivering Instruction

Figure 1 – 1 Degrees Offered by Division

Division	Degrees/ Certificates	Programs	
Business, Media, and Information Technologies (BMIT) Division <i>(Career and workforce development)</i>	32 Associate Degrees	<ul style="list-style-type: none"> • Accounting • Art, Design and Multimedia • Computer Information Technology • Hospitality, Travel and Tourism • Legal Assistant • Management and Marketing 	<ul style="list-style-type: none"> • Administrative Office Systems • Photographic Imaging Technology
	22 Certificates of Achievement		
	32 Certificates of Completion		
Human, Health and Public Service Careers (HHPS) Division <i>(Career and workforce development)</i>	13 Associate Degrees	<ul style="list-style-type: none"> • Child Development • Community Health Service Education • Criminal Justice • Dental Hygiene • Diagnostic Medical Sonography • Early Learning Children's Community • Emergency Medical Services 	<ul style="list-style-type: none"> • Fire Science/Academy • Human Services • Therapeutic Massage • Nursing • Paramedic • Police Academy • Radiologic Technology • Surgical Technology
	9 Certificates of Achievement 15 Certificates of completion		
Technical Careers (TC) Division <i>(Career and workforce development)</i>	32 Associate Degrees	<ul style="list-style-type: none"> • Agriculture • Alternative Energy • Architecture • Automotive Technology • Aviation Flight • Aviation Maintenance • Building Maintenance • Civil Technology • Collision Repair • Electrical Technology • Fashion Technology • Geographic Information Systems • Heating, Refrigeration and Air conditioning 	<ul style="list-style-type: none"> • Landscape Architecture • Residential Building • Truck Driver • Welding Technology • Manufacturing <ul style="list-style-type: none"> ○ Design ○ Machining ○ Systems
	23 Certificates of Achievement		
	23 Certificates of Completion		

AQIP Category One: Helping Students Learn

Division	Degrees/ Certificates	Programs	
Liberal Studies Division <i>(General Education)</i>	49 Associate Degrees 2 Certificates of Achievement 4 Certificates of Completion	<ul style="list-style-type: none"> • Agricultural Technology • Applied Math • Aquatics • Astronomy • Biology • Chemical Process Technology • Chemical Technology • Chemistry • Economics Education • English • Environmental Technology • Fitness/Physical Conditioning • Foreign Language • Geography • Geology • Health Wellness and Education • Histological Technology • History • Humanities 	<ul style="list-style-type: none"> • Individual & Team Sports • Integrated Science • Kinesiology • Math • Molecular Biotechnology • Performing Arts • Philosophy • Political Science • Religion • Sign Language/Interpreter • Sociology/Anthropology • Speech Communication • Statistics • Veterinary Technology • Writing
Student and Academic Support Division <i>(Developmental education and personal enrichment)</i>	n/a	<ul style="list-style-type: none"> • Developmental Writing Program • English as a Second Language • Language Skills Learning Center 	<ul style="list-style-type: none"> • Math Lab • Mathematical Skills • Reading Program • Student Development

SOURCE: Lansing Community College Recruitment and Outreach Department

Across these divisions and programs, the college offers classes in a variety of formats, including those listed in Figure 1-2. Figure 1-2 tracks the number of sections scheduled by delivery mode from Fall of 2002 through Fall of 2005. The percentage changes indicate conscious scheduling choices made in response to enrollment, student demand, community input, efficient use of resources, and, ultimately, the balance that will maximize benefits to learners.

Figure 1 – 2 Delivery Mode Types

DELIVERY MODE	Fall 08		% Change Fall 07 to Fall 08	Fall 07		% Change Fall 06 to Fall 07	Fall 06		# Change Fall 06 to Fall 08	% Change Fall 06 to Fall 08
	#	%		#	%		#	%	#	%
Lab	215	7.2%	-3.30%	283	10.5%	0.30%	295	10.2%	-80	-3.0%
Lecture/Lab	515	17.3%	4.35%	350	12.9%	0.60%	354	12.3%	161	5.0%
Ind Study	38	1.3%	0.47%	23	0.8%	-0.50%	37	1.3%	1	0.0%
Lecture	1,509	50.6%	-3.45%	1,461	54.0%	-1.70%	1,606	55.7%	-97	-5.1%
Lecture/Lab/Worksite	28	0.9%	0.94%	0	0.0%	0.00%	0	0.0%	28	0.9%
Lecture/Worksite	16	0.5%	0.54%	0	0.0%	0.00%	1	0.0%	15	0.5%
Online	423	14.2%	1.67%	339	12.5%	0.20%	354	12.3%	69	1.9%
OnlineHybrid	103	3.5%	0.35%	84	3.1%	1.10%	58	2.0%	45	1.5%
SelfPaced	102	3.4%	-0.68%	111	4.1%	0.10%	115	4.0%	-13	-0.6%
Telecourse	0	0.0%	0.00%	0	0.0%	0.00%	0	0.0%	0	0.0%
Worksite	36	1.2%	-0.89%	57	2.1%	-0.10%	62	2.2%	-26	-1.0%
TOTALS	2,985	100%		2,708	100%		2,882	100%		

Source: Daily Enrollment Fall 2008 12/18/08, run by IERP

AQIP Category One: Helping Students Learn

1C4 Preparing Students for a Diverse World and Accommodating Learning Styles

Lansing Community College embraces diversity as a cornerstone of student success and decided as a function of the College's Strategic Goals booklet to "broaden integration of globalization and diversity in instruction and services."

- The college requires a general education core curriculum for all associate degrees, including a requirement entitled, "Global Perspectives and Diversity," with 18 different courses available to satisfy the requirement (e.g., World Civilizations, Diversity in the Workplace, and Race and Ethnicity).
- The college hosts numerous events open to all, including: Cinco de Mayo and Caribbean Festivals, Black History Month activities, and a 3-day Global Perspectives Conference.
- The Multicultural Center facilitates minority students' access to services (Minority Outreach and Recruitment, Native American Leadership Program and the Mentoring Program).
- LCC sponsors international study programs in Germany, Ghana, France, and Costa Rica, among others.
- LCC implements procedures to increase the diversity of its hiring.

The college recognizes the importance of student learning styles:

- Through learning-styles training and resources in the CTE
- Through learning accommodations and support (e.g., sign language interpreters, readers, note-takers) from the Office of Disability Support Services
- Through staff and student training about learning styles in the Office of Tutoring Services
- Through implementation of varied teaching styles and course methodology (tracked through program review)

In addition, over the past several years class options have been designed to allow more flexibility for learning preferences and styles. These class options include 100% online; combinations of online and face-to-face (hybrid); interactive television; telecourses; condensed, weekend courses; open-entry; self-paced; modularized courses; learning communities; and traditional face-to-face lecture and laboratory options (See 1C3).

Transfer advantage (readiness and cost-savings). LCC students who transfer to Michigan State University (MSU); Western Michigan University (WMU); and Ferris State University (Ferris) have demonstrated academic success higher than that of the native MSU, WMU and Ferris students. LCC students who transfer to the University of Michigan (UofM), have demonstrated persistent rates higher than students who transfer from other community colleges – 95% persistence rate (LCC) vs. 85% (other community colleges).

SOURCE: MSU Office of Admissions; FSU President's Office; WMU University Transfer Office; UofM Senior Vice Provost for Academic Affairs.

1C5 Creating a Healthy Learning Climate

LCC creates and maintains a free, open, and respectful academic climate through messages to students, employee contracts and policies, and faculty and staff development. Some examples follow:

Messages to students:

- Diversity in college employee hiring
- Diversity in textbooks
- Clear, published policies on sexual harassment and equal opportunity/nondiscrimination
- Support for student clubs (e.g., Gay/Straight Alliance)
- The campus Multicultural Center
- Listing of both faculty and student responsibilities in the college catalog

Contracts and policies:

- A contractual guarantee of academic freedom: "the right to teach in an atmosphere of free intellectual inquiry and not be subjected to restraints or harassment which would impair his or her teaching"

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- A contractual provision for sabbatical leave for the express purpose of “advanced study, research, writing, or cognate pursuits”
- A board policy pertaining to ownership of intellectual property and the strict adherence to copyright laws
- A contractual provision to reimburse faculty for membership in professional organizations and for purchase of professional journals

Faculty and staff development:

- CTE faculty support, including instruction in classroom strategies, interactive teaching methods, lesson planning, and use of technology
- Faculty development workshops including Ethical Decision-making in the Professional Setting, Cultural Conflict in the Classroom, and Diversity in the Classroom
- Multicultural events throughout the year

1P1 Determining Learning Objectives

A committee of 12 faculty and administrators from all divisions drafted the college’s current co-curricular student learning objectives and general education core competencies. This development was based on guiding principles/values and goals from the strategic plan. The process included college input including three public forums, submission of multiple drafts to the campus, and a presentation to the Board of Trustees.

The criteria for determining which courses become part of the core remains stable; the list of courses meeting the general education core continues to grow. At the initial implementation in 1996, the general education core comprised 35 courses; by Fall 2005, this figure had grown to 57, thus providing students with more options in meeting the general education core outcomes.

Every other year department chairs and program leaders submit courses for core inclusion by using the following process:

1. Coordinator of Assessment sends an email to campus giving the timeline for submitting a course for adjudication.
2. Chairs and program directors submit courses to a 4-5 member adjudication team from the course content area, the Liberal Studies Division and careers divisions
3. Adjudicators use rubrics created for their core area
4. Adjudicators submit approved courses to the Curriculum and Instruction Council for approval, then to the VP of Instruction, then to the president
5. The Coordinator of Assessments sends notification (e.g., to the campus, to catalog preparers)

With support from the Coordinator of Assessment, teams of faculty and administrators develop measurable program learning objectives. Programs seek input from local businesses, service agencies, professional organizations, transfer institutions, graduates from the program, and certifying boards and agencies. Programs review their learning objectives and revise when necessary as part of the program review process.

The process of reexamining all Core outcomes will begin through the Deans Academic Council and the Director of College Assessment in 2008-2009, with implementation of any changes in FY 2010.

1P2 Designing New Programs and Courses to Facilitate Learning

The responsibility for developing new programs and courses rests primarily with program faculty and administrators. Design strategies vary between programs and include:

- Use of a cross-curricular competency matrix.
- DACUM (Design a Curriculum) process to use feedback from those currently working in industry regarding the skills needed, frequency and relative importance of activities, and knowledge needed to perform tasks.
- Advice from professional advisory committees to gain insight into emerging jobs and to incorporate workplace behaviors, employability skills, software advancements and equipment training into new and existing courses and curricula.
- Course and program initiatives resulting from professional development activity such as sabbatical leaves.
- Participation in conferences and workshops that highlight emerging career areas and in-depth knowledge of existing ones.

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- Worldwide Instructional Design System (WIDS) to ensure that courses address target outcomes, learning styles, assessment strategies, core abilities and industry or professional standards.

College program leaders balance educational market issues with student needs when designing responsive academic programming by:

- Monitoring job and career opportunities: program review includes surveys of relevant local and regional businesses and industries (both student and employer perceptions of the program). State workforce data is consulted to identify workforce needs; further scrutiny occurs using local workforce studies conducted by area workforce agencies.
- Conducting contracted training including technical training, basic skills development and English as a Second Language.
- Collaborating with other institutions about transfer and articulation including both two-year and four-year institutions in Michigan
- Surveying the college service area. For example, Extension and Community Education Department conducts surveys to determine future course offerings at extension centers
- Studying trends in academe for offering additional pathways and educational opportunities, such as credit for external licensure and articulations with high schools, partner colleges, and other educational entities.

The process for implementing a new course or program includes:

1. Departments send new proposal packets to the respective Division Office of Instruction. (September)
2. The Office Director and Divisional Dean review and approve or send back for alteration or with reasons for not forwarding new course or program
3. The proposal is posted via email for one week for campus review.
4. The proposal is submitted to the divisional Academic Policy Board for approval. (October)
5. The Office of Instruction makes corrections/changes resulting from policy board review and/or campus input.
6. The proposal is submitted to the Academic Affairs Advisory Group (AAAG) for College-Wide review. (November)
7. Following AAAG review and approval, the proposal is forwarded to Deans Academic Council for final approval. Deans' criteria include resources required to add the course or program, what does it replace, will this proposal begin an entire academic initiative to be planned prior to offering any courses, and other questions related to future use of courses from a college-wide perspective. (December)
8. If approved by the Deans Academic Council, VP for Academic Affairs signs approval form and Academic Affairs staff adds the approved course or program to the appropriate college database.

1P3 Preparing Students for Their Studies

The college has established college levels for reading, writing, and math. Faculty committees evaluated and selected standardized testing instruments (e.g., the Accuplacer[™] Computerized Placement Tests) and determined the cut scores for college readiness. To take a core (general education) course, students must first demonstrate college-level competency in reading—and in writing and math as appropriate. Students can demonstrate competency in various ways, including achieving a certain score on standardized assessment tests, successful completion of a level-raising developmental course, and transfer of approved coursework.

When designing new courses and programs, faculty determine required student skill sets and basic skills required. To establish these prerequisites, various factors may be considered, including program review surveys of employers and students; basic skills needed in reading, writing, math, and technology; benchmarks based on pilots and available national norms; and input from the program's community advisors. Faculty may also send textbooks to the Language Skills Department for readability assessment.

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1P4 Communicating Expectations to Students

LCC communicates expectations regarding student preparation and student learning objectives in the following ways:

- The schedule book lists the basic skills and course prerequisites for each course.
- Each course has an official course syllabus on the web, listing the course prerequisites and learning outcomes.
- Requirements for degrees and certificates are listed in the college catalog, on the college's web site, and in a hard copy form that is distributed to students.
- Admissions and student support staff aid in this process. For example, admissions recruiters visit high schools to answer questions of prospective students regarding preparation for college. This may include advice given to early high school students regarding what high school courses may be best to complete before entering college.

Additionally, advisors and counselors are available to meet with students one-on-one to help them understand basic skills requirements, interpret prerequisite information, and choose courses.

1P5 Helping Students Make Good Academic Choices

Faculty, advisors, counselors, and administrators all have roles in helping students select appropriate coursework and the delivery method best suited to their individual learning needs. Figure 1-3 illustrates some key services and opportunities for identifying disconnects between students' choices and their preparation for success. The Strategic Enrollment Management Initiative will help to provide coordination and alignment of these activities.

Figure 1 – 3 Key Service Areas and Detection of Disconnects

Service Area	Selection Assistance Provided	Ways of Detecting Disconnects
Advising and Counseling (Student Success) <ul style="list-style-type: none"> • Academic Advising • Personal Counseling • Special Populations (Limited English Proficiency Program, Women's Resource Center/Returning Adult Programs) • Disability Support Services • Tuition Incentive Program (TIP) <p><i>Source: Director of Student Success</i></p>	<ul style="list-style-type: none"> • Individual sessions • E-Advising • Special topic advising seminars (e.g. Nursing, Education, Transfer, etc.) • Career advising • Career counseling • Educational Development Plan to establish realistic academic goals and timelines (EDP is required for Perkins & TRIO) • Learning Styles Inventory (required for TRIO students) • Accommodations for Special needs (Disability Support Services/ADA compliance) 	<ul style="list-style-type: none"> • Basic skills scores in reading, writing, math • Prerequisite coursework • Previous college success • Learning style assessments • Individualized Tutoring services • Consultation with the faculty member or advising if the student seeks it. • Perkins Core Indicators • Academic Monitoring and Progress Reports • Individual special populations student needs assessment.
Career Planning Services <p><i>Source: Director of Student Success</i></p>	<ul style="list-style-type: none"> • Online FOCUS (free career –choice instrument) • Available in the Center for Employment Services (CES), in the Library and also on the web. 	<ul style="list-style-type: none"> • Test feedback and follow-up advising if the student seeks it • Follow up advising and career counseling if the student needs it.
Program Advisors <p><i>Source: Director of Student Success</i></p>	<ul style="list-style-type: none"> • Program requirements • Coursework to meet program • Requirements • Program specific advising seminars 	<ul style="list-style-type: none"> • Basic skills scores in reading, writing, math; prerequisite coursework • Academic history (e.g., high school coursework, prior employment)
Language Skills Department <p><i>Sources: Language Skills Department Chair and Director of Student Success</i></p>	<ul style="list-style-type: none"> • Student Development Coursework (e.g., Career Planning, Techniques of Study) • English as a Second Language program advising • Developmental coursework in reading, writing, and English for Speakers of Other Languages 	<ul style="list-style-type: none"> • Meeting with lead faculty, faculty or chairperson • Basic skill prerequisites • Exit competencies

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Service Area	Selection Assistance Provided	Ways of Detecting Disconnects
Math Skills Department <i>Source: Math Skills Department Chairperson</i>	<ul style="list-style-type: none"> • Mathematics Coursework • Workshops • Delivery Method Alternatives • NADE (National Association of Developmental Education) Certification • Course Availability 	<ul style="list-style-type: none"> • Meet with faculty, Math Lab Coordinator, or the Department Chair • Provide ½ credit <i>Math Minus Anxiety</i> course and several non-credit PASS Seminars (Program Assisting Student Success) • “Methods of Instructions” brochure identifying our six (6) different course deliveries • Entering the third year of an anticipated three (3) year process seeking “Developmental Mathematics Program” certification • Data Review: Student Success Retention, Completion, and Enrollment Trends
Student Orientation Program <i>Source: Director of Student Success</i>	<ul style="list-style-type: none"> • Presentations on student success, Financial Aid, Campus Resources and Campus Technology resources • Group academic advising • Campus Tour • Registration Assistance 	<ul style="list-style-type: none"> • Feedback from participant evaluations
Tutoring Services <i>Source: Director of Student Success</i>	<ul style="list-style-type: none"> • Workshop (non-credit) “Learning with Style” to self-assess learning styles (e.g. graphing calculator, writing portfolio, test anxiety, time management, study skills, etc.) 	<ul style="list-style-type: none"> • Small groups in discussion with faculty member or student leader

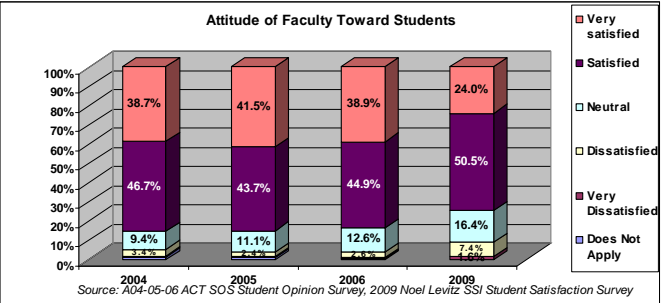
1P6 Determining, Documenting, and Measuring the Effectiveness of Teaching and Learning

As part of the planning process faculty developed a set of “Good Teaching/Learning Principles.” These are listed in Figure 1-4 along with representative implementations, measures and results.

Figure 1 – 4 Learning Principles: Implementations and Results

Good Teaching/ Learning Principles	Representative Implementations And Measures	Representative Results
Communicate well-defined student learning outcomes that are aligned with learning activities and assessments.	<p>Implement: Content-area faculty members determine learning outcomes and align the activities and assessments in an official syllabus for each course</p> <p>Measure: The college measures student satisfaction with the clarity and alignment of learning objectives</p>	<p>Program review surveys current students to determine their satisfaction with (examples are from Interior Design Program:</p> <p>Learning outcomes for your courses are available (84.2%)</p> <p>Learning outcomes for your courses describe what you will learn (81.1%)</p>
Include assessment of student learning using professional and/or industrial standards.	<p>Implement: Program faculty and administrators identify professional standards, integrate them into student learning, and use them to assess student competency</p> <p>Measure: Employer satisfaction with student preparation</p>	<p>College-wide core area and committees collect artifacts to measure success in core competency courses (no results available at this time—the third year or a three year rotation cycle)</p>

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Good Teaching/ Learning Principles	Representative Implementations And Measures	Representative Results																																			
Promote faculty and student relationships within a community of learners.	<p>Implement: Learning communities, required faculty office hours, multicultural celebrations and inclusion of students on college committees (e.g., Curriculum and Instruction Council)</p> <p>Measure: Student perception of the faculty attitude toward them</p>	 <table border="1"> <caption>Attitude of Faculty Toward Students</caption> <thead> <tr> <th>Year</th> <th>Very satisfied</th> <th>Satisfied</th> <th>Neutral</th> <th>Dissatisfied</th> <th>Very Dissatisfied</th> <th>Does Not Apply</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>38.7%</td> <td>46.7%</td> <td>9.4%</td> <td>3.4%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2005</td> <td>41.5%</td> <td>43.7%</td> <td>11.1%</td> <td>2.3%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2006</td> <td>38.9%</td> <td>44.9%</td> <td>12.6%</td> <td>2.8%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2009</td> <td>24.0%</td> <td>50.5%</td> <td>16.4%</td> <td>7.4%</td> <td>0.0%</td> <td>0.0%</td> </tr> </tbody> </table> <p><small>Source: 04-05-06 ACT SOS Student Opinion Survey, 2009 Noel Levitz SSI Student Satisfaction Survey</small></p>	Year	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Does Not Apply	2004	38.7%	46.7%	9.4%	3.4%	0.0%	0.0%	2005	41.5%	43.7%	11.1%	2.3%	0.0%	0.0%	2006	38.9%	44.9%	12.6%	2.8%	0.0%	0.0%	2009	24.0%	50.5%	16.4%	7.4%	0.0%	0.0%
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Embrace different student learning styles.	<p>Implement: CTE provides support to faculty for working with learning styles through literature (e.g., Kolb's inventory of Learning Styles) and training (e.g., inclusion in the Transforming Teaching through Learning seminar)</p> <p>Measure: Student perception of teaching methods</p>	<p>Program review surveys current students to determine their satisfaction with teaching methods (example is from freshman writing):</p> <p>The Teaching methods meet your needs, interests, and goals (85%)</p>																																			
Promote active student participation and reflection, and connect students' learning to their lives	<p>Implement: The college uses internships, on-the-job training, and professional development for faculty</p> <p>Measure: Use of active learning</p>	<p>Program review surveys faculty to determine their courses' use of active learning (example is from freshman writing; choices were yes/no)</p> <p>Required course (Writing 121) in this program is structured to include active learning and hands-on experiences: Yes.</p>																																			
Include understanding and application of the richness of human diversity	<p>Implement: The college infuses global perspectives and issues in core courses and sponsors multicultural events</p> <p>Measure: Student success in core competency of global understanding</p>	<p>College-wide core committee collects artifacts to measure success in core competency courses (no results available, as this is in pilot stage)</p>																																			
Help students persist toward pursuit of their goals	<p>Implement: the college negotiates articulation agreements and provides support services</p> <p>Measure: Student goal attainment</p>	<p>Program survey's students to ask if their courses and programs adequately prepare them to continue their academic work or meet their vocational goals</p>																																			

1P7 Building an Effective and Efficient Course Delivery System

Effective and efficient course delivery systems are ensured at the program level. Program leaders and department chairs use enrollment trends, course cancellation rates, and program review surveys about student satisfaction with delivery methods to determine the number of sections to offer in each delivery mode. Sometimes the president and other College leaders alter the course delivery system; for example, because of strategic planning, the College made a concerted effort to increase online offerings. As a result, online has been the fastest-growing delivery mode at LCC.

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1P8 Monitoring the Currency and Effectiveness of Curricula

Using the following seven methods, the College monitors the currency and effectiveness of programs. In each case data from surveys and program evaluations are analyzed and used to develop action projects for program improvement,

1. State-approved occupational programs submit a Program Review of Occupational Education (PROE) self-study every four years. This report includes graduation rates; survey results from current students, faculty and advisory committee members; Core Performance Indicator results; and an action plan.
2. Once a year the college collects data on Student Learning Outcomes and Stakeholder Satisfaction for its Handbook of Selected Institutional Characteristics. The data includes: quality of learning; reading, math & critical thinking performance; understanding of governance; technological literacy; licensure & certification and; performance at transfer institutions.
3. Seventeen programs submit self-studies and undergo site visits from their accrediting agencies.
4. Occupational programs have begun employing a DACUM (Design a Curriculum) process to update and align their curricula with current industry needs and standards.
5. Each year 25% of academic programs complete a formal Program Review and Effectiveness Self-Study (PRESS). This self-study uses survey results from current students, graduates, faculty, employers (occupational programs), and advisory committees (occupational programs). PRESS data also include statistical trend information relating to the program's vitality and accountability (i.e., students, credits, graduates, return on investment, success rates, course-embedded assessments). Programs complete a comprehensive self-study every four years and monitor their performance the other three years.
6. As needed, all occupational programs use feedback from specific professional advisory committees, including local business/industry employers.
7. The College also has a process for eliminating courses and programs. The process for eliminating a course begins with program review data on the number of times the course has run in the previous three years. If it has not run during the three-year period, the program must either eliminate the course or provide a rationale for continuing it. The VP of Academic Affairs who makes the final decision regarding course elimination reviews the rationale. The process for elimination of a curriculum (program) follows the same path, but the data focuses on graduation rates and declared majors. In the past several years, the college has eliminated 5 programs and approximately 50 courses.

1P9 Determining Student and Faculty Needs for Learning Support

The learning support needs of students and faculty are determined in various ways. Figure 1-5 outlines examples of how the college determines learning support needs of students and faculty. Information from each of these sources is analyzed and used to improve services that support learning.

Figure 1 – 5 Determining Learning Support Needs: CTE, Library and LSARC

The Center for Teaching Excellence
<ul style="list-style-type: none"> • Comment cards on-site • Website online surveys • Faculty advisory group • Workshop evaluations • Workshop follow-up questionnaires • 12-week seminar pre- and post questionnaires • One-year follow-up questionnaires to faculty who received academic software grants • Follow-up questionnaires/surveys to sample groups after events, such as Faculty Appreciation Day

Source: Director, Center for Teaching Excellence

The Library
<ul style="list-style-type: none"> • In person and online surveys for faculty and students • On-site comment cards (database maintained—submitters contacted within a week when requested) • Website for submitting suggestions and comments • Event assessment questionnaires • Requests from faculty for library instruction • Focus groups • Website request forms

Source: The Director of Learning Assistance

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Liberal Studies Academic Resources Center

The Academic Resources Center (ARC) surveys students each semester to determine their needs for support

LSARC Student Survey – 2006:

- 90% studied alone
- 63% met with a study group
- 83% did class research on the Web
- 74% surfed the Web
- 82% used computers for word-processing
- 55% used course materials on reserve
- 82% checked coordinators e-mail
- 61% used computers for course-specific software

Source: Coordinator of Instruction, LS Division; ARC Coordinator, LS Division

1P10 Aligning Development Goals

Faculty, advisors, counselors, and administrators all have roles in helping student's select appropriate coursework. Figure 3-1 illustrates some key services and opportunities for identifying disconnects between students' choices and their preparation for success.

1P11 Determining Student Assessment Process

At the program level, faculty develops assessment questions for program review in forums that generate a picture of the attributes of a quality program. These attributes become the basis for survey questions for employers, advisory committees, former students, current students, and faculty.

At the course level, content-area faculty and staff collaboratively determine assessment for course-level learning objectives. For example, faculty in the Reading Program chose the Nelson Denny Reading Test for pre- and post-testing, and faculty in Social Science wrote the required final exam for the Introduction to Psychology course. Content-area faculty and staff analyze these results as needed and as part of the program review process.

Figure 1- 6 Comprehensive Assessment System

Assessment points	Institutional-level assessment	Program-level assessment	Community-level assessment
As students enter	Accuplacer™ computerized placement tests for basic skills in reading, writing, and math or placement-based on other standardized testing or on previous college course work. (LCC requires a college reading level for all core courses; other basic skills requirements are set by departments).	Varies by program. For example, Language Skills uses the standardized Nelson Denny Reading Test to diagnose specific inadequacies in vocabulary, comprehension, and speed.	Surveys: advisory councils provide information about what skills students will need. (also see 1P2)
As students learn	The Handbook of Selected Institutional Characteristics, the student evaluation of faculty instruction, the Noel Levitz Project, IER survey results and National Clearinghouse Report, include measures such as student retention, continuance, success rate, and others.	Annual program review provides more specific measures (e.g., "How many consult with an advisor at least once per academic year...?").	Monitoring internships and apprenticeships provide data about both student and employer needs.
After students complete	The Office of Institutional Effectiveness and Research conducts two surveys annually designed exclusively for students who have completed their education – The Follow-Up Survey and the Graduate Survey.	Program review provides program-specific data to inform planning (e.g., % of success in licensure and certification by program).	Program review includes measures addressing LCC graduates' performance on the job, graduates' employability skills and employers' satisfaction with LCC graduates.

Source: Manager of Assessment Services, Office of Institutional Effectiveness and Research

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1P12 Preparation for Transfer or Employment

LCC determines the preparation of students for transfer or employment through both student and employer surveys and through student success at the College's major transfer institution, MSU, and passing rates on licensure and certification exams. These are reported in 1R1.

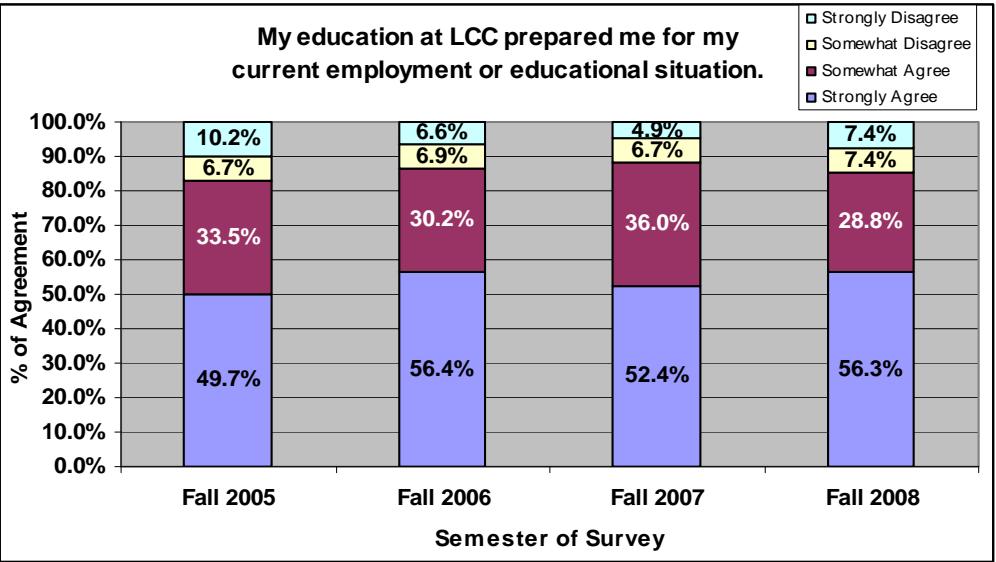
1P13 Measuring Student Performance

The College measures student performance at the college level through a variety of surveys and reporting tools. Results and measures are indicated in *Figure 1-7*.

1R1 Common Student Learning Objectives and Resultants (described in 1C1)

Figure 1-7 outlines representative measures the College uses to review performance on its five cross-curricular competencies. Representative results are also illustrated.

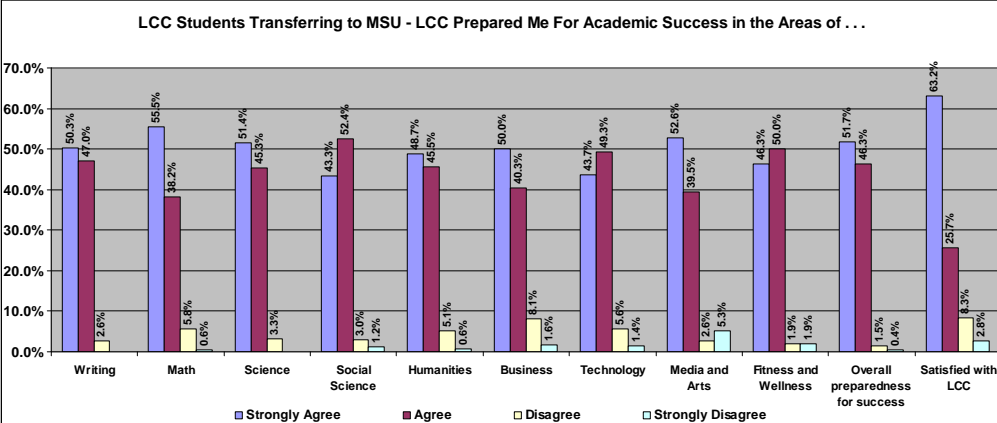
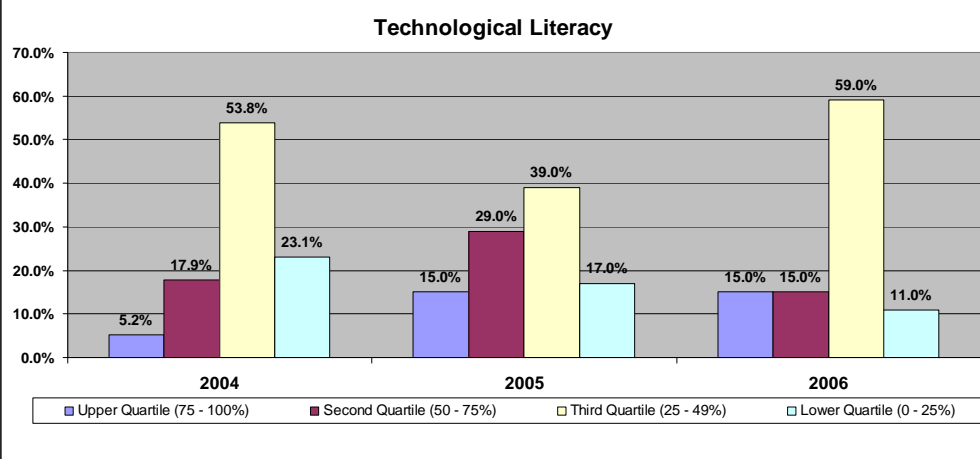
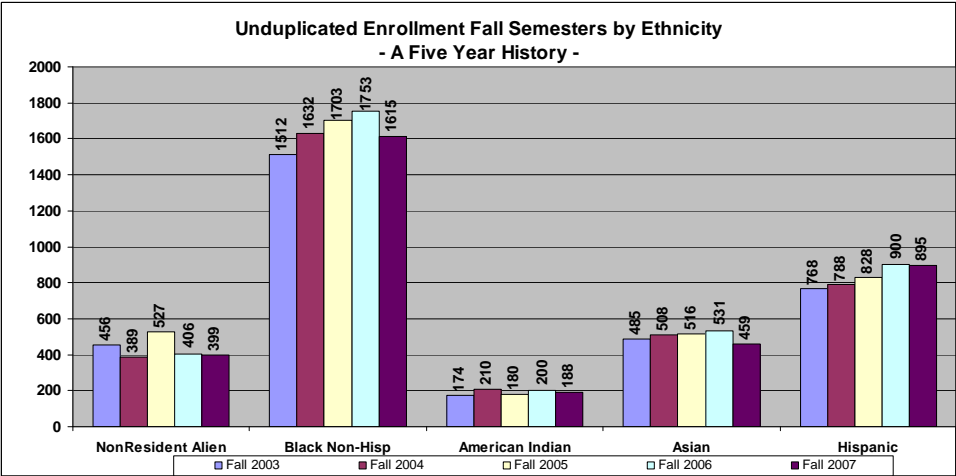
Figure 1-7 Five Cross-Curricular Competencies Measurement

Five Cross-curricular Competencies	Annual Institutional Measures																										
<p>Competency 1: Competencies in literacy, critical reasoning skills, and the ability to apply skills in real world contexts up completion of courses, programs, degrees</p>	<p>The College measures student perception of preparedness for employment.</p>	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">My education at LCC prepared me for my current employment or educational situation.</p>  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Agreement Levels Data</caption> <thead> <tr> <th>Semester</th> <th>Strongly Agree</th> <th>Somewhat Agree</th> <th>Somewhat Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>Fall 2005</td> <td>49.7%</td> <td>33.5%</td> <td>6.7%</td> <td>10.2%</td> </tr> <tr> <td>Fall 2006</td> <td>56.4%</td> <td>30.2%</td> <td>6.9%</td> <td>6.6%</td> </tr> <tr> <td>Fall 2007</td> <td>52.4%</td> <td>36.0%</td> <td>6.7%</td> <td>4.9%</td> </tr> <tr> <td>Fall 2008</td> <td>56.3%</td> <td>28.8%</td> <td>7.4%</td> <td>7.4%</td> </tr> </tbody> </table> </div> <p style="text-align: center; font-size: small;">Source: Annual Follow-Up Survey of Graduates</p>	Semester	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Fall 2005	49.7%	33.5%	6.7%	10.2%	Fall 2006	56.4%	30.2%	6.9%	6.6%	Fall 2007	52.4%	36.0%	6.7%	4.9%	Fall 2008	56.3%	28.8%	7.4%	7.4%
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<p>Competency 2: Competencies in skills and knowledge specific to their area of study at levels required by employers, transfer institutions, credentialing agencies.</p>	<p>The College measures and tracks overall passing rates for licensure and certification.</p>	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center; background-color: #0056b3; color: white; padding: 5px;">Licensure and Certification Results</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; width: 100%;"> <thead> <tr style="background-color: #0056b3; color: white;"> <th style="text-align: center;">(01/01/07 – 12/31/07)</th> <th style="text-align: center;">National</th> <th style="text-align: center;">Michigan</th> <th style="text-align: center;">LCC</th> <th style="text-align: center;"># passed/ #tested</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">LPN</td> <td style="text-align: center;">87.25%</td> <td style="text-align: center;">94.33%</td> <td style="text-align: center; color: blue;">98.54%</td> <td style="text-align: center; color: blue;">135/137</td> </tr> <tr> <td style="text-align: center;">RN</td> <td style="text-align: center;">85.47%</td> <td style="text-align: center;">86.53%</td> <td style="text-align: center; color: blue;">91.14%</td> <td style="text-align: center; color: blue;">144/158</td> </tr> </tbody> </table> <p style="text-align: center; font-size: small;">Source: LCC News To Use (April 2008)</p> </div>	(01/01/07 – 12/31/07)	National	Michigan	LCC	# passed/ #tested	LPN	87.25%	94.33%	98.54%	135/137	RN	85.47%	86.53%	91.14%	144/158										
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AQIP Category One: Helping Students Learn

Five Cross-curricular Competencies	Annual Institutional Measures					
	<p>The College also measures passing licensure and certification rates by program. Comparisons with other schools are shown in 1R4.</p>	Licensure and Certification Results				
		2007-08	ATTEMPTED	PASS	FAIL	% PASSING
		Alternative Energy RESNET	4	1	3	25.00%
		ADA Natl Dental Hygiene Exam	23	23	0	100.00%
		Certificated Flight Instructor CFI	1	1	0	100.00%
		Certificated Flight Instructor Instrument	1	1	0	100.00%
		Certificated Flight Instructor Multiengine	1	1	0	100.00%
		Multiengine Rating (add to commercial pilot's license)	2	1	0	50.00%
		Commercial Pilot License	0	0	0	0%
		Diagnostic Medical Sonography ARDMS	17	13	4	76.00%
		EMT	73	66	7	90.00%
		Fire Fighter Cert Exam	28	28	0	100.00%
		Histology	3	3	0	100.00%
		Instrument Rating	2	2	0	100.00%
		MCOLES Police Exam	29	29	0	100.00%
		Natl Bd of Surg Tech & Surg Asst	0	0	0	0%
		NCLEX-PN A Pass	128	125	3	98.00%
		NCLEX-PNB Pass	0	0	0	0%
		NCLEX-RN A Pass	180	160	20	89.00%
		NCLEX-RN B Pass	0	0	0	0%
		PARAMED	23	21	2	91.00%
		Private Pilot License	6	6	0	100.00%
		Registry of Radiologic Technologists ARRT	47	37	10	78.72%
		Sign Language Levels I, II, and III	24	22	2	92.00%
		Sign Language	0	0	0	0%
		TDT CDL ClassA	143	127	16	89.00%
		TDT CDL ClassB	13	13	0	100.00%
		Grand Total	486	475	11	97.70%
		<p><i>Source: collected from occupational programs as part of the Perkins Core Indicator 1P1 for 2007-08</i></p>				

AQIP Category One: Helping Students Learn

Five Cross-curricular Competencies	Annual Institutional Measures																																																													
	<p>The College measures student perception of preparedness for further education at 4-year institutions, primarily MSU.</p>	<p style="text-align: center;">LCC Students Transferring to MSU - LCC Prepared Me For Academic Success in the Areas of ...</p>  <table border="1" data-bbox="472 275 1463 695"> <thead> <tr> <th>Area</th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr><td>Writing</td><td>50.3%</td><td>47.0%</td><td>2.6%</td><td>0.0%</td></tr> <tr><td>Math</td><td>55.8%</td><td>38.2%</td><td>5.8%</td><td>0.6%</td></tr> <tr><td>Science</td><td>51.4%</td><td>45.3%</td><td>3.3%</td><td>0.0%</td></tr> <tr><td>Social Science</td><td>43.3%</td><td>52.4%</td><td>3.0%</td><td>1.2%</td></tr> <tr><td>Humanities</td><td>48.7%</td><td>45.5%</td><td>5.1%</td><td>0.6%</td></tr> <tr><td>Business</td><td>50.0%</td><td>40.3%</td><td>8.1%</td><td>1.6%</td></tr> <tr><td>Technology</td><td>43.7%</td><td>46.3%</td><td>5.8%</td><td>1.4%</td></tr> <tr><td>Media and Arts</td><td>52.6%</td><td>39.5%</td><td>2.6%</td><td>5.3%</td></tr> <tr><td>Fitness and Wellness</td><td>44.3%</td><td>50.0%</td><td>1.9%</td><td>1.9%</td></tr> <tr><td>Overall preparedness for success</td><td>51.7%</td><td>46.3%</td><td>1.5%</td><td>0.4%</td></tr> <tr><td>Satisfied with LCC</td><td>63.2%</td><td>25.7%</td><td>8.3%</td><td>2.8%</td></tr> </tbody> </table> <p>Source: Annual Transfer Survey (LCC to MSU students)</p>	Area	Strongly Agree	Agree	Disagree	Strongly Disagree	Writing	50.3%	47.0%	2.6%	0.0%	Math	55.8%	38.2%	5.8%	0.6%	Science	51.4%	45.3%	3.3%	0.0%	Social Science	43.3%	52.4%	3.0%	1.2%	Humanities	48.7%	45.5%	5.1%	0.6%	Business	50.0%	40.3%	8.1%	1.6%	Technology	43.7%	46.3%	5.8%	1.4%	Media and Arts	52.6%	39.5%	2.6%	5.3%	Fitness and Wellness	44.3%	50.0%	1.9%	1.9%	Overall preparedness for success	51.7%	46.3%	1.5%	0.4%	Satisfied with LCC	63.2%	25.7%	8.3%	2.8%
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<p>Competency 3: Competencies in using and adapting to changes in career-related technology.</p>	<p>The College measures student technological literacy.</p> <p>Source: TekXam Survey computer literacy skills by year</p>	<p style="text-align: center;">Technological Literacy</p>  <table border="1" data-bbox="472 737 1446 1192"> <thead> <tr> <th>Year</th> <th>Upper Quartile (75 - 100%)</th> <th>Second Quartile (50 - 75%)</th> <th>Third Quartile (25 - 49%)</th> <th>Lower Quartile (0 - 25%)</th> </tr> </thead> <tbody> <tr><td>2004</td><td>5.2%</td><td>17.9%</td><td>53.8%</td><td>23.1%</td></tr> <tr><td>2005</td><td>15.0%</td><td>29.0%</td><td>39.0%</td><td>17.0%</td></tr> <tr><td>2006</td><td>15.0%</td><td>15.0%</td><td>59.0%</td><td>11.0%</td></tr> </tbody> </table>	Year	Upper Quartile (75 - 100%)	Second Quartile (50 - 75%)	Third Quartile (25 - 49%)	Lower Quartile (0 - 25%)	2004	5.2%	17.9%	53.8%	23.1%	2005	15.0%	29.0%	39.0%	17.0%	2006	15.0%	15.0%	59.0%	11.0%																																								
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<p>Competency 5: Ability to work productively, both independently and collaboratively, upon completion of a course, program, degree, or transfer to another college or university</p>	<p>The College measures student continuance.</p>	<div data-bbox="475 279 1203 667"> <p style="text-align: center;">Fall 2004 through Fall 2008 Enrollment, Transfer Out Count of Students <i>transfer out count is from original fall cohort, occurred after fall enrollment</i></p> <table border="1"> <caption>Fall 2004 through Fall 2008 Enrollment, Transfer Out Count of Students</caption> <thead> <tr> <th>Year</th> <th>Fall Enrollment</th> <th>Cohort Transferring Out</th> </tr> </thead> <tbody> <tr> <td>Fall 2004</td> <td>19,697</td> <td>2,951</td> </tr> <tr> <td>Fall 2005</td> <td>21,319</td> <td>2,944</td> </tr> <tr> <td>Fall 2006</td> <td>22,784</td> <td>2,975</td> </tr> <tr> <td>Fall 2007</td> <td>20,630</td> <td>2,709</td> </tr> <tr> <td>Fall 2008</td> <td>20,119</td> <td>1,059</td> </tr> </tbody> </table> </div> <p>Source: Office of IERP, Fall Enrollment against NSLC April 09 status report</p>	Year	Fall Enrollment	Cohort Transferring Out	Fall 2004	19,697	2,951	Fall 2005	21,319	2,944	Fall 2006	22,784	2,975	Fall 2007	20,630	2,709	Fall 2008	20,119	1,059																	
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NOTE: because the Noel Levitz 2007 Student Satisfaction Inventory (SSI) scale was a seven point scale, we needed to convert it to align with the prior years ACT Student Opinion Survey (SOS). To do this, the conversion of response categories is shown below:

Noel-Levitz SSI			ACT-SOS
Not Satisfied at All	Not Very Satisfied	COMBINED INTO	Very Dissatisfied
Somewhat Dissatisfied		COMBINED INTO	Dissatisfied
Neutral		COMBINED INTO	Neutral
Somewhat Satisfied	Satisfied	COMBINED INTO	Satisfied
Very Satisfied		COMBINED INTO	Very Satisfied
Definitely Not		COMBINED INTO	Definitely No
Probably Not	Maybe Not	COMBINED INTO	Probably No
I don't know		COMBINED INTO	Uncertain
Maybe Yes	Probably Yes	COMBINED INTO	Probably Yes
Definitely Yes		COMBINED INTO	Definitely Yes

In addition, the College prepares results in accordance with Perkins requirements. A sample of results follows in *Figure 1-8*. The bolded examples are where LCC met or exceeded the State Expected Level.

Figure 1-8 Perkins Requirements Comparison

Perkins Core Indicator Levels of Achievement	LCC Level	State Expected Level	LCC Level	State Expected Level	LCC Level	State Expected Level
	2004-05	2004-05	2005-06	2005-06	2006-07	2006-07
Academic Attainment - Percentage of students enrolled in an occupational program who have earned at least 12 credits toward an award and had a GPA of 2.0 or better in academic courses .	73.53%	79.22%	74.23%	79.41%	73.57%	79.44%
Occupational Skill Attainment - Percentage of students enrolled in an occupational program and who have earned at least 12 credits towards an award in occupational specialty courses.	66.76%	86.65%	63.75%	83.45%	83.05%	83.57%
Graduation Rates of Occupational Students - Percentage of full-time, first-time degree-seeking occupational students receiving a certificate or degree within 3 years.	5.91%	18.05%	19.16%	18.64%	13.65%	18.51%
Employment Rates - Percentage of occupational students receiving an award the prior year, and who responded to the Follow-Up Survey as being employed, continuing their education, or entering military service.	91.30%	91.01%	91.79%	91.01%	99.33%	93.00%
Employment Retention - Percentage of student employed from Graduate Survey (6 months after being awarded) and still employed 3 months later.	100%	88.73%	99.64%	95.56%	100.00%	93.00%
Year End Enrollment of Non-Traditional Students - Percentage of men and women enrolled in programs considered non-traditional for their gender.	20.89%	18.99%	20.83%	14.25%	18.78%	14.50%

1R2 Evidencing Validity of Degrees and Credentials

In many programs, graduates are required to take licensure and certification exams before working in their chosen fields. The validity of degrees and credentials is ensured both by successful completion of all requirements and by measurement of employer perception of student competency in the work place. See 1R1, Measurements in competency two. Figure 1-9 shows a listing of various program accreditations that the college currently holds and is available on the LCC's quality website.

AQIP Category One: Helping Students Learn

Figure 1 – 9 Program Accreditations

Lansing Community College Program Accreditations

Div/ Dept	Program Name	Person Responsible	Accrediting Institution/ Certification	Last Accreditation	Time Span	Pr Rpt& Due Date	Next Accreditation	
							Self Study	On-Site Visit
LSD	Language Skills	Trudy Carpenter	NADE	2003	7 years		2010	2010
LSD	Sign Language/Interpreter Training Program	Brenda Cartwright	Michigan Dept. of Education					2012
BMIT	Paralegal	Bill Holda/Elizabeth Nobis	American Bar Assoc.	2005	7 year			
HHPS	Corrections	Daniel Durkee	MCOTC Certification	2007	3 years	Annual-June 30		
HHPS	Dental Hygiene	Sherry Kohlman	American Dental Assoc.	2003	7 years	N/A	2009	2010
HHPS	Diag. Med. Sonography	Jamia Dunckel	JRCODMS-CAAHEP	2008	3 years	N/A	2009	2010
HHPS	Dietary Manager	Joan Berry	Approved by the DMA	N/A	5 years	N/A	2007	N/A
HHPS	Fire Science	Jeffrey Huber	IFSAC	N/A	5 years	Annual	2005	2008
HHPS	Therapeutic Massage	Mabel Menadier-Thomas	COMTA	applied for 2007	1-5 years	Annual	N/A	N/A
HHPS	Nurse Aide	Phillis Daws	State of MI certified	N/A			2010	2010
HHPS	Nursing	Margherita Clark	NLNAC	2002	8 years	N/A	Fall 2009	Spring 2010
HHPS	Paramedic	Timothy Cooper	CoAMESP/CAAHEP	2007	5 years	Annual	2011	2012
HHPS	Police Academy	Katherine Winslow	MCOLES Certification	2003	1 year	Annual		
HHPS	Radiologic Technology	Brian Plakford	JRCERT	2003	5-8 years	Interim 2007	2010	2011
HHPS	Surgical Technology	Joseph Long	CAAHEP/ARC-ST	1999	up to 10 yrs	Annual-Fall	not required	Random
HHPS	Child Development	Marcia Ryzstak	NAYEC	N/A	7 years	Annual	2007-08	unknown

Lansing Community College Program Accreditations

Div/ Dept	Program Name	Person Responsible	Costs				Other Deadline
			Application Fee	Self Study Costs	Due Date, Annual Fee	Site Visit Costs	
LSD	Language Skills	Trudy Carpenter					
LSD	Sign Language/Interpreter Training Program	Brenda Cartwright	Michigan Dept. of Education				
BMIT	Paralegal	Bill Holda/Elizabeth Nobis					
HHPS	Corrections	Daniel Durkee	N/A				
HHPS	Dental Hygiene	Sherry Kohlman	N/A \$800.00 for dues	\$1,600.00	February	N/A	1600
HHPS	Diag. Med. Sonography	Jamia Dunckel	\$250.00	\$0.00	Aug/Dec	\$2,000.00	\$2,750 Site visit 8-10&11-08
HHPS	Dietary Manager	Joan Berry	\$100.00	\$0.00	January	N/A	300
HHPS	Fire Science	Jeffrey Huber	\$1,250.00	\$2,600.00	N/A	\$5,000.00	\$10,000 site visit 2-14-16-08
HHPS	Therapeutic Massage	Mabel Menadier-Thomas	\$1,250.00	\$250.00	N/A		6500
HHPS	Nurse Aide	Phillis Daws			N/A	\$4,000.00	
HHPS	Nursing	Margherita Clark	N/A	\$1,250.00	January	\$5,100.00	8850
HHPS	Paramedic	Timothy Cooper	\$500.00	\$1,050.00	July/ Aug	\$2,000.00	\$3,550 site visit 12-7-8,2008
HHPS	Police Academy	Katherine Winslow	NA				
HHPS	Radiologic Technology	Brian Plakford	\$0.00	\$1,750.00	January	\$1,000.00	\$2,750
HHPS	Surgical Technology	Joseph Long	\$1,650.00		Mar/Aug	ARC-ST pays	1650
HHPS	Child Development	Marcia Ryzstak	\$500.00	\$1500-2000	unknown	\$3,000-\$4,000	\$4,500-\$6,000

LCC Accreditations Table-November 2007

Printed: 11/30/2007

Source: http://www.lcc.edu/quality/pdf/LCC_Accreditations_Table-November_2007.pdf

1R3 Results for Helping Students Learn

Results for helping students learn are measured through the College's comprehensive program review assessment and student evaluations of instruction at the course level. Results are shown for the co-curricular activities, Perkins, and the effectiveness of teaching and learning. These results are shown in 1R1.

1R4 Comparing Results

Comparing results is simpler for licensure and certification than for other areas, where results from institution to institution are difficult to compare. This systems portfolio will support the College's pursuit of comparable measures.

A comparison of LPN and RN licensure rates both LCC, in Michigan, and nationally is provided as an example of the former.

AQIP Category One: Helping Students Learn

Figure 1-10 LPN and RN Licensure Rates

LPN Licensure	2005	2006	2007
LCC	99.29%	98.52%	92.83%
Michigan	97.41%	96.60%	95.29%
National	89.97%	88.22%	87.44%
RN Licensure	2005	2006	2007
LCC	91.84%	95.69%	91.89%
Michigan	84.73%	87.95%	88.80%
National	86.15%	87.52%	87.61%

111 Improving Current Processes and Systems

The current system for improvement is built into the overall system of planning and evaluating. At each level of assessment, the college level, the program level, and the course level, relevant faculty and administrators analyze results. At any of these levels of reporting, a system or process needing improvement can be identified and an action plan can be developed. For example, at the end of a program review cycle, program faculty and staff provide input to the VP and Director of Academic Affairs and the Coordinator of Assessment to determine what about the process needs improvement. Based on this collaborative review, improvements to program review are developed to pilot in the next cycle.

Part of the ongoing work of the Academic Deans Council is review of academic processes. Currently the Deans Council is reviewing timelines and processes in regard to new courses, new curricula, and academic initiatives, with proposed changes to be in place prior to start of planning cycle in FY2009.

112 Targeting Improvements

As part of the development of the strategic plan, the college adopted a continuous improvement approach to performance. This decision was based on a recommendation from the external strategic planning consultant and was adopted by executive leadership. There are some cases where setting targets is appropriate and/or necessary. For example, in the case of the Perkins Performance Indicators, the State of Michigan sets targets, and they become institutional targets.

Resulting from analysis at all the levels of institutional measurement (overall, program, course) some current specific improvement activities include:

- Low student success, persistence and retention rates for all students taking two or more developmental courses, is being addressed through a case management model of advising..
- Low student success rates for students enrolled in courses with failure rates (<2,0) exceeding 30% (high failure rate courses include those courses with 200 or more students with failure rates above 30% per semester or an average thereof) being addressed through ensuring appropriate prerequisites required for those courses, ensuring that students enrolled meet the prerequisites, identifying and developing success strategies for students taking those courses, working with CTE to communicate and review those strategies with faculty.

AQIP Category Two: Accomplishing Other Distinctive Objectives

The College Strategic Goal Student Success supports, "Helping Students Learn" (Category One). The following matrix describes this goal, its specific objectives, and initial metrics in relationship to both AQIP and to the College's 2006 – 2011 Strategic Plan. The Student Success Goal also applies to Category Three and is repeated there.



Strategic Goal–Student Success

Lansing Community College will enhance the ability of its students to succeed in meeting their learning goals.

Objectives	
7. Promote student ownership of their learning. 8. Improve student pass rates at course-level. 9. Improve student retention rates at course-level. 10. Align curricula and courses with external standards and/or professional practices. 11. Facilitate entry and exit pathways to, from and between programs. 12. Broaden integration of globalization and diversity in instruction and services.	
Priority Objectives for Year 1, 2	Year 1, 2 Metrics
7. Promote student ownership of their learning. 8. Improve student pass rates at course-level. 9. Improve student retention rates at course-level. 10. Align curricula and courses with external standards and/or professional practices. 11. Facilitate entry and exit pathways to, from and between programs. 12. Broaden integration of globalization and diversity in instruction and services.	<ul style="list-style-type: none"> ▪ Students create/complete Educational Development Plans (EDPs) ▪ Increase percentage of students completing course-work with final grades of 2.0 or higher or "P" ▪ Increase student course completion rate: [total students per course with final grade of 2.0 or higher including "P" students] divided by [total of students attempting the course (total registered minus total drops)] ▪ Establish Advisory Boards for programs, disciplines and/or departments. <ul style="list-style-type: none"> a) Student satisfaction with academic advising and support services (Noel-Levitz style survey) b) Increase program, certificate, licensure, degree completion rates c) Transfer student success data ▪ a) % courses successfully meeting Assessment Review standards for Global Perspective and Diversity CORE (GP&D CORE Assessment Committee) b) Performance rates on GP&D CORE Assessments

AQIP Categories

Helping Students Learn	Understanding Students' and Other Stakeholders' Needs	Supporting Institutional Operations	Measuring Effectiveness	Planning Continuous Improvement
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Strategic Drivers

Team-Based Learning	Service Learning	Leveraging Technology	K-12 Partnerships	Future State Funding
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Areas of Priority Need

Developmental Education	Health Care	Math and Science	Financial Assistance	Teacher Education
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Strategic Initiatives

Faculty of the Future	University Center	Alternative Energy	Enrollment Management	Expand Service Area
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AQIP Category Two: Accomplishing Other Distinctive Objectives

2C1 Common Student Learning Objectives

Five common student-learning objectives originating in the College Strategic Plan, are articulated in the Academic Master Plan, and are applied in the development of courses and curricula (see Figure 2-7):

1. Competencies in literacy (listening, reading, writing, speaking, computation), critical reasoning skills, and the ability to apply skills in real world contexts upon completion of courses/programs/degrees;
2. Competencies in skills and knowledge specific to their area of study at levels required by employers, transfer institutions and credentialing agencies;
3. Competencies in using and adapting to changes in career-related technology;
4. Competencies in relating to people with different points of view and different cultural backgrounds;
5. Ability to work productively in both independent and collaborative settings upon their completion of a course/program/degree or their transfer to another college or university.

2C2 Aligning Instruction with Mission, Vision and Philosophy

The college mission's first guiding principle ensures instruction in four areas, which also align with the Michigan Activity Classification Structure (ACS): career and workforce development, general education, developmental education, and personal enrichment. The college ensures alignment of that principle and learning opportunities in three key ways:

1. Organizing instruction into academic divisions to match the mission (See Figure 2-1)
2. Planning coordination of the college strategic plan, its master plans, and its program plans
3. Evaluating performance at the college level (Handbook of Selected Institutional Characteristics) and at the program level (program review)

2C3 Instructional Units and Delivering Instruction

Figure 2 – 1 Degrees Offered by Division

Division	Degrees/ Certificates	Programs	
Business, Media, and Information Technologies (BMIT) Division <i>(Career and workforce development)</i>	32 Associate Degrees	<ul style="list-style-type: none"> • Accounting • Art, Design and Multimedia • Computer Information Technology • Hospitality, Travel and Tourism • Legal Assistant • Management and Marketing 	<ul style="list-style-type: none"> • Administrative Office Systems • Photographic Imaging Technology
	22 Certificates of Achievement		
	32 Certificates of Completion		
Human, Health and Public Service Careers (HHPS) Division <i>(Career and workforce development)</i>	13 Associate Degrees	<ul style="list-style-type: none"> • Child Development • Community Health Service Education • Criminal Justice • Dental Hygiene • Diagnostic Medical Sonography • Early Learning Children's Community • Emergency Medical Services 	<ul style="list-style-type: none"> • Fire Science/Academy • Human Services • Therapeutic Massage • Nursing • Paramedic • Police Academy • Radiologic Technology • Surgical Technology
	9 Certificates of Achievement 15 Certificates of completion		
Technical Careers (TC) Division <i>(Career and workforce development)</i>	32 Associate Degrees	<ul style="list-style-type: none"> • Agriculture • Alternative Energy • Architecture • Automotive Technology • Aviation Flight • Aviation Maintenance • Building Maintenance • Civil Technology • Collision Repair • Electrical Technology • Fashion Technology • Geographic Information Systems • Heating, Refrigeration and Air conditioning 	<ul style="list-style-type: none"> • Landscape Architecture • Residential Building • Truck Driver • Welding Technology • Manufacturing <ul style="list-style-type: none"> ○ Design ○ Machining ○ Systems
	23 Certificates of Achievement		
	23 Certificates of Completion		

AQIP Category Two: Accomplishing Other Distinctive Objectives

Division	Degrees/ Certificates	Programs	
Liberal Studies Division <i>(General Education)</i>	49 Associate Degrees 2 Certificates of Achievement 4 Certificates of Completion	<ul style="list-style-type: none"> • Agricultural Technology • Applied Math • Aquatics • Astronomy • Biology • Chemical Process Technology • Chemical Technology • Chemistry • Economics Education • English • Environmental Technology • Fitness/Physical Conditioning • Foreign Language • Geography • Geology • Health Wellness and Education • Histological Technology • History • Humanities 	<ul style="list-style-type: none"> • Individual & Team Sports • Integrated Science • Kinesiology • Math • Molecular Biotechnology • Performing Arts • Philosophy • Political Science • Religion • Sign Language/Interpreter • Sociology/Anthropology • Speech Communication • Statistics • Veterinary Technology • Writing
Student and Academic Support Division <i>(Developmental education and personal enrichment)</i>	n/a	<ul style="list-style-type: none"> • Developmental Writing Program • English as a Second Language • Language Skills Learning Center 	<ul style="list-style-type: none"> • Math Lab • Mathematical Skills • Reading Program • Student Development

SOURCE: Lansing Community College Recruitment and Outreach Department

Across these divisions and programs, the college offers classes in a variety of formats, including those listed in Figure 1-2. Figure 1-2 tracks the number of sections scheduled by delivery mode from Fall of 2006 through Fall of 2008. The percentage changes indicate conscious scheduling choices made in response to enrollment, student demand, community input, efficient use of resources, and, ultimately, the balance that will maximize benefits to learners.

Figure 2 – 2 Delivery Mode Types

DELIVERY MODE	Fall 08		% Change Fall 07 to Fall 08	Fall 07		% Change Fall 06 to Fall 07	Fall 06		# Change Fall 06 to Fall 08	% Change Fall 06 to Fall 08
	#	%		#	%		#	%	#	%
Lab	215	7.2%	-3.30%	283	10.5%	0.30%	295	10.2%	-80	-3.0%
Lecture/Lab	515	17.3%	4.35%	350	12.9%	0.60%	354	12.3%	161	5.0%
Ind Study	38	1.3%	0.47%	23	0.8%	-0.50%	37	1.3%	1	0.0%
Lecture	1,509	50.6%	-3.45%	1,461	54.0%	-1.70%	1,606	55.7%	-97	-5.1%
Lecture/Lab/Worksite	28	0.9%	0.94%	0	0.0%	0.00%	0	0.0%	28	0.9%
Lecture/Worksite	16	0.5%	0.54%	0	0.0%	0.00%	1	0.0%	15	0.5%
Online	423	14.2%	1.67%	339	12.5%	0.20%	354	12.3%	69	1.9%
OnlineHybrid	103	3.5%	0.35%	84	3.1%	1.10%	58	2.0%	45	1.5%
SelfPaced	102	3.4%	-0.68%	111	4.1%	0.10%	115	4.0%	-13	-0.6%
Telecourse	0	0.0%	0.00%	0	0.0%	0.00%	0	0.0%	0	0.0%
Worksite	36	1.2%	-0.89%	57	2.1%	-0.10%	62	2.2%	-26	-1.0%
TOTALS	2,985	100%		2,708	100%		2,882	100%		

Source: Daily Enrollment Fall 2008 12/18/08, run by IERP

AQIP Category Two: Accomplishing Other Distinctive Objectives

2C4 Preparing Students for a Diverse World and Accommodating Learning Styles

Lansing Community College embraces diversity as a cornerstone of student success and decided as a function of the College's Strategic Goals booklet to "broaden integration of globalization and diversity in instruction and services."

- The college requires a general education core curriculum for all associate degrees, including a requirement entitled, "Global Perspectives and Diversity," with 18 different courses available to satisfy the requirement (e.g., World Civilizations, Diversity in the Workplace, and Race and Ethnicity).
- The college hosts numerous events open to all, including: Cinco de Mayo and Caribbean Festivals, Black History Month activities, and a 3-day Global Perspectives Conference.
- The Multicultural Center facilitates minority students' access to services (Minority Outreach and Recruitment, Native American Leadership Program and the Mentoring Program).
- LCC sponsors international study programs in Germany, Ghana, France, and Costa Rica, among others.
- LCC implements procedures to increase the diversity of its hiring.

The college recognizes the importance of student learning styles:

- Through learning-styles training and resources in the CTE
- Through learning accommodations and support (e.g., sign language interpreters, readers, note-takers) from the Office of Disability Support Services
- Through staff and student training about learning styles in the Office of Tutoring Services
- Through implementation of varied teaching styles and course methodology (tracked through program review)

In addition, over the past several years class options have been designed to allow more flexibility for learning preferences and styles. These class options include 100% online; combinations of online and face-to-face (hybrid); interactive television; telecourses; condensed, weekend courses; open-entry; self-paced; modularized courses; learning communities; and traditional face-to-face lecture and laboratory options (See 1C3).

Transfer advantage (readiness and cost-savings). LCC students who transfer to Michigan State University (MSU); Western Michigan University (WMU); and Ferris State University (Ferris) have demonstrated academic success higher than that of the native MSU, WMU and Ferris students. LCC students who transfer to the University of Michigan (UofM), have demonstrated persistent rates higher than students who transfer from other community colleges – 95% persistence rate (LCC) vs. 85% (other community colleges).

SOURCE: MSU Office of Admissions; FSU President's Office; WMU University Transfer Office; UofM Senior Vice Provost for Academic Affairs.

2C5 Creating a Healthy Learning Climate

LCC creates and maintains a free, open, and respectful academic climate through messages to students, employee contracts and policies, and faculty and staff development. Some examples follow:

Messages to students:

- Diversity in college employee hiring
- Diversity in textbooks
- Clear, published policies on sexual harassment and equal opportunity/nondiscrimination
- Support for student clubs (e.g., Gay/Straight Alliance)
- The campus Multicultural Center
- Listing of both faculty and student responsibilities in the college catalog

Contracts and policies:

- A contractual guarantee of academic freedom: "the right to teach in an atmosphere of free intellectual inquiry and not be subjected to restraints or harassment which would impair his or her teaching"

AQIP Category Two: Accomplishing Other Distinctive Objectives

- A contractual provision for sabbatical leave for the express purpose of “advanced study, research, writing, or cognate pursuits”
- A board policy pertaining to ownership of intellectual property and the strict adherence to copyright laws
- A contractual provision to reimburse faculty for membership in professional organizations and for purchase of professional journals

Faculty and staff development:

- CTE faculty support, including instruction in classroom strategies, interactive teaching methods, lesson planning, and use of technology
- Faculty development workshops including Ethical Decision-making in the Professional Setting, Cultural Conflict in the Classroom, and Diversity in the Classroom
- Multicultural events throughout the year

2P1 Determining Learning Objectives

A committee of 12 faculty and administrators from all divisions drafted the college’s current co-curricular student learning objectives and general education core competencies. This development was based on guiding principles/values and goals from the strategic plan. The process included college input including three public forums, submission of multiple drafts to the campus, and a presentation to the Board of Trustees.

The criteria for determining which courses become part of the core remains stable; the list of courses meeting the general education core continues to grow. At the initial implementation in 1996, the general education core comprised 35 courses; by Fall 2005, this figure had grown to 57, thus providing students with more options in meeting the general education core outcomes.

Every other year department chairs and program leaders submit courses for core inclusion by using the following process:

1. Coordinator of Assessment sends an email to campus giving the timeline for submitting a course for adjudication.
2. Chairs and program directors submit courses to a 4-5 member adjudication team from the course content area, the Liberal Studies Division and careers divisions
3. Adjudicators use rubrics created for their core area
4. Adjudicators submit approved courses to the Curriculum and Instruction Council for approval, then to the VP of Instruction, then to the president
5. The Coordinator of Assessments sends notification (e.g., to the campus, to catalog preparers)

With support from the Coordinator of Assessment, teams of faculty and administrators develop measurable program learning objectives. Programs seek input from local businesses, service agencies, professional organizations, transfer institutions, graduates from the program, and certifying boards and agencies. Programs review their learning objectives and revise when necessary as part of the program review process.

The process of reexamining all Core outcomes will begin through the Deans Academic Council and the Director of College Assessment in 2008-2009, with implementation of any changes in FY 2010.

2P2 Designing New Programs and Courses to Facilitate Learning

The responsibility for developing new programs and courses rests primarily with program faculty and administrators. Design strategies vary between programs and include:

- Use of a cross-curricular competency matrix.
- DACUM (Design a Curriculum) process to use feedback from those currently working in industry regarding the skills needed, frequency and relative importance of activities, and knowledge needed to perform tasks.
- Advice from professional advisory committees to gain insight into emerging jobs and to incorporate workplace behaviors, employability skills, software advancements and equipment training into new and existing courses and curricula.
- Course and program initiatives resulting from professional development activity such as sabbatical leaves.
- Participation in conferences and workshops that highlight emerging career areas and in-depth knowledge of existing ones.

AQIP Category Two: Accomplishing Other Distinctive Objectives

- Worldwide Instructional Design System (WIDS) to ensure that courses address target outcomes, learning styles, assessment strategies, core abilities and industry or professional standards.

College program leaders balance educational market issues with student needs when designing responsive academic programming by:

- Monitoring job and career opportunities: program review includes surveys of relevant local and regional businesses and industries (both student and employer perceptions of the program). State workforce data is consulted to identify workforce needs; further scrutiny occurs using local workforce studies conducted by area workforce agencies.
- Conducting contracted training including technical training, basic skills development and English as a Second Language.
- Collaborating with other institutions about transfer and articulation including both two-year and four-year institutions in Michigan
- Surveying the college service area. For example, Extension and Community Education Department conducts surveys to determine future course offerings at extension centers
- Studying trends in academe for offering additional pathways and educational opportunities, such as credit for external licensure and articulations with high schools, partner colleges, and other educational entities.

The process for implementing a new course or program includes:

1. Departments send new proposal packets to the respective Division Office of Instruction. (September)
2. The Office Director and Divisional Dean review and approve or send back for alteration or with reasons for not forwarding new course or program
3. The proposal is posted via email for one week for campus review.
4. The proposal is submitted to the divisional Academic Policy Board for approval. (October)
5. The Office of Instruction makes corrections/changes resulting from policy board review and/or campus input.
6. The proposal is submitted to the Academic Affairs Advisory Group (AAAG) for College-Wide review. (November)
7. Following AAAG review and approval, the proposal is forwarded to Deans Academic Council for final approval. Deans' criteria include resources required to add the course or program, what does it replace, will this proposal begin an entire academic initiative to be planned prior to offering any courses, and other questions related to future use of courses from a college-wide perspective. (December)
8. If approved by the Deans Academic Council, VP for Academic Affairs signs approval form and Academic Affairs staff adds the approved course or program to the appropriate college database.

2P3 Preparing Students for Their Studies

The college has established college levels for reading, writing, and math. Faculty committees evaluated and selected standardized testing instruments (e.g., the Accuplacer[™] Computerized Placement Tests) and determined the cut scores for college readiness. To take a core (general education) course, students must first demonstrate college-level competency in reading—and in writing and math as appropriate. Students can demonstrate competency in various ways, including achieving a certain score on standardized assessment tests, successful completion of a level-raising developmental course, and transfer of approved coursework.

When designing new courses and programs, faculty determine required student skill sets and basic skills required. To establish these prerequisites, various factors may be considered, including program review surveys of employers and students; basic skills needed in reading, writing, math, and technology; benchmarks based on pilots and available national norms; and input from the program's community advisors. Faculty may also send textbooks to the Language Skills Department for readability assessment.

AQIP Category Two: Accomplishing Other Distinctive Objectives

2P4 Communicating Expectations to Students

LCC communicates expectations regarding student preparation and student learning objectives in the following ways:

- The schedule book lists the basic skills and course prerequisites for each course.
- Each course has an official course syllabus on the web, listing the course prerequisites and learning outcomes.
- Requirements for degrees and certificates are listed in the college catalog, on the college's web site, and in a hard copy form that is distributed to students.
- Admissions and student support staff aid in this process. For example, admissions recruiters visit high schools to answer questions of prospective students regarding preparation for college. This may include advice given to early high school students regarding what high school courses may be best to complete before entering college.

Additionally, advisors and counselors are available to meet with students one-on-one to help them understand basic skills requirements, interpret prerequisite information, and choose courses.

2P5 Helping Students Make Good Academic Choices

Faculty, advisors, counselors, and administrators all have roles in helping students select appropriate coursework and the delivery method best suited to their individual learning needs. Figure 1-3 illustrates some key services and opportunities for identifying disconnects between students' choices and their preparation for success. The Strategic Enrollment Management Initiative will help to provide coordination and alignment of these activities.

Figure 2 – 3 Key Service Areas and Detection of Disconnects

Service Area	Selection Assistance Provided	Ways of Detecting Disconnects
Advising and Counseling (Student Success) <ul style="list-style-type: none"> • Academic Advising • Personal Counseling • Special Populations (Limited English Proficiency Program, Women's Resource Center/Returning Adult Programs) • Disability Support Services • Tuition Incentive Program (TIP) <p><i>Source: Director of Student Success</i></p>	<ul style="list-style-type: none"> • Individual sessions • E-Advising • Special topic advising seminars (e.g. Nursing, Education, Transfer, etc.) • Career advising • Career counseling • Educational Development Plan to establish realistic academic goals and timelines (EDP is required for Perkins & TRIO) • Learning Styles Inventory (required for TRIO students) • Accommodations for Special needs (Disability Support Services/ADA compliance) 	<ul style="list-style-type: none"> • Basic skills scores in reading, writing, math • Prerequisite coursework • Previous college success • Learning style assessments • Individualized Tutoring services • Consultation with the faculty member or advising if the student seeks it. • Perkins Core Indicators • Academic Monitoring and Progress Reports • Individual special populations student needs assessment.
Career Planning Services <p><i>Source: Director of Student Success</i></p>	<ul style="list-style-type: none"> • Online FOCUS (free career –choice instrument) • Available in the Center for Employment Services (CES), in the Library and also on the web. 	<ul style="list-style-type: none"> • Test feedback and follow-up advising if the student seeks it • Follow up advising and career counseling if the student needs it.
Program Advisors <p><i>Source: Director of Student Success</i></p>	<ul style="list-style-type: none"> • Program requirements • Coursework to meet program • Requirements • Program specific advising seminars 	<ul style="list-style-type: none"> • Basic skills scores in reading, writing, math; prerequisite coursework • Academic history (e.g., high school coursework, prior employment)
Language Skills Department <p><i>Sources: Language Skills Department Chair and Director of Student Success</i></p>	<ul style="list-style-type: none"> • Student Development Coursework (e.g., Career Planning, Techniques of Study) • English as a Second Language program advising • Developmental coursework in reading, writing, and English for Speakers of Other Languages 	<ul style="list-style-type: none"> • Meeting with lead faculty, faculty or chairperson • Basic skill prerequisites • Exit competencies

AQIP Category Two: Accomplishing Other Distinctive Objectives

Service Area	Selection Assistance Provided	Ways of Detecting Disconnects
Math Skills Department <i>Source: Math Skills Department Chairperson</i>	<ul style="list-style-type: none"> • Mathematics Coursework • Workshops • Delivery Method Alternatives • NADE (National Association of Developmental Education) Certification • Course Availability 	<ul style="list-style-type: none"> • Meet with faculty, Math Lab Coordinator, or the Department Chair • Provide ½ credit <i>Math Minus Anxiety</i> course and several non-credit PASS Seminars (Program Assisting Student Success) • “Methods of Instructions” brochure identifying our six (6) different course deliveries • Entering the third year of an anticipated three (3) year process seeking “Developmental Mathematics Program” certification • Data Review: Student Success Retention, Completion, and Enrollment Trends
Student Orientation Program <i>Source: Director of Student Success</i>	<ul style="list-style-type: none"> • Presentations on student success, Financial Aid, Campus Resources and Campus Technology resources • Group academic advising • Campus Tour • Registration Assistance 	<ul style="list-style-type: none"> • Feedback from participant evaluations
Tutoring Services <i>Source: Director of Student Success</i>	<ul style="list-style-type: none"> • Workshop (non-credit) “Learning with Style” to self-assess learning styles (e.g. graphing calculator, writing portfolio, test anxiety, time management, study skills, etc.) 	<ul style="list-style-type: none"> • Small groups in discussion with faculty member or student leader

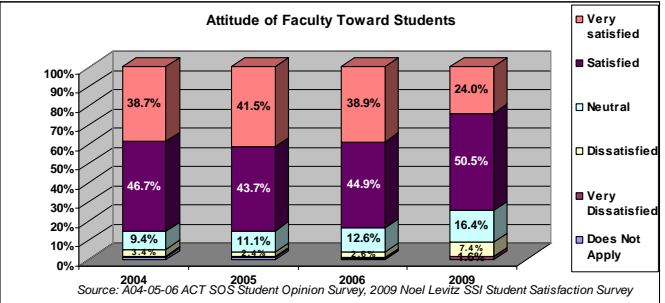
2P6 Determining, Documenting, and Measuring the Effectiveness of Teaching and Learning

As part of the planning process faculty developed a set of “Good Teaching/Learning Principles.” These are listed in Figure 1-4 along with representative implementations, measures and results.

Figure 2 – 4 Learning Principles: Implementations and Results

Good Teaching/ Learning Principles	Representative Implementations And Measures	Representative Results
Communicate well-defined student learning outcomes that are aligned with learning activities and assessments.	<p>Implement: Content-area faculty members determine learning outcomes and align the activities and assessments in an official syllabus for each course</p> <p>Measure: The college measures student satisfaction with the clarity and alignment of learning objectives</p>	<p>Program review surveys current students to determine their satisfaction with (examples are from Interior Design Program:</p> <p>Learning outcomes for your courses are available (84.2%)</p> <p>Learning outcomes for your courses describe what you will learn (81.1%)</p>
Include assessment of student learning using professional and/or industrial standards.	<p>Implement: Program faculty and administrators identify professional standards, integrate them into student learning, and use them to assess student competency</p> <p>Measure: Employer satisfaction with student preparation</p>	<p>College-wide core area and committees collect artifacts to measure success in core competency courses (no results available at this time—the third year or a three year rotation cycle)</p>

AQIP Category Two: Accomplishing Other Distinctive Objectives

Good Teaching/ Learning Principles	Representative Implementations And Measures	Representative Results																																			
Promote faculty and student relationships within a community of learners.	<p>Implement: Learning communities, required faculty office hours, multicultural celebrations and inclusion of students on college committees (e.g., Curriculum and Instruction Council)</p> <p>Measure: Student perception of the faculty attitude toward them</p>	 <p style="text-align: center;">Attitude of Faculty Toward Students</p> <table border="1"> <caption>Attitude of Faculty Toward Students Data</caption> <thead> <tr> <th>Year</th> <th>Very satisfied</th> <th>Satisfied</th> <th>Neutral</th> <th>Dissatisfied</th> <th>Very Dissatisfied</th> <th>Does Not Apply</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>38.7%</td> <td>46.7%</td> <td>9.4%</td> <td>3.4%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2005</td> <td>41.5%</td> <td>43.7%</td> <td>11.1%</td> <td>2.3%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2006</td> <td>38.9%</td> <td>44.9%</td> <td>12.6%</td> <td>2.8%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2009</td> <td>24.0%</td> <td>50.5%</td> <td>16.4%</td> <td>7.4%</td> <td>0.0%</td> <td>0.0%</td> </tr> </tbody> </table> <p style="font-size: small; text-align: center;">Source: 2004-05-06 ACT SOS Student Opinion Survey, 2009 Noel Levitz SSI Student Satisfaction Survey</p>	Year	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Does Not Apply	2004	38.7%	46.7%	9.4%	3.4%	0.0%	0.0%	2005	41.5%	43.7%	11.1%	2.3%	0.0%	0.0%	2006	38.9%	44.9%	12.6%	2.8%	0.0%	0.0%	2009	24.0%	50.5%	16.4%	7.4%	0.0%	0.0%
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Embrace different student learning styles.	<p>Implement: CTE provides support to faculty for working with learning styles through literature (e.g., Kolb's inventory of Learning Styles) and training (e.g., inclusion in the Transforming Teaching through Learning seminar)</p> <p>Measure: Student perception of teaching methods</p>	<p>Program review surveys current students to determine their satisfaction with teaching methods (example is from freshman writing):</p> <p>The Teaching methods meet your needs, interests, and goals (85%)</p>																																			
Promote active student participation and reflection, and connect students' learning to their lives	<p>Implement: The college uses internships, on-the-job training, and professional development for faculty</p> <p>Measure: Use of active learning</p>	<p>Program review surveys faculty to determine their courses' use of active learning (example is from freshman writing; choices were yes/no)</p> <p>Required course (Writing 121) in this program is structured to include active learning and hands-on experiences: Yes.</p>																																			
Include understanding and application of the richness of human diversity	<p>Implement: The college infuses global perspectives and issues in core courses and sponsors multicultural events</p> <p>Measure: Student success in core competency of global understanding</p>	<p>College-wide core committee collects artifacts to measure success in core competency courses (no results available, as this is in pilot stage)</p>																																			
Help students persist toward pursuit of their goals	<p>Implement: the college negotiates articulation agreements and provides support services</p> <p>Measure: Student goal attainment</p>	<p>Program survey's students to ask if their courses and programs adequately prepare them to continue their academic work or meet their vocational goals</p>																																			

2P7 Building an Effective and Efficient Course Delivery System

Effective and efficient course delivery systems are ensured at the program level. Program leaders and department chairs use enrollment trends, course cancellation rates, and program review surveys about student satisfaction with delivery methods to determine the number of sections to offer in each delivery mode. Sometimes the president and other College leaders alter the course delivery system; for example, because of strategic planning, the College made a concerted effort to increase online offerings. As a result, online has been the fastest-growing delivery mode at LCC.

AQIP Category Two: Accomplishing Other Distinctive Objectives

2P8 Monitoring the Currency and Effectiveness of Curricula

Using the following seven methods, the College monitors the currency and effectiveness of programs. In each case data from surveys and program evaluations are analyzed and used to develop action projects for program improvement,

1. State-approved occupational programs submit a Program Review of Occupational Education (PROE) self-study every four years. This report includes graduation rates; survey results from current students, faculty and advisory committee members; Core Performance Indicator results; and an action plan.
2. Once a year the college collects data on Student Learning Outcomes and Stakeholder Satisfaction for its Handbook of Selected Institutional Characteristics. The data includes: quality of learning; reading, math & critical thinking performance; understanding of governance; technological literacy; licensure & certification and; performance at transfer institutions.
3. Seventeen programs submit self-studies and undergo site visits from their accrediting agencies.
4. Occupational programs have begun employing a DACUM (Design a Curriculum) process to update and align their curricula with current industry needs and standards.
5. Each year 25% of academic programs complete a formal Program Review and Effectiveness Self-Study (PRESS). This self-study uses survey results from current students, graduates, faculty, employers (occupational programs), and advisory committees (occupational programs). PRESS data also include statistical trend information relating to the program's vitality and accountability (i.e., students, credits, graduates, return on investment, success rates, course-embedded assessments). Programs complete a comprehensive self-study every four years and monitor their performance the other three years.
6. As needed, all occupational programs use feedback from specific professional advisory committees, including local business/industry employers.
7. The College also has a process for eliminating courses and programs. The process for eliminating a course begins with program review data on the number of times the course has run in the previous three years. If it has not run during the three-year period, the program must either eliminate the course or provide a rationale for continuing it. The VP of Academic Affairs who makes the final decision regarding course elimination reviews the rationale. The process for elimination of a curriculum (program) follows the same path, but the data focuses on graduation rates and declared majors. In the past several years, the college has eliminated 5 programs and approximately 50 courses.

2P9 Determining Student and Faculty Needs for Learning Support

The learning support needs of students and faculty are determined in various ways. Figure 2-5 outlines examples of how the college determines learning support needs of students and faculty. Information from each of these sources is analyzed and used to improve services that support learning.

Figure 2 – 5 Determining Learning Support Needs: CTE, Library and LSARC

The Center for Teaching Excellence
<ul style="list-style-type: none"> • Comment cards on-site • Website online surveys • Faculty advisory group • Workshop evaluations • Workshop follow-up questionnaires • 12-week seminar pre- and post questionnaires • One-year follow-up questionnaires to faculty who received academic software grants • Follow-up questionnaires/surveys to sample groups after events, such as Faculty Appreciation Day

Source: Director, Center for Teaching Excellence

The Library
<ul style="list-style-type: none"> • In person and online surveys for faculty and students • On-site comment cards (database maintained—submitters contacted within a week when requested) • Website for submitting suggestions and comments • Event assessment questionnaires • Requests from faculty for library instruction • Focus groups • Website request forms

Source: The Director of Learning Assistance

AQIP Category Two: Accomplishing Other Distinctive Objectives

Liberal Studies Academic Resources Center
The Academic Resources Center (ARC) surveys students each semester to determine their needs for support
<p>LSARC Student Survey – 2006:</p> <ul style="list-style-type: none"> • 90% studied alone • 63% met with a study group • 83% did class research on the Web • 74% surfed the Web • 82% used computers for word-processing • 55% used course materials on reserve • 82% checked coordinators e-mail • 61% used computers for course-specific software

Source: Coordinator of Instruction, LS Division; ARC Coordinator, LS Division

2P10 Aligning Development Goals

Faculty, advisors, counselors, and administrators all have roles in helping student's select appropriate coursework. Figure 2-6 illustrates some key services and opportunities for identifying disconnects between students' choices and their preparation for success.

2P11 Determining Student Assessment Process

At the program level, faculty develops assessment questions for program review in forums that generate a picture of the attributes of a quality program. These attributes become the basis for survey questions for employers, advisory committees, former students, current students, and faculty.

At the course level, content-area faculty and staff collaboratively determine assessment for course-level learning objectives. For example, faculty in the Reading Program chose the Nelson Denny Reading Test for pre- and post-testing, and faculty in Social Science wrote the required final exam for the Introduction to Psychology course. Content-area faculty and staff analyze these results as needed and as part of the program review process.

Figure 2- 6 Comprehensive Assessment System

Assessment points	Institutional-level assessment	Program-level assessment	Community-level assessment
As students enter	Accuplacer™ computerized placement tests for basic skills in reading, writing, and math or placement-based on other standardized testing or on previous college course work. (LCC requires a college reading level for all core courses; other basic skills requirements are set by departments).	Varies by program. For example, Language Skills uses the standardized Nelson Denny Reading Test to diagnose specific inadequacies in vocabulary, comprehension, and speed.	Surveys: advisory councils provide information about what skills students will need. (also see 1P2)
As students learn	The Handbook of Selected Institutional Characteristics, the student evaluation of faculty instruction, the Noel Levitz Project, IER survey results and National Clearinghouse Report, include measures such as student retention, continuance, success rate, and others.	Annual program review provides more specific measures (e.g., "How many consult with an advisor at least once per academic year...?").	Monitoring internships and apprenticeships provide data about both student and employer needs.
After students complete	The Office of Institutional Effectiveness and Research conducts two surveys annually designed exclusively for students who have completed their education – The Follow-Up Survey and the Graduate Survey.	Program review provides program-specific data to inform planning (e.g., % of success in licensure and certification by program).	Program review includes measures addressing LCC graduates' performance on the job, graduates' employability skills and employers' satisfaction with LCC graduates.

AQIP Category Two: Accomplishing Other Distinctive Objectives

Source: Manager of Assessment Services, Office of Institutional Effectiveness and Research

2P12 Preparation for Transfer or Employment

LCC determines the preparation of students for transfer or employment through both student and employer surveys and through student success at the College's major transfer institution, MSU, and passing rates on licensure and certification exams. These are reported in 1R1.

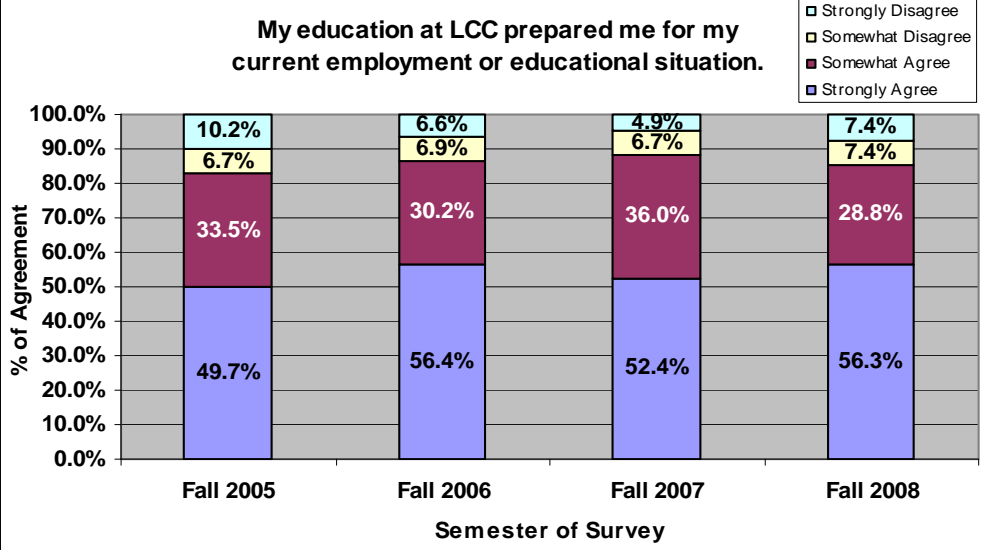
2P13 Measuring Student Performance

The College measures student performance at the college level through a variety of surveys and reporting tools. Results and measures are indicated in *Figure 2-7*.

2R1 Common Student Learning Objectives and Resultants (described in 1C1)

Figure 2-7 outlines representative measures the College uses to review performance on its five cross-curricular competencies. Representative results are also illustrated.

Figure 2-7 Five Cross-Curricular Competencies Measurement

Five Cross-curricular Competencies	Annual Institutional Measures																										
<p>Competency 1: Competencies in literacy, critical reasoning skills, and the ability to apply skills in real world contexts up completion of courses, programs, degrees</p>	<p>The College measures student perception of preparedness for employment.</p>	<div style="border: 1px solid black; padding: 10px;"> <p>My education at LCC prepared me for my current employment or educational situation.</p>  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Agreement Levels Data</caption> <thead> <tr> <th>Semester</th> <th>Strongly Disagree</th> <th>Somewhat Disagree</th> <th>Somewhat Agree</th> <th>Strongly Agree</th> </tr> </thead> <tbody> <tr> <td>Fall 2005</td> <td>10.2%</td> <td>6.7%</td> <td>33.5%</td> <td>49.7%</td> </tr> <tr> <td>Fall 2006</td> <td>6.6%</td> <td>6.9%</td> <td>30.2%</td> <td>56.4%</td> </tr> <tr> <td>Fall 2007</td> <td>4.9%</td> <td>6.7%</td> <td>36.0%</td> <td>52.4%</td> </tr> <tr> <td>Fall 2008</td> <td>7.4%</td> <td>7.4%</td> <td>28.8%</td> <td>56.3%</td> </tr> </tbody> </table> </div> <p><i>Source: Annual Follow-Up Survey of Graduates</i></p>	Semester	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Fall 2005	10.2%	6.7%	33.5%	49.7%	Fall 2006	6.6%	6.9%	30.2%	56.4%	Fall 2007	4.9%	6.7%	36.0%	52.4%	Fall 2008	7.4%	7.4%	28.8%	56.3%
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<p>Competency 2: Competencies in skills and knowledge specific to their area of study at levels required by employers, transfer institutions, credentialing agencies.</p>	<p>The College measures and tracks overall passing rates for licensure and certification.</p>	<div style="border: 1px solid black; padding: 10px;"> <p style="background-color: #0056b3; color: white; padding: 2px;">Licensure and Certification Results</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #0056b3; color: white;"> <th></th> <th>National</th> <th>Michigan</th> <th>LCC</th> <th># passed/ #tested</th> </tr> </thead> <tbody> <tr> <td>(01/01/07 – 12/31/07)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>LPN</td> <td>87.25%</td> <td>94.33%</td> <td style="color: blue;">98.54%</td> <td style="color: blue;">135/137</td> </tr> <tr> <td>RN</td> <td>85.47%</td> <td>86.53%</td> <td style="color: blue;">91.14%</td> <td style="color: blue;">144/158</td> </tr> </tbody> </table> <p><i>Source: LCC News To Use (April 2008)</i></p> </div>		National	Michigan	LCC	# passed/ #tested	(01/01/07 – 12/31/07)					LPN	87.25%	94.33%	98.54%	135/137	RN	85.47%	86.53%	91.14%	144/158					
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AQIP Category Two: Accomplishing Other Distinctive Objectives

Five Cross-curricular Competencies	Annual Institutional Measures					
	<p>The College also measures passing licensure and certification rates by program. Comparisons with other schools are shown in 1R4.</p>	Licensure and Certification Results				
		2007-08	ATTEMPTED	PASS	FAIL	% PASSING
		Alternative Energy RESNET	4	1	3	25.00%
		ADA Natl Dental Hygiene Exam	23	23	0	100.00%
		Certificated Flight Instructor CFI	1	1	0	100.00%
		Certificated Flight Instructor Instrument	1	1	0	100.00%
		Certificated Flight Instructor Multiengine	1	1	0	100.00%
		Multiengine Rating (add to commercial pilot's license)	2	1	0	50.00%
		Commercial Pilot License	0	0	0	0%
		Diagnostic Medical Sonography ARDMS	17	13	4	76.00%
		EMT	73	66	7	90.00%
		Fire Fighter Cert Exam	28	28	0	100.00%
		Histology	3	3	0	100.00%
		Instrument Rating	2	2	0	100.00%
		MCOLES Police Exam	29	29	0	100.00%
		Natl Bd of Surg Tech & Surg Asst	0	0	0	0%
		NCLEX-PN A Pass	128	125	3	98.00%
		NCLEX-PNB Pass	0	0	0	0%
		NCLEX-RN A Pass	180	160	20	89.00%
		NCLEX-RN B Pass	0	0	0	0%
		PARAMED	23	21	2	91.00%
		Private Pilot License	6	6	0	100.00%
		Registry of Radiologic Technologists ARRT	47	37	10	78.72%
		Sign Language Levels I, II, and III	24	22	2	92.00%
		Sign Language	0	0	0	0%
		TDT CDL ClassA	143	127	16	89.00%
		TDT CDL ClassB	13	13	0	100.00%
		Grand Total	486	475	11	97.70%
		<p><i>Source: collected from occupational programs as part of the Perkins Core Indicator 1P1 for 2007-08</i></p>				

AQIP Category Two: Accomplishing Other Distinctive Objectives

Five Cross-curricular Competencies	Annual Institutional Measures																																																													
	<p>The College measures student perception of preparedness for further education at 4-year institutions, primarily MSU.</p>	<p style="text-align: center;">LCC Students Transferring to MSU - LCC Prepared Me For Academic Success in the Areas of ...</p> <table border="1"> <caption>LCC Students Transferring to MSU - LCC Prepared Me For Academic Success in the Areas of ...</caption> <thead> <tr> <th>Area</th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>50.3%</td> <td>47.0%</td> <td>2.6%</td> <td>0.0%</td> </tr> <tr> <td>Math</td> <td>55.6%</td> <td>38.2%</td> <td>5.8%</td> <td>0.6%</td> </tr> <tr> <td>Science</td> <td>51.4%</td> <td>45.3%</td> <td>3.3%</td> <td>0.0%</td> </tr> <tr> <td>Social Science</td> <td>43.3%</td> <td>52.4%</td> <td>3.0%</td> <td>1.2%</td> </tr> <tr> <td>Humanities</td> <td>48.7%</td> <td>45.5%</td> <td>5.1%</td> <td>0.6%</td> </tr> <tr> <td>Business</td> <td>50.0%</td> <td>40.3%</td> <td>8.1%</td> <td>1.6%</td> </tr> <tr> <td>Technology</td> <td>43.7%</td> <td>46.3%</td> <td>5.8%</td> <td>1.4%</td> </tr> <tr> <td>Media and Arts</td> <td>52.6%</td> <td>39.5%</td> <td>2.6%</td> <td>5.3%</td> </tr> <tr> <td>Fitness and Wellness</td> <td>44.3%</td> <td>50.0%</td> <td>1.9%</td> <td>1.9%</td> </tr> <tr> <td>Overall preparedness for success</td> <td>51.7%</td> <td>46.3%</td> <td>1.5%</td> <td>0.4%</td> </tr> <tr> <td>Satisfied with LCC</td> <td>63.2%</td> <td>25.7%</td> <td>8.3%</td> <td>2.8%</td> </tr> </tbody> </table> <p>Source: Annual Transfer Survey (LCC to MSU students)</p>	Area	Strongly Agree	Agree	Disagree	Strongly Disagree	Writing	50.3%	47.0%	2.6%	0.0%	Math	55.6%	38.2%	5.8%	0.6%	Science	51.4%	45.3%	3.3%	0.0%	Social Science	43.3%	52.4%	3.0%	1.2%	Humanities	48.7%	45.5%	5.1%	0.6%	Business	50.0%	40.3%	8.1%	1.6%	Technology	43.7%	46.3%	5.8%	1.4%	Media and Arts	52.6%	39.5%	2.6%	5.3%	Fitness and Wellness	44.3%	50.0%	1.9%	1.9%	Overall preparedness for success	51.7%	46.3%	1.5%	0.4%	Satisfied with LCC	63.2%	25.7%	8.3%	2.8%
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<p>Competency 3: Competencies in using and adapting to changes in career-related technology.</p>	<p>The College measures student technological literacy.</p> <p>Source: TekXam Survey computer literacy skills by year</p>	<p style="text-align: center;">Technological Literacy</p> <table border="1"> <caption>Technological Literacy</caption> <thead> <tr> <th>Year</th> <th>Upper Quartile (75 - 100%)</th> <th>Second Quartile (50 - 75%)</th> <th>Third Quartile (25 - 49%)</th> <th>Lower Quartile (0 - 25%)</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>5.2%</td> <td>17.9%</td> <td>53.8%</td> <td>23.1%</td> </tr> <tr> <td>2005</td> <td>15.0%</td> <td>29.0%</td> <td>39.0%</td> <td>17.0%</td> </tr> <tr> <td>2006</td> <td>15.0%</td> <td>15.0%</td> <td>59.0%</td> <td>11.0%</td> </tr> </tbody> </table>	Year	Upper Quartile (75 - 100%)	Second Quartile (50 - 75%)	Third Quartile (25 - 49%)	Lower Quartile (0 - 25%)	2004	5.2%	17.9%	53.8%	23.1%	2005	15.0%	29.0%	39.0%	17.0%	2006	15.0%	15.0%	59.0%	11.0%																																								
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<p>Competency 4: Competencies in relating to people with different points of view and different cultural backgrounds.</p>	<p>The College measures the number of minority students who attend LCC.</p>	<p style="text-align: center;">Unduplicated Enrollment Fall Semesters by Ethnicity - A Five Year History -</p> <table border="1"> <caption>Unduplicated Enrollment Fall Semesters by Ethnicity - A Five Year History -</caption> <thead> <tr> <th>Ethnicity</th> <th>Fall 2003</th> <th>Fall 2004</th> <th>Fall 2005</th> <th>Fall 2006</th> <th>Fall 2007</th> </tr> </thead> <tbody> <tr> <td>NonResident Alien</td> <td>456</td> <td>389</td> <td>527</td> <td>406</td> <td>399</td> </tr> <tr> <td>Black Non-Hisp</td> <td>1512</td> <td>1632</td> <td>1703</td> <td>1753</td> <td>1615</td> </tr> <tr> <td>American Indian</td> <td>174</td> <td>210</td> <td>180</td> <td>200</td> <td>188</td> </tr> <tr> <td>Asian</td> <td>485</td> <td>508</td> <td>516</td> <td>531</td> <td>459</td> </tr> <tr> <td>Hispanic</td> <td>768</td> <td>788</td> <td>828</td> <td>900</td> <td>895</td> </tr> </tbody> </table>	Ethnicity	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	NonResident Alien	456	389	527	406	399	Black Non-Hisp	1512	1632	1703	1753	1615	American Indian	174	210	180	200	188	Asian	485	508	516	531	459	Hispanic	768	788	828	900	895																								
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AQIP Category Two: Accomplishing Other Distinctive Objectives

Five Cross-curricular Competencies	Annual Institutional Measures																																																													
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AQIP Category Two: Accomplishing Other Distinctive Objectives

Five Cross-curricular Competencies	Annual Institutional Measures																																				
<p>Competency 5: Ability to work productively, both independently and collaboratively, upon completion of a course, program, degree, or transfer to another college or university</p>	<p>The College measures student continuance.</p>	<div data-bbox="475 279 1203 663"> <p style="text-align: center;">Fall 2004 through Fall 2008 Enrollment, Transfer Out Count of Students <i>transfer out count is from original fall cohort, occurred after fall enrollment</i></p> <table border="1"> <caption>Fall 2004 through Fall 2008 Enrollment, Transfer Out Count of Students</caption> <thead> <tr> <th>Year</th> <th>Fall Enrollment</th> <th>Cohort Transferring Out</th> </tr> </thead> <tbody> <tr> <td>Fall 2004</td> <td>19,597</td> <td>2,951</td> </tr> <tr> <td>Fall 2005</td> <td>21,319</td> <td>2,944</td> </tr> <tr> <td>Fall 2006</td> <td>22,784</td> <td>2,915</td> </tr> <tr> <td>Fall 2007</td> <td>20,630</td> <td>2,709</td> </tr> <tr> <td>Fall 2008</td> <td>20,119</td> <td>1,059</td> </tr> </tbody> </table> </div> <p>Source: Office of IERP, Fall Enrollment against NSLC April 09 status report</p>	Year	Fall Enrollment	Cohort Transferring Out	Fall 2004	19,597	2,951	Fall 2005	21,319	2,944	Fall 2006	22,784	2,915	Fall 2007	20,630	2,709	Fall 2008	20,119	1,059																	
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AQIP Category Two: Accomplishing Other Distinctive Objectives

NOTE: because the Noel Levitz 2007 Student Satisfaction Inventory (SSI) scale was a seven point scale, we needed to convert it to align with the prior years ACT Student Opinion Survey (SOS). To do this, the conversion of response categories is shown below:

Noel-Levitz SSI			ACT-SOS
Not Satisfied at All	Not Very Satisfied	COMBINED INTO	Very Dissatisfied
Somewhat Dissatisfied		COMBINED INTO	Dissatisfied
Neutral		COMBINED INTO	Neutral
Somewhat Satisfied	Satisfied	COMBINED INTO	Satisfied
Very Satisfied		COMBINED INTO	Very Satisfied
Definitely Not		COMBINED INTO	Definitely No
Probably Not	Maybe Not	COMBINED INTO	Probably No
I don't know		COMBINED INTO	Uncertain
Maybe Yes	Probably Yes	COMBINED INTO	Probably Yes
Definitely Yes		COMBINED INTO	Definitely Yes

In addition, the College prepares results in accordance with Perkins requirements. A sample of results follows in *Figure 2-8*. The bolded examples are where LCC met or exceeded the State Expected Level.

Figure 2-8 Perkins Requirements Comparison

Perkins Core Indicator Levels of Achievement	LCC Level	State Expected Level	LCC Level	State Expected Level	LCC Level	State Expected Level
	2004-05	2004-05	2005-06	2005-06	2006-07	2006-07
Academic Attainment - Percentage of students enrolled in an occupational program who have earned at least 12 credits toward an award and had a GPA of 2.0 or better in academic courses .	73.53%	79.22%	74.23%	79.41%	73.57%	79.44%
Occupational Skill Attainment - Percentage of students enrolled in an occupational program and who have earned at least 12 credits towards an award in occupational specialty courses.	66.76%	86.65%	63.75%	83.45%	83.05%	83.57%
Graduation Rates of Occupational Students - Percentage of full-time, first-time degree-seeking occupational students receiving a certificate or degree within 3 years.	5.91%	18.05%	19.16%	18.64%	13.65%	18.51%
Employment Rates - Percentage of occupational students receiving an award the prior year, and who responded to the Follow-Up Survey as being employed, continuing their education, or entering military service.	91.30%	91.01%	91.79%	91.01%	99.33%	93.00%
Employment Retention - Percentage of student employed from Graduate Survey (6 months after being awarded) and still employed 3 months later.	100%	88.73%	99.64%	95.56%	100.00%	93.00%
Year End Enrollment of Non-Traditional Students - Percentage of men and women enrolled in programs considered non-traditional for their gender.	20.89%	18.99%	20.83%	14.25%	18.78%	14.50%

2R2 Evidencing Validity of Degrees and Credentials

In many programs, graduates are required to take licensure and certification exams before working in their chosen fields. The validity of degrees and credentials is ensured both by successful completion of all requirements and by measurement of employer perception of student competency in the work place. See 1R1, Measurements in competency two. Figure 2-9 shows a listing of various program accreditations that the college currently holds and is available on the LCC's quality website.

AQIP Category Two: Accomplishing Other Distinctive Objectives

Figure 2 – 9 Program Accreditations

Lansing Community College Program Accreditations

Div/ Dept	Program Name	Person Responsible	Accrediting Institution/ Certification	Last Accreditation	Time Span	Pr Rpt& Due Date	Next Accreditation	
							Self Study	On-Site Visit
LSD	Language Skills	Trudy Carpenter	NADE	2003	7 years		2010	2010
LSD	Sign Language/Interpreter Training Program	Brenda Cartwright	Michigan Dept. of Education					2012
BMIT	Paralegal	Bill Holda/Elizabeth Nobis	American Bar Assoc.	2005	7 year			
HHPS	Corrections	Daniel Durkee	MCOTC Certification	2007	3 years	Annual-June 30		
HHPS	Dental Hygiene	Sherry Kohlman	American Dental Assoc.	2003	7 years	N/A	2009	2010
HHPS	Diag. Med. Sonography	Jamia Dunokel	JRCODMS-CAAHEP	2006	3 years	N/A	2009	2010
HHPS	Dietary Manager	Joan Berry	Approved by the DMA	N/A	5 years	N/A	2007	N/A
HHPS	Fire Science	Jeffrey Huber	IFSAC	N/A	5 years	Annual	2005	2006
HHPS	Therapeutic Massage	Mabel Menadier-Thomas	COMTA	applied for 2007	1-5 years	Annual	N/A	N/A
HHPS	Nurse Aide	Phillis Daws	State of MI certified	N/A			2010	2010
HHPS	Nursing	Margherita Clark	NLNAC	2002	8 years	N/A	Fall 2009	Spring 2010
HHPS	Paramedic	Timothy Cooper	CoAMESP/CAAHEP	2007	5 years	Annual	2011	2012
HHPS	Police Academy	Katherine Winslow	MOLES Certification	2003	1 year	Annual		
HHPS	Radiologic Technology	Brian Pickford	JRCERT	2003	5-8 years	Interim 2007	2010	2011
HHPS	Surgical Technology	Joseph Long	CAAHEP/ARC-ST	1999	up to 10 yrs	Annual-Fall	not required	Random
HHPS	Child Development	Marcia Ryzstak	NAYEC	N/A	7 years	Annual	2007-08	unknown

Lansing Community College Program Accreditations

Div/ Dept	Program Name	Person Responsible	Costs				Total Costs	Other Deadline
			Application Fee	Self Study Costs	Due Date, Annual Fee	Site Visit Costs		
LSD	Language Skills	Trudy Carpenter						
LSD	Sign Language/Interpreter Training Program	Brenda Cartwright	Michigan Dept. of Education					
BMIT	Paralegal	Bill Holda/Elizabeth Nobis						
HHPS	Corrections	Daniel Durkee	N/A					
HHPS	Dental Hygiene	Sherry Kohlman	N/A \$800.00 for dues	\$1,600.00	February	N/A	1600	
HHPS	Diag. Med. Sonography	Jamia Dunokel	\$250.00	\$0.00	Aug/Dec	\$2,000.00	\$2,750	Site visit 8-10&11-06
HHPS	Dietary Manager	Joan Berry	\$100.00	\$0.00	January	N/A	300	
HHPS	Fire Science	Jeffrey Huber	\$1,250.00	\$2,500.00	N/A	\$5,000.00	\$10,000	site visit 2-14-16-06
HHPS	Therapeutic Massage	Mabel Menadier-Thomas	\$1,250.00	\$250.00	N/A		6500	
HHPS	Nurse Aide	Phillis Daws			N/A	\$4,000.00		
HHPS	Nursing	Margherita Clark	N/A	\$1,250.00	January	\$5,100.00	8850	
HHPS	Paramedic	Timothy Cooper	\$500.00	\$1,050.00	July/ Aug	\$2,000.00	\$3,550	site visit 12-7-8,2006
HHPS	Police Academy	Katherine Winslow	NA					
HHPS	Radiologic Technology	Brian Pickford	\$0.00	\$1,750.00	January	\$1,000.00	\$2,750	
HHPS	Surgical Technology	Joseph Long	\$1,650.00		Mar/Aug	ARC-ST pays	1650	
HHPS	Child Development	Marcia Ryzstak	\$500.00	\$1500-2000	unknown	\$3,000-\$4,000	\$4,500-\$8,000	

LCC Accreditations Table-November 2007

Printed: 11/30/2007

Source: http://www.lcc.edu/quality/pdf/LCC_Accreditations_Table-November_2007.pdf

2R3 Results for Helping Students Learn

Results for helping students learn are measured through the College's comprehensive program review assessment and student evaluations of instruction at the course level. Results are shown for the co-curricular activities, Perkins, and the effectiveness of teaching and learning. These results are shown in 1R1.

2R4 Comparing Results

Comparing results is simpler for licensure and certification than for other areas, where results from institution to institution are difficult to compare. This systems portfolio will support the College's pursuit of comparable measures.

A comparison of LPN and RN licensure rates both LCC, in Michigan, and nationally is provided as an example of the former.

AQIP Category Two: Accomplishing Other Distinctive Objectives

Figure 2-10 LPN and RN Licensure Rates

LPN Licensure	2005	2006	2007
LCC	99.29%	98.52%	92.83%
Michigan	97.41%	96.60%	95.29%
National	89.97%	88.22%	87.44%
RN Licensure	2005	2006	2007
LCC	91.84%	95.69%	91.89%
Michigan	84.73%	87.95%	88.80%
National	86.15%	87.52%	87.61%

211 Improving Current Processes and Systems

The current system for improvement is built into the overall system of planning and evaluating. At each level of assessment, the college level, the program level, and the course level, relevant faculty and administrators analyze results. At any of these levels of reporting, a system or process needing improvement can be identified and an action plan can be developed. For example, at the end of a program review cycle, program faculty and staff provide input to the VP and Director of Academic Affairs and the Coordinator of Assessment to determine what about the process needs improvement. Based on this collaborative review, improvements to program review are developed to pilot in the next cycle.

Part of the ongoing work of the Academic Deans Council is review of academic processes. Currently the Deans Council is reviewing timelines and processes in regard to new courses, new curricula, and academic initiatives, with proposed changes to be in place prior to start of planning cycle in FY2010.

212 Targeting Improvements

As part of the development of the strategic plan, the college adopted a continuous improvement approach to performance. This decision was based on a recommendation from the external strategic planning consultant and was adopted by executive leadership. There are some cases where setting targets is appropriate and/or necessary. For example, in the case of the Perkins Performance Indicators, the State of Michigan sets targets, and they become institutional targets.

Resulting from analysis at all the levels of institutional measurement (overall, program, course) some current specific improvement activities include:

- Low student success, persistence and retention rates for all students taking two or more developmental courses, is being addressed through a case management model of advising..
- Low student success rates for students enrolled in courses with failure rates (<2,0) exceeding 30% (high failure rate courses include those courses with 200 or more students with failure rates above 30% per semester or an average thereof) being addressed through ensuring appropriate prerequisites required for those courses, ensuring that students enrolled meet the prerequisites, identifying and developing success strategies for students taking those courses, working with CTE to communicate and review those strategies with faculty.

AQIP Category Three: *Understanding Students' and Stakeholders' Needs*

Three of the five College Strategic Goals directly support, "The understanding of students' and Other Stakeholders' Needs" (Category Three). These three goals focus on "Student Success," "Community," and "Accessibility." The following matrices describe each of these Goals, their specific objectives, and initial metrics in relationship to both AQIP and to the College's 2006 – 2011 Strategic Plan.



Strategic Goal–Student Success

Lansing Community College will enhance the ability of its students to succeed in meeting their learning goals.

Objectives	
<ol style="list-style-type: none"> 1. Promote student ownership of their learning. 2. Improve student pass rates at course-level. 3. Improve student retention rates at course-level. 4. Align curricula and courses with external standards and/or professional practices. 5. Facilitate entry and exit pathways to, from and between programs. 6. Broaden integration of globalization and diversity in instruction and services. 	
Priority Objectives for Year 1, 2	Year 1, 2 Metrics
<ol style="list-style-type: none"> 1. Promote student ownership of their learning. 2. Improve student pass rates at course-level. 3. Improve student retention rates at course-level. 4. Align curricula and courses with external standards and/or professional practices. 5. Facilitate entry and exit pathways to, from and between programs. 6. Broaden integration of globalization and diversity in instruction and services. 	<ul style="list-style-type: none"> ▪ Students create/complete Educational Development Plans (EDPs) ▪ Increase percentage of students completing course-work with final grades of 2.0 or higher or "P" ▪ Increase student course completion rate: [total students per course with final grade of 2.0 or higher including "P" students] divided by [total of students attempting the course (total registered minus total drops)] ▪ Establish Advisory Boards for programs, disciplines and/or departments. <ol style="list-style-type: none"> a) Student satisfaction with academic advising and support services (Noel-Levitz style survey) b) Increase program, certificate, licensure, degree completion rates c) Transfer student success data ▪ a) % courses successfully meeting Assessment Review standards for Global Perspective and Diversity CORE (GP&D CORE Assessment Committee) b) Performance rates on GP&D CORE Assessments

AQIP Categories

Helping Students Learn	Understanding Students' and Other Stakeholders' Needs	Supporting Institutional Operations	Measuring Effectiveness	Planning Continuous Improvement
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Strategic Drivers

Team-Based Learning	Service Learning	Leveraging Technology	K-12 Partnerships	Future State Funding
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Areas of Priority Need

Developmental Education	Health Care	Math and Science	Financial Assistance	Teacher Education
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Strategic Initiatives

Faculty of the Future	University Center	Alternative Energy	Enrollment Management	Expand Service Area
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AQIP Category Three: Understanding Students' and Stakeholders' Needs



Strategic Goal - Community

Lansing Community College will contribute to the economic vitality and quality of life of the region and state.

Objectives	
1. Respond rapidly to existing and changing needs of our workforce/economic development market. 2. Expand efforts to partner with the business, educational and community partners in order to lead educational workforce initiatives. 3. Strengthen efforts to develop a culture that embraces arts, diversity and wellness. 4. Enhance employer satisfaction with LCC educated students.	
Priority Objectives for Year 1, 2	Year 1, 2 Metrics
1. Respond rapidly to existing and changing needs of our workforce/economic development market. 2. Expand efforts to partner with the business, educational and community partners in order to lead educational workforce initiatives. 3. Strengthen efforts to develop a culture that embraces arts, diversity and wellness. 4. Enhance employer satisfaction with LCC educated students.	<ul style="list-style-type: none"> ▪ New product/service development speed ▪ Regional, national and international customer base ▪ LCC Economic Impact Analysis ▪ Attendance at arts, diversity and wellness events ▪ Financial investment in arts, diversity and wellness events ▪ Employer evaluation (per discipline area) of skill sets of LCC new hires

AQIP Categories					
Helping Students Learn	Understanding Students' and Stakeholders' Needs	Supporting Institutional Operations	Measuring Effectiveness	Planning Continuous Improvement	Building Collaborative Relationships

Strategic Drivers				
Service Learning	Leveraging Technology	K-12 Partnerships	Future State Funding	

Areas of Priority Need				
Developmental Education	Health Care	Math and Science	Financial Assistance	Teacher Education

Strategic Initiatives				
University Center	Alternative Energy	Enrollment Management	Expand Service Area	

AQIP Category Three: Understanding Students' and Stakeholders' Needs



Strategic Goal - Accessibility

Lansing Community College will be accessible to students and other stakeholders.

Objectives	
<ol style="list-style-type: none"> 1. Provide affordable educational opportunities. 2. Provide efficient, accurate and consistent service through well-defined and well-communicated processes. 3. Provide a seamless transition from K-12 through four-year colleges and/or the workplace. 4. Effectively communicate college services and programs to internal and external stakeholders. 5. Maximize use of existing financial aid and scholarship opportunities. 6. Provide user-friendly online courses, resources and services. 7. Ensure that campus and learning center environments are accessible. 	
Priority Objectives for Year 1, 2	Year 1, 2 Metrics
<ol style="list-style-type: none"> 1. Provide affordable educational opportunities. 2. Provide efficient, accurate and consistent service through well-defined and well-communicated processes. 3. Maximize use of existing financial aid and scholarship opportunities. (Identify, obtain, distribute) 4. Ensure that campus and learning center environments are accessible. (Location, buildings, signage, parking ADA, special need populations, etc.) 	<ul style="list-style-type: none"> ▪ Tuition and fees of all community colleges in Michigan ▪ Geographic competitiveness (includes not only competitiveness in tuition and fees but competitive when comparing total costs of a selection of specific programs) ▪ Use SSI (Student Services Inventory) questions related to items in Objective 2. ▪ Total value of scholarships available on an annual basis ▪ Total value of scholarships used ▪ Total amount not used on an annual basis ▪ Complete compliance with State of Michigan guidelines as measured by a clean audit from the State Office of Civil Rights

AQIP Categories

Helping Students Learn	Understanding Students' and Stakeholders' Needs	Supporting Institutional Operations	Measuring Effectiveness	Planning Continuous Improvement
------------------------	---	-------------------------------------	-------------------------	---------------------------------

Strategic Drivers

Leveraging Technology	Future State Funding			
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Areas of Priority Need

Developmental Education	Financial Assistance	Teacher Education		
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Strategic Initiatives

University Center	Enrollment Management	Expand Service Area		
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AQIP Category Three: Understanding Students' and Stakeholders' Needs

3C1, 3C2, 3P2, 3P7, 3R1 and 3R2 Needs, Processes, Measurements and Results

Figure 3-1 Student Needs: Meeting Needs and Results

Students and What They Need 3C1 and 3C2	Examples of Process for Meeting Their Needs 3P2	Overall Measures of Processes 3P7	Results from Processes 3R1 and 3R2																																			
Easy access to the college	Open enrollment Off-Campus Learning Centers Internet registration and web page Downtown campus centrally located	The college measures how accessible students find LCC.	<p>I am able to register for classes with very few conflicts</p> <table border="1"> <caption>I am able to register for classes with very few conflicts</caption> <thead> <tr> <th>Year</th> <th>Very Satisfied</th> <th>Satisfied</th> <th>Neutral</th> <th>Dissatisfied</th> <th>Very Dissatisfied</th> <th>Does Not Apply</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>34.2%</td> <td>50.8%</td> <td>10.0%</td> <td>5.0%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2005</td> <td>31.1%</td> <td>51.5%</td> <td>12.2%</td> <td>4.0%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2006</td> <td>22.1%</td> <td>49.5%</td> <td>15.3%</td> <td>9.1%</td> <td>2.3%</td> <td>0.0%</td> </tr> <tr> <td>2009</td> <td>18.2%</td> <td>52.4%</td> <td>12.7%</td> <td>13.4%</td> <td>2.0%</td> <td>0.0%</td> </tr> </tbody> </table> <p>Sources: 2004-2006 ACT Student Opinion Survey (SOS); 2009 Noel-Levitz Student Satisfaction Survey (SSI)</p>	Year	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Does Not Apply	2004	34.2%	50.8%	10.0%	5.0%	0.0%	0.0%	2005	31.1%	51.5%	12.2%	4.0%	0.0%	0.0%	2006	22.1%	49.5%	15.3%	9.1%	2.3%	0.0%	2009	18.2%	52.4%	12.7%	13.4%	2.0%	0.0%
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Feeling of Safety	Police & Public Safety services provided 24/ 365 days a year; on-campus Police Department with full law enforcement authority.	The college measures student perception of feeling of safety.	<p>The campus is safe and secure</p> <table border="1"> <caption>The campus is safe and secure</caption> <thead> <tr> <th>Year</th> <th>Very Satisfied</th> <th>Satisfied</th> <th>Neutral</th> <th>Dissatisfied</th> <th>Very Dissatisfied</th> <th>Does Not Apply</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>25.2%</td> <td>47.9%</td> <td>19.0%</td> <td>7.3%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2005</td> <td>21.6%</td> <td>40.9%</td> <td>24.9%</td> <td>7.3%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2006</td> <td>23.0%</td> <td>42.7%</td> <td>23.6%</td> <td>7.3%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2009</td> <td>25.0%</td> <td>54.8%</td> <td>15.5%</td> <td>4.0%</td> <td>0.0%</td> <td>0.0%</td> </tr> </tbody> </table> <p>Sources: 2004-2006 ACT Student Opinion Survey (SOS); 2009 Noel-Levitz Student Satisfaction Survey (SSI)</p>	Year	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Does Not Apply	2004	25.2%	47.9%	19.0%	7.3%	0.0%	0.0%	2005	21.6%	40.9%	24.9%	7.3%	0.0%	0.0%	2006	23.0%	42.7%	23.6%	7.3%	0.0%	0.0%	2009	25.0%	54.8%	15.5%	4.0%	0.0%	0.0%
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AQIP Category Three: Understanding Students' and Stakeholders' Needs

Students and What They Need 3C1 and 3C2	Examples of Process for Meeting Their Needs 3P2	Overall Measures of Processes 3P7	Results from Processes 3R1 and 3R2																																			
<p>Variety of options</p>	<p>Wide range of programs and courses to choose from</p> <p>Credit/non-credit and continuing education credit</p>	<p>The college measures student perception of variety of options and courses available within program of study.</p>	<p>2004-2006 and 2009 - Variety of courses offered at this institution within my program available each term</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Very Satisfied</th> <th>Satisfied</th> <th>Neutral</th> <th>Dissatisfied</th> <th>Very Dissatisfied</th> <th>Does Not Apply</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>38.2%</td> <td>46.0%</td> <td>3.9%</td> <td>1.0%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2005</td> <td>41.6%</td> <td>42.3%</td> <td>3.0%</td> <td>1.0%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2006</td> <td>37.4%</td> <td>45.0%</td> <td>3.0%</td> <td>1.0%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2009</td> <td>19.20%</td> <td>50.40%</td> <td>12.40%</td> <td>1.0%</td> <td>0.0%</td> <td>0.0%</td> </tr> </tbody> </table> <p>Sources: 2004-2006 ACT Student Opinion Survey (SOS); 2009 Noel-Levitz Student Satisfaction Survey (SSI)</p>	Year	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Does Not Apply	2004	38.2%	46.0%	3.9%	1.0%	0.0%	0.0%	2005	41.6%	42.3%	3.0%	1.0%	0.0%	0.0%	2006	37.4%	45.0%	3.0%	1.0%	0.0%	0.0%	2009	19.20%	50.40%	12.40%	1.0%	0.0%	0.0%
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AQIP Category Three: Understanding Students' and Stakeholders' Needs

Students and What They Need 3C1 and 3C2	Examples of Process for Meeting Their Needs 3P2	Overall Measures of Processes 3P7	Results from Processes 3R1 and 3R2
The College measures the extent of and reason for discontinuance.			<p>Sources: 2009 Stop Out Survey</p>

NOTE: because the Noel Levitz 2007 Student Satisfaction Inventory (SSI) scale was a seven point scale, we needed to convert it to align with the prior years ACT Student Opinion Survey (SOS). To do this, the conversion of response categories is shown below:

Noel-Levitz SSI		ACT-SOS	
Not Satisfied at All	Not Very Satisfied	COMBINED INTO	Very Dissatisfied
Somewhat Dissatisfied		COMBINED INTO	Dissatisfied
Neutral		COMBINED INTO	Neutral
Somewhat Satisfied	Satisfied	COMBINED INTO	Satisfied
Very Satisfied		COMBINED INTO	Very Satisfied
Definitely Not		COMBINED INTO	Definitely No
Probably Not	Maybe Not	COMBINED INTO	Probably No
I don't know		COMBINED INTO	Uncertain
Maybe Yes	Probably Yes	COMBINED INTO	Probably Yes
Definitely Yes		COMBINED INTO	Definitely Yes

The Writing Center uses an intake survey to determine student and faculty needs based on the work they bring to the center. See figure 3-2 below for more information.

Figure 3-2 Determining Learning Support Needs: Writing Center

Liberal Studies Writing Center

The Writing Center opened in July 1998 to provide peer assistance to LCC students with writing projects in courses across the curriculum. The Center serves approximately 650 students per semester in one-on-one and small-group sessions with Peer Writing Assistants. Peer Writing Assistants are LCC students who are experienced writers and who are specially trained to assist others with their writing.

100 percent of the repeat visitors to the Writing Center agreed that . . .

- Their overall writing abilities improved over the course of the semester
- They gained a better understanding of the process for writing
 - Our Peer Writing Assistants were helpful
 - Writing Center staff was friendly and courteous

Source: Liberal Studies Writing Center Website

Continuing with the format from above, Figure 3-3 illustrates the relationships among other stakeholders, their needs and institutional processes used to meet those needs.

AQIP Category Three: Understanding Students' and Stakeholders' Needs

Figure 3-3 Other Key Stakeholders: Meeting Needs and Results

Other Key Stakeholders and What They Need 3C1 and 3C2	Sample Processes for Meeting Their Needs 3P4	Overall Measures of Processes 3P7	Results from Processes 3R1 and 3R2																												
<p>Business and Industry: (those who hire LCC students & graduates, partner with the institution or serve as advisors)</p> <p>Stability in required transaction</p>	<p>Maintain advisory boards</p> <p>Place students into internships</p> <p>Hold job fairs</p>	<p>The college measures repeat business from clients in business and industry</p>	<p>Client Repeat Business</p> <table border="1"> <caption>Client Repeat Business Data</caption> <thead> <tr> <th>Year</th> <th>6+</th> <th>2-5</th> <th>1</th> <th>0</th> </tr> </thead> <tbody> <tr> <td>2004-2005</td> <td>~150</td> <td>~100</td> <td>~50</td> <td>~10</td> </tr> <tr> <td>2005-2006</td> <td>~550</td> <td>~100</td> <td>~50</td> <td>~10</td> </tr> <tr> <td>2006-2007</td> <td>~600</td> <td>~100</td> <td>~50</td> <td>~10</td> </tr> </tbody> </table> <p>Source: Director of Strategic Planning & Economic Development</p>	Year	6+	2-5	1	0	2004-2005	~150	~100	~50	~10	2005-2006	~550	~100	~50	~10	2006-2007	~600	~100	~50	~10								
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2006-2007	~600	~100	~50	~10																											
<p>Business and Industry:</p>	<p>Positive feedback received from participant surveys</p>	<p>The college measures satisfaction with BCI training.</p>	<p>Trainer Satisfaction Customer satisfaction reports from July 1, 2007 through May 28, 2008 indicate that 95% of BCI trainers have met or exceeded the training expectations of our customers.</p> <p>Course Satisfaction BCI Customer Satisfaction Reports between July 1, 2007- May 28, 2008 indicate that 95% of BCI course offerings received a customer satisfaction rating of 90% or higher.</p>																												
<p>Affordable Classes</p>		<p>The college measures community opinion of the benefits of LCC</p>	<p>2004-2006 - Low Cost of Attending</p> <table border="1"> <caption>2004-2006 - Low Cost of Attending Data</caption> <thead> <tr> <th>Year</th> <th>Major Reason</th> <th>Minor Reason</th> <th>Not a Reason</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>75.4%</td> <td>14.81%</td> <td>9.8%</td> </tr> <tr> <td>2005</td> <td>72.2%</td> <td>17.9%</td> <td>9.9%</td> </tr> <tr> <td>2006</td> <td>11.0%</td> <td>18.9%</td> <td>70.0%</td> </tr> </tbody> </table> <p>2009 - Tuition paid is a worthwhile investment</p> <table border="1"> <caption>2009 - Tuition paid is a worthwhile investment Data</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>very dissatisfied</td> <td>1.0%</td> </tr> <tr> <td>dissatisfied</td> <td>3.8%</td> </tr> <tr> <td>neutral</td> <td>12.9%</td> </tr> <tr> <td>satisfied</td> <td>54.4%</td> </tr> <tr> <td>very satisfied</td> <td>27.9%</td> </tr> </tbody> </table> <p>Sources: 2004-2006 ACT Student Opinion Survey (SOS); 2009 Noel-Levitz Student Satisfaction Survey (SSI)</p>	Year	Major Reason	Minor Reason	Not a Reason	2004	75.4%	14.81%	9.8%	2005	72.2%	17.9%	9.9%	2006	11.0%	18.9%	70.0%	Response	Percentage	very dissatisfied	1.0%	dissatisfied	3.8%	neutral	12.9%	satisfied	54.4%	very satisfied	27.9%
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very satisfied	27.9%																														

AQIP Category Three: Understanding Students' and Stakeholders' Needs

3R5 Comparing Results

- The College is one of only four community colleges in the state with a University Center on its campus. The successful launch of this initiative in January 2008 has led to stronger articulation agreements with the six university partners.
- The College's High School Diploma Dropout Completion Initiative program, begun in January 2006, is the only one of its kind in the state.
- The College has begun tracking student success of transfer students through the National Clearinghouse; comprehensive data is not yet available, but will be presented in the future.
- The College is a founding member of the Michigan Transfer Network, designed to assist students as they move from one institution to another.

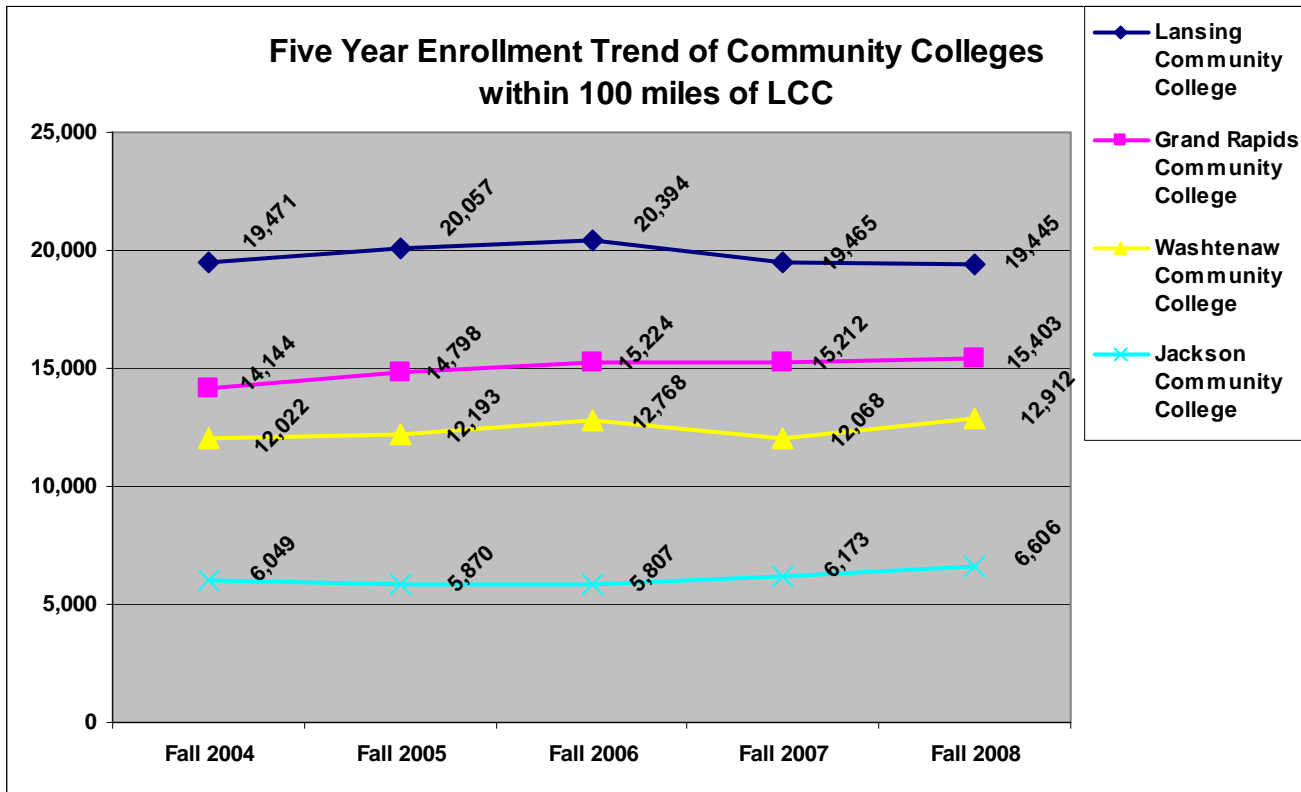
In comparing enrollment trends, the following data shows that LCC's enrollment patterns in recent years are similar to those of other Michigan community colleges.

Figure 3- 4 Enrollment Trends: Table

Enrollment trends compared to community colleges within 100 miles of LCC					
College	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Lansing Community College	19,471	20,057	20,394	19,465	19,445
Grand Rapids Community College	14,144	14,798	15,224	15,212	15,403
Washtenaw Community College	12,022	12,193	12,768	12,068	12,912
Jackson Community College	6,049	5,870	5,807	6,173	6,606
Enrollment trends compared to community colleges of similar enrollment size					
Macomb Community College	20,471	20,596	21,131	22,081	22,985
Oakland Community College	24,296	24,287	24,123	24,532	24,957
Total All 28 Michigan Community Colleges	210,874	215,047	221,769	227,113	234,832

Source: Michigan Community College Data Book 2009

Figure 3- 5 Enrollment Trends: Graph



AQIP Category Three: Understanding Students' and Stakeholders' Needs

3P1 Identifying and Addressing Changing Needs of Students

LCC identifies the changing needs of its students in many ways. A few key examples follow:

1. Administering student satisfaction surveys at both the college and program levels (see 3R1)
2. Monitoring enrollment trends at both the college and program levels (see 3R1)
3. Gathering employer input at both the college and program levels through surveys (see 3R1)
4. Monitoring student success rates in individual courses (data gathered through program review)

Recognizing the need to ensure that student and key stakeholder needs are being met, as well as key processes are strategically managed, the college contracted with Noel Levitz to assist them with the Strategic Enrollment Management (SEM) initiative. In January 2007, the Student & Academic Support (SAS) division was reorganized to include SEM. The division was renamed SAS/SEM.

Noel Levitz initially evaluated the campus situation on admissions and retention. They collected data from the college and assisted with defining how to request the data that is needed. They then assisted with setting recruitment and retention goals and determining strategies to meet those goals.

Currently LCC is revising the activities and processes that we do based on the recommended strategies and goals. When a new activity or process is identified, we align the newly created activity or process with the newly created goal. For example, one of our goals is to increase the graduation rate, but after review of the data and of our definition of what a graduate is, we are refining our activities and processes.

3P3 Identifying and Addressing Changing Needs of Other Stakeholders

LCC identifies the changing needs of other stakeholders in many ways. A few key examples follow:

1. Conducting self-studies of state and nationally accredited programs (through program review), and updating continuously to comply with the latest state, national, and accreditation standards;
2. Supporting faculty and academic administrators to attend content-specific conferences and seminars, both as learners and presenters, in order to keep abreast of changes and new technologies;
3. Serving on industry-specific advisory groups or boards, not only to share discipline-related knowledge, but also to learn about innovative and anticipated products and technologies;
4. Participating in community organizations and/or serving on their boards to network and stay current with changing technology and needs;
5. Reviewing college strategic plan and master plans each year to determine that the college is still on track—or adjusting the plans to reflect the changes in business/education/technology.

3P5 Identifying and Serving New Stakeholders

College leaders determine if the college should address the needs of new student and stakeholder groups by attending to concerns raised by internal and external stakeholders. Methods for accomplishing this include:

- Working closely with industry advisory boards for occupational programs (occupational program leaders).
- Studying labor and demographic reporting from state and national sources (executive leadership as part of the strategic planning process).
- Reviewing state and national legislative priorities (executive leadership).
- Participating on many state and local community boards (faculty and staff).
- Attending professional seminars and conferences (faculty and staff).
- Interacting with K-12 and community college colleagues to discuss trends and anticipate needs.
- The High School Diploma Dropout Completion Initiative, referenced in 9C1, is an example of how the College identified and is serving new stakeholders.

AQIP Category Three: Understanding Students' and Stakeholders' Needs

3P6 College System for Resolving Complaints

Student complaints, including appeals and disciplinary issues, concerning violation of college policy or laws are currently being handled by the Dean of the Student and Academic Support Division. The college seeks to respond to all issues at the lowest level possible in an informal and collaborative manner. Formal steps are available for students to resolve a complaint and can be found in the college catalog or online at: http://www.lcc.edu/catalog/policies_procedures/studentrights.htm#complaints. The steps are as follows:

Student Complaints

Before initiating the formal appeal process at the divisional level, students are encouraged to first meet with the initial decision-maker involved (the instructor, for example) to attempt to resolve issues in an informal manner. When a student wishes to lodge a formal complaint regarding a person—except in cases of sexual harassment/discrimination (which is found in this catalog under Student and Staff Sexual Harassment and Discrimination)—the student is encouraged to use the following line of appeal:

- a. Chair or head of the department involved (or his or her designee),
- b. The dean of the division involved (or his or her designee),
- c. The Judicial Board of the College,
- d. The President (or his or her designee)

Note: At each level of the complaint process, a student will have up to 10 (ten) calendar days (excluding Saturday and Sunday) to appeal a decision after notification of that decision at a prior level.

Formal complaints that are made in writing and signed by a student have been limited within the past two years. When they have been received by the Dean of SAS, a personal phone call is always made to the individual to gather additional information in order to determine the appropriate response. Depending on the nature of the issue, students may be referred to the initial decision maker in an attempt to resolve the issues in an informal manner. Sometimes the appropriate response is explaining the particular college policy at issue and the reasons behind the policy. If it is determined that an exception to college policy may be warranted, it is referred to the appropriate individual with the authority to make such an exception. Other times, it may be necessary for the Dean of SAS to act as a mediator to explore and assist in resolving the issue that has been raised by the student. If the complaint is regarding any type of harassment, students are referred to the General Counsel's office where complaints of that nature are being handled for intake and then referred to a consultant for investigation.

A database is maintained that includes all disciplinary issues. It also includes all appeals and complaints that reach the judicial board level of the process. During the past two years, however, no complaints have been escalated to the judicial board level of the process. At the prior levels, if the Dean of the SAS division is involved, a record is kept of the initial complaint as well as documentation of the follow up efforts and resolution reached. The majority of the issues are resolved informally during the initial or follow up phone conversations. On occasion, if the issue appears to have the potential of escalating further or if an exception to college policy is deemed warranted, the resolution is communicated to the student in writing. Regardless of the formality of the response, as new complaints are received, an informal review is always made for similar concerns that may suggest a pattern that needs to be addressed on a larger scale, e.g., concerns regarding a specific course, instructor, employee, area of campus, program, etc.

Twenty-one formal complaints have been received by the Dean of SAS during the past two years. Of those, 17 were related to the problems that the college experienced with the Financial Aid module of the Oracle Student System that was implemented in the fall of 2005 and the related issues that were connected to financial aid during the 05-06 school year. These were all responded to with an initial phone call, a referral to the appropriate individual within the Financial Aid Department that had the expertise to assist the student and a follow up phone call to ensure that the issue had been resolved.

An example of a non-financial aid related complaint includes difficulty navigating the college's website. The student complaining was called by the Dean of SAS to further explore their concerns. A copy of this information was then forwarded to the College Web Administrator. Prior to the receipt of this complaint, however, an audit of the college's website was already part of an overall Enrollment Management contract that the college had entered into with Noel-Levitz. That audit of the website was completed in August of 2007. The college has been working on the redesign of its website since fall of 2007. It is now scheduled for launch in mid-September, 2008.

As part of the continuous quality improvement goal at the college, student feedback, which sometimes includes complaints, is also solicited at various times by the college. For example, during each registration period, surveys are available for students that have come to campus seeking assistance to ask for their feedback on the process. Other departments, as part of their ISO initiative, have customer feedback surveys available on a regular basis. Other student concerns may be voiced through formal faculty evaluations or to leaders in departments and divisions.

Source: Federal Materials Compliance Packet, Response to #4 – Commission policy IV.B.4, Organizational Records of Student Complaints, pp 5-6.

AQIP Category Three: Understanding Students' and Stakeholders' Needs

3R3, 3R4 & 3R5 Results for Student and Stakeholder Satisfaction, Building Relationships and Comparison

General cost advantage. Compared to other community colleges, four-year institutions, and private colleges and universities, LCC has a significant competitive advantage. Tuition-plus-fees rank at, or near, the lowest when compared to other community colleges, area universities, and private institutions.

Figure 3-6 Key Cost Comparison Results

Estimated Tuition and Fees Per Year based on full-time enrollment of 30 credits*	
Baker College - Owosso	\$ 6,660
Central Michigan University	\$ 9,120
Cleary University - Howell	\$14,160
Davenport University - Lansing	\$ 9,816
Ferris State University	\$ 8,700
Grand Rapids Community College	\$ 2,535 (resident rate)
Grand Valley State University	\$ 7,240
Jackson Community College	\$ 3,015 (resident rate)
Lansing Community College	\$ 2,390 (resident rate)
Michigan State University	\$ 9,690
Mott Community College	\$ 2,657.75 (resident rate)
University of Phoenix	\$14,820 (tuition only)
Western Michigan University	\$ 7,260
*Rates as of Fall 2007	
SOURCE: Lansing Community College Recruitment and Outreach Department	

Results from stakeholder satisfaction and building relationships are reflected in Figures 3-4 and 3-5.

Figure 3-7 Key Stakeholders and Results

Key Stakeholders	Results
Community – Performing Arts:	<p>As stated in Lansing Community College's Strategic Goal concerning <i>Community</i>, the college "will contribute to the economic vitality and quality of life of the region and state." One major objective identified as meeting this goal is to "strengthen efforts to develop a culture that embraces arts, diversity and wellness." Partnerships and relationships developed between the LCC Performing Arts programs and their stakeholders throughout the greater Lansing community have addressed this objective in numerous ways. Some 100 performing arts events are produced for college and community audiences each year, attracting annual attendances of more than 13,250 community members. The college benefits from the positive exposure that these events receive in the public media and its commitments to providing vibrant cultural outreach to the community.</p> <p>Representative partnerships include:</p> <ul style="list-style-type: none"> o Planning and development for a new Performing Arts Center, resulting from partnerships with the City of Lansing, Cooley Law School and other principal stakeholders and arts agencies o Exploring educational and career opportunities for students and staff regarding the proposed City Center Studios (a 71,000 square foot production space potentially providing 20 full-time and 100-200 freelance jobs in the area), partnering with Ahptic Film & Digital, the Gillespie Group and the City of East Lansing o The <i>Stages of the Law</i> theatre series, entering its third year, resulting from a partnership between Cooley Law School, BoarsHead and Riverwalk Theatres, and the LCC Theatre program o A monthly <i>Random Acts of Music</i> series, resulting from a partnership with the college's Wellness Program o Stage Technology students gain valuable educational and work experience through apprenticeships with the Wharton Center for the Performing Arts

AQIP Category Three: Understanding Students' and Stakeholders' Needs

Key Stakeholders	Results
	<ul style="list-style-type: none"> o Career preparation in arts and stage technology are offered to high school students via LCC's partnership with the Ingham Intermediate School District and Everett High School (area magnet arts high school) o Dance internships with Happendance and the Lansing Chamber Dance provide a seamless transition for students into the studio dance workplace <p><i>Source: Humanities and Performing Arts Chairperson</i></p>
Students and Community and Workforce Development:	<p>City of Lansing Mayor Virg Bernero was quoted in the Lansing State Journal regarding the proposed City Center Studios on 6/03/08: "I've been talking about Lansing as a great Midwestern capital city. I never thought about it as Hollywood East," Lansing Mayor Virg Bernero said. "This project could put Lansing in the middle of the national film industry and create hundreds of jobs at the same time."</p> <p><i>Source: Humanities and Performing Arts Chairperson, Lansing State Journal</i></p>
Students and Community:	<p>The Student Life and Leadership Office enhances student success and leadership development in theory and practice; and impacts student and community quality of life by offering involvement in and exposure to diverse educational, cultural and personal experiences and opportunities.</p> <p><i>Source: LCC's Student Life website</i></p>
Business and Industry (BCI):	<p>Trainer Satisfaction Customer satisfaction reports from July 1, 2007 through May 28, 2008 indicate that 95% of BCI trainers have met or exceeded the training expectations of our customers.</p> <p>Course Satisfaction BCI Customer Satisfaction Reports between July 1, 2007- May 28, 2008 indicate that 95% of BCI course offerings received a customer satisfaction rating of 90% or higher.</p> <p><i>Source: Director of Strategic Planning & Economic Development</i></p>

Results for Stakeholders Satisfaction

Each of LCC's occupational programs, as defined by the Activities and Classification Structure (ACS) has an advisory committee comprised of community members and practitioners. All campus programs, both academic and occupational, complete a full self-study every four years in addition to an annual update, one example is Manufacturing Engineering Technology which surveys its advisory committee. Recent results from this program review process are as follows.

Manufacturing Engineering Technology

The program's content and quality are:

- | | |
|--|-----|
| a. Based on job skills and knowledge needed for successful entry-level employment. | 71% |
| b. Designed to provide students with practical job application experiences. | 71% |
| c. Responsive to upgrading and retraining needs of employed persons. | 71% |
| d. Reviewed and revised periodically to keep current with changing job practices and technology. | 86% |

Instructional equipment is:

- | | |
|---|------|
| a. well maintained | 100% |
| b. current and representative of that used on the job. | 100% |
| c. Provide adequate lighting, ventilation, heating, power, and other utilities. | 71% |
| d. Allocate sufficient space to support quality instruction. | 86% |

Job opportunities exist for students who complete the program or leave with marketable skills.	57%
--	-----

Results for Building Relationships with Stakeholders

Building relationships with stakeholders and understanding their needs is a key component of LCC's mission and an integral part of the Program Review process. One example of how the College develops its relationships with stakeholders and increases its understanding of their needs is through outreach and public service. The following table, taken from the Program Review Self-Study of the Dental Hygienists Program, clearly illustrates the importance of outreach and public service at LCC.

AQIP Category Three: Understanding Students' and Stakeholders' Needs

Dental Hygienists Program for 2004-2007 OUTREACH EVENT INFORMATION PRESS, COMMUNITY NEED/IMPACT, Exhibit K

Event Purpose	
R	= Recruitment
I	= Inform/Educate
H	= Hands-on Presentation
CC	= Community Contact
CR	= Community Relations

Figure 3-8 – Example of Building Relationships with Stakeholders

Event Title	Event Location & Address	Event Type	Event Purpose	Event Start Data	Event End Date	Number in Attendance	Ethnic Population
Haiti Mission	Haiti	Dental Hygiene Clinical Services	I, H,R	Summer 2006	Summer 2006	75-100	Haitians
Fall Educational Presentations	1 Nursing Home (2 groups of nurses aides)	In-service educational presentations to nurses aides	I, CC, CR	Fall 2006	Fall 2006	110	Unknown
Fall Educational Presentations	Developmentally and Physically Disabled	Educational Presentation	I, CC, CR	Fall 2004	Nov 2004	20	Unknown
Fall Educational Presentations	1 Adult Assisted Living care	Educational Presentation	I, CC, CR	Fall 2006	Nov 2006	50-60	Unknown
Fall Educational Presentations	Elementary school classes (Lansing, Muskegon, Potterville, Williamston)	Early Elementary Classroom presentation	I, H, CR	Fall 2004-2007	yearly	265-200	Unknown
Fall Educational Presentations	Lucero Lansing Community College	Educational Presentation	I, H, CR	Fall 2004	Nov 2004	30	Hispanic, Asian
Fall Educational Presentations	Eastern Elementary	Educational Presentation	I, H, CR	Fall 2007	Fall 2007	15-20	Unknown
Spring Educational Presentations (SEP)	Mason Mental Health Outreach Mason, MI	Educational group Presentations	I, H, CR	Spring 2005-2007	Yearly 4-5 visits	Drop in group 35	Unknown
SEP	Life Experience Everett High School: Lansing, MI	Educational Presentation	I, H, CR	Spring 2005-2007	yearly	28	Unknown
SEP	Kings Educational Center	Educational Presentation	I, H, CR	Spring 2005-2007	yearly	40	Unknown
SEP	Clinton Intermediate Life Experience	Educational Presentation St. Johns, MI	I, H, CR	Spring 2005-2007	yearly	20-25	Unknown
SEP	Clinton County RESA	Educational Presentation	I, H, CR	Spring 2005-2007	yearly	15-20	Unknown
SEP	Haslett, MI	Educational Presentation	I, H, CR	Spring 2005-2007	yearly	20-25	Unknown
SEP	Community Transitions Program North, DeWitt, MI	Educational Presentation	I, H, CR	Spring 2007	yearly	22	Unknown
SEP	Community Transitions Lansing, MI	Educational Presentation	I, H, CR	Spring 2005-2007	yearly	31	Unknown
Michigan Dental Hygienist Association, House of Delegates	Gaylord, MI	Service as Pages	CR	Fall 2004-2007	yearly	300	Unknown
Give A Kid A Smile Day	LCC Dental Hygiene Clinic Lansing, MI	Service	I, H, CR	Spring 2004-2007	yearly		Refugees, Hispanic
Riddle El. On-Site Screening	Riddle El. School Lansing, MI	Dental Hygiene Clinical Services	I, H, CR	Fall 2007	yearly		Refugees, Hispanic

AQIP Category Three: Understanding Students' and Stakeholders' Needs

Event Title	Event Location & Address	Event Type	Event Purpose	Event Start Data	Event End Date	Number in Attendance	Ethnic Population
Riddle El. X-ray Screening	Riddle El. School Lansing, MI	Dental Hygiene Clinical Services	I, H, CR	Spring	yearly		Refugees, Hispanic
National Children's Dental Health Month School Presentation	Approximately 5 visits to various classrooms in surrounding area	Classroom presentations	I, H, CR	Spring 2004-2007	yearly	125-150	Unknown
Dental Clinic Field Experience	Ingham County Dental Clinic, Lansing, MI	Dental Hygiene Clinical Services	H, CR	Spring 2004-2007	May 2007	Approximate 45-60 patients	Unknown
Dental Sealant Field Experience	Ingham County Dental Clinic, Lansing, MI	Dental Hygiene Clinical Services	H, CR	Spring 2007	May 2007	50-75	Unknown
CATA Health Fair	Lansing, MI	Dental Hygiene Screening Service	H, CR, I	Spring 2004-2007	yearly	40-60	Unknown
Headstart Program		Dental Hygiene Clinical Services	H, CR, I	Spring 2004-2007	yearly	20	Unknown
Ghana Mission	Ghana, Africa	Dental Hygiene Clinical Services	H, I	Spring 2005-2007	yearly	100-150	African
Women's Expo	Lansing, MI	Educational	I, H, CR	Spring 2007	Feb 2007	100-150	Unknown
Discover Expo	Lansing Community College Lansing, MI	Educational	I, CR	Spring 2006-2007	yearly	100-125	Unknown
Health Fair	Lansing Community College, St. Johns, MI	Educational	I, H, CR	Fall 2007	October 2007	200	Unknown
Hospice	Lansing, MI	Educational	I, CR	Spring 2005	Spring 2005	10-20	Unknown
Health Fair: Self Care Saturday	First Christian Church Lansing, MI	Dental Hygiene Services	I, CR	Spring 2005	Spring 2005	50-100	Unknown
Haslett High School	Haslett, MI	Educational	I, CR, R	Spring 2007	Spring 2007	25-30	Unknown
Dental Hygiene Career Day	Lansing Community College, Lansing, MI	Informational Tours of Dental Hygiene Clinic	I, R	2006-2007	Spring 2007	25-30	Unknown

311 Improving Current Processes

Campus Academic and Occupational programs are modified annually as a result of the advisory committee and community input that comes through program review.

312 Setting, Addressing, and Communicating Targets

LCC will establish a comprehensive external relations program to expand and sustain the community's trust in the institution and continue to build a positive relationship between the college and the general public. The foundational principals that this plan is founded on are as follows:

- High Touch
- Intrusive Relationship Development
- "Relationships on Purpose" (Strategic Relationship Development)

This will be achieved by employing the following strategies:

- Complete a comprehensive community engagement gap analysis.
- Develop a list of key groups, individuals, or boards with which the college should seek to establish a relationship or presence.
- Utilize the results of that analysis to strategically place college personnel within community organizations or establish formal partnerships with those organizations (Emphasis on the Senior Leadership Team).
- Seek opportunity to expand the College's list of community organizations (civic, religious, and diverse) with which it establishes partnerships and/or co-sponsorship of activities, on or off campus.
- Leverage every special event, speech, publication, to communicate the service and commitment message
- Engage the community by leading the dialogue relative to critical community issues.

AQIP Category Three: *Understanding Students' and Stakeholders' Needs*

The community is ever changing; therefore it is imperative that the process of identification and connectivity be perpetual. We as an organization should be aggressive in identifying organizations and seizing the opportunity to establish relationships and constant communication.

The College Strategic Goal Employees supports, "Valuing People" (Category Four). The following matrix describes this goal, its specific objectives, and initial metrics in relationship to both AQIP and to the College's 2006 – 2011 Strategic Plan.



Strategic Goal - Employees

Lansing Community College values employees as its greatest resource and strives to be an employer of choice.

Objectives	
<p>We will develop a strategic human resource plan by March 2010 that will address the following:</p> <ol style="list-style-type: none"> 1. Recruiting, hiring, retaining and succession planning that are open, equitable and efficient for all candidates/employees to ensure quality and best fit. 2. Providing employee orientation, training/mentoring and professional development opportunities for all employees. 3. Collaborating to build and sustain strong and effective labor/management relations. 4. Establishing processes for evaluating and developing appropriate staffing ratios. 5. Establishing competitive compensation and benefits. 6. Attaining and maintaining employee job satisfaction. 7. Providing a culture of wellness through a healthy, safe and respectful work environment. 8. Developing and maintaining an effective Employee Recognition program. 	
Priority Objectives for Year 1, 2	Year 1, 2 Metrics
<p>We will develop a strategic human resource plan by March 2010 that will address the following:</p> <ol style="list-style-type: none"> 1. Recruiting, hiring, retaining and succession planning that are open, equitable and efficient for all candidates/employees to ensure quality and best fit. 2. Providing employee orientation, training/mentoring and professional development opportunities for all employees. 3. Collaborating to build and sustain strong and effective labor/management relations. 4. Establishing processes for evaluating and developing appropriate staffing ratios. 5. Establishing competitive compensation and benefits. 6. Attaining and maintaining employee job satisfaction. 7. Providing a culture of wellness through a healthy, safe and respectful work environment. 8. Developing and maintaining an effective Employee Recognition program. 	<ul style="list-style-type: none"> ▪ LCC will develop a strategic human resource plan by March 2010.

AQIP Categories			
Valuing People	Leading & Communicating	Measuring Effectiveness	Planning Continuous Improvement
Strategic Drivers			
Leveraging Technology	Future State Funding		
Areas of Priority Need			
Financial Assistance			
Strategic Initiatives			
Faculty of the Future	University Center		

AQIP Category Five: Leading and Communicating

4C1 Organizing the Work Environment to Strengthen Student Learning

LCC employs a workforce that reflects the diversity of the world for which it is preparing its students. It organizes its employees into three major categories: administrators, faculty, and support. The balance of the three work forces provides a broad perspective on approaching assignments and goals to achieve the college objectives. In 2006 job descriptions were updated to clearly represent duties and responsibilities and to prepare for a proper gap analysis. In collaboration, academic leadership and faculty plan and implement academic activity at the College. This includes student access, program development evaluation, curriculum development instructional delivery, and professional development activities. Support staff assists administrators and faculty in the implementation of programs. In addition, departments hire student employees to assist faculty, staff and students.

4C2 Addressing Work Environment Based on Key Factors

Faculty, instructors, instructional designers, and curriculum developers have been building an inventory of contemporary skills and techniques for generating useful learning experiences for today's high-tech learners. In response to this need, LCC has strengthened its collaborative relationship with the Michigan Virtual University. In 2007, more than 785 faculty members have been certified to teach e-learning methods (see figure 4-2). Part-time and full-time faculty are very instrumental in using these e-learning methods in the classroom.

4C3 Analyzing Demographic Trends

The College tracks the longevity of its employees. The average age of College full-time faculty and staff is 46.6, and the average length of service for full-time employees is currently 15.9 years. This retention creates a stable and expert base for many college programs; however, it also predicts large-scale hiring in the next few years. The challenge will be to find and hire new employees without destabilizing successful programs.

The College also analyzes the percent of minority employees in relationship to the percent of minority students enrolled (See 4R4).

4C4 Planning Further Training

In May of 2008, the Organization Development Department converted to a new Learning Management System (LMS). This system will enable an employee's development and continuous improvement process that aligns with classroom and web-based training resources through individual development plans, skills assessment, competency building and training completion. The system provides opportunities to track all types of learning – from self-paced e-Learning courses to traditional classroom instruction, and offers thousands of online learning events and courses. This new system provides online training to all of the College's employees and provides management with greater reporting levels to monitor their progress.

In July of 2008, Organizational Development and Employee Wellness worked together to streamline the registration process for employee wellness events through the Learning Management System. This created continuity between the departments and offerings housed within Human Resources. It integrated the Learning Management System into another aspect of the college and increased employee usage and familiarity with the system.

LCC continues to develop and offer professional development opportunities that align with the college's strategic goals and overall immediate and long term needs. Current development of competency-specific trainings include: communication, customer service, conflict resolution, delegating, emergency management, personal development, mentoring, time management, and supervisor (labor and management skills) training.

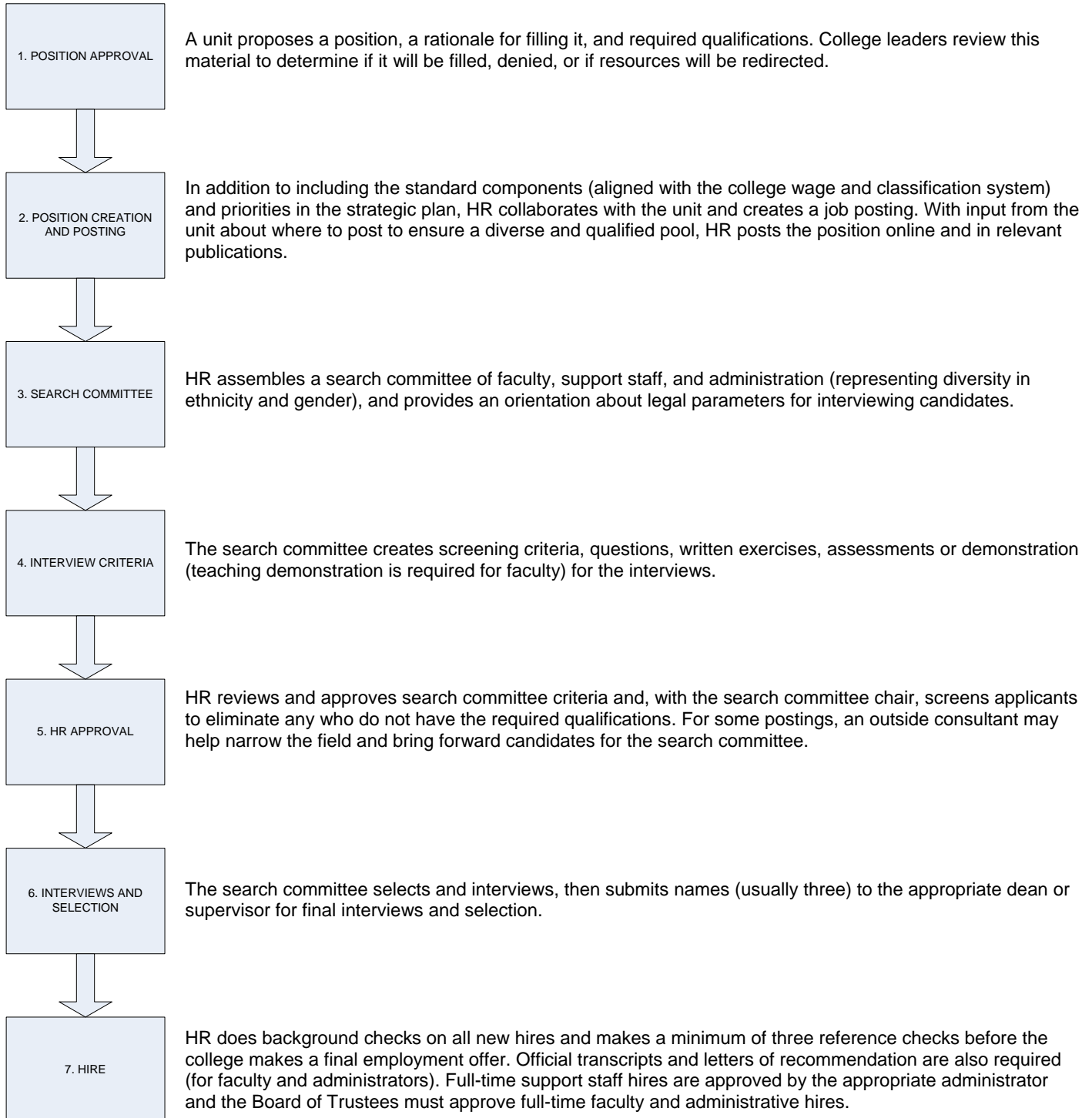
4P1 and 4P2 Ensuring a Good Fit For New Employees

Job descriptions are written defining the duties, responsibilities, necessary skills and education required for the role of an incumbent. Position credentials determine the job class which ultimately supports the necessary salary to recruit qualified candidates. The College follows an established wage and class program that determines position levels and grades/bands. Classifications for faculty positions are identified within the collective bargaining agreement (Michigan Association for Higher Education – MAHE) for faculty positions. Applicants are screened in alignment with the requirements in the job description.

To ensure the hiring process employs people who possess the specified credentials candidates are screened via a search committee. The search committee make-up includes many facets for key stakeholders representing positional duties. Additionally, a thorough reference check is conducted. Once hired, supervisors are provided tools to assist with goal setting sessions, continuous communication, and ongoing feedback.

AQIP Category Five: Leading and Communicating

Regular full-time hiring of new positions is centralized in the Human Resources (HR) office and coordinated closely with the unit requesting the position. Generally, units handle part-time hiring. Full-time hiring is coordinated with a college-wide standardized process illustrated below.



AQIP Category Five: Leading and Communicating

4P3 Ensuring Collaboration, Excellence, and Ethical Behavior

College processes address professional behavior. Figure 4-1 illustrates which processes relate most directly to collaboration, excellence, and ethical behavior.

Figure 4 – 1 College Processes Related to Professional Behavior

Representative Process	Collaboration	Excellence	Ethical Behavior
Electronic access is provided to 386 documents about procedures, forms and curricula	✓	✓	
Sixty-one online desk manuals provide ready access for employees who need this information to do their jobs		✓	
Monthly electronic newsletter is sent to all employees	✓		
Conflict of interest from must be signed by those who have purchasing power			✓
Mandatory training in awareness and prevention of sexual harassment	✓		✓
CTE dialogue sessions	✓	✓	✓

4P4 Training and Developing Faculty and Staff

Human Resources has created a formal employee orientation program where newly hired employees are exposed to the college, college processes, and department procedures. Additionally, all employees complete a series of employee required trainings including: hazardous communication (right-to-know); sexual harassment; policy trainings, etc.

Organizational Development Department conducts ongoing training and professional development opportunities that contribute to the development of a learning community that builds the competency of staff and the organization. Trainings are developed to align with the direction and need of all employees. Current training development and implementation include ([see 4R1](#) for additional information):

- Support Staff Professional Development Day – planned annually by support staff and supported by college leadership.
- Student Staff Professional Development Day – planned annually by student staff and supported by college leadership.
- Supervisor/Management - trainings developed for delegation skills and labor management.
- Communication - trainings developed for conflict resolution, customer service, and personal and professional communication skills.
- Personal Development - trainings developed for time management and personal and professional relationships.
- Safety and Security – trainings developed for emergency procedures and disaster management.
- Employee Wellness Program - provides health risk appraisals, goal setting and a series of wellness programming (wellness walks, massages, stress management etc).

In June of 2007, LCC began conversion into a new data base software program. Training, orienting, and the creation of training materials were developed for face-to-face and online delivery. This process ensures a successful environment for employees to thrive. Additional departments and training will follow to ensure continued learning.

The Center for Teaching Excellence offers professional development opportunities and employee orientation for faculty.

4P5 Determining and Aligning College Training to Focus on Student Learning

LCC has partnered with Noel-Levitz to initiate a three year strategic enrollment initiative to include developing a multi-faceted approach for a quality service climate. Organizational Development developed a customer service campaign with the slogan of "I AM LCC – JUST ASK" to assist with this initiative. In addition, Interpersonal Connections, a specialized customer service training, was developed for all college employees to participate in to improve interdepartmental collaboration, how to identify effective personal managerial styles and deliver individual excellence to students.

The training content from Noel Levitz includes the use of interactive simulation, discussion, role-playing and workbook exercises to help front-line staff, faculty and administrators work together to continue to build a campus-wide service culture that focuses around students. An advanced session will be developed to focus more on administrator relationships and institutional change

AQIP Category Five: Leading and Communicating

4P6 Evaluating Personnel: How it Supports Student Learning and Other Distinctive Objectives

Personnel evaluation supports college objectives by providing feedback to employees about job performance. Evaluation methods are negotiated through the employee unions.

Under the current faculty bargaining unit contract, students are allowed to provide feedback of the faculty's performance at least once a year. These evaluations help the faculty to gain insight on opportunities for improvement as well as positive feedback on items the students found beneficial to their education at LCC. In addition, evaluations allow the administrator and the faculty member a chance to review and discuss the faculty's performance.

There are similar evaluation provisions under the support personnel contracts. These Staff Development Plans assist both the supervisor and the support staff in identifying possible opportunities for further development and/or leadership training, and how the training relates to the staff's current position. This Plan allows the supervisor and staff the capability to engage in follow-up discussions and collaboratively develop a plan which will assist both the long term goals of the staff as well as the immediate needs of the college and the overall objective for the college which is student learning.

The Organizational Development Department will continue to implement all facets of the new Learning Management System (LMS) involving performance management tools (competency modeling, skills assessment, gap analysis, and individual development plans), and extensive management reporting to fully integrate the system college wide.

By the end of 2008, supervisors will be fully trained on their employees in terms of user progress, training completion, assessment results, resource usage and other manager capabilities. Supervisors will have the capability of running individual employee status reports as well as group status reports.

4P7 Recognizing, Rewarding, and Compensating Employees: A Way to Support Student Learning

Recognizing and rewarding employees:

LCC understands the need for all contributors to be recognized for their efforts and years of service. College employees receive service pins and gifts, depending on the length of service, for 10, 15, 20, 25, 30, 35, and even 40 years of service. Fall 2007, 204 employees received service recognitions. LCC hosts an annual Employee Recognition Program as an opportunity for faculty and staff to nominate their colleagues who have "made significant contributions to the college's efforts to apply its goals to its work." Employees and teams receive gift certificates and recognition at a college-wide presentation and luncheon each year.

The Employee Wellness Program is an additional benefit available to all employees. The program offers personal wellness plans, activities to help meet individual wellness goals, and a financial incentive if the program is successfully completed. Full-time employees are also granted a 50% tuition waiver when attending the locally placed university.

Employee compensation

All LCC employees are compensated according to pay rates negotiated in the collective bargaining agreements. The wages are competitive; usually reflecting market demand. In addition to compensation, the employees are offered health benefits such as medical, dental and vision coverage. A recent addition to employee compensation was the enhancement of the existing dental and vision plans. The modifications to the current plan were agreed upon by the Administration and the Labor Coalition in an effort to provide employees and their families' additional coverage. Figure 4-2 lists employee group bargaining units.

Figure 4 – 2 Employee Group Bargaining Units

Bargaining Unit	Number of Employees Represented
Clerical Technical Union (CTU) PT Support	203
Non-Bargaining PT Support	46
Educational Support Personnel (ESP) FT Support	136
Non-Bargaining FT Support	27
Michigan Federation of Teachers (MFT) FT Administration	116
Non-Bargaining Ft Administration	26
Michigan Federation of Teachers (MFT) PT Administration	31
Non-Bargaining PT Administration	12
Michigan Association for Higher Education (MAHE) PT Faculty	1677
Michigan Association for Higher Education (MAHE) FT Faculty	229
Fraternal Order Police (FOP)	10
Hotel Employees and Restaurant Employees (HERE)	2
American Federations of School, County and Municipal employees (AFSCME), FT Maintenance Staff	15
Total	2,530

AQIP Category Five: Leading and Communicating

4P8 Motivating Faculty and Staff

Employee satisfaction, commitment, and engagement affect organizational performance through employee behaviors. LCC demonstrates a low turnover ratio 4.72% indicating satisfied employees. LCC offers many programs to employees; a wellness department whose mission is to ensure a balance of the mind, body, and spirit, “Applegrams” are available for communicating feedback to faculty and staff, and LCC honors achievement along with recognizing years of service at the annual employee recognition event. The college motivates staff by continuing with these successful programs and openly acknowledging and recognizing employee efforts, work, and commitments Please see 4R1,

4P9 & 4P10 Ensuring Employee Satisfaction, Health, and Safety

LCC cares about the health and safety of its employees. Many opportunities are in place to communicate efforts and programs available to them. The college-wide safety and risk management team includes the Director of Police and Public Safety, the college Safety Officer and Director of Emergency Management and Safety Services, and representative faculty and staff. This team has developed policies and programs (e.g., Emergency and Disaster Recovery training offered) and conducts a safety walk-through annually.

During the employee orientation program, specific modules are developed to address the importance of safety and security on campus. The wellness program is also introduced along with the monetary incentive to complete the program. Emphasis is placed on the importance of Employee Wellness at LCC:

- Reduced health care costs
- Reduced sick time
- Increased productivity
- Positive impact on hiring & retention
- Improved quality of life

Through the Employee Wellness Program we promote and strive to achieve physical, emotional, social, environmental, spiritual, occupational, and intellectual wellness among all employees.

LCC conducts at the end of every training effort an evaluation survey to receive feedback on the value, content, and participant satisfaction. Focus Groups were also conducted in early 2008 to evaluate level of customer satisfaction and determine next steps.

4R1, 4R2, & 4R3 Results for Valuing People & Related Processes

Figure 4 – 3 MVU Online and Face to Face Trainings

Classroom	Completed Participants
Adding and End-Dating Holds	41
Adding and Removing Test Scores	37
Alternative Resolution Team (ART) Training	48
Approvals: Self Service	126
Being a Confident Speaker	65
Concur Expense/LCC Card	528
Concur Expense/Special Features	65
Create Purchase Order from a Blanket Order	56
Delegating for Results	12
Department Query	152
Developing Your Mentoring Skills	55
Elements of Just Cause	55

AQIP Category Five: Leading and Communicating

Classroom	<u>Completed Participants</u>
Emergency Management Orientation	174
Hiring, Termination and Job Change Process Training	99
Interpersonal Connections	27
Registration Permit Overrides	62
Requisition Internet Native Banner (INB)	72
Requisitions: Self Service	92
Speaking Effectively to One or One Thousand	15
Student Registration	88
Student System Big View - Internet Native Banner (INB)	32
Support Staff Day	195
Time Challenged	13
Time Entry-Approver: Self Service	155
Time Entry-Full-time: Self Service	168
Time Entry-Part-time: Self Service	127
Time Entry-Student: Self Service	56
Timekeeper - Internet Native Banner	45

Online	<u>Completed Participants</u>
Blood Bourne Pathogens 2007-08 Required Test	282
Chemical Hygiene and Lab Safety Procedures	67
College Policies	263
Employee Orientation	279
HIPPA Training	28
R25 Webviewer	37
Right to Know	303
Sexual Harassment	305
Time Entry-Full Time Self Service	80
Time Entry-Part Time Self Service	113
Time Entry-Student: Self Service	92

Source: Organizational Development Department

- To date, 785 individuals have completed the Michigan Virtual University training for online teaching.
- In 2007 the wellness program sponsored 77 events with over 3200 participants.

AQIP Category Five: Leading and Communicating

4R4 Comparing Results

Figure 4-4 Percentage of Minority Employees

Percentage of Minority Employees		2008
Lansing Community College		14.2%
Oakland Community College		14.8%
Macomb Community College		8.6%

Source: IPEDS, Fall 2008 Staff Report, Oakland CC Research Office, Macomb CC Research Office

4I1 Improving Processes and Systems for Valuing People

The charge is to continuously monitor and strengthen the work environment. LCC embraces several methods to ensure ongoing progress is achieved. The HR department recently conducted focus groups to better understand the college perceptions of the department and reveal the customer service attitudes, professionalism and courtesy of the HR staff when assisting in the delivery of services. Customer Service Standards have been developed to ensure tangible benchmarks are set, monitored, and achieved. Lastly a new program orienting new employees to the college has been established. This program will assist new employees in their transition to college work life.

4I2 Prioritizing and Communicating Improvement Targets

To meet the workforce needs of the community, the college maximizes resources allocated to instruction. An Early Retirement Incentive Program (ERIP) was initiated to reduce costs and to redirect dollars to direct instruction. The ERIP resulted in the retirement of 37 individuals in 2003-04. The college has filled or will fill all vacated full-time faculty positions but only one of every two administrative and support staff positions. This is part of the strategic effort to reduce overhead costs and increase funding for direct instruction. For example, in recent years, the college created five faculty positions for Nursing, Management, and English as a Second Language, which are all critical to meeting workforce needs, by eliminating administrative and support staff positions.

AQIP Category Five: Leading and Communicating

5C1 Leadership and Communication System

In January 2007, the college was reorganized to better align LCC's academic and administrative services with the needs of our students, employees, and the community.

Figure 5-1 Division Descriptions

Division/Area	Reason/Benefit
Academic Affairs Division	The new Academic Affairs division will house the academic divisions of the College: <i>Liberal Studies, Health, Human and Public Services, Business, Media and Information Technologies, and Technical Careers</i> . Academic Affairs also will house the Center for Teaching Excellence, Center for International and Intercultural Education, and our articulation programs.
Student and Academic Support & Strategic Enrollment Management Division	This division, formerly called Student and Academic Support, will still house the academic departments of Language Skills, Mathematical Skills, and Student Development, as well as Admissions Registrar & Records, Financial Aid, Assessment & Advising, Student Success, Learning Assistance, Media Services, Campus Life, and the High School Completion Initiative. The division is now under the direct report of the president, as is the practice at many colleges and universities, organizationally emphasizing the priority we have for meeting students' needs. In July 2007, College-Wide Marketing joined this division.
Administrative Services Division	This division oversees planning and controls to improve College service in the areas of procurement, accounting, payroll, student finance, financial planning, analysis, and review. Prior to September 2006, Financial Services was part of the Administrative Services Division. This change will help to ensure that the College's financial systems receive the focused attention they require.
Financial Services Division	This division, formerly called the Information Systems and College Development Division, will have responsibility for instructional and technology support services, enterprise systems (i.e., student, human resources, and finance), technical systems, personal computing and telecommunications, and contracted IT services. In July 2007, the LCC Foundation joined this division.
Quality, Planning, and Economic Development Division	This new division will focus on college accreditation activities (AQIP), quality planning, strategic planning, economic development and institutional effectiveness and research. The President will lead the Division with the assistance of a new Director of Strategic Planning and Economic Development. In July 2007, the Capital Quality Initiative (CQI) and the Business & Community Institute became part of this division.
Strategic Learning and Partnership Division	This new division will oversee the University Center, e-Learning, Extension and Community Education, and strategic partnerships of the College. This is an area of growth and opportunity for College staff, faculty, and students as we are asked with increasing frequency to partner with other educational, governmental, and business organizations to move our region forward.
Executive Leadership Team (ELT)	In 2006, to assure collaboration, coordination, and communication of the endeavors and accomplishments of all divisions, the President expanded the membership of the Executive Leadership Team to include all of the division leaders listed above, including Deans. The ELT meets weekly to assist the President with all aspects of strategic planning and decision making in pursuit of College goals.
Executive Office (EO)	In addition to the President's office operations, Human Resources, which previously resided within the Administrative Services Division, now resides here and reports directly to the President. The EO also has assumed the functions of public relations, led by Tess Brown, and strategic communications, led by Chris Hollister. The EO also has responsibility for College legal matters, including monitoring compliance with equal opportunity and nondiscrimination policies and handling FOIA requests.
Board of Trustees	The Board of Trustees created a position to serve as Board Liaison and Associate General Counsel. His responsibilities include serving as the link between internal and external constituents and the Board of Trustees, and assisting the Board with legal matters pertaining to policy and procedure, the Michigan Community College Act, the Open Meetings Act, Roberts Rules of Order, and Parliamentary Procedures and Compliance. Mr. Humphries reports directly to the Board. In 2006, the Board created the position of Internal Auditor and Executive Director of Compliance and Internal Control Hoa Nguyen. This position is responsible for designing and executing a college-wide system of internal controls which will provide reasonable assurance that operations are effective and efficient, assets are safeguarded, and financial information is reliable and in compliance with applicable laws, regulations, board policies and procedures. This position reports directly to the Board.

AQIP Category Five: Leading and Communicating

Lansing Community College operates under Public Act 331 of 1996. The College is governed by an autonomous seven-member Board of Trustees elected by the voters of the College's tax district. The Board conducts its business in accordance with the Open Meetings Act and under the auspices of the Michigan Community College Act. The members of the Board of Trustees have adopted the Carver Model of policy governance.

Leadership at Lansing Community College includes the following groups and individuals:

The Board of Trustees provides broad policy and fiscal oversight. Its role includes:

1. Appointing or removing Presidents and Vice-Presidents of the College;
2. Approving the issuance of College degrees and certificates;
3. Developing, defining, and adopting Board and College policies;
4. Approving the College's annual budget;
5. Establishing and authorizing College tuition, course, and other fees;
6. Authorizing the sale, purchase, construction, and renovation of College land, buildings, and major equipment;
7. Defining and reviewing the College's strategic direction and goals;
8. Instituting and promoting major College fund-raising efforts and authorizing the acceptance of gifts to the College;
9. Authorizing the incurrence of debt by the College; and
10. Evaluating the President of the College.

The Board of Trustees meets monthly, as does its composite committees. In addition, special meetings and workshops are held as needed.

The President of the College is responsible for implementing Board policy. The President serves as the Chief Executive Officer and is responsible for the general administration and operation of the College, including managing the implementation of the College's strategic plan.

The Executive Leadership Team (ELT), chaired by President Brent M. Knight, Ed.D. ensures that the College focuses on its mission by implementation of the College's strategic plan, exchanging best practices, and coordinating College operations. The team is comprised of the College's Vice-Presidents, Executive Directors, Deans, Public Relations, and the President's Chief of Staff.

In addition to the ELT, Deans sit on the Deans Council, chaired by the Vice-President for Academic Affairs and meet weekly, providing academic leadership and facilitating communication among staff, faculty, and students for their representative divisions.

In each division, the Chair of each academic department reports to their divisional dean. Academic Chairs are responsible for the academic operations of their respective departments. The Chairs meet monthly and as a group, attend the Deans Council once a month.

Various ad hoc groups, task forces, academic advisory committees, et cetera also provide leadership on specific campus issues and initiatives. The President and the ELT create these groups to address specific issues of campus concern and provide advice on specific subjects such as strategic enrollment management.

Campus decisions are communicated through a comprehensive mix of electronic communication, including e-mails and text messages, complemented by a series of campus forums and workshops designed to facilitate communication regarding major campus issues, such as the implementation of Banner. Communication with students is further complemented by traditional means, such as first-class mailings regarding financial aid opportunities. In addition, the course catalog, the web portal, the meetings of the Board of Trustees, the President's forum following each meeting, and myriad public meetings promulgate the policies of the Board, professional development opportunities for faculty and staff, and academic and scholarship opportunities for students.

AQIP Category Five: Leading and Communicating

Figure 5 –2 Forms of communication and Functions

Function	Representative Forms
To gather or broadcast information campus-wide or specific unit	<ul style="list-style-type: none"> • Customized voice-mail messages • Posting an entry to the portal • Emergency phone tree • Campus email (by group) • Letters to employees • Advertising
To discuss ongoing issues and problems	<ul style="list-style-type: none"> • Meetings between and within units • Meetings of the Board of Trustees • Forums open to the campus and/or the public • Face-to-face or electronic communication between senior leaders and the board members
To monitor implementation or address a need	<ul style="list-style-type: none"> • Meetings of task forces • Work sessions within affected units • Interactions between college staff and external stakeholders • Network and website postings • Electronic updates with requests for input/comment • Advisory council meetings
To promulgate policy and maintain records	<ul style="list-style-type: none"> • College catalog, schedule book, brochures • Document repository on portal
To promote quality and professional opportunity	<ul style="list-style-type: none"> • Software system for professional learning • Electronic desk manual of college procedures and processes • Support staff day • Faculty development days
To create a sense of community	<ul style="list-style-type: none"> • Semester kick-off workshops and meetings • Electronic newsletter

5C2 Aligning Leadership Practices

The College aligns its leadership practices with its strategic goals by conducting a periodic review of these goals to insure that they align with the College’s overarching goals as dictated by the Board of Trustees and implemented by the President and Executive Leadership Team. The first step in this alignment is transforming data into information which can advance the College’s goals and improve education opportunities for its students. Integral to this process is the publication of the Handbook of Select Institutional Indicators. The Handbook allows both executive decision-makers and front-line personnel the opportunity to understand both the College and the community it serves, not only in an historical context by examining five years of historical data for each indicator, but it allows institutional decision-makers the opportunity to understand the College in a comparative context, by examining key indicators in comparison to other community colleges in Michigan.

In addition, the College’s leadership will have the opportunity to take full advantage of complex, ad hoc analytics with the installation of the Enterprise Data Warehouse, an executive-level tool designed to allow for simultaneous queries with “drill down” capabilities, enabling key decision-makers to look at historical data and move to current operational data in seconds. This development is the single greatest movement in the last several years to democratize data and use informatics and analytics to create an environment for true data-driven decision-making in real time.

Beyond analytics, the College uses human capital to align its leadership practices and its goals. To insure clear communication among the Board of Trustees, the President, and the Executive Leadership Team, the College employs a Board Liaison who also serves as the College’s Associate General Council. The Board Liaison also facilitates Board requests to the Administration and Administration requests to the Board, creating a clear line of communication.

Further, the College utilizes focus groups and surveys in addition to operational and historical data to understand the needs of students, faculty, and staff and respond to their needs in accordance with Board and Administration policy, as governed by the College’s strategic plan.

AQIP Category Five: Leading and Communicating

5C3 Institutional Values and Expectations

The strategic plan articulates College institutional guiding principles/values. College policies align with these principles/values. The principles/values address ethics, equity, social responsibility, and community involvement. Figure 5-2 illustrates that alignment.

Figure 5 – 3 College Policy Alignment with Principles/Values

Institutional Values and Expectations	Ethics and Equity	Social Responsibilities	Community Service/ Involvement
LCC will be a focused “Comprehensive Community College,” offering learning opportunities in career and workforce development, general education, developmental education, and personal enrichment.		✓	✓
LCC will maintain and support a well-qualified, committed faculty and staff who utilize both proven traditional and progressive student-centered learning approaches.	✓		✓
LCC commits to providing the highest level of quality in its programs and services and will maintain high expectations of its students.	✓	✓	
LCC will be flexible, affordable, and accountable, continuously improving student learning and support services through the assessment of measurable outcomes.	✓	✓	
LCC will strive to be “state of the art” in all that it does, while pursuing a select number of “cutting edge” initiatives.	✓	✓	
LCC will be connected to the world, culturally and technologically.	✓	✓	✓
LCC seeks cooperative relationships with both private and public organizations, pursuing growth not as an end in itself but only when it best serves student and community needs		✓	✓
LCC will prepare those it serves to thrive in a diverse world by reflecting that diversity in its staffing, planning, and allocation of resources.	✓	✓	✓
LCC, within its broader purpose of serving the entire community in diverse ways, recognizes a special responsibility to young adults, those from lower income brackets, and those requiring developmental academic or entry-level career skills.	✓	✓	✓
LCC will manage its finances in a responsible manner; allocating resources and achieving efficiencies to best serve the priority needs of its students and the taxpayers who support its operation.	✓	✓	
LCC is a dedicated community member working for the betterment of all.	✓	✓	✓

5P1, 5P3 and 5P4 How College Teams Make Decisions Based on Data

Leaders at all levels of the College, from department chairs to the President set the institution’s direction in alignment with the College’s Strategic Plan as defined by the Board of Trustees using the College’s planning process. The institutional data required to monitor and support strategic planning is reported in the *Handbook of Selected Institutional Characteristics*.

At various levels, college leaders and teams review results to determine viability, accountability, and alignment with institutional mission and goals. Figure 5-3 illustrates what sources of data are used, who reviews the data (and how often and to what purpose), and some representative decisions resulting from the process. A major component of this activity is academic program review which takes into account stakeholder needs and creates a strong focus on students and learning.

AQIP Category Five: Leading and Communicating

Figure 5 – 4 Sources of Data Reviewed and Resulting Decisions

Data Source	Leadership	Frequency	Purpose	Representative Decisions
<i>Handbook of Selected Institutional Characteristics and Atlas of Selected Institutional Indicators</i>	President, Executive Leadership Team, Board of Trustees	Annual	Monitor effectiveness of college systems and progress of the strategic plan; determine targets for improvement	Application for participation in AQIP
Program Review	Department Chairs, Deans, VP for Academic Affairs	Annual	Monitor effectiveness of programs and use data to determine targets for improvement	Eliminate Court Reporting program Establish an 80% student success rate for programs
Program Review and ad hoc data reports regarding existing college policies and processes	Curriculum and Instruction Council (instructional leaders and faculty)	Twice monthly	Review academic policies and recommend to the VP for Academic Affairs	Recommend “extra credit” policy Recommend approval of core requirements
Curriculum and Course Review results (from Program Review)	Content-area teams within programs	Ongoing	Monitor effectiveness of courses and use data to determine targets for improvement	Adoption of new textbooks Adoption of external grading standards
As requested	Ad hoc committees	As needed	Review and recommend action	2006-2011 – Tied Strategic plan to AQIP categories through development of five strategic goals

5P2 Seeking Opportunities that Sustain the Learning Environment

The College is constantly seeking new ways to sustain and improve the learning environment for its nearly 34,000 students. In March of 2008, the Board of Trustees approved the Office of Community Relations and Educational Resource Development. This office will coordinate external community relations, and work closely with the College’s governmental relations staff to develop opportunities for external funding.

The College is building and sustaining its learning environment in many ways including a Strategic Enrollment Management Initiative utilizing the consulting services of Noel-Levitz, an expanded new student orientation program and a student success initiative.

5P5 Communication Networks

As outlined in 5C1, communication between institutional levels is facilitated through regular meetings of leaders representing college divisions and departments (e.g., ELT, Deans Council, etc.).

In addition to sharing information, the college uses groups to facilitate shared decision-making in the following ways:

- The president encourages college administrators to attend the monthly Board of Trustees meetings where college-wide policies and issues are discussed. The day following a board meeting, the president hosts a meeting of administrators and divisional leaders to provide an overview of board activity.
- On each Board of Trustees meeting day, the president hosts a luncheon with various college labor union representatives to share information about board and other college issues.
- Minutes from the board meeting proceedings are posted on the college’s web site within one week.
- The College sponsors both functionally specific and general professional development in the areas of technical expertise and personal growth. As examples, faculty from across the academic divisions come together at least twice each year for a professional development program. All division managers gather quarterly to discuss college matters, and support staff from all divisions participate in an annual Support Staff Day that focuses on training and development issues.
- At the beginning of fall and spring semesters, the president delivers state of the college addresses to all employees concerning college direction and plans. Paralleling the president’s message, divisions host professional and curriculum development events over a successive two-day period.

AQIP Category Five: Leading and Communicating

In the Spring of 2007, the College initiated an enhanced Board of Trustees communication plan in which weekly updates of College activities at the individual, program, department and divisional level are provided to the Board. Once each month the updates focus on progress in implementing the College Strategic Plan.

5P6 Communicating Shared Values and Expectations

Values, strategic directions and performance expectations are communicated through written, oral, and electronic channels by the ELT, divisional leadership teams, department meetings, and content-area faculty meetings. The principles/values and direction are incorporated in the strategic plan, which is shared at new-employee orientations and available to all employees and the public on the college web site.

The principles/values, directions, and expectations are reinforced in many learning opportunities provided to faculty, staff, and administrators (See 4P3).

5P7 Growing Leadership

The College takes great pride in its professional development program. Professional development in terms of specific position-related skills is handled through the College's Office of Organizational Development, which through in-person and on-line instruction constantly provides opportunities for employees to improve their job performance through software training, time management, and other skills.

In addition, employees are constantly encouraged to apply for positions within the College with publicly conspicuous job postings, professional development through conferences, and networking opportunities provided through College programs, such as the Business and Community Institute and the Capital Quality Initiative, which invites local and national business leaders to campus for the benefit of the campus and the community.

These opportunities are further augmented by the College's community and professional partnerships, such as the National Institute for Leadership Development, the Chair Academy, the Future Leaders Institute, the United Way, the Lansing Regional Chamber of Commerce, and the Michigan Community College Association.

In addition to these opportunities, administrators have access to management and training services provided by the college Business and Community Institute. These trainings include identifying effective solutions that help build leaders, increasing productivity, boosting sales performance, managing change, improving employee verbal and written communication, and/or increasing employee ability to work effectively in a diverse workplace.

5P8 Succession Planning

The college does not currently have a formal succession planning program for its employees although a succession plan is included the College's new "Employees" strategic goal.

New members of the Board of Trustees participate in a half-day orientation that includes the following topics: policies, strategic plan, budget development process, organizational structure, student statistics, union affiliation, board meetings and activities, purchasing processes, technology issues and equal employment opportunity policies.

Information about the college mission, vision, values and principles is included in recruitment materials targeted at employees and students. New employees receive information through a formal college orientation program which introduces basic college systems and processes.

Recently the college participated in a National Search for a new President. Upon hiring a new individual, the Office of Internal Audit and Compliance, in conjunction with the Board of Trustees and several key leaders across campus, created a Presidential Transition Plan. This Presidential Transition Plan identified key items that would need to be addressed with the incoming president between the existing President, the Executive Leadership Team, and several key processes across campus.

5P9 & 5R1 Measures and Results for Leading and Communicating

The College no longer administers employee perception surveys; however, the Office of Human Resources recently conducted focus groups regarding employee perceptions and is in the process of tabulating the results.

AQIP Category Five: Leading and Communicating

5R2 Comparing Results

The College uses the multiple comparative cohorts offered by both the State and Federal governments as the initial comparison group. These groups are integrated fully into the Handbook of Institutional Indicators, and are used by institutional decision-makers to evaluate the College's progress. Also, the Quality, Planning, and Economic Development Division, under the direction of the Office of Quality and College-Wide Planning, examines the system portfolios of other institutions in an effort to achieve continuous quality improvement through best practices.

5I1 Improving Current Processes and Systems for Leading and Communicating

The College's Office of Strategic Communication has substantially expanded its communications framework by fully exploiting electronic media, such as public service announcements, an improved internet presence, and emergency text-message notification in concert with the Office of Public Safety. These methods of communication are augmented through constant electronic mail communications, campus forums, and media placements designed for both internal and external audiences.

While substantial progress has been made, the College acknowledges that for an organization of LCC's size, improving communication is a constant goal and its improvement is an acknowledged part of the College's continuous quality improvement program.

5I2 Improvement Targets

Improvement is at the core of the College's mission. While substantial improvement has been made in the communication between the Board of Trustees and the Administration, the College seeks to improve the translation of Board Policy into operational outcomes and communicate those outcomes clearly and quickly to both internal and external audiences.

This type of improvement also directly complements improved monitoring of the College's strategic plan and publicizing the results.

AQIP Category Six: Supporting Institutional Operations

The College Strategic Goal Student Success supports, "Helping Students Learn" (Category One). The following matrix describes this goal, its specific objectives, and initial metrics in relationship to both AQIP and to the College's 2006 – 2011 Strategic Plan.



Strategic Goal-Fiscal Responsibility

Lansing Community College will operate as a fiscally responsible institution.

Objectives	
<ol style="list-style-type: none"> 1. Diversify revenue generating efforts and strategies. 2. Design and implement a process to plan and measure long-term fiscal outcomes. 3. Achieve and maintain a fund balance that is 10 percent of the institutional operating budget. (See Board of Trustees Governance Goal - EL 203.) 	
Priority Objectives for Year 1, 2	Year 1, 2 Metrics
<ol style="list-style-type: none"> 1. Diversify revenue generating efforts and strategies. 2. Design and implement a process to plan and measure long-term fiscal outcomes. 3. Achieve and maintain a fund balance that is 10 percent of the institutional operating budget. (See Board of Trustees Governance Goal - EL 203.) 	<ul style="list-style-type: none"> ▪ Design and implement a process to plan and measure long-term fiscal outcomes ▪ Maintain a minimum overall institutional revenue to expense ratio of 1.0 ▪ Research & develop fiscal benchmarks ▪ System to measure & maintain fiscal objectives & benchmarks.

AQIP Categories

Supporting Institutional Operations	Measuring Effectiveness	Planning Continuous Improvement
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Strategic Drivers

Leveraging Technology	Future State Funding			
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Areas of Priority Need

Financial Assistance				
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Strategic Initiatives

University Center	Alternative Energy	Enrollment Management	Expand Service Area	
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AQIP Category Six: Supporting Institutional Operations

6C2 Supporting Student Processes and Systems

The mission of the Emergency Management and Safety Services Department is for every college employee to know what their job is during an emergency. President Brent M. Knight, Ed.D., the Chief of Police and the Director of the Emergency Management and Safety Services Department, along with all LCC employees will champion this action project. Outcomes of the action project have included some key process changes such as communication processes during an emergency. For example, a new LCC texting system is now in place to implement texting as a means of communication to students and faculty during an emergency. We have also purchased and implemented Cisco IPICS, a sophisticated communication coordination tool for use by our campus police, Building Emergency Response Teams and Emergency Operations center staff during an emergency.

Emergency Preparedness is a priority at Lansing Community College. The need for central coordination of the emergency preparedness effort was identified. A new department was created, blending the existing services of Safety, and Risk Management into the new area of Emergency Management.

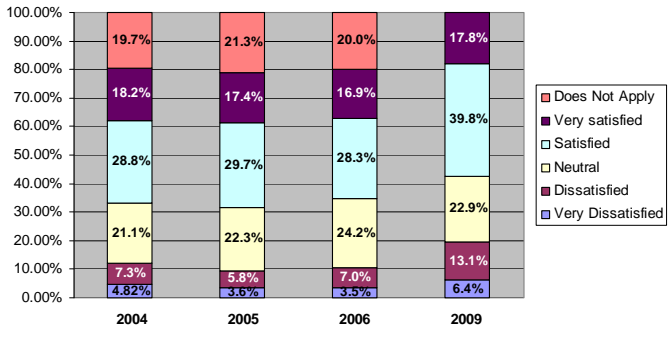
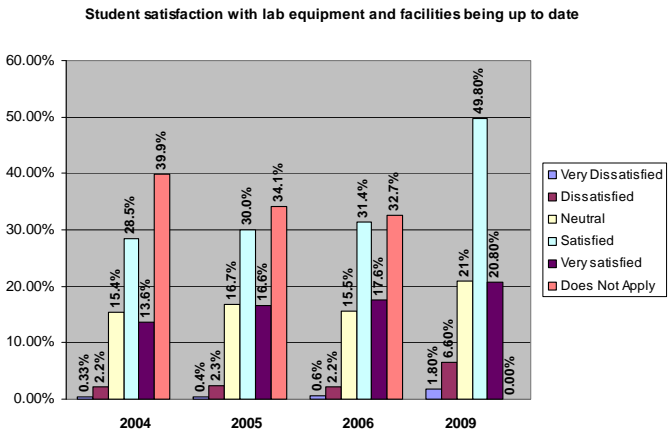
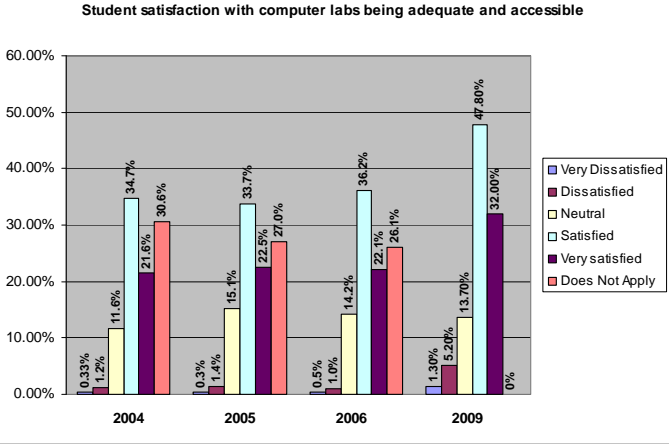
Source: Current AQIP Action Project: Emergency Safety/Action Plan

Key student support and institutional support services align with student learning described in categories one and three. To promote student success, support processes are designed to allocate resources and to ensure that students meet their educational goals. See *Figure 6 – 1* for details.

Figure 6 – 1 Student Support Processes and Results

6C1 Key Student Support Processes & Process Needs	6P1 Identifying Student Process Needs	6P5 Process Needs/Measures	6R1 Results from Noel-Levitz Survey																																			
<p>Advising/ Counseling Advising and counseling support services are available for all students. Beginning in the spring 2008 semester, students with two or more developmental placement levels are automatically assigned a counselor or advisor as a case manager. All case managers follow consistent outreach efforts and goals, such as completing an Educational Development</p>	<ul style="list-style-type: none"> Institutional Effectiveness and Research Office administers an annual student survey (Noel-Levitz) to measure student perceptions of college services and uncover problem areas 	<p>Student perception of staff Through our SEM teams, a focus was placed on excellent customer service including trainings, a team of champions, student feedback forms and more.</p>	<p style="text-align: center;">Student perception of staff 2004-06 - satisfied with care and helpfulness 2009 - Campus staff are caring and helpful</p> <table border="1"> <caption>Student Perception of Staff Data</caption> <thead> <tr> <th>Year</th> <th>Very Dissatisfied</th> <th>Dissatisfied</th> <th>Neutral</th> <th>Satisfied</th> <th>Very satisfied</th> <th>Does Not Apply</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>1.10%</td> <td>4.9%</td> <td>26.5%</td> <td>41.9%</td> <td>18.0%</td> <td>7.6%</td> </tr> <tr> <td>2005</td> <td>1.3%</td> <td>4.9%</td> <td>27.2%</td> <td>39.8%</td> <td>19.5%</td> <td>7.3%</td> </tr> <tr> <td>2006</td> <td>2.9%</td> <td>6.1%</td> <td>28.8%</td> <td>38.1%</td> <td>17.5%</td> <td>6.7%</td> </tr> <tr> <td>2009</td> <td>1.2%</td> <td>6.5%</td> <td>14.6%</td> <td>57.8%</td> <td>19.9%</td> <td>0%</td> </tr> </tbody> </table> <p>Source: 2004-06 ACT Student Opinion Survey and 2009 Noel-Levitz Student Satisfaction Survey</p>	Year	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Does Not Apply	2004	1.10%	4.9%	26.5%	41.9%	18.0%	7.6%	2005	1.3%	4.9%	27.2%	39.8%	19.5%	7.3%	2006	2.9%	6.1%	28.8%	38.1%	17.5%	6.7%	2009	1.2%	6.5%	14.6%	57.8%	19.9%	0%
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AQIP Category Six: Supporting Institutional Operations

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<p>Plan with the students by the completion of 30 credit hours. All students can access these services through a variety of methods such as self-initiation, e.g., calling to schedule an appointment, attending a group advising session, emailing our e-advisor, referral, etc.</p> <p>Admissions/Records/Registration Admissions/Records/Registration assists students with getting started in the enrollment process including general admissions, international student admissions, selective admissions programs, dual admissions and special admissions programs. Students can access the admissions process in paper, in person and online.</p> <p>Financial Aid The Financial Aid office provides assistance with the application process for financial aid. They process, verify, award, distribute and monitor a variety of financial aid awards available such as grants, loans and scholarships.</p> <p>Technology Support Main Campus computer lab has 157 student workstations and West Campus computer lab has 52 student workstations.</p>	<ul style="list-style-type: none"> • Help Desk data, course evaluations, feedback through the network system identify needs • Vocational and technical (Carl D. Perkins Act) monthly meetings to assess areas of high attrition/failure 	<p>A goal of our SEM retention team has been to increase the students' satisfaction with their advising experience.</p> <p>Technical Assistance</p> <p>Technical Assistance</p>	<p>Student perception of staff 2004-06 - value of the information provided by advisor 2009 - My academic advisor is knowledgeable about my program requirements</p>  <table border="1"> <caption>Student perception of staff data</caption> <thead> <tr> <th>Year</th> <th>Very Dissatisfied</th> <th>Dissatisfied</th> <th>Neutral</th> <th>Satisfied</th> <th>Very Satisfied</th> <th>Does Not Apply</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>4.82%</td> <td>7.3%</td> <td>21.1%</td> <td>28.8%</td> <td>18.2%</td> <td>19.7%</td> </tr> <tr> <td>2005</td> <td>-3.6%</td> <td>5.8%</td> <td>22.3%</td> <td>29.7%</td> <td>17.4%</td> <td>21.3%</td> </tr> <tr> <td>2006</td> <td>-3.5%</td> <td>7.0%</td> <td>24.2%</td> <td>28.3%</td> <td>16.9%</td> <td>20.0%</td> </tr> <tr> <td>2009</td> <td>6.4%</td> <td>13.1%</td> <td>22.9%</td> <td>39.8%</td> <td>17.8%</td> <td>0.0%</td> </tr> </tbody> </table> <p>Source: 2004-06 ACT Student Opinion Survey and 2009 Noel-Levitz Student Satisfaction Survey</p> <p>Student satisfaction with lab equipment and facilities being up to date</p>  <table border="1"> <caption>Student satisfaction with lab equipment and facilities data</caption> <thead> <tr> <th>Year</th> <th>Very Dissatisfied</th> <th>Dissatisfied</th> <th>Neutral</th> <th>Satisfied</th> <th>Very Satisfied</th> <th>Does Not Apply</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>0.33%</td> <td>2.2%</td> <td>15.4%</td> <td>28.5%</td> <td>39.9%</td> <td>0.0%</td> </tr> <tr> <td>2005</td> <td>0.4%</td> <td>2.3%</td> <td>14.7%</td> <td>30.0%</td> <td>34.1%</td> <td>0.0%</td> </tr> <tr> <td>2006</td> <td>0.6%</td> <td>2.2%</td> <td>15.5%</td> <td>31.4%</td> <td>32.7%</td> <td>0.0%</td> </tr> <tr> <td>2009</td> <td>1.80%</td> <td>6.60%</td> <td>21%</td> <td>49.80%</td> <td>20.80%</td> <td>0.00%</td> </tr> </tbody> </table> <p>Source: 2004-06 ACT Student Opinion Survey and 2009 Noel-Levitz Student Satisfaction Survey</p> <p>Student satisfaction with computer labs being adequate and accessible</p>  <table border="1"> <caption>Student satisfaction with computer labs data</caption> <thead> <tr> <th>Year</th> <th>Very Dissatisfied</th> <th>Dissatisfied</th> <th>Neutral</th> <th>Satisfied</th> <th>Very Satisfied</th> <th>Does Not Apply</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>0.33%</td> <td>1.2%</td> <td>11.6%</td> <td>34.7%</td> <td>30.6%</td> <td>0.0%</td> </tr> <tr> <td>2005</td> <td>0.3%</td> <td>1.4%</td> <td>15.1%</td> <td>33.7%</td> <td>21.0%</td> <td>0.0%</td> </tr> <tr> <td>2006</td> <td>0.5%</td> <td>1.0%</td> <td>14.2%</td> <td>36.2%</td> <td>26.1%</td> <td>0.0%</td> </tr> <tr> <td>2009</td> <td>1.30%</td> <td>5.20%</td> <td>13.70%</td> <td>47.80%</td> <td>32.00%</td> <td>0%</td> </tr> </tbody> </table> <p>Source: 2004-06 ACT Student Opinion Survey and 2009 Noel-Levitz Student Satisfaction Survey</p>	Year	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Does Not Apply	2004	4.82%	7.3%	21.1%	28.8%	18.2%	19.7%	2005	-3.6%	5.8%	22.3%	29.7%	17.4%	21.3%	2006	-3.5%	7.0%	24.2%	28.3%	16.9%	20.0%	2009	6.4%	13.1%	22.9%	39.8%	17.8%	0.0%	Year	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Does Not Apply	2004	0.33%	2.2%	15.4%	28.5%	39.9%	0.0%	2005	0.4%	2.3%	14.7%	30.0%	34.1%	0.0%	2006	0.6%	2.2%	15.5%	31.4%	32.7%	0.0%	2009	1.80%	6.60%	21%	49.80%	20.80%	0.00%	Year	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Does Not Apply	2004	0.33%	1.2%	11.6%	34.7%	30.6%	0.0%	2005	0.3%	1.4%	15.1%	33.7%	21.0%	0.0%	2006	0.5%	1.0%	14.2%	36.2%	26.1%	0.0%	2009	1.30%	5.20%	13.70%	47.80%	32.00%	0%
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AQIP Category Six: Supporting Institutional Operations

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<p>Hours: M-F 7am-12 midnight, Saturday & Sunday 9am-9pm. Hours may vary. Computer workstations are available for students, employees, and other authorized users as a tool to promote the mission of the College and to accomplish the goal of technological and computer literacy. All students may access the computers for class work, research, accessing email, etc., with appropriate identification during lab open hours.</p> <p>Support for special populations Additional support services such as attendance costs, day care grants, awards for books and other course materials are available through Perkins funding for students that qualify under one of the Special Population categories as defined by the Perkins Grant. Students must apply for the services each semester through the Women's Resource Center/Returning Adult Program.</p>		<p>Feeling of belonging and comfort</p>	<p>Student satisfaction with being made to feel welcome at LCC</p> <table border="1"> <caption>Student satisfaction with being made to feel welcome at LCC</caption> <thead> <tr> <th>Year</th> <th>Very Dissatisfied</th> <th>Dissatisfied</th> <th>Neutral</th> <th>Satisfied</th> <th>Very satisfied</th> <th>Does Not Apply</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>2.31%</td> <td>5.5%</td> <td>29.5%</td> <td>40.4%</td> <td>17.2%</td> <td>5.0%</td> </tr> <tr> <td>2005</td> <td>1.4%</td> <td>6.2%</td> <td>25.7%</td> <td>40.9%</td> <td>18.3%</td> <td>3.6%</td> </tr> <tr> <td>2006</td> <td>2.7%</td> <td>8.2%</td> <td>30.8%</td> <td>38.1%</td> <td>16.7%</td> <td>3.5%</td> </tr> <tr> <td>2009</td> <td>1.5%</td> <td>4.8%</td> <td>15.8%</td> <td>51.0%</td> <td>24.9%</td> <td>0%</td> </tr> </tbody> </table> <p>Source: 2004-06 ACT Student Opinion Survey and 2009 Noel-Levitz Student Satisfaction Survey</p>	Year	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Does Not Apply	2004	2.31%	5.5%	29.5%	40.4%	17.2%	5.0%	2005	1.4%	6.2%	25.7%	40.9%	18.3%	3.6%	2006	2.7%	8.2%	30.8%	38.1%	16.7%	3.5%	2009	1.5%	4.8%	15.8%	51.0%	24.9%	0%
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AQIP Category Six: Supporting Institutional Operations

NOTE: because the Noel Levitz 2007 Student Satisfaction Inventory (SSI) scale was a seven point scale, we needed to convert it to align with the prior years ACT Student Opinion Survey (SOS). To do this, the conversion of response categories is shown below:

Noel-Levitz SSI			ACT-SOS
Not Satisfied at All	Not Very Satisfied	COMBINED INTO	Very Dissatisfied
Somewhat Dissatisfied		COMBINED INTO	Dissatisfied
Neutral		COMBINED INTO	Neutral
Somewhat Satisfied	Satisfied	COMBINED INTO	Satisfied
Very Satisfied		COMBINED INTO	Very Satisfied

6P2 Identifying Administrative Support Needs

Methods for identifying support needs for administrative services include the following:

- Help Desk work requests – Technological issues, report requests, access requests and other issues related to technology are centralized through our Help Desk. Requests received are monitored and analyzed on a regular basis to ascertain patterns suggesting larger system or process needs of key stakeholders.
- Specialized committees – Various college-wide committees are formed around specific goals and priorities of the institution, e.g., recruitment and marketing, in order to collectively address these goals and operate as information gathering bodies to assess performance and determine additional needs of our stakeholders. Their work includes soliciting feedback from stakeholders on the specific topic through surveys, focus groups, open forums, etc.
- Open forums for presenting information and gathering responses – Open forums are held on a regular basis with the college community as a whole as an opportunity for college leadership to collectively share information as well as receive feedback and concerns that would allow them to monitor institutional progress as well as identify areas of need.
- CTE assessments – CTE collects feedback from faculty on their teaching experiences and solicits information from students each semester during a faculty workshop regarding their learning experiences. This information is then shared college-wide through electronic newsletters, new faculty orientations and other faculty workshops to help identify areas of need and opportunities for improvement.
- OD trainings (including surveys & feedback) – Organizational Development provides college-wide trainings on a variety of topics and solicits feedback through evaluations and surveys at the conclusion of each training. The feedback is then reviewed and analyzed for patterns suggesting additional needs of our stakeholders. These needs are then shared with the appropriate groups as needed.
- Quarterly meetings of deans and chairs – Quarterly meetings are held with all deans, chairs and other college administrators as an opportunity for the President and Executive Leadership Team to collectively share information as well as receive feedback and concerns that would allow them to monitor institutional progress as well as identify areas of need.

Figure 6-2 identifies an additional way that an institutional operation i.e. Financial Balance, supports the service needs of LCC students.

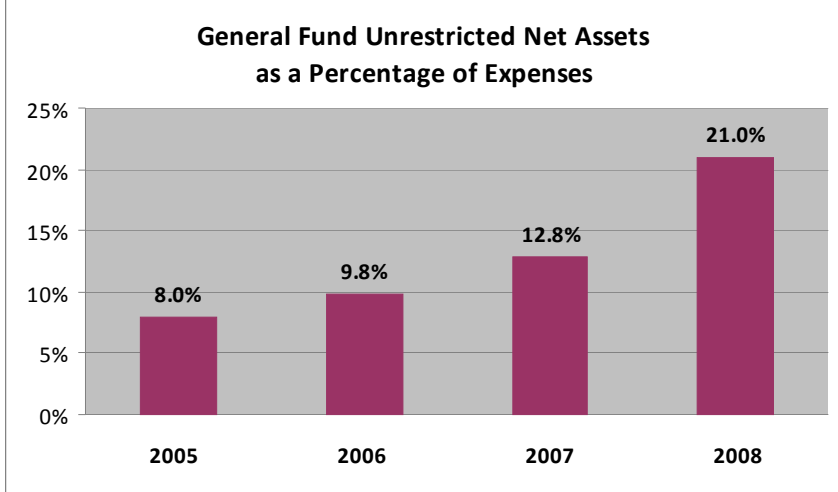
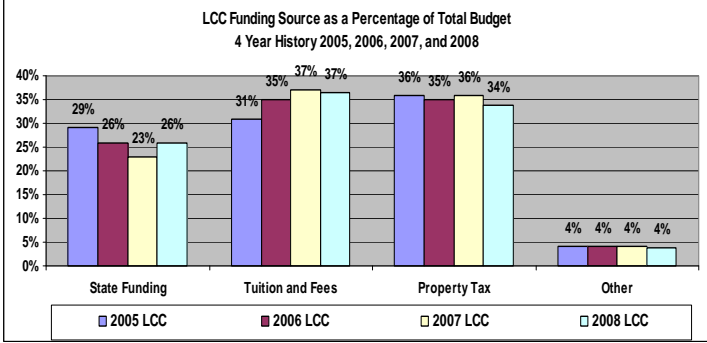
Figure 6-2 Institutional Operation Support

Additional Institutional Operations	Support
Financial Balance: Achieve and maintain a fund balance that is 10% of the institutional operation budget.	Bring revenue streams – tuition and fees, state appropriation and local taxes – nearer to equal contributions and allocate more resources to direct instruction.

Figure 6-3 details the key administrative and support processes (and process needs) for monitoring financial health and purchasing and materials management. Figure 6-2 also details college measures and representative results.

AQIP Category Six: Supporting Institutional Operations

Figure 6 – 3 Administrative Support Processes and Results

6C1 Key Administrative Support Processes and Process Needs	6P5 Measures	6R2 Results																				
<p>Monitoring Financial Health</p> <ul style="list-style-type: none"> Accountability 	<p>Unrestricted fund balances as % of revenue</p>	 <p style="text-align: center;">General Fund Unrestricted Net Assets as a Percentage of Expenses</p> <p style="text-align: center;">Source: Financial Services Divisional Office</p>																				
<ul style="list-style-type: none"> Financial Balance 	<p>Balance of revenue sources</p>	<table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Revenue Source</th> <th>2006 LCC</th> <th>2007 LCC</th> <th>2008 LCC</th> </tr> </thead> <tbody> <tr> <td>State Funding</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">23%</td> </tr> <tr> <td>Tuition and Fees</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">37%</td> <td style="text-align: center;">37%</td> </tr> <tr> <td>Property Tax</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">36%</td> <td style="text-align: center;">34%</td> </tr> <tr> <td>Other</td> <td style="text-align: center;">4%</td> <td style="text-align: center;">4%</td> <td style="text-align: center;">4%</td> </tr> </tbody> </table>  <p style="text-align: center;">LCC Funding Source as a Percentage of Total Budget 4 Year History 2005, 2006, 2007, and 2008</p> <p style="text-align: center;">Source: ACS Databook and Companion</p>	Revenue Source	2006 LCC	2007 LCC	2008 LCC	State Funding	26%	23%	23%	Tuition and Fees	35%	37%	37%	Property Tax	35%	36%	34%	Other	4%	4%	4%
Revenue Source	2006 LCC	2007 LCC	2008 LCC																			
State Funding	26%	23%	23%																			
Tuition and Fees	35%	37%	37%																			
Property Tax	35%	36%	34%																			
Other	4%	4%	4%																			

Financial Balance is reviewed annually when the budget is prepared and adopted. Financial reports are available to all executives, deans and department chairs for review. Throughout the fiscal year, the Board of Trustees is apprised on financial matters. College auditors provide the board with a report on the year-end financial audit each November. The board approves a reconciled budget for the current fiscal year each spring as they review and approve the proposed budget for the subsequent fiscal year. Finally, the college’s financial system is completely open; any faculty or staff member with access to Star Port, the college intranet, has access to real time budget and expenditure reports for all college cost centers.

6P3 Documenting Support Service Processes

Service reviews for student and administrative support services that were mentioned in the previous Systems Portfolio were suspended because they were found to be ineffective. In its place, feedback from students and other key stakeholder groups are solicited through a variety of sources. Feedback forms are available at each service counter with a suggestion box. These are also made available in centralized registration rooms during peak student traffic times. Feedback is solicited through specific department webpages, e.g., <http://www.lcc.edu/fa/feedback.htm>. Surveys and

AQIP Category Six: Supporting Institutional Operations

evaluations are administered to students at the end of events such as on-campus registration, one-stop events, File Your FAFSA Fridays, etc. Focus groups are held with various stakeholder groups as needed in order to review and assess specific processes such as financial aid processes, web page functionality and campus accessibility for students with disabilities. All feedback and suggestions received are reviewed by leadership teams on regular intervals to assess current processes and determine ways to improve.

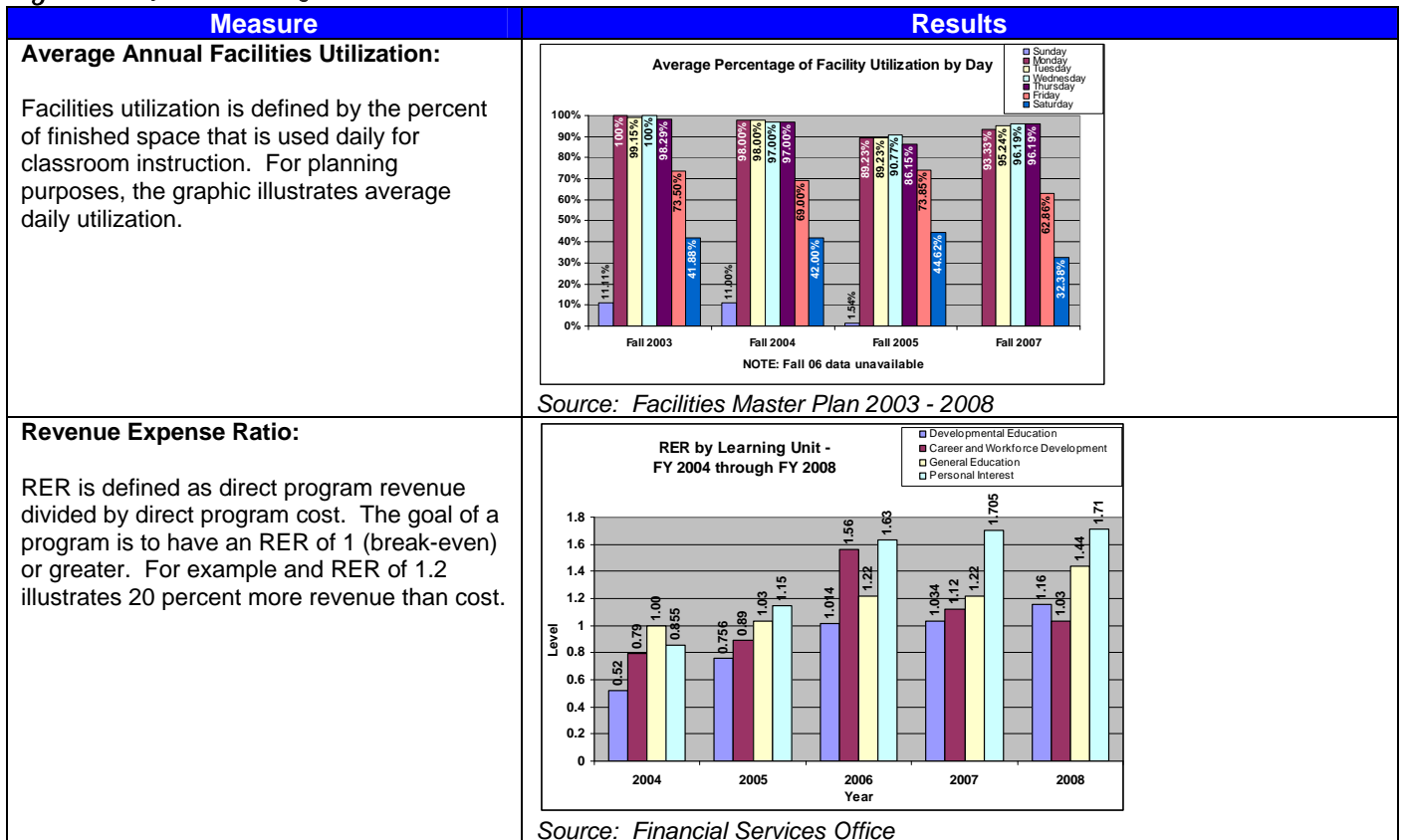
Key student and administrative support services are documented by key staff that is responsible for the various processes within each department. Many student and administrative support departments follow ISO documentation standards for their key processes. During the new Banner System implementation from fall 2006 until present, key business processes were documented and analyzed for improvement by each process team within the implementation, These processes are published within the public workspaces and on the college's website available for all staff and other stakeholders. They are shared and discussed at department specific meetings, shared across campus at college-wide trainings, e.g., Travel and Business Related Expense policies.

LCC's West Campus has a geothermal heating and air-conditioning system that saves the college more than \$100,000 a year in energy costs. LCC is seeking basic certification for the West Campus under the standards of existing buildings. That requires 32 points out of a possible 85. Platinum, the highest ranking, requires 64 points. (Source: Lansing State Journal article, "LCC is going for green in building standards", May 25, 2008)

6R1 & 6R2 Additional Results for student and administrative support service processes

Average Annual Facilities Utilization, Revenue to Expense Ratio and Financial Health (Cash Balance – General Fund). The College also identified initial metrics for each of the five Strategic Goals (as identified in the Institutional Overview section by the Individual Strategic Goal Tables).

Figure 6 – 4 Additional Results



AQIP Category Six: Supporting Institutional Operations

6R3 Comparative Data

Figure 6–5 Survey Results

Item	LCC Importance	LCC Satisfaction	National Importance	National Satisfaction
The quality of instruction I receive in most of classes is excellent	6.49	5.50	6.66	5.67
The campus is safe and secure for all students	6.26	5.61	6.50	5.74
Faculty are fair and unbiased in their treatment of students	6.21	5.42	6.45	5.56
There are convenient ways of paying my school bill	6.16	5.31	6.37	5.68
Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).	6.07	5.47	6.41	5.78
The equipment in the lab facilities is kept up to date.	6.08	5.31	6.36	5.48

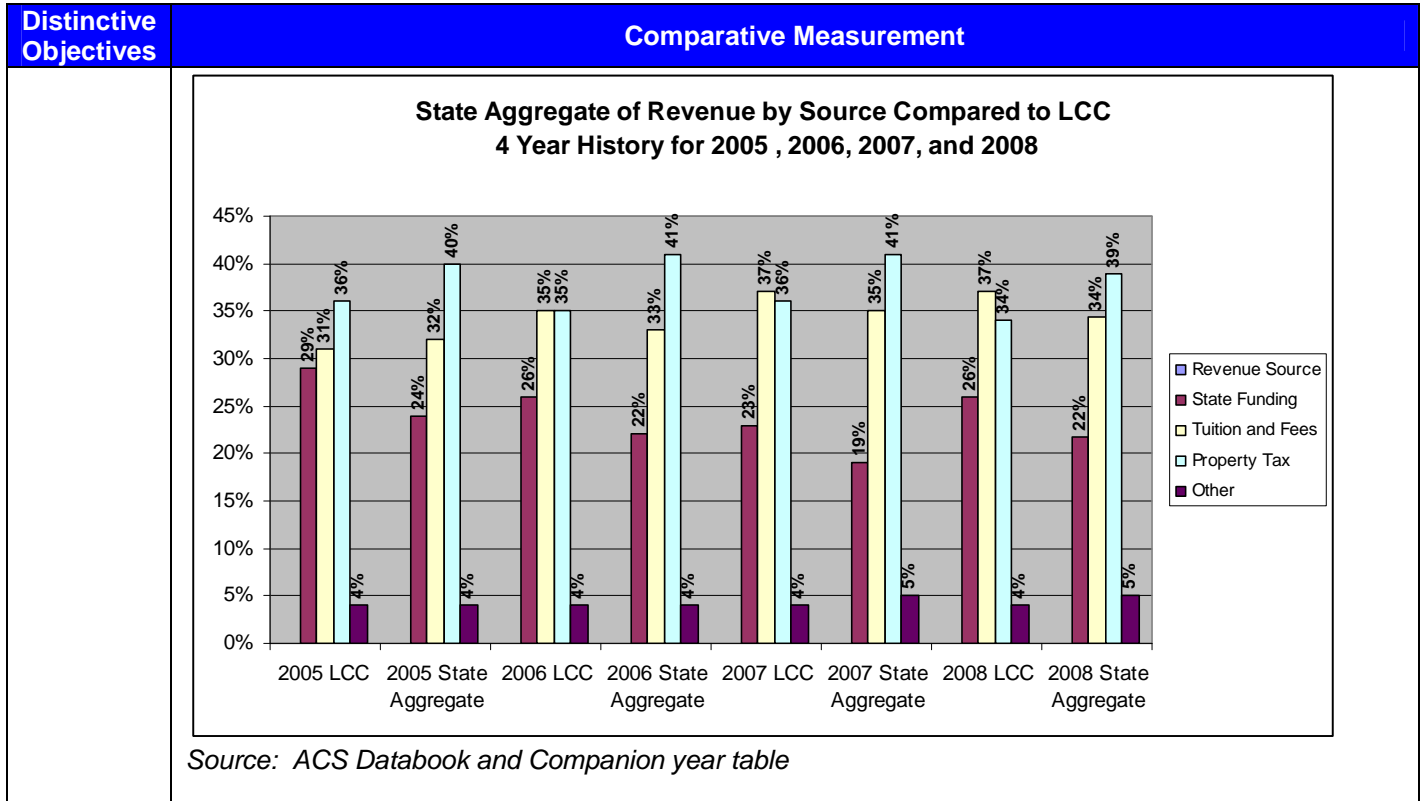
While the above-noted items are fairly consistent in their importance to our students as compared to the national average, the students' satisfaction with these items varies. In particular, our students are slightly less satisfied with their quality of instruction,

Figure 6–6 reflects a comparative measurement of revenue sources comparing Lansing Community College to an aggregate of Michigan's 28 community colleges, Technology comparisons with Macomb Community College and Oakland Community College.

Figure 6–6 How LCC Compares to State Aggregate by Revenue Source

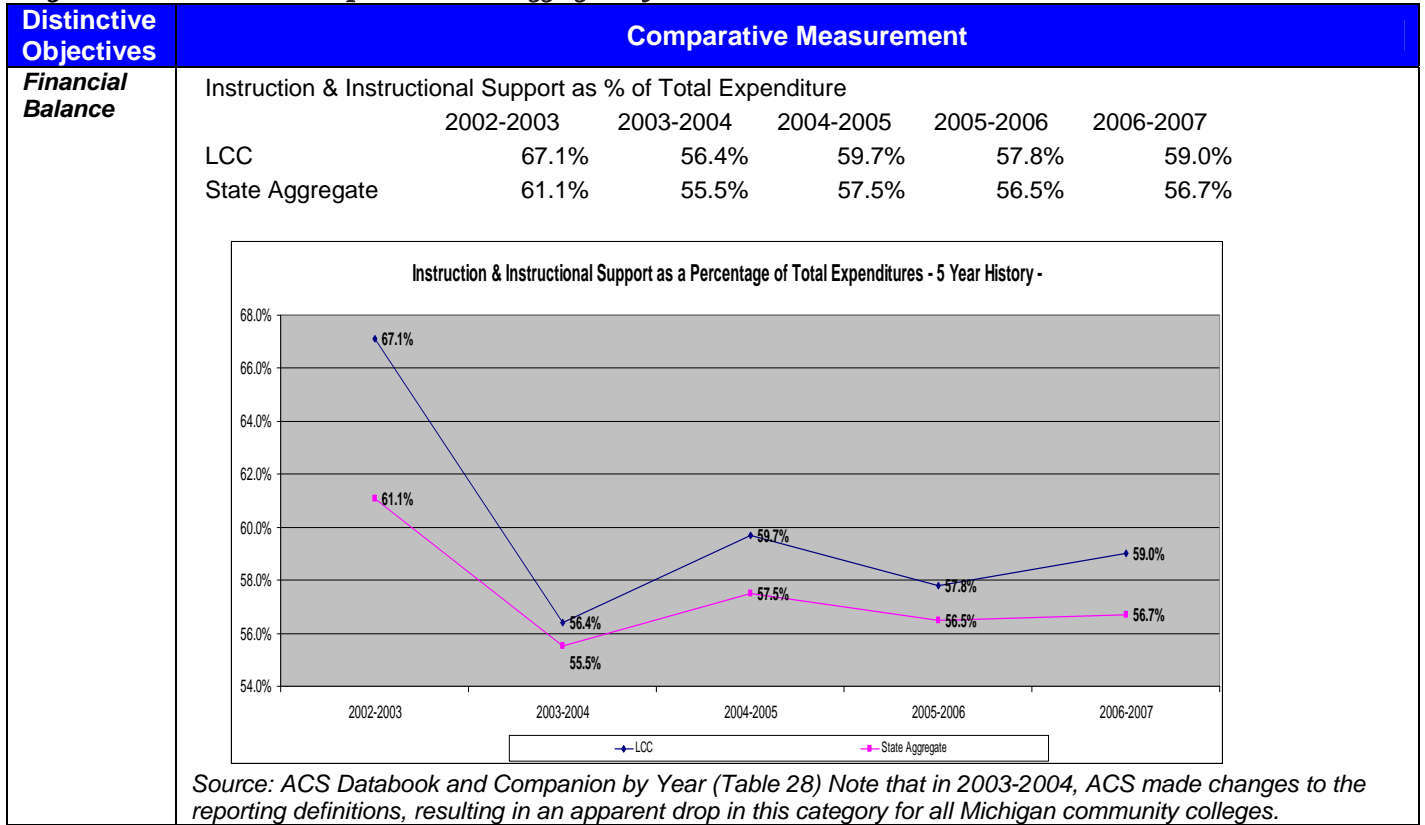
Distinctive Objectives	Comparative Measurement								
	2005 LCC	2005 State Aggregate	2006 LCC	2006 State Aggregate	2007 LCC	2007 State Aggregate	2008 LCC	2008 State Aggregate	
Financial Balance									
Revenue Source									
State Funding	29%	24%	26%	22%	23%	19%	26%	22%	
Tuition and Fees	31%	32%	35%	33%	37%	35%	37%	34%	
Property Tax	36%	40%	35%	41%	36%	41%	34%	39%	
Other	4%	4%	4%	4%	4%	4%	5%	5%	

AQIP Category Six: Supporting Institutional Operations



AQIP Category Six: Supporting Institutional Operations

Figure 6 – 7 How LCC Compares to State Aggregate by Year



Financial Balance is reported annually to the Board of Trustees and ELT have responsibility for identifying and implementing improvements.

6P4 & 6I1 Using Information and Results

All support services areas use information gathered at both the college level (reported through the *Handbook of Selected Institutional Characteristics*) and the program level (program review) to identify areas for improvement. Additionally, student support services such as Advising, Assessment, Admissions, Registration, Financial Aid and Student Finance use information obtained through student feedback forms collected in suggestion boxes on-line and at on-campus service areas throughout the year as well as at special events. Feedback provided from targeted focus groups on specific issues is also reviewed to determine which processes are working, which are not, which need to be communicated better, etc. After special events such as File Your FAFSA Fridays, One-Stop Registration Events and Graduation, debriefing meetings are held for all individuals involved or anyone interested in attending in order to assess the success of the event and the processes involved for how improvements can be made in the future. All information gathered is then utilized by college leaders (deans and the ELT) or program leaders (administrators, staff and faculty) to design process changes, implement the changes, and measure the results to be reported in the next cycle of review.

6I1 Overall Improvements Supporting Institutional Operations

To increase the success of institutional operations, former President Judith F. Cardenas, Ed.D., Ph.D., created the Quality, Planning & Economic Development division in January 2007, to coordinate strategic planning, quality planning, accreditation (AQIP), Economic Development, Institutional Effectiveness and Research. This division is responsible for coordinating the consistency of Quality improvement, projects, plans and systems, as well as AQIP coordination and houses the AQIP Liaison. This division also houses the Institutional Effectiveness and Research (IER) Department. The IER department is responsible for data gathering - all communications will go through this department, as well as coordination and publication of State and Federal reporting.

The Quality Planning & Strategic Planning areas coordinated the Strategic Planning Group sessions. The outcome of these sessions led to the creation of the strategic goal matrix and five strategic goals with prioritized objectives.

AQIP Category Six: Supporting Institutional Operations

The Capital Quality Initiative (CQI) officially joined the Quality & Planning department in July 2007. By integrating CQI into the QPED Division, Lansing Community College is able to focus on both internal and external quality and continuous improvement. This combination provides the new division a synergistic gain. Some benefits of this integration are:

- Increasing communication on quality topics by LCC employees
- Sharing expertise and knowledge in the field of quality and continuous improvement
- Leveraging the learning from CQI external programs to benefit LCC internally
- Sharing quality tools and other resources, including the CQI Resource Library
- Opportunities to extend the contacts/network in quality nationally and internationally
- Increasing customer base for the CQI Academy
- Supporting the quality life cycle at LCC
- Providing 2nd party audits for LCC

The Quality & Planning department has recently led an initiative to coordinate all of the ISO systems that exist on campus. The Director of Quality & College-Wide planning held two meetings involving the coordination of ISO systems college-wide. These meetings created a new system that created a public folder entitled LCC-QMS-ISO-9001-2000 that houses all the divisional ISO QMS Division folders. Prior to this, each division had their Quality Management System files stored within their own divisional folder, making it very difficult to share best practices or lessons learned between divisions. There is also a public folder entitled LCC-QMS-ISO-Internal-Audits where results of LCC ISO Internal Audits will be stored. Each ISO System has its own improvement measurement system and targets.

An additional benefit to this coordination of ISO 9001:2000 Systems, is the sharing of ISO Certified Internal Quality Auditors across divisions. This will allow us to not only combine resources, but have the added benefit of an outside perspective. The ISO Internal Quality audits are performed with two ISO Certified Internal Quality Auditors, a list of which is kept in the LCC-QMS-ISO-Internal-Audits workspace. Another benefit to this coordination is a college-wide record of ISO Internal Quality Audits performed by Division, Internal Auditor and date. This has allowed several ISO Internal Quality Auditors to apply for Senior Membership in the American Society for Quality (ASQ), which allows the individuals, and the organization, to receive additional benefits.

The Quality & Planning department has also led the facilitation of brainstorming and process mapping sessions for various departments on campus. Feedback from all of these sessions, both informal and formal, has been very positive.

The Organizational Development department, housed within the Human Resources area, creates and conducts several trainings for faculty, staff & students. (see 4R1, 4R2 and 4R3)

Targets are communicated to faculty and staff through divisional meetings, written communication and updates from members specifically assigned to these efforts- the president's meetings with deans and department chairs, and web-site updates. Results are communicated through the college's portal (Star Port), campus-wide email, including online newsletters, OD trainings, CTE workshops, and online faculty-staff meetings.

6I2 Targeting Improvements and Communicating With Stakeholders

Our targets for improvement of student and administrative support processes are set through a variety of methods. For example, when gaps or need for improvement are identified through one of our feedback mechanisms, internal and benchmarking data is reviewed to assist in developing a specific target. One specific process selected for improvement has been the academic advising process. The specific target selected was to increase the 2009 SSI advising scale satisfaction score to 5.00 up from 4.84*. Our results and improvement priorities are communicated in written monthly reports to President Brent M. Knight Ed.D., which are then published to the Board of Trustees and the entire campus via an electronic News to Use column. We also publish our progress through retention consultant reports that are sent to the college-wide retention team and Executive Leadership Team.

AQIP Category Seven: Measuring Effectiveness

LCC has deployed a data infrastructure that ensures that all data is on-line and accessible through a web interface. In general, the majority of the College's operations are run through an integrated network. Figure 7-1 details most of the College's major operations.

Figure 7 – 1 Transaction Details for College's Major Operations

System	Transactions
Human Resources	The Human Resources Department (HR) exists to attract and retain well-qualified employees to LCC and to manage traditional HR functions within the college. Primary HR functions are coordination of the hiring process, labor contract negotiation and administration, compensation and benefit management, college-wide training in HR practices and traditional HR reporting and record-keeping to meet college needs and legal requirements.
Faculty	The online faculty system handles all faculty contracts and workload management. Deans and department chairs authorize online approvals through this system, which then automatically transfers employee information to the payroll system. Since all contracts are coded to the subject and course level, the faculty system provides the college with detailed course costing.
Finance	The Banner financials module manages all transactions related to college finances, i.e., accounts payable, receivables, purchasing, and expense reports. Transactions are validated using online approvals, which route to the appropriate supervisors for review.
Student	All transactions related to student, i.e., applications, registrations, financial aid processing, online grading and online student billing are routed through the Banner Student module. Transactions are validated based on college procedures embedded into the system.
Facility/Space Management	The online work order system tracks all work orders related to facilities or other auxiliary activities, recording all characteristics of college fixed assets.
Resources/ ScheduleR25	LCC utilizes the Schedule R25 software to coordinate all the classroom assignments each semester. Schedule R25 is an algorithm that factors various characteristics to assign rooms to classes. Resource R25 is an online tool that allows faculty and staff to monitor room assignments for utilization as well as to provide an online tool to faculty and staff to perform ad hoc room assignments.
Email, calendaring, Document management	All communication for LCC is run through an online, web-accessible communication system. All college-wide documents are located in the file's online system and accessible to appropriate individuals. An online email and calendar system supports the entire college.
Online desk manuals	LCC has deployed all of its procedure manuals, policies, guidelines and training material to an online system. The college deploys all procedure manuals, policies, guidelines and help sheets through its network. The network also hosts the college's internal, online training system. This system records employee records for both online and face-to-face training.
Electronic surveys	The college has instituted an online survey system that distributes electronic surveys to faculty, staff, students, and external constituents. The system also has the ability to record telephone and mailed survey results as well as email results. This system also processes faculty evaluations and posts results to the faculty member's personalized portal page.

Technology: The campus network is the nucleus of Lansing Community College's technology infrastructure. The data network consists of a Gigabit fiber backbone using Cisco Backbone switches and Routers, with Switched 100 megabit and 1 gigabit Ethernet to the desktop. The College's West Campus, East Campus and Airport facilities are connected to a metro area fiber network consisting of 6 fiber strands and the Howell and Augusta Facilities are connected via T-1. A number of tools are used to support the network, including Nagios to monitor network switch operation and Cisco Works for more detailed network analysis. A Cisco ASA firewall with IPS Module for security and a Cisco MARS appliance are used for logging anomaly detection and to monitor network traffic. For mail, the campus uses Sophos Puremessage for Spam control and virus protection. (We have selected IronPort to replace Sophos subject to approval by the new CIO.)

The voice network consists of a three-server distributed cluster using Cisco VoIP Unified Communications Manager (R6.01,) an IPCC box for call-center support, Cisco Emergency Responder for E-911, and Oracle's Collaboration Suite integrated via SIP trunk for voicemail. There are approximately 3,500 voice extensions on campus. In addition, two Nortel Option 11 switches, one Cisco VG248, and several Cisco ATA's are used for analog applications such as fax machines and emergency call boxes. Call recording on select lines is provided for our Department of Public Safety by TelRex's CallRex product.

Approximately 192 cameras are installed through out campus for video surveillance. The cameras are currently primarily managed and recorded by DiVR NVR, but we are in the process moving the cameras over to OnSSI's NVRs. Video is distributed using broadband. All wiring on each floor is RG6 plenum coaxial for video, and Category 5 or 6 UTP for data and complies with the EIA/TIA 568 Commercial Building Wiring Standard. TCP/IP protocol is supported across the network. In addition to the wired network LCC also operates a wireless campus network following 802.11ABG standards.

The campus wireless network uses WPA encryption and uses 802.1X standards with radius authentication against Microsoft Active Directory. For guest/student access a Cisco NAC solution is in place to authenticate users and provide an additional layer of security helping to separate guest access. In addition, Cisco WCS (Wireless Control System) is employed for security monitoring.

AQIP Category Seven: Measuring Effectiveness

The 170+ Network servers run a variety of operating systems, including Windows 2000, Windows 2003, Unix (AIX, HP-UX and Solaris), and Redhat Linux. The college currently uses Oracle's eBusiness Suite for administrative systems (student, financial aid, and human resources), and other Oracle applications for many support services (portal, OID, helpdesk and file storage.) Oracle's Collaboration Suite provides email and calendaring for students and staff. The Oracle software is running on HP servers under HP-UX and supported by an Oracle 9i database. MC Service Guard is used to assure high availability, and primary storage is provided by a HP 512 Enterprise storage system.

LCC is in the process of moving its ERP applications from Oracle's eBusiness Suite to Sungard's Banner ERP system. The Banner system runs on a Sun Solaris infrastructure. This solution currently includes finance, and will be expanded to include student, financial aid, human resources and the Luminis portal. The Banner ERP systems are further enhanced by add-on products including Xtender (document imaging,) ePrint, Form Fusion and Workflow.

Sungard's ODS/EDW (Operational Data Store/Enterprise Data Warehouse) is being implemented to provide a data source for reporting. Oracle Discoverer is the most commonly used reporting tool.

The college strives to make all applications web accessible. To this end, LCC is connected to the Internet via dual path fiber connections with OC3 connection providing up to 150Mb speeds. The college's website is comprised of a network of web servers using various operating systems and application servers. The main web host is a pair of HP Intel-based blades running Red Hat Linux AS 3.0 using Apache Web Server version 2.x behind a pair of F5 Big IP Load Balancers and balanced across campuses. The Oracle applications are hosted on HP servers (HP-UX version 11i) running Oracle's 9iAS. LCC's virtual college course offerings are supported by Angel running under Windows. Course and Section syllabi are available via the web and are running on a Windows NT platform using Lotus Domino (version 5.1). Other web applications include the facilities web interface (Windows NT, Oracle Applications Server 4.0 Enterprise Edition.) In-house web-based applications are developed using Oracle's HTML/DB. No databases reside on the web servers.

Other major applications include Innovative Interface Inc.'s Library System, ACEWare for non-credit registrations, Universal Algorithm's R25 for room scheduling, and Prism's FAMIS software for facilities management. All servers are backed-up via Tivoli Storage Manager Backup System.

LCC has 5000 employee and student computers consisting of Intel-based machines and Apple Macs. Intel-based machines primarily run Windows XP with some others running Vista. The Macs run MAC/OSX or higher. All computers are connected to the network.

Our 300+ Network attached Konica printer/copiers, HP LaserJets and Lexmark Optra printers support shared printing through Microsoft's Active Directory. Many of the Konica printer/copiers also support digital scanning and imaging.

Students have access to computer resources through a 156 station lab located on the main campus and a 60 station lab at the West Campus. The main campus semester hours are Monday through Friday from 7am to 12 midnight, Saturday & Sunday 9am to 9pm. The West Campus semester hours are Monday through Thursday from 7am to 9pm.

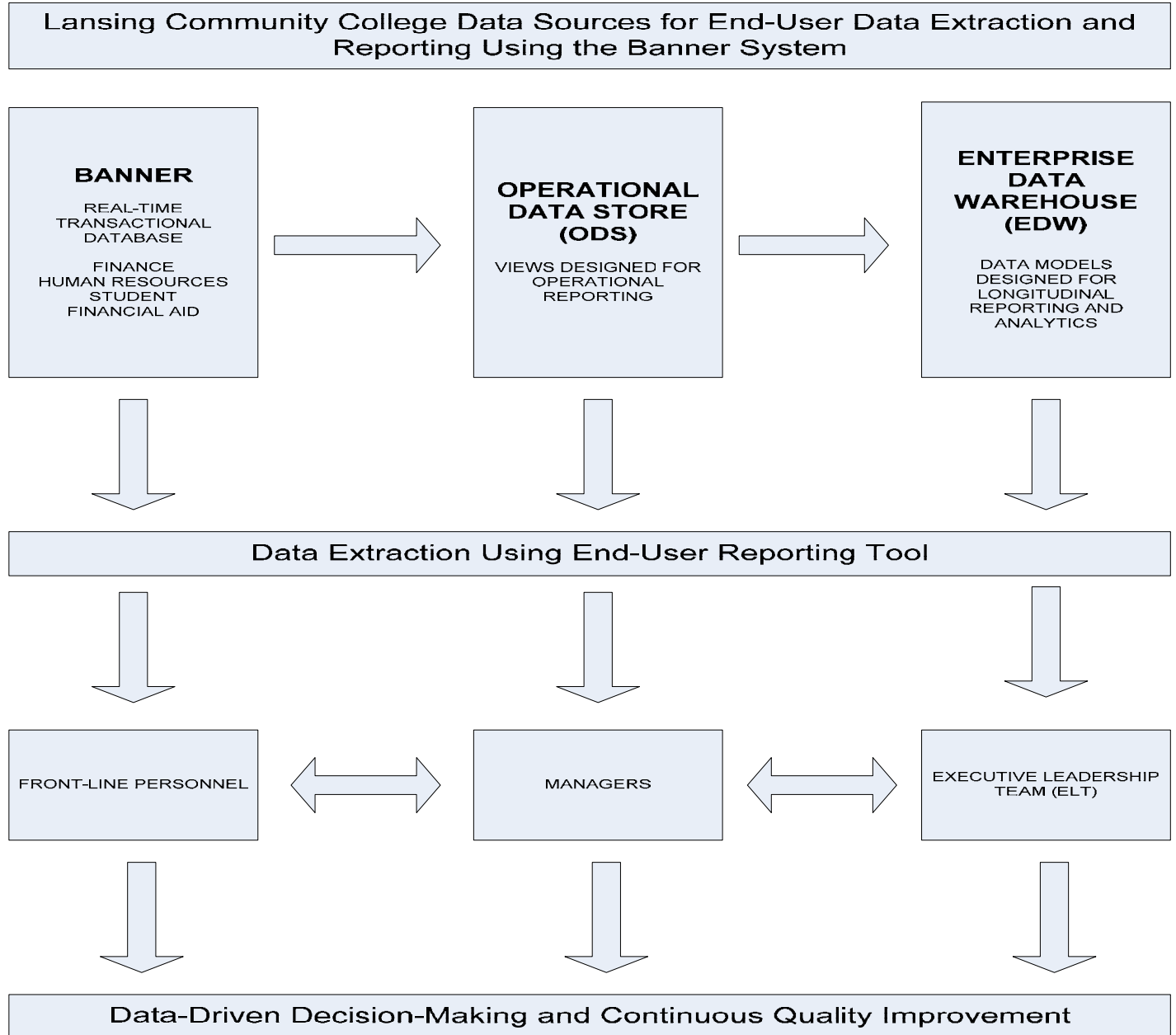
In addition the College has approximately 2,300 computers available to students in labs, classrooms, and 20 portable wireless laptop classrooms served by COWs (Computers On Wheels). Students may also access LCC's wireless network with a personal laptop.

Access to systems and system information is provided through Star Port, which facilitates the major distribution of data and other information in a common format for faculty, staff and students. Star Port also provides faculty, staff and students with information and access to processes customized to their individual needs. For example, students see different tabs, pages, screens and messages than employees. Divisions and departments can customize unique page configuration and content for their employees.

AQIP Category Seven: Measuring Effectiveness

Figure 7-2 below illustrates how LCC's end-users extract data. At the time of the Systems Portfolio Update, the College is installing a new, more user-friendly reporting tool, Argos, which will enable all levels of faculty, staff, and administration to extract data from the new Banner system including the Operational Data Store and the Enterprise Data Warehouse. In addition, the College has committed to a program of nearly 200 user-defined, professionally written reports which will allow end-users access to both real-time and historical data without requiring any advanced technical skill. Further, these reports have been inventoried, and each report has been screened through a quality assurance process overseen by the Office of Institutional Effectiveness and Research.

Figure 7- 2 Data Sources for Data Extraction and Reporting Using Banner



AQIP Category Seven: Measuring Effectiveness

7C2 Key Measures for Tracking Effectiveness

Lansing Community College has redoubled its commitment to tracking its effectiveness. In April 2007, the College hired a new Director for Institutional Effectiveness and Research, shifting focus away from mere data collection and extraction to publishing information that decision-makers at all level of the organization can really use.

One of the first steps in this process was the publication of both the *Handbook of Selected Institutional Characteristics* and the *Atlas of Selected Institutional Characteristics*. Both of these documents, described below and attached for review, democratized College data by making key demographic, academic, community, and staffing indicators available to all members of the College and the community.

In addition, the College is in the process of creating a series of dynamic indicators which will be visually integrated into the new reporting tool through the uses of dashboard graphics.

Handbook of Selected Institutional Characteristics

The *Handbook of Selected Institutional Characteristics* replaced the *Annual Results Inventory* in 2008. The *Handbook* integrates external data, such as the College's six-county service area's demographics, with the College's existing financial and student achievement data facilitating a data-driven decision making model that integrates the College with its environment, aligns more fully with the College's strategic plan, and gives decision-makers access to more comprehensive information.

Atlas of Selected Institutional Indicators

The *Atlas of Selected Institutional Indicators* was designed to complement the *Handbook of Selected Institutional Characteristics* by giving decision-makers the opportunity to visually understand the College's data. The *Atlas* is used by the Board of Trustees, the President, the Finance Office, Student Services, and others to visually understand trends in the College's tax base, enrollment, mode of course delivery, and the six-county service area's demographics.

Surveys Conducted by the Office of Institutional Effectiveness and Research

Drop-Out / Stop-Out Survey - This survey is administered to a random sample of ten percent of the students who were enrolled Fall semester for six credits or more, and who did not re-enroll in the following Spring semester. Questions asked of the students focus on reasons for their decision to not re-enroll with possible reasons being job responsibilities, personal responsibilities, financial resources, transfer, quality of the program, major area of study, or career identification. This survey is conducted by phone first, and then by mail for those not reached by phone. **SURVEY IS TYPICALLY DONE IN MID-MAY FOR 5 DAYS.** {Example results in 3R1 & 3R2}

Fall Student Survey - This survey is administered to a random sample of five percent of the fall enrollment. The students are asked several questions related directly to their instructors, such as do the instructors seem to care about their learning, are their instructors well prepared to teach their subjects, and does the instructor review the syllabus at the beginning of the semester. There are also questions about content, such as whether the courses challenge the student to solve problems, is writing emphasized in their classes, and whether the courses adequately prepare the student to continue their academic work or meet vocational goals after graduation. Finally, we look for responses on related areas including whether textbooks are available at the start of the semester, are the textbooks valuable to the course, are the classrooms/labs adequately furnished and equipped, are costs at LCC reasonable, and the students overall rating of the quality of instruction. This survey is conducted by phone first, and then by mail for those not reached by phone. **SURVEY IS TYPICALLY DONE IN THE FIRST WEEK OF OCTOBER FOR 5 DAYS.**

Follow-Up Survey - This survey is administered in part to comply with the IPEDS (Integrated Postsecondary Education Data System) reporting as required by federal law. Graduates of degree and certificate programs are contacted the year following coursework completion. They respond to their current situation being one of the following: employed in the military, employed in a job related to the curriculum taken at LCC, employed in a job unrelated to the curriculum taken at LCC, enrolled in a college to continue their education, unemployed and seeking work, or unemployed and not seeking work. We also attempt to determine the hourly or salary range the student falls in to, and whether employment is full- or part-time. Finally, we ask the student to tell us the name of his/her employer. We advise that we do not make contact with the employer, but attempt to determine where our students are finding employment. This survey is conducted by phone first, and then by mail for those not reached by phone. **SURVEY IS TYPICALLY DONE IN THE FIRST WEEK OF SEPTEMBER FOR 5 DAYS.** {Example results in 1R1}

AQIP Category Seven: Measuring Effectiveness

Graduate Survey - This survey is administered in July of each year to students that have received their certificate or degree in May. An attempt is made to reach all graduates. Questions are very similar to the Fall Survey. The students are asked several questions related directly to their instructors, such as did the instructors seem to care about their learning, were their instructors well prepared to teach their subjects, and did the instructor review the syllabus at the beginning of the semester. There are also questions about content, such as whether the courses challenged the student to solve problems, was writing emphasized in their classes, and whether the courses adequately prepared the student to continue their academic work or meet vocational goals after graduation. Finally, we look for responses on related areas, including whether textbooks were available at the start of the semester, were the textbooks valuable to the course, were the classrooms/labs adequately furnished and equipped, were costs at LCC reasonable, and the students overall rating of the quality of instruction. This survey is conducted by phone first, and then by mail for those not reached by phone. This survey was previously done in July but is now conducted in either October or November in order to meet Perkins reporting requirements (job placement 180 days after graduation. Three days are needed. {Example results in 1R1, 3R1 & 3R2}

Retention Survey - This survey is done each January. This is a follow-up to the Graduate Survey. A graduate (receiving a certificate or degree) is first contacted six months after graduation for the Graduate Survey (done in October after graduating in the previous May). If the student responds they are employed, in the military, or continuing their education, they are contacted three months later, in January for the Retention Survey, to find out if they are still employed, in the military, or continuing their education. {Example results in 1R1}

Transfer Survey - Each spring semester, we attempt to survey students that have transferred to Michigan State University as of the previous fall semester. This requires an agreement with MSU to divulge the student name and last known phone number for the survey to be a success. We ask the students specifically about the quality of Writing, Mathematics, Science, Social Science, Humanities, Technology, Business, Media and Arts courses as preparation for their transfer to MSU. We also ask their overall opinion of instruction at LCC as preparation for transfer to MSU. Finally, we ask if they are satisfied with the number of LCC courses that transferred to MSU. This survey is conducted by phone first, and then by mail for those not reached by phone.

SURVEY IS TYPICALLY DONE IN APRIL FOR 5 DAYS. {Example results in 3R1 & 3R2}

In addition to these institutional measures, program review measures are described in 1P8. However, while the College has made great strides in its institutional reporting, data access and democratization, and the creation of easy-to-use and accessible indicators, this process is constantly evolving to respond to the needs of the institution.

7P1 Selecting and Using Information and Data

In January 2007, the Office of Institutional Effectiveness and Research was formed as part of the new Quality, Planning, and Economic Development Division. This division has the singular mission to facilitate data-driven decision making, integrate quality into College operations, and redefine the College's role in local, regional, and national economic development. The Division is comprised of the Office of Quality and College-Wide Planning, the Office of Institutional Effectiveness and Research, and the Office of Strategic Planning and Economic Development. These three offices, in concert with the Small Business Technology Development Center and the Business and Community Institute, developed the College's overarching quality framework, implemented ISO compliance, redefined the collection and distribution of College data, developed a comprehensive framework to integrate the College's strategic plan with AQIP, and helped to launch hundreds of small businesses.

As a function of this Division, the College began the process of re-evaluating how it collected and disseminated data. The first step in this process was implementing the Banner system to collect and manage the College's data. The final step of this migration, launching the Luminus web portal, is scheduled for Fall 2009. As part of this implementation the College has established both an Operational Data Store, and Enterprise Data Warehouse, each of which will play a vital role in creating one source for data which is not directly dependent of transactional database queries. Further, the development of the Office of Institutional Effectiveness and Research in concert with members of the Executive Leadership Team and others, has integrated survey research, focus groups, geospatial data, and standardized reporting to get consistent data to decision-makers sooner.

In addition, the College has continued its rigorous program review process, described above, where each campus program is evaluated in terms of its overall quality and efficiency. The cornerstone of this process of student evaluation of instruction, currently a departmental level process, the College has decided to work with an outside vendor to facilitate evaluation that incorporates benchmarks of comparable institutions. The approach readily complements the College's State and Federal Reporting which compares the College to other like institutions.

Also, the College has contracted Noel-Levitz to assist in an ongoing Strategic Enrollment Management program which has helped to redefine the manner in which the College markets itself, track students, retention, and achievement.

AQIP Category Seven: Measuring Effectiveness

7P2 Determining Unit Needs

The information and data needs of individual units and departments are defined in the following manner:

- At the institutional level, all decision-makers in concert with the Office of Information Technology and Board of Trustees develop and determine the College's informatics program including system selection. This process led to the selection of the current system, Banner, and its modules.
- Unit needs are determined through quarterly meetings of deans and the ELT. As a result of these meeting and meetings of both technical and functional users of the new Banner system, a new reporting program was created. This program inventoried departmental reporting needs which were forwarded to the Office of Institutional Effectiveness and Research for programming with end-user acceptance testing. Each of these nearly 200 operational reports is subject to quality assurance to insure accuracy.
- In addition to these pre-defined operational reports, users at all levels of the organization may request specialized, ad hoc reports from the Office of Institutional Effectiveness and Research. This request process has been recently improved with the assistance of the Office of Information Technology which is working in concert with Office of Institutional Effectiveness and Research to meet these immediate data needs.
- Finally, program effectiveness is evaluated through the program review metrics previously defined integrating both qualitative and quantitative data which measure not only program effectiveness but cost effectiveness. These metrics are uniform in design and application.

7P3 Selecting Comparative Data

The selection of comparators is integral to the College's benchmarking strategy. The College uses comparative data provided by the federal government, the State of Michigan, and various professional organizations to monitor its progress. The type of data provided is described below.

At the institutional level, the Office of Institutional Effectiveness and Research provides comparative data through the use of its IPEDS peer group, which is selected by the U.S. Department of Education, and its ACS peer group which is defined by the State. Further, these data can be customized to complement programmatic comparators selected through the professional organizations the College collaborates with routinely.

State and Governmental Agencies

LCC provides annual regulatory reports to both the Federal Government and the State of Michigan through the Integrated Post-Secondary Education Data System (IPEDS) reporting structure and through the Activity and Classification Structure (ACS). In addition, the College on a routine basis uses data from the United States Census, the American Community Survey, the Bureau of Economic Analysis, the Michigan Department of Labor and Economic Growth, the Michigan Department of Education, and the Institute for Education Statistics to develop benchmarks.

Professional Organizations

LCC is a member of several organizations that collaborate on community college matters. They include the Michigan Community College Association (MCCA), Michigan Community College Business Officers Association (MCCBOA), Michigan Community College Data and Evaluation Committee (MCCDEC), and the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO). All of these organizations enable LCC to share data and information, as well as collaborate on community college policies.

Additional Data Sources

The College, as part of its Strategic Enrollment Management program, routinely uses Noel-Levitz survey data to understand how the College is perceived in relationship to its peer groups, by both prospective students and members of the community.

7P4 Institutional Data Analysis

Both the *Handbook of Selected Institutional Characteristics* and the *Atlas of Selected Institutional Indicators* are routinely used by members of the Board of Trustees, the President and the Executive Leadership Team to understand the College, its six-county service area, and comparable institutions. In addition to these documents and improved reporting, the College is now analyzing student retention, persistence, and success, as well as, the cost-effectiveness of programs. In addition, the College is in process of selecting a new student evaluation of instruction tool which includes national benchmarks to further analyze the effectiveness of teaching.

AQIP Category Seven: Measuring Effectiveness

7P5 Unit Analysis

Program review, standardized institutional reports, and specialized ad hoc reporting are the foundation of the College's unit-level analysis. In addition, the Office of Institutional Effectiveness and Research provides specialized analysis of specific courses such as Writing 121 – First-Year Composition which investigates student success in terms of age, race, socio-economic status by proxy, and utilization of the College's Writing Center. This research was presented at the Race in the Writing Center conference last February. Based upon the quality of the data gathering, and the extraordinary findings regarding student achievement and Writing Center Utilization, the International Writing Center Association has asked Lansing Community College to present both its finding and methodology in concert with the Massachusetts Institute of Technology this October.

7P6 Information Systems: Ensuring Effectiveness

The college has implemented an information system that provides the structure from which the CIO, in consultation with college leadership, faculty, and staff, makes data-driven information system decisions. For example, the Technology Master Plan requires the college to remain current by operating on systems (software and hardware) which are currently supported by the vendor.

The college also maintains the effectiveness of information systems in the following ways:

- The TGC analyzes current software, reviews new software, and communicates deployment information to the campus.
- Information technology staff remains current with training provided by vendors and membership in the Gartner Group (a software research and analysis company).
- A 24/7 help desk system ensures the effective overall operation and internal reliability of information systems using help desk tracking software. Duty managers ensure service requests are promptly and accurately resolved.
- Test systems enable early detection of potential problems or deficiencies that could affect quality of data prior to deployment to the campus.
- The service request process collects information weekly, monthly and annually to allow for different analysis points related to the success of college implementations. The college also tracks service requests by category to identify specific problems that may need system-wide solutions.

7P7 Measuring Effectiveness

Once a year the college collects data on Student Learning Outcomes and Stakeholder Satisfaction for its *Handbook of Selected Institutional Characteristics*. The data includes: quality of learning; reading, math & critical thinking performance; understanding of governance; technological literacy; licensure & certification and; performance at transfer institutions.

Occupational programs have begun employing a DACUM (Design a Curriculum) process to update and align their curricula with current industry needs and standards.

Each year 25% of academic programs complete a formal Program Review and Effectiveness Self-Study (PRESS). This self-study uses survey results from current students, graduates, faculty, employers (occupational programs), and advisory committees (occupational programs). PRESS data also include statistical trend information relating to the program's vitality and accountability (i.e., students, credits, graduates, return on investment, success rates, course-embedded assessments). Programs complete a comprehensive self-study every four years and monitor their performance the other three years.

State-approved occupational programs submit a Program Review of Occupational Education (PROE) self-study every four years. This report includes graduation rates; survey results from current students, faculty and advisory committee members; Core Performance Indicator results; and an action plan.

Seventeen programs submit self-studies and undergo site visits from their accrediting agencies.

7R1 Results

The Quality, Planning, and Economic Development Division publish results to the College through the Handbook of Selected Institutional Characteristics and the Atlas of Selected Institutional Indicators. These two publications are at the center of the College's data-driven decision making model. In addition, the College frequently uses the results from its State and Federal Reports to understand its performance.

AQIP Category Seven: Measuring Effectiveness

7R2 How Results Compare

The College regularly uses the comparative data provided by the Integrated Post Secondary Education Data System and the Activity and Classification Structure to compare its progress against that of other institutions. For example, graduation and persistence rates, enrollment, and other indicators are routinely analyzed and published annually in the *Handbook of Selected Institutional Characteristics*.

7I1 How the College Improves

ITS staff monitor uptime and service resolution monthly. Based on these results, staff members refine software and hardware systems to improve performance. If the service requests indicate a need for more employee training, staff members develop and deliver training to meet the need.

QPED's Mission enables the College to improve current process and systems for measuring effectiveness. The Quality, Planning, and Economic Development Division, serves both internal and external stakeholders by facilitating data-driven decision making, strategic planning, economic development and infusing quality tools & techniques through a continuous quality improvement model. The division serves the college by facilitating a divisions or departments quality, planning, evaluation & assessment initiatives and provides learning opportunities to both internal & external stakeholders that lead individuals and organizations into continuous improvement systems in which they live and work. As part of the Division's external economic development mission, the Division also coordinates the activities of the Small Business Technology Development Center to contribute to the promotion of economic development and the Business and Community Institute to offer a full spectrum of LCC Services, including credit and non-credit customized programs.

The Quality Planning & Strategic Planning areas of the QPED Division coordinated the Strategic Planning Group sessions. The outcome of these sessions led to the creation of the strategic goal matrix and five strategic goals with prioritized objectives. The Quality & Planning department has recently led an initiative to coordinate all of the ISO systems that exist on campus. Each ISO System has its own improvement measurement system and targets. The Quality & Planning department has also led the facilitation of brainstorming and process mapping sessions for various departments on campus. Feedback from all of these sessions, both informal and formal, has been very positive.

7I2 How the College Chooses Improvements

While the Technology Master Plan outlines the process, the College upgrades its systems, applications, personal computing, and telecom services. It is the constant feedback solicited from end-users which drives improvements in the College's reporting.

As a function of the Banner implementation, end-users from each functional area in concert with Information Technology and the Office of Institutional Effectiveness and Research had the opportunity to define nearly 200 unique reports to support College operations and decision-making, including a quality assurance process for institutional reporting. The Office of Institutional Effectiveness and Research and the Office of Information Technology continually develop ad hoc reports with end-users as part of a continuous improvement process which constantly refines queries at both the technical and functional level to answer complex questions with readily understandable reports.

Also, as a function of the Banner implementation, end-users from each functional area formed a Testing Methodologies Process Team. This team is, and will continue to be, led by the Director of Quality and College-Wide Planning. The Testing Methodologies Process Team exists to identify a standardized testing structure & provide strategy for individual process team testing groups to ensure quality throughout the system. The testing methodology team compiled a detailed series of templates and plans for the user acceptance testing component of the Banner Implementation and for use with Banner upgrades, as well. This team also created a 'signoff' document that identifies the key processes for each system as well as listing the person responsible for the testing and signoff for application to the production database. The Testing Methodologies Process Team also created an integrated testing plan that includes the same key processes from the signoff document, but adds the Strategy, Volume and Goal for a successful test and signoff for application to production.

AQIP Category Eight: Continuous Improvement

The College's strategic plan drives planning, decision-making and resource allocation. As described in the overview section, in 2006 - 2007, the Strategic Planning Group (SPG), reviewed the 2006-2011 Strategic Plan, adopted by the LCC Board of Trustees in May 2005, in conjunction with the Spellings Report, Cherry Commission Report and State of Michigan Performance Indicators. This group met monthly from November 2006 to October 2007 and again in February, 2008. The result of these meetings was the creation of five Strategic Goals for the College, aligned with the 2006-2011 Strategic Plan, its Strategic Drivers, Areas of Priority Need and Strategic Initiatives. This group also aligned each of the goals to AQIP Categories. This is displayed visually below in the Strategic Planning Matrix.

8C1 The College Vision

Lansing Community College's vision, serving the learning needs of a changing community, serves as the basis for its College-Wide planning processes.

Figure 8 – 1 Strategic Planning Matrix



Lansing Community College Strategic Planning Matrix



Goal	Higher Learning Commission	2006-2011 Board Approved Strategic Plan		
	Academic Quality Improvement Program (AQIP)	Strategic Drivers	Areas of Priority Need	Strategic Initiatives
Student Success	<ul style="list-style-type: none"> Helping Students Learn Understanding Students' and Stakeholders' Needs Supporting Institutional Operations Measuring Effectiveness Planning Continuing Improvement 	<ul style="list-style-type: none"> Team-Based Learning Service Learning Leveraging Technology K-12 Partnerships Future State Funding 	<ul style="list-style-type: none"> Developmental Education Health Care Math and Science Financial Assistance Teacher Education 	<ul style="list-style-type: none"> Faculty of the Future University Center Alternative Energy* Enrollment Management Expand Service Area
Community	<ul style="list-style-type: none"> Helping Students Learn Understanding Students' and Stakeholders' Needs Supporting Institutional Operations Measuring Effectiveness Planning Continuing Improvement Building Collaborative Relationships 	<ul style="list-style-type: none"> Service Learning Leveraging Technology K-12 Partnerships Future State Funding 	<ul style="list-style-type: none"> Developmental Education Health Care Math and Science Financial Assistance Teacher Education 	<ul style="list-style-type: none"> University Center Alternative Energy* Enrollment Management Expand Service Area
Accessibility	<ul style="list-style-type: none"> Helping Students Learn Understanding Students' and Stakeholders' Needs Supporting Institutional Operations Measuring Effectiveness Planning Continuing Improvement 	<ul style="list-style-type: none"> Leveraging Technology K-12 Partnerships Future State Funding 	<ul style="list-style-type: none"> Developmental Education Health Care Financial Assistance 	<ul style="list-style-type: none"> University Center Enrollment Management Expand Service Area
Employees	<ul style="list-style-type: none"> Valuing People Leading and Communicating Measuring Effectiveness Planning Continuing Improvement 	<ul style="list-style-type: none"> Leveraging Technology Future State Funding 	<ul style="list-style-type: none"> Health Care Financial Assistance 	<ul style="list-style-type: none"> Faculty of the Future University Center
Fiscal Responsibility	<ul style="list-style-type: none"> Supporting Institutional Operations Measuring Effectiveness Planning Continuing Improvement 	<ul style="list-style-type: none"> Leveraging Technology Future State Funding 	<ul style="list-style-type: none"> Financial Assistance 	<ul style="list-style-type: none"> University Center Alternative Energy* Enrollment Management Expand Service Area

Quality will be the fabric of how Lansing Community College achieves its mission.

*LCC's alternative energy program currently has 22 students enrolled and seeking an associate's degree in the program. The first students were graduated from the alternative energy program on May 10, 2008.

AQIP Category Eight: Continuous Improvement

8C2 College Strategies and How they are Aligned

Developing continuous improvement systems is a central aspect of the College's strategic plan, adopted to ensure that the College would meet the needs of its students and the community. However, a quality strategic plan will adapt to changing needs. The Board of Trustees refined the Strategic Plan in 2003 to include Statements of Purpose, Goals, Strategic Thrusts, Strategic Drivers, and Strategic Initiatives and also redefined Areas of Excellence as Areas of Priority Need. They renewed the Strategic Plan in May 2005 and they redefined the Strategic Drivers after a college-wide evaluation process. In 2006-2007, a group of College leaders reviewed the 2006-2011 Strategic Plan, the Cherry Commission Report, the Spellings Report and the State of Michigan performance indicators. Using this reviewed information, this group, the Strategic Planning Group (SPG), created five Strategic Goals for the college, to and aligned them with the 2006-2011 Strategic Plan, its Strategic Drivers, Areas of Priority Need and Strategic Initiatives. This group also aligned each of the goals to AQIP Categories. A Strategic Planning Matrix was created to display how the plan, drivers, areas, initiatives and categories as they align together.

These five strategic goals are Student Success, Accessibility, Community, Employees and Fiscal Responsibility and are described in further detail in the 8R1. The QPED Division published these Strategic Goals in a booklet; a .pdf copy is included in the Supporting Documentation segment of this document. It is also posted on the Strategic Plan website for all faculty, staff, and internal and external stakeholders. http://www.lcc.edu/about/strategic_plan/files/Strategic-Goals-Booklet-March-2008.pdf

8P1 The College Planning Process

The College Planning process is rooted in continuous quality improvement, as well as qualitative and quantitative data review. This is gathered through planning sessions as well as national, state and local data sources.

Strategic Planning: The Strategic Planning Group brought together over 50 college representatives, and yielded five integrated goals with 28 defined objectives and a model for strategic decision making at an institutional level. This process began with a full review and integration of the 2006-2011 Strategic Plan, as well as findings from the Cherry Commission, Spellings Report and State of Michigan Key Performance Indicators reports. This planning process that produced which correlate with the 2006-2011 Board Approved Strategic Plan's Strategic Drivers, Areas of Priority Need, Strategic Initiatives and AQIP Categories. While not, nor intended to be, a strategic plan renewal or update, the Strategic Planning Matrix seeks most to operationalize our strategic direction to further advance the 2006-2011 Board Approved Strategic Plan. The College vision, mission, and guiding principles/values are reviewed, updated, or changed as part of the strategic planning process. The college uses a 5-7 year strategic planning cycle. The Director of Strategic Planning & Economic Development, in conjunction with the Director of Quality and College-Wide planning, are currently responsible for designing and monitoring this planning model. The strategic planning process sets direction for the College and ultimately leads to implementation of more specific master plans.

Master Planning: The strategic plan forms the basis of the Academic Master Plan, Campus Facilities Master Plan, Technology Master Plan and others. The vice presidents, executive director and College deans/directors lead the implementation of these master plans, as well as AQIP action plans and plans for major initiatives.

Figure 8-2 explains the cycle/frequency and methodology of college master planning.

Figure 8 – 2 Master Plans and Methodology

Key Master Plans	Cycle/Frequency	Methodology
Strategic Planning	Every 5-7 years	<p>The key steps in LCC's strategic planning and renewal process involve:</p> <ul style="list-style-type: none"> ▪ obtaining input from LCC's stakeholders, including faculty, staff, students, local employees, four-year institution partners, and community leaders, through surveys, planning workshops, and open forums; ▪ conducting research and analysis on topics that are relevant to the well-being and improvement of the entire College and/or major divisions within it; ▪ analyzing financial factors, such as five-year revenue/cost projections; and ▪ reviewing the College's quality improvement performance for instructional programs and operational systems. <p>Source: http://www.lcc.edu/about/strategic_plan/</p>
Academic Master Plan	Every 5-7 years	The instructional master plan laid the foundation for a more comprehensive Academic Master Plan (AMP). That AMP was rolled out to the College in December 2006 and with the theme of Student Success. The 2006-2012 Academic Master Plan provided the necessary backdrop for the strategic goal for student success, which was presented to the board on 9/17/07.
College	Yearly	On October 15, 2007, the Administrative Services Division, in conjunction with ELT, and a

AQIP Category Eight: Continuous Improvement

Key Master Plans	Cycle/Frequency	Methodology
Facilities Master Plan		variety of staff members from across the College, developed a comprehensive Campus Facilities Master Plan.
Technology Master Plan	To be determined by the new CIO	Based on feedback about the sequential implementation of parts of the plan, the CIO, ELT, and the TGG update and augment the technology master plan developed from the strategic plan. The CIO tracks progress and reports to the planning group and annually to the Board of Trustees. The CIO and his staff report implementation progress to the college through Star Port. This report has not yet been updated; however, a new CIO has been hired.

Annual Planning: Annual planning emerges from the master plans and includes, but is not limited to, program review plans and budget plans. Figure 8-3 explains the cycle/frequency and methodology of college annual planning.

Figure 8 – 3 Annual Plans and Methodology

Key Annual Plans	Cycle/Frequency	Methodology
Program review plan	Every four years	As part of a four-year cycle, each program begins with a comprehensive review to align purpose and performance. Programs review college-provided data, as well as gather information from internal stakeholders (e.g., student satisfaction with the program) and external stakeholders (e.g., employer satisfaction with preparedness of employees from the program). Using the student learning outcomes, as defined in the strategic plan, the program develops objectives and measures to document student learning. Each following year, the program reviews its measurable outcomes and refines its plans. At the end of four years, the program begins the process again with an overall analysis of its purpose and performance. Every program plan is available through Star Port.
Unit plans	Yearly	In early summer, vice presidents, deans, and college directors develop unit plans to implement strategic initiatives.
Budget plans	Minimum bi-yearly, more if needed	In fall and early winter, the CFO and the Budget Director lead the annual budget planning process. Units propose budgets based on anticipated student and institutional needs. Vice presidents and deans, with broad input from college leaders, determine allocations to units. Budget information at all stages of the process and at all levels of the college is available to the college community.

8P2 Selecting Strategies (outlined in 8C2)

The strategies employed for selecting short-term and long-term strategies include the president, as well as ELT meeting with key leaders and leadership groups to develop specific strategies based on current information and data. The College held open forums, both face-to-face and electronic, to solicit responses regarding these strategies. After refinement, the administration presented them as part of the strategic plan to the Board of Trustees for its approval. Upon completion of the 2006-2011 Strategic Plan, the College launched the initiative to operationalize the approved strategic plan through the development of goals and objectives. The objectives for each goal were selected by individual teams (selected from the large group) led by an expert in that area. The objectives were then brought back to the large group for review, approval and prioritization. The Strategic Planning Group also developed initial metrics for these objectives.

8P3 Developing Key Action Plans

The vice presidents, executive directors and College deans/directors lead not only the implementation of master plans; they advance the development of departmental actions plans that support institutional strategies.

The AQIP Action Projects are selected by consulting with various groups on campus such as Dean's Council, CIC, AMP, etc.; The AQIP Steering Committee consists of the 2006 AQIP Planning Committee as well as members of the Strategic Planning Group. This committee coordinates the development of AQIP action projects. The AQIP Steering Committee played a key role in the update of the systems portfolio after the QPED Division made the original changes with solicited input from various areas on campus.

The Quality & Planning office developed an action project template from the questions asked when creating a new AQIP Action Project. This template was presented to the Strategic Planning Group in February 2008. This form is available on LCC's quality website for development of AQIP, Divisional, Department, etc. Action Plans or projects.

AQIP Category Eight: Continuous Improvement

Of all of the College's reports, Program Review is the most widely used for tracking institutional effectiveness. Program review data is made readily available through the College's web portal, Star Port, and is presented in easy-to-use Microsoft Excel pivot tables, which afford the users access to both current and historical data.

8P4 Coordinating Plans and Strategies

The Quality, Planning and Economic Development Division leads and coordinates strategic and quality planning. Operationalization of our responsiveness to the systems portfolio occurs at a departmental level and employs quality based practices. Some examples of how we accomplish this include PRESS, SEM and Noel-Levitz through self study and direct customer feedback.

8P5 Selecting Measures and Setting Performance Projections

The ELT and the Board utilize data presented in numerous ad-hoc and operational reports in concert with the Handbook of Selected Institutional Characteristics and the atlas of selected institutional indicators to set performance projections based upon historical data and the College's Strategic Goals approved by the Board of Trustees in September 2007. Initial, prioritized objectives and metrics were developed by the Strategic Planning Group Teams as well.

For example, programs adopt targets required by external agencies for accreditation or certification (e.g., 85% of nursing program graduates must pass the state board exam in order for the nursing program to maintain its accreditation). Additionally, the ELT has developed targets for several comprehensive measures of student performance (e.g., a target for course completion is 80%).

8P6 Supporting Planning and Performance Through Facilities Planning

When the Quality, Planning & Economic Development division was conceptualized, the college realized it needed a location for this newly formed division that would allow the division to offer the kinds of services envisioned. The Washington Court Place building, conveniently located on the southern end of campus across from the Michigan Economic Development Corporation (MEDC) building, and only a few blocks from city hall, the capital and only a block from the State of Michigan House and Senate Offices, was approved for purchase at the February 19, 2007 Board of Trustees regular meeting.

In addition, other departments and external community organizations utilize the building resources. For example, the Banner Student and Financial Aid Process Teams have been utilizing the west end of the building on the second floor for the student and financial aid implementation of the Banner System. With scarce conference room space at their disposal, the team was able to successfully complete their charge.

Other departments in the Student and Academic Support/Strategic Enrollment Management Division have utilized the conference room space on the first floor for meetings. The community has been utilizing the first floor conference rooms as well; for example the Michigan Economic Development Corporation (MEDC), Lansing Area Economic Partnerships (LEAP) and Michigan Federation for Children and Families.

Thus, the Washington Court Place building is not only serving the campus-wide planning and performance need for LCC, but for the community as well.

An office location for a Quality Resource Center is established in this facility. This office provides access to a centralized resource library for quality management support materials and the audit document files for all internal and external audits that are completed for the college. It also houses the training facilities dedicated to support the internal auditors. This is also to be used for staff training so that continuous improvement tools are taught and incorporated in daily operations.

Figure 8-4 (on the following page) illustrates the college performance-based budgeting process. Inputs to the budgeting process are listed at the left side of the flow chart, and each column represents one segment of this integrated planning (becoming progressively broader in scope from left to right).

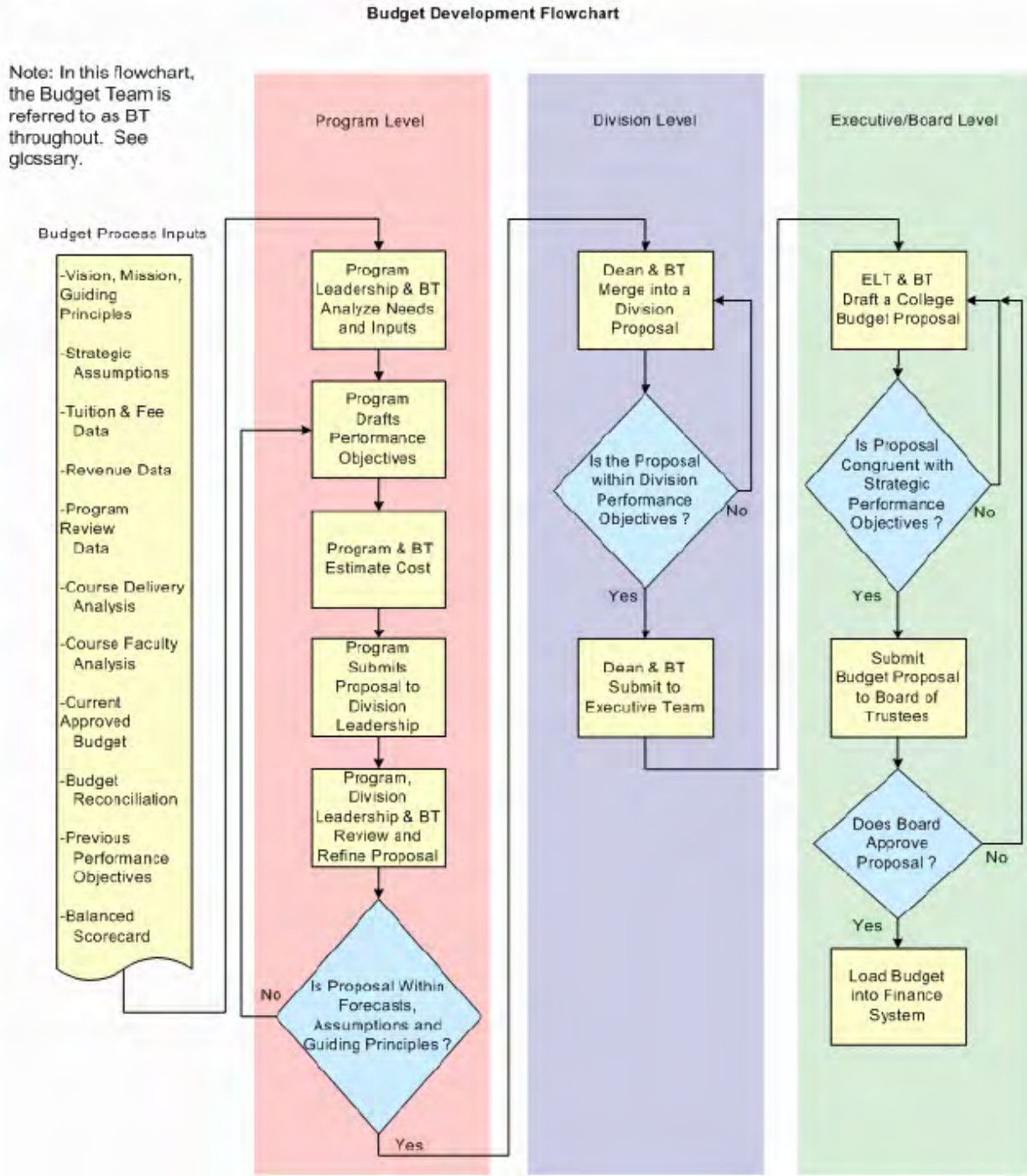
The current budget planning process is built on the following assumptions:

1. The college commitment to student success is the foundation of its planning and budgeting.
2. Proposed allocations will follow planning.
3. Except for direct instruction, budget proposals not allocated to performance objectives will be rejected.
4. The budget process may set-aside contingency dollars for new strategic goals that emerge from the current strategic planning work.
 - a. Strategic goals
 - b. Gap identified in the AQIP systems portfolio
 - c. Union contract negotiations

AQIP Category Eight: Continuous Improvement

5. The college may develop specific set-aside budgets for key projects including:
 - a. Specific equipment or renovation needs
 - b. College service area expansion activity and resulting implementation
 - c. Targeted training goals
6. Institutional allocation from the State of Michigan will be flat or decrease.

Figure 8- 4 Budget Development Flow Chart



AQIP Category Eight: Continuous Improvement

8P7 Ensuring Employee Capabilities for Emerging Strategies and Plans

Many of the skills required today are for strategies and technology which did not exist in the past, and the skills required in the future will be for programs or services that are in development or not yet been identified. LCC has met this challenge and has ensured a well-skilled and capable retained work force. Over the past few years, and along with continuous progress, it has become second nature to couple employee training and cross communication as to historic purpose, philosophy and reasons for the enhanced plan, and targeted benchmarks to ensure measurable, achievable, positive, and specific goals.

In order to achieve LCC's strategic goals and objectives, the college supports a variety of different avenues for employee development.

The charge of the Organizational Development department is to develop and train employees for all technology that is introduced to the college. This includes basic training on Microsoft office as well as specific training on college-wide software conversions, such as our recent Banner Conversion.

In addition leadership skills training and human performance improvement training is offered to employees through the Business & Community Institute Leadership Academy and HPI training.

The Organization Development department and the Business & Community Institute also coordinate training on employee development, leadership, and communication.

The goal of LCC's employee training is to ensure the right people have access to the right training, and the right follow through is guaranteed and consistent.

Employees are also encouraged to attend the Capital Quality Initiative quality programs and training that provide quality training for management and staff. This is the same training that is also provided to the external community members. This joint opportunity for quality training affords employees networking opportunities with the community.

8P8 Measuring the Planning Process

As mentioned in 6I2 as well as below in 8I1, in January 2007, the College created the Quality, Planning & Economic Development division to plan and measure effectiveness of continuous improvement.

The Quality Planning & Strategic Planning areas coordinated the Strategic Planning Group Sessions. The outcome of these sessions led to the creation of the strategic goal matrix and five strategic goals with prioritized objectives. (see Category 8, *Figure 8-1* and the Individual Strategic Goal Tables in 8R1.)

The College-wide ISO coordination initiative has just begun; however, each divisional ISO System has its own measures of effectiveness.

The Quality & Planning department has also led the facilitation of brainstorming and process mapping sessions for various departments on campus. Feedback from all of these sessions, both informal and formal, has been very positive.

8R1 Results for College Planning

The Strategic Planning Group has developed initial metrics for each Strategic Goal. Figure 8-5 explains the metrics for college planning for 8R1. This is a new way of measuring planning success and these are the initial metrics to be used. Final metrics and results from the metrics will be forthcoming in the future. A way to display these metrics will be included in the Strategic Alignment Initiative Action Project update in the fall.

Figure 8 – 5 Measures and Results

Results for College Planning Chart	
Strategic Goal – Student Success - Lansing Community College will enhance the ability of its students to succeed in meeting their learning goals.	
Priority Objectives for Year 1, 2	Year 1, 2 Metrics
<ol style="list-style-type: none"> 1. Promote student ownership of their learning. 2. Improve student pass rates at course-level. 	<ul style="list-style-type: none"> ▪ Students create/complete Educational Development Plans (EDPs) ▪ Increase percentage of students completing course-work with final grades of 2.0 or higher or "P"

AQIP Category Eight: Continuous Improvement

Results for College Planning Chart	
<ol style="list-style-type: none"> 3. Improve student retention rates at course-level. 4. Align curricula and courses with external standards and/or professional practices. 5. Facilitate entry and exit pathways to, from and between programs. 6. Broaden integration of globalization and diversity in instruction and services. 	<ul style="list-style-type: none"> ▪ Increase student course completion rate: [total students per course with final grade of 2.0 or higher including "P" students] divided by [total of students attempting the course (total registered minus total drops)] ▪ Establish Advisory Boards for programs, disciplines and/or departments. <ol style="list-style-type: none"> a) Student satisfaction with academic advising and support services (Noel-Levitz style survey) b) Increase program, certificate, licensure, degree completion rates c) Transfer student success data ▪ a) % courses successfully meeting Assessment Review standards for Global Perspective and Diversity CORE (GP&D CORE Assessment Committee) b) Performance rates on GP&D CORE Assessments
<p>Strategic Goal - Community - Lansing Community College will contribute to the economic vitality and quality of life of the region and state.</p>	
Priority Objectives for Year 1, 2	Year 1, 2 Metrics
<ol style="list-style-type: none"> 1. Respond rapidly to existing and changing needs of our workforce/economic development market. 2. Expand efforts to partner with the business, educational and community partners in order to lead educational workforce initiatives. 3. Strengthen efforts to develop a culture that embraces arts, diversity and wellness. 4. Enhance employer satisfaction with LCC educated students. 	<ul style="list-style-type: none"> ▪ New product/service development speed ▪ Regional, national and international customer base ▪ LCC Economic Impact Analysis ▪ Attendance at arts, diversity and wellness events ▪ Financial investment in arts, diversity and wellness events ▪ Employer evaluation (per discipline area) of skill sets of LCC new hires
<p>Strategic Goal – Accessibility - Lansing Community College will be accessible to students and other stakeholders.</p>	
Priority Objectives for Year 1, 2	Year 1, 2 Metrics
<ol style="list-style-type: none"> 1. Provide affordable educational opportunities. 2. Provide efficient, accurate and consistent service through well-defined and well-communicated processes. 3. Maximize use of existing financial aid and scholarship opportunities. (Identify, obtain, distribute) 4. Ensure that campus and learning center environments are accessible. (Location, buildings, signage, parking ADA, special need populations, etc.) 	<ul style="list-style-type: none"> ▪ Tuition and fees of all community colleges in Michigan ▪ Geographic competitiveness (includes not only competitiveness in tuition and fees but competitive when comparing total costs of a selection of specific programs) ▪ Use SSI (Student Services Inventory) questions related to items in Objective 2. ▪ Total value of scholarships available on an annual basis ▪ Total value of scholarships used ▪ Total amount not used on an annual basis ▪ Complete compliance with State of Michigan guidelines as measured by a clean audit from the State Office of Civil Rights
<p>Strategic Goal – Employees - Lansing Community College values employees as its greatest resource and strives to be an employer of choice.</p>	
Priority Objectives for Year 1, 2	Year 1, 2 Metrics
<p>We will develop a strategic human resource plan by March 2010 that will address the following:</p> <ol style="list-style-type: none"> 1. Recruiting, hiring, retaining and succession planning that are open, equitable and efficient for all candidates/employees to ensure quality and best fit. 2. Providing employee orientation, training/mentoring and professional development opportunities for all employees. 3. Collaborating to build and sustain strong and effective 	<ul style="list-style-type: none"> ▪ LCC will develop a strategic human resource plan by March 2010.

AQIP Category Eight: Continuous Improvement

Results for College Planning Chart	
<p>labor/management relations.</p> <p>4. Establishing processes for evaluating and developing appropriate staffing ratios.</p> <p>5. Establishing competitive compensation and benefits.</p> <p>6. Attaining and maintaining employee job satisfaction.</p> <p>7. Providing a culture of wellness through a healthy, safe and respectful work environment.</p> <p>8. Developing and maintaining an effective Employee Recognition program.</p>	
Strategic Goal-Fiscal Responsibility - Lansing Community College will operate as a fiscally responsible institution.	
Priority Objectives for Year 1, 2	Year 1, 2 Metrics
<ol style="list-style-type: none"> 1. Diversify revenue generating efforts and strategies. 2. Design and implement a process to plan and measure long-term fiscal outcomes. 3. Achieve and maintain a fund balance that is 10 percent of the institutional operating budget. (See Board of Trustees Governance Goal - EL 203.) 	<ul style="list-style-type: none"> ▪ Design and implement a process to plan and measure long-term fiscal outcomes ▪ Maintain a minimum overall institutional revenue to expense ratio of 1.0 ▪ Research & develop fiscal benchmarks ▪ System to measure & maintain fiscal objectives & benchmarks.

8R2 & 8R3 Projections for Performance of College Planning & Comparisons With Others

The College's projected goals and strategies for the next two academic years are outlined above. Once metrics are developed and IER has provided some data, the college can then take a look at how we compare with other colleges in these areas.

ISO provides input based upon best practices to improve college operations. This process is facilitated by two internal audits for each ISO certified division, each year. The results of these semi-annual audits are validated annually by an external auditor.

While no comparative data is available as of yet in terms of the strategic planning process; the College is constantly benchmarking its results against other community colleges at the regional, state and federal level.

8R4 Evidences for Effectiveness of the Planning Process

Fifty-five college employees at all levels of the organization participated in the realignment of the college strategic plan. The outcome of this process defined the College's strategic goals and objectives for the next 2 years and began the process of defining comprehensive metrics for institutional effectiveness. This process incorporated both survey and focus-group data, one of the achievements of this process was the evaluation of Hoshin Kanri to more fully integrate individual, department and divisional goals with the goals of the institution.

8I1 Improving Planning Processes

The Quality, Planning & Economic Development Division was created to coordinate strategic planning, quality planning, accreditation (AQIP), Economic Development, Institutional Effectiveness and Research. This division is responsible for coordinating the consistency of quality improvement, projects, plans and systems, as well as AQIP coordination and houses the AQIP Liaison. This division also houses the Institutional Effectiveness and Research (IER) Department. The IER department is responsible for data gathering - all communications will go through this department, as well as coordination and publication of State and Federal reporting.

The Quality Planning & Strategic Planning areas coordinated the Strategic Planning Group Sessions. The outcome of these sessions led to the creation of the strategic goal matrix and five strategic goals with prioritized objectives.

AQIP Category Eight: Continuous Improvement

The Capital Quality Initiative (CQI) officially joined the Quality & Planning department in July 2007. By integrating CQI into the QPED Division, Lansing Community College is able to focus on both internal and external quality and continuous improvement. This combination provides the new division a synergistic gain. Some benefits of this integration are:

- Increasing communication on quality topics by LCC employees
- Sharing expertise and knowledge in the field of quality and continuous improvement
- Leveraging the learning from CQI external programs to benefit LCC internally
- Sharing of quality tools and other resources, including the CQI Resource Library
- Opportunities to extend the contacts/network in quality nationally and internationally
- Increasing customer base for the CQI Academy
- Supporting the quality life cycle at LCC
- Providing 2nd party audits for LCC

The Quality & Planning department has recently led an initiative to coordinate all of the ISO systems that exist on campus. The Director of Quality & College-Wide planning held two meetings involving the coordination of ISO systems college-wide. These meetings were very positive and successful. Prior to this, each division had their Quality Management System files stored within their own divisional folder; making it very difficult to share best practices or lessons learned between divisions. There is now one public folder entitled LCC-QMS-ISO-9001-2000 that houses all the divisional ISO QMS Division folders. There is also a public folder entitled LCC-QMS-ISO-Internal-Audits where results of LCC ISO Internal Audits will be stored. Each ISO System has its own improvement measurement system and targets.

An additional benefit to this coordination of ISO 9001:2000 Systems, is the sharing of ISO Certified Internal Quality Auditors across divisions. This will allow us to not only combine resources, but have the added benefit of an outside perspective. The ISO Internal Quality audits are performed with two ISO Certified Internal Quality Auditors, a list of which is kept in the LCC-QMS-ISO-Internal-Audits workspace. Another benefit to this coordination is a college-wide record of ISO Internal Quality Audits performed by Division, Internal Auditor and date. This has allowed several ISO Internal Quality Auditors to apply for Senior Membership in the American Society for Quality (ASQ), which allows the individuals, and the organization, to receive additional benefits.

The Quality & Planning department has also led the facilitation of brainstorming and process mapping sessions for various departments on campus. Feedback from all of these sessions, both informal and formal, has been very positive.

The Organizational Development department, housed within the Human Resources area, creates and conducts several trainings for faculty, staff & students. (see 4R1, 4R2 and 4R3)

8I2 Setting, Addressing, and Communicating Targets

Setting Targets: As part of the College's continuous quality improvement process, institutional goals are developed as part of the Strategic Planning process, and implemented through the ELT; however, an equal number of goals are developed through the CIC and the Deans in support of the institution's goals and are approved by the ELT. Targets are set through the Strategic Planning Process and are implemented by the ELT.

Addressing Targets: The College established a new Quality, Planning and Economic Development Division to coordinate Quality Management Systems for the college, such as ISO as well as Accreditation processes. The QPED division works collaboratively to assist various divisions and departments to assist them with their quality initiatives. In addition, the QPED division coordinates and updates the AQIP action projects. The SPG teams have not yet confirmed the metrics for the process; however, once the metrics are determined, they will be communicated to IER for commonalities and production.

Communicating Targets and Outcomes: Institutional targets are determined through the College's Strategic Planning process and disseminated to both the campus and the community through an aggressive communications program. On campus, the institution's targets are communicated through a series of campus communications which are reinforced by members of the ELT and their respective staffs who operationalize these targets. In a further effort to both communicate and integrate institutional targets, the Quality, Planning, and Economic Development Division is evaluating Hoshin Kanri as a possible approach to align these efforts with the day to day activities of the staff.

AQIP Category Nine: Building Collaborative Relationships

The College Strategic Goal Community supports, "Building Collaborative Relationships" (Category Nine). The following matrix describes this goal, its specific objectives, and initial metrics in relationship to both AQIP and to the College's 2006 – 2011 Strategic Plan.



Strategic Goal - Community

Lansing Community College will contribute to the economic vitality and quality of life of the region and state.

Objectives	
<ol style="list-style-type: none"> Respond rapidly to existing and changing needs of our workforce/economic development market. Expand efforts to partner with the business, educational and community partners in order to lead educational workforce initiatives. Strengthen efforts to develop a culture that embraces arts, diversity and wellness. Enhance employer satisfaction with LCC educated students. 	
Priority Objectives for Year 1, 2	Year 1, 2 Metrics
<ol style="list-style-type: none"> Respond rapidly to existing and changing needs of our workforce/economic development market. Expand efforts to partner with the business, educational and community partners in order to lead educational workforce initiatives. Strengthen efforts to develop a culture that embraces arts, diversity and wellness. Enhance employer satisfaction with LCC educated students. 	<ul style="list-style-type: none"> New product/service development speed Regional, national and international customer base LCC Economic Impact Analysis Attendance at arts, diversity and wellness events Financial investment in arts, diversity and wellness events Employer evaluation (per discipline area) of skill sets of LCC new hires

AQIP Categories					
Helping Students Learn	Understanding Students' and Stakeholders' Needs	Supporting Institutional Operations	Measuring Effectiveness	Planning Continuous Improvement	Building Collaborative Relationships

Strategic Drivers					
Service Learning	Leveraging Technology	K-12 Partnerships	Future State Funding		

Areas of Priority Need				
Developmental Education	Health Care	Math and Science	Financial Assistance	Teacher Education

Strategic Initiatives				
University Center	Alternative Energy	Enrollment Management	Expand Service Area	

AQIP Category Nine: Building Collaborative Relationships

9C1 Key Collaborative Relationships

LCC's key collaborative relationships are with other education entities, both K-12 and intermediate school districts and four-year colleges and universities. The college also has key relationships with community organizations, employers, and economic development entities. This latter group serves two functions: they funnel students to the college and they serve an advisory capacity to help the college position itself to meet current and future regional workforce needs.

Figure 9- 1 Collaborative Relationships

9P1 The Collaborative Relationship	Representative Ways the Relationship is Created and Sustained
<p>K-12 and Intermediate School Districts (e.g., Lansing School District, the largest source of incoming students) These institutions provide prepared students. They also provide expertise for programs and co-advocacy for public education.</p>	<p>LCC and local school districts maintain a structured schedule of face-to-face meetings, project collaboration, academic exchange, cross-institutional engagement (i.e., counselors, faculty, administrators)</p> <p>LCC provides professional development to K-12 teachers and service learning, including students interning in K-12 classrooms.</p>
<p>Four-year institutions (e.g., MSU, the top transfer school for LCC students) Four-year institutions provide students for LCC transferable courses. They also receive LCC transfer students.</p>	<p>MSU and LCC collaborate on grant-funded projects. Four-year institutions and LCC develop and update articulation agreements.</p>
<p>University Center at LCC Six four-year institutions offer courses at the University Center, a newly constructed facility on the college's main campus. The six partner institutions are Ferris State University, Lawrence Technological University, Northwood University, Siena Heights University, and University of Michigan-Flint, and Western Michigan University.</p>	<p>University Center partners entered into a partnership agreement. They maintain full-time staff at the center, providing a full range of student services. LCC Staff interface with them to ensure operations run smoothly and students and faculty have access to needed resources.</p>
<p>Extension Centers LCC offers courses at several area high schools. In Howell, LCC has dedicated classroom and administrative office space within Howell High School-Parker Campus. In St. Johns, LCC shares a building with the local intermediate school district.</p>	<p>LCC's agreement with Howell Public Schools outlines areas of collaboration, including meeting with counselors and placement testing of high school students. In St. Johns, the college offers traditional courses and partners with the intermediate district to offer articulated credit courses to high school students.</p>
<p>Community and economic development relationships (e.g., workforce development organizations, chambers of commerce, and economic development teams) Businesses provide students for training. They also provide expertise and employment opportunities.</p>	<p>Executive leaders, the Board of Trustees members, and college employees actively participate in and hold leadership positions on boards and committees, creating professional relationships that nurture the collaboration. Academic programs build relationships with business and industry through service learning, internships, and apprenticeships.</p>

AQIP Category Nine: Building Collaborative Relationships

Figure 9- 2 Examples of K-12 and Intermediate School District Partnership

9P1 The Collaborative Relationship

High School Diploma Dropout Completion Initiative

This program is designed to provide a unique high school dropout program for students (ages 16-19 and special needs student ages 16-24), which will allow these dropouts the opportunity to attain a high school diploma and college credit concurrently. This is a nurturing and supportive program focused on equipping the students with skills to master concepts that lead to academic attainment and meaningful employment.

This initiative has been instituted in response to the high and rising high school dropout rates in our community. This is compounded by the limited opportunities for dropouts to gain a foothold in education and training, and the ever increasing diminishment of prospects for dropouts in today's economy. This comes at a critical time in the life of the young adult, when they should be preparing for post-secondary education and careers.

The entry requirements:

- Be between 16 and 19 years of age before September 1 of the current school year or have had an Individual Educational Planning (IEP) assessment within the last three years
- Reside in Ingham County, Eaton County, Bath School District or DeWitt School District
- Have dropped out of a high school program in Ingham County, Eaton County, Bath School District or DeWitt School District and been off the school enrollment list for six (6) months or longer
- Have completed at least ½ of the required high school credits needed to graduate (based upon their home high school requirements)
- Must score a Level 3 in Math, a Level 3 in Reading and a level 4 in Writing on the Accuplacer™ Placement Tests. Students with scores of 2 are considered on a case by case basis
- Must be eligible to be re-enrolled in their home high school
- Submit a written personal Statement of Interest
- Successfully complete a personal interview

The components of this program are:

- Tailored relevant and rigorous curriculum
- Diploma completion plan
- Technical curriculum component
- Ability to complete LCC certificate programs while completing high school diploma
- Job shadowing, internships, apprenticeships
- Wrap around advocacy

The initiative began in January 2006 with a group of 13 students, with the objective of increasing to 40 students in the three-year pilot program. Our 3 to 5 year goal is to have over 400 drop-out students enrolled and successfully moving toward their high school diploma and concurrent college enrollment.

Student Statistics:

- Total number of students enrolled in program since inception in January 2006—83
- Current Enrollment—25
- Number of graduates—13
- Number of students not continuing—44

This initiative will provide students access to an alternative program curriculum with high relevance to their lives. A Life Development Plan (LDP) will be prescribed to provide the student a road map to their goals(s) that they can utilize to chart their path as they navigate through their journey to success.

To continuously improve we will:

- Redefine student success
- Continue work on Curriculum Crosswalk
- Continue process mapping and evaluation
- Identify job shadowing, internships, and apprentice Sites
- Continue pursuit of governmental, corporate and foundation funding

AQIP Category Nine: Building Collaborative Relationships

9C2 Reinforcing Institutional Mission

The importance of partnerships and collaborations is emphasized in the Guiding Principles (Figure i-1) of the College strategic plan and in the Strategic Goals of the College.

Figure 9-3 Collaborative Relationships: Guiding Principle/Strategic Goal connections

Collaborative Relationship	Connection to Guiding Principle	Connection to Strategic Goal
K-12 and Intermediate School Districts	#1, #2, #7, #9, #11	Accessibility, Community, Student Success
Four Year Institutions	#1, #7, #8, #11	Community, Student Success
University Center	#1, #7, #8, #10, #11	Accessibility, Community, Student Success
Extension Centers	#1, #2, #7, #9, #10, #11	Accessibility, Community, Student Success
Community and Economic Development	#1, #2, #7, #8, #9, #10, #11	Accessibility, Community, Student Success

Additionally, the College has committed to being a visible and recognized contributor to area and regional problem solving and a leader in area business training and worker preparation needs. The College will be a model for organizations building their capacity to become and remain “state of the art.”

For the purpose of this portfolio, the College has limited the list of collaborative relationships to those that bring students and workers to the College and those that subsequently provide further educational and career opportunities.

9P2 External Relationships: Ensuring Needs Are Met

The College uses the following three-step recurring process for ensuring that the varying needs of an organization involved in a critical relationship with the College are met:

- Step 1: Through research, the College and its collaborator identify mutual needs that are consistent with College mission, vision, and goals.
- Step 2: After needs are articulated, the College works with collaborator to address these shared problems or opportunities.
- Step 3: The College then communicates the status of the collaborative work to the campus.

The Quality, Planning and Economic Development Division is looking to establish a formalized evaluation/assessment process using Student Voice's[®] evaluation method. The purpose of the Student Voice[®] software is to assist departments with measuring the success of new or current initiatives that they use to deliver services to student, staff and faculty. It also allows departments to be able to collect data for reporting purposes.

Assessment is a regular activity that enables departments to learn the academic or social outcomes of their programs and effectively manage resources. Student Voice helps guide the assessment curriculum of North America's most innovative institutions, not by replacing existing efforts or simply supplying technology, but by providing a complementary set of tools and a set of programs that makes assessment practice actionable, effective and non-intrusive.

Source: LCC Quality Website – Evaluation/Assessments

9P3 Building Internal Relationships

The College builds internal relationships among people and groups on a foundation of shared principles and common goals. Mutual or team-based work requirements, shared interest in achieving strategic goals, and a shared sense of accomplishment all contribute to creating productive and satisfying relationships. The infusion of technology facilitates communication and increases the capacity of faculty and staff for collaboration on a wide range of projects.

AQIP Category Nine: Building Collaborative Relationships

9P4, 9R1 & 9R2 Results for Building Collaborative Relationships

The College builds internal relationships among people and groups on a foundation of shared principles and common goals. Mutual or team-based work requirements, shared interest in achieving strategic goals, and a shared sense of accomplishment all contribute to creating productive and satisfying relationships. The infusion of technology facilitates communication and increases the capacity of faculty and staff for collaboration on a wide range of projects.

The three-step process, outlined in 9P2 above, builds many collaborative relationships; results are listed below:

- 94 articulation agreements
- 9589 transfer guides (2007-2008)
- 89 “3+1” transfer programs (2007-2008)
- technical training to students from local school districts
- 464 local high school students dual enrolled (Fall 2007)
- Over 1,200 enrollments at the University Center in the first semester of operation (Spring 2008)

In addition to results listed in 9P2, comparative results are reported in 9R2.

9I1 Improving Collaborative Relationships

In October 2007, LCC collaborated with a neighboring AQIP school, Cleary University. We held a pre-teleconference meeting with seven members of the LCC community who had previously been involved with AQIP or served on the 2006 Onsite checkup visit. Four members for the AQIP Planning Committee were able to join the teleconference with Cleary; Penny A. Denczek, Director, Quality & College-Wide Planning, Clint Jones, Faculty, Technology Careers, Manufacturing & Engineering, Delicia N. Lockhart, Coordinator, Performance Improvement Initiatives and Michael A. Nealon, Humanities and Performing Arts Chairperson. We shared LCC’s Vision, Quality System, results of our second strategy forum, accomplishments and new springboards, as well as shared our experiences with how we planned and held our onsite checkup visit in November 2006 and provided advice/hints for their onsite checkup visit. We also shared with them one of our accomplishments in the area of Strategic Planning, the creation of five integrated goals with twenty-eight defined objectives. Feedback was very positive and there was great information sharing through this quality sharing exercise.

LCC will establish a comprehensive external relations program to expand and sustain the community’s trust in the institution and continue to build a positive relationship between the college and the general public. The foundational principles that this plan is founded on are as follows:

- High Touch
- Intrusive Relationship Development
- “Relationships on Purpose” (Strategic Relationship Development)

This will be achieved by employing the following strategies:

- Complete a comprehensive community engagement (organization /community groups the college currently has established relationships) gap analysis.
- Develop a list of key groups, individuals, or boards that the college should seek to establish a relationship or presence.
- Utilize the results of that analysis to strategically place college personnel within community organizations or establish formal partnerships with those organizations the (Emphasis on the Senior Leadership Team)
- Seek opportunity to expand the College’s list of community organization (civic, religious, and diverse); to establish partnerships with or co-sponsor activities on or off campus
- Leverage every special event, speech, publication, to communicate the service and commitment message
- Engage the community by leading the dialogue relative to critical community issues.

The community is ever changing; therefore, it is imperative that the process of identification and connectivity be perpetual. We as an organization should be aggressive in identifying organization and seizing the opportunity to establish relationship and constant communication.

AQIP Category Nine: Building Collaborative Relationships

9I2 Setting Targets for Improving Student Learning and Development

LCC's Retention Team, comprised of college-wide faculty representation, is charged with providing leadership and coordination in the study and promotion of student success, retention and degree completion. As part of their charge, they study current success, retention, completion and graduation data to determine trends and areas for improvement. They study best practices both within LCC and outside of the institution in order to determine their potential for college-wide application and improvement. Their goals and action plans are communicated to the college community through written monthly reports, as well as annual SEM update and celebration programs. Their current improvement priorities include addressing low student success, persistence and retention rates for all students taking two or more developmental courses through a case management model of advising. Additionally, low student success rates for students enrolled in courses with failure rates (<2.0) exceeding 30% (High failure rate courses include those courses with 200 or more students with failure rates above 30% per semester or an average thereof) is being addressed through ensuring appropriate prerequisites required for those courses, ensuring that students enrolled meet the prerequisites, identifying and developing success strategies for students taking those courses, working with CTE to communicate and review those strategies with faculty..

Index to the Criteria for Accreditation

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

Core Component 1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

Lansing Community College’s mission, vision and guiding principles/values reflect our commitment to identified student and community needs and are published annually in all major institutional publications and are presented on our website. (http://www.lcc.edu/about/strategic_plan/statements_of_purpose.htm) (*Institutional Overview, i-1*)

Instruction is aligned with the college’s Mission, Vision and Philosophy (1C2)

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The college has articulated and published 11 guiding principles/values including Guiding Principle #1, “LCC will be a focused comprehensive community college, offering learning opportunities in career and workforce development, general education, developmental education, and personal enrichment” ; Guiding Principle # 6, “LCC will be connected to the world, culturally and technologically”; and #8, “LCC will prepare those it serves to thrive in a diverse world by reflecting that diversity in its staffing, planning, and allocation of resources.” (*Institutional Overview, page 1*)

Lansing Community College embraces diversity as a cornerstone of student success (1C4);

Lansing Community College creates and maintains a free, open, and respectful academic climate (1C5)

Core Component 1c. Understanding of and support for the mission pervade the organization.

Lansing Community College identifies the changing needs of students and stakeholders in many different ways. (3P1, 3P3).

At various levels college leaders and team review results to determine viability, accountability and alignment with institutional goals. (5P1, 5P3, 5P4)

Core component 1d. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Lansing Community College aligns leadership practices with its strategic goals (5C2).

Mission and guiding principles/values are communicated through written, oral, and electronic channels (including the college website) by the Executive Leadership Team (ELT), deans, divisional leadership teams, chairs, and content-area faculty meetings. (5P6).

Core Component 1e. The organization upholds and protects its integrity.

Lansing Community College seeks to respond to all issues at the lowest level possible in an informal and collaborative manner. (3P6)

The strategic plan articulates College institutional guiding principles/values. College policies align with these principles/values. The principles/values address ethics, equity, social responsibility, and community involvement. Figure 5-2 illustrates that alignment. (5C3)

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

Core component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

Developing continuous improvement systems is a central aspect of the Colleges strategic plan, adopted to ensure that the College would meet the needs of the students and the community. (8C2)

The College adopted a new strategic plan for 2006-2011 in preparing for its future. (8P1)

Index to the Criteria for Accreditation

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The College has developed cost-saving measures in order to allocate more funds to direct instruction. (2R1)

The College commitment to student success is the foundation of its planning and budgeting process (8P6)

The selection of Sungard's Banner system from Oracle was made through a collaborative decision making process in order to provide better student service and .. (7P2),

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Lansing Community College employs a diverse range of key measures for tracking effectiveness (7C2)

All academic programs complete a formal program review and effectiveness self study (PRESS). (7P7)

By integrating CQI into the QPED Division, Lansing Community College is able to focus on both internal and external quality and continuous improvement. (6I1)

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

The Quality, Planning and Economic Development Division leads and coordinates strategic and quality planning (8P4)

Assessment is a regular activity that enables departments to learn the academic or social outcomes of their programs and effectively manage resources. (9P2)

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

Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Five common student-learning objectives originating in the College Strategic Plan, are articulated in the Academic Master Plan, and are applied in the development of courses and curricula (1C1)

The college mission's first guiding principle ensures instruction in four areas, which also align with the Michigan Activity Classification Structure (ACS): career and workforce development, general education, developmental education, and personal enrichment (1C2).

With the support from the Coordinator of Assessment, teams of faculty and administrators develop measurable program learning outcomes. Programs review their learning outcomes and revised when necessary as part of the program review process (1P1)

Core component 3b. The organization values and supports effective teaching.

Lansing Community College maintains a dynamic Center for Teaching Excellence. (1P9)

Recent faculty workshops included Ethical Decision-making in the Professional Setting, Culture Conflict in the Classroom, and diversity of the classroom. (1C5)

The College's commitment to effective teaching is evidenced in the objectives for the Strategic Goal, Student Success. (Page 1)

Core component 3c. The organization creates effective learning environments.

Over the past several years, class options have been designed to allow more flexibility for learning preferences and style. (1C4)

DACUM (Design a Curriculum) process is used to provide feedback from those currently working in industry regarding the skills needed. (1P2)

Index to the Criteria for Accreditation

Lansing Community College's Retention Team is charged with providing leadership and coordination in the study of retention, student success and degree completion. (9I2)

Core component 3d. The organization's learning resources support student learning and effective teaching.

The Center for Teaching Excellence, Library, and Liberal Studies Academic Resource center provide services and information used to improve and support teaching and learning (1P9)

To promote student success, support processes are designed to allocate resources and to ensure that students meet their educational goals. (6C2)

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

Core component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The college conducts ongoing training and development to enable faculty, staff, and administrators to grow professionally throughout their careers with the institution. (4P4);

See Lansing Community College's Mission Statement is evidence (*Institutional Overview, page 1*);

Lansing Community College's Strategic Planning Matrix shows how the newly created Strategic Goals align with the 2006-2011 Strategic Plan, its Strategic Drivers, Areas of Priority Need and Strategic Initiatives as well as how they align to the AQIP Categories. (8C1)

Core component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

To earn any degree at the institution, students must meet competency across a breadth of disciplines, defined as the five co-curricular student-learning objectives. These competencies originate in the college strategic plan and are articulated in the Academic Master Plan. (1C1)

The college conducts a wide array of both online and face-to-face training. (4R2)

Core component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

The college's general education core curriculum, required of all associate degree seekers, includes a requirement entitled, "Global Perspectives and Diversity." Eighteen different courses satisfy this requirement including courses such as World Civilizations, Diversity in the Workplace, and Race and Ethnicity. (1C4);

Lansing Community College is committed to ensuring a well skilled and capable retained work force (8P7)

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Training in key areas is required of all Lansing Community College employees (FERPA, Sexual Harassment, Right to Know, etc.) (4R1, 4R2, 4R3);

Lansing Community College provides a contractual guarantee of academic freedom (1C5)

Academic integrity and student responsibilities are fully addressed in the LCC College Catalog. (<http://www.lcc.edu/catalog/>)

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

Core component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Index to the Criteria for Accreditation

Lansing Community College Strategic Goal "Community" (Category Two, page 21);

Methodology for monitoring the currency and effectiveness of programs (1P8),

Accomplishing Other Distinctive Objectives i.e. Alternative Energy (2C1, 2C2, 2C3),

Ensuring External Relationships are met (9P2);

Since 1997, the college has measured student satisfaction regarding their needs for access to the college, feeling of safety, convenience, affordability, variety of options, goal accomplishment and overall satisfaction. (3C1, 3C2, 3R1, 3R2);

The college maintains a database of and analyzes student complaints to discern patterns that may require a change in college policy, process or practice. (3P6)

Core component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Partnerships and Collaborations (*Institutional Overview, i-4*);

The college identifies needs of its constituents and develops measurable processes to address them. (3C1, 3C2, 3P2, 3P7, 3R1, and 3R2)

Core component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Community and economic development relationships (9C1, 9P1);

High School Diploma Dropout Completion Initiative (9P1-Figure 9-2)

Core component 5d. Internal and external constituencies value the services the organization provides.

Since 1997, the college has measured student satisfaction regarding their needs for access to the college, feeling of safety, convenience, affordability, variety of options, goal accomplishment and overall satisfaction. (3C1, 3C2, 3R1, 3R2)

2009 AQIP Systems Portfolio *Quality Highlights Featuring Key Changes from 2005 Systems Portfolio Submission*

The following represents key system/process changes from LCC's 2005 AQIP Systems Portfolio submission. The intent is not to provide every single change within the college; rather, it is to provide AQIP Appraisers as well as LCC internal/external stakeholders a glimpse at significant changes over the last few years. These changes are tracked by AQIP category and a brief description. Please note the editors selected broad and encompassing changes across the AQIP Categories – the critical few.

AQIP Category	Brief Description of Change
1	<p>Development of International Policies – procedures and website: A taskforce of college employees is working to develop documentation of policies, procedures, and forms for use in planning and implementation of international travel for</p> <ul style="list-style-type: none"> • Faculty/student trips • Faculty participating in international teaching appointments • College personnel traveling on any international mission <p>The documentation will include safety and risk management policies; proposal, approval, pricing, and communication in regard to proposed classes involving international travel; orientation materials for travelers; and processes for internal management of documents and internal oversight during travel. The International Center website will be updated to allow for easy access to LCC travel policies and processes.</p>
1	<p>Program Viability Study: The Deans Academic Council, with assistance from Institutional Research and Program Leaders, will be conducting an in-depth review of all academic programs in August 2009 to determine viability of academic programs. The process will include review of:</p> <ul style="list-style-type: none"> • Graduates and completers • Workforce demand • Credits generated history • Community Impact • RER/ROI • Other applicable indicators
1	<p>Good Teaching/Learning Principles: Center for Teaching Excellence (CTE) – Department dedicated to the support of the teaching and learning goals of LCC (www.lcc.edu/cte), ANGEL electronic course management system, 2006-2012 Academic Master Plan (http://www.lcc.edu/academic_affairs/images/20061201AMPandCover.pdf).</p>
1	<p>Assessment Initiatives: PRESS (Program Level), League Table of Program Success Rates (Handbook of Selected Institutional Indicators), Strategic Planning Group's programmatic assessment done as part of the creation of the Strategic Goals, Objectives and initial metrics, one of the new president's initiatives is to create an institutional assessment framework.</p>
1	<p>New Program Development Process: Deans have an established process that is utilized to create any new program. Deans Council is developing a new initiative form, which includes a suggestion for a new program. This will allow us to evaluate before we approve and spend money; a pro-active evaluation plan.</p>
2	<p>Alternative Energy Initiative: The College has positioned itself as a center for the development of alternative energy programs, including degree program, laboratories, public awareness campaigns and collaboration. This initiative provides new learning opportunities to students in the field of alternative energy. A new associate degree in Alternative energy Technologies was developed for implementation in 2005. LCC's alternative energy program currently has 22 students enrolled in a degree program. The first students were graduated on May 10, 2008.</p>
2	<p>Technology The College provides academic computing resources for students and faculty to support the learning environment. Both hardware infrastructure and software applications are robust and in line with best practices in higher education.</p>
2	<p>Selection of Other Distinctive Objectives based on strategic goal alignment : These distinctive objectives are Action Projects developed in concert with the College's strategic planning process through a collaborative, inclusive process. As part of that process, each team also developed a series of priority objectives and goals to support the College's overarching goals. From the Student Success goal a new action project was created, understanding student goals and using data to support goal achievement.</p>
3	<p>High School Degree Completion Initiative: This program is designed to provide a unique high</p>

2009 AQIP Systems Portfolio

Quality Highlights Featuring

Key Changes from 2005 Systems Portfolio Submission

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	school dropout program for student (ages 16-19 and special need students 16-24), which will allow these dropouts the opportunity to attain a high school diploma and college credit concurrently. This initiative has been instituted in response to the high and rising high school dropout rates in our community.
3	SEM Project: Recognizing the need to ensure that student and key stakeholder needs are being met, as well as key processes are strategically managed, the college contracted with Noel Levitz to assist them with the Strategic Enrollment Management (SEM) initiative. The LCC's Retention Team submits annual SEM update.
3	Relationship Building Approach: Relationships are built with the community in numerous ways. Examples include faculty and staff serving on various advisory groups or boards (supporting business/industry, community, and state-level groups), establishing meaningful relationships with K-12 and other colleges, participating in cooperative efforts in the arts, and through outreach for the purpose of public service.
4	HR Improvements: LCC has been addressing the Category 4 recommendation made in the Quality Checkup Visit Report. LCC has hired a new Chief Human Resources Officer as well as a new Human Resource Strategist. The HR Strategist held campus wide focus groups to learn and expand on HR processes for improvement. A new Employee Orientation program has been developed as well as HR customer service standards. The Employee Orientation program will formalize the commitment made to training and developing employees. The Organizational Development Department has also enhanced employee training programs by converting to a new Learning Management System (see Learning Management System below). Organizational Development was placed in the Human Resource department to strengthen the ties for a stronger employee foundation along with the Human Resource Department reporting directly to the President's office.
4	Learning Management System: Lansing Community College's Learning Management System enables an employee's development and continuous improvement process that aligns with classroom and web-based training resources through individual development plans, skills assessment, competency building, and training completion. This system provides opportunities to track all types of learning – from self-paced e-Learning courses to traditional classroom instruction, and offers thousands of online learning events and courses. This new system also provides online training to all of the College's employees and provides management with greater reporting levels to monitor their progress. The system offers streamlined methods to ensure effective cross training as well as personal and professional development.
5	ELT and new structure: On July 1, 2008, Brent Knight, Ed.D, assumed the office of the presidency at LCC. He is currently evaluating the organizational structure of the college.
5	New divisions and restructuring: Several new divisions were created in January 2007 and other divisions were restructured.
5	Office of Community Relations and Educational Resource Development: In March of 2008, the Board of Trustees approved the Office of Community Relations and Educational Resource Development. This office will coordinate external community relations, and work closely with the College's governmental relations staff to develop opportunities for external funding.
6	International Organization of Standardization (ISO 9001:2000) - Many student and administrative support departments follow ISO documentation standards for their key processes.
6	Three divisions within Lansing Community College have chosen to use the ISO Continuous Improvement Management structure. These divisions have each been certified through the Chamber Certification Assessment Services Ltd (CCAS). These audits will be scheduled, monitored, and paid for thru the QPED Division. This decision was made to operationally and financially provide support to the divisions, and to provide the outcomes of the audits in continuous improvement to others on campus. Tools, data research and analysis, documents, and encouragement to look for effectiveness and efficiencies in processes will be shared to

2009 AQIP Systems Portfolio

Quality Highlights Featuring Key Changes from 2005 Systems Portfolio Submission

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	provide continuity of operations, understanding of interactions of processes across the campus, and provide insight to continuous improvement for the institution. From the July 28-31, 2008 External CCAS audits, these three divisions will be working together to create a new corrective/preventive action form that will be used by each division. This new form will require form to be completed for corrective action, the confirmation that the action was taken and that the action is effective. It will require each situation to complete a root-causes analysis for the corrective action for the corrective action. Its completion will also require that the corrective and preventative to be addressed to promote continuous improvement.
6	EMSS Department creation: The mission of the Emergency Management and Safety Services Department is for every college employee to know what their job is during an emergency. This was a result of a current Action Project, Emergency Safety/Action Plan, which led to key process changes and the creation of the Emergency Management and Safety Services department.
7	Installed new IT System (replaced Oracle with Banner – four modules: Finance, HR, Student): In May 2005, when the college was operating under the Oracle System, including the Oracle Student and Oracle Financial Aid System. Beginning in the late summer of 2006, Lansing Community College (LCC) acquired the Banner suite of administrative software from SunGard Higher Education (SGHE) and has been implementing the licensed software following SunGard's project methodology. There are four major 'modules' within the Banner suite and all of them have been implemented partially if no mostly. The project methodology included performing Business Process Analysis (BPA)'s on several key processes to ensure and efficient and effective process in the new Banner System.
7	Office of Institutional Effectiveness and Research: The Office of Institutional Effectiveness and Research was created in April 2007 as part of the new Quality, Planning, and Economic Development Division. The primary responsibility of the Office is to facilitate a data-driven decision-making environment to in support of the College's mission. To this end, the Office handles all internal and external data requests, develops both operational and strategic reports and works in close collaboration with the Office of Quality and College-Wide Planning to maintain the College's Strategic Plan as well as Program Review. In addition to these responsibilities, the Office develops and maintains State and Federal compliance reporting such as IPEDS and ACS. The Office is working now with the new President to develop more robust institutional metrics through leveraging a mature Program Review Process, existing survey operations, GIS technology, best practices, and external research to assist the College in reaching and measuring its goals.
8	Strategic Planning Group –The College's strategic plan drives planning, decision-making and resource allocation. In 2006 - 2007, the Strategic Planning Group (SPG), reviewed the 2006-2011 Strategic Plan, adopted by the LCC Board of Trustees in May 2005, in conjunction with the Spellings Report, Cherry Commission Report and State of Michigan Performance Indicators. This group met monthly from November 2006 to October 2007 and again in February, 2008. The result of these meetings was the creation of five Strategic Goals for the College, aligned with the 2006-2011 Strategic Plan, its Strategic Drivers, Areas of Priority Need and Strategic Initiatives. This group also aligned each of the goals to AQIP Categories.
8	Strategic Goals – AQIP Alignment and Integration: The Strategic Planning Group, as part of its continuous quality improvement program, aligned & integrated the AQIP Categories with the previously adopted strategic drivers, areas of priority need, and strategic initiatives of the 2006-2011 Strategic Plan, emphasizing five key areas which have become the College's goals: student success, community, accessibility, employees, and fiscal responsibility.
8	AQIP Steering Committee - The AQIP Steering Committee consists of the 2006 AQIP Planning Committee as well as members of the Strategic Planning Group. This committee coordinates the development of AQIP action projects. The AQIP Steering Committee played a key role in the update of the systems portfolio after the QPED Division made the original changes with solicited input from various areas on campus.
8	QPED Creation: One of the key changes that LCC has made since 2005 is the creation of the Quality, Planning & Economic Development Division. As reflected in several places in the updated Systems Portfolio, this division was created to coordinate strategic planning, quality

2009 AQIP Systems Portfolio

Quality Highlights Featuring

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	<p>planning, accreditation (AQIP), Economic Development (SBTDC & BCI) and Institutional Effectiveness and Research. This division is responsible for coordination the consistency of quality improvement, projects, plans, data and systems, as well as coordinating economic development. QPED's Mission: The Quality, Planning, and Economic Development Division, officially formed on January 24, 2007, serves both internal and external stakeholders by facilitating data-driven decision making, strategic planning, economic development and infusing quality tools & techniques through a continuous quality improvement model. The division serves the college by facilitating divisional or departmental quality, planning & assessment initiatives and provides learning opportunities to both internal & external stakeholders that lead individuals and organizations into continuous improvement systems in which they live and work. As part of the Division's external economic development mission, the Division also coordinates the activities of the Small Business Technology Development Center to contribute to the promotion of economic development and the Business & Community Institute to offer a full spectrum of LCC Services, including credit and non-credit customized programs. In addition Capital Quality Initiative is a part of QPED that promotes quality and quality improvement externally through speaker programs and seminars for the business community.</p>
9	<p>University Center Six four-year institutions offer bachelors' completion and masters' degrees at the University Center, a newly constructed facility on the college's main campus. This partnership provides new opportunities for the region's citizenry to access higher education opportunities locally.</p>
9	<p>Partnership approach: LCC's key collaborative relationships are with other education entities and with community organizations, employers, and economic development entities. The College strives to engage in collaborative relationships that either bring students and workers to the College or those that subsequently provide further educational and career opportunities to the region. We strive for continuous communication and ongoing efforts to maintain positive relationships. Efforts are placed on sharing and maximizing resources. We strive to partner with other colleges in programs that may allow serving students with shared resources. (Examples of this new approach are surgical technology and respiratory therapy)</p>



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Brent Knight, Ed.D.,
President, Lansing Community College.

Lansing Community College is accredited by the Higher Learning Commission — a Commission of the North Central Association of Colleges and Schools. The commission can be contacted through the Web at www.ncahlc.org or by phone at **(312) 263-0456**. The Commission's address is located at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-0456. Lansing Community College (Downtown Campus) is located in downtown Lansing. Student service areas are located at 422 North Washington Square in Lansing and can be reached through the Web at www.lcc.edu and by phone at **(517) 483-1957**.