

LANSING COMMUNITY COLLEGE
QUALITY PROGRAM SUMMARY
AQIP Check-up Visit
Fall 2006

Background

In the past, the college had promoted quality improvement practices through its assessment processes. The college leadership clearly put emphasis on the outcomes and created a series of systematic reviews of major areas of activity. These reviews were built on a plan/do/study/act model. Accordingly, Instructional Program Review, Learning Support Services Review and Services Review provided a valuable beginning to continuous improvement on the college-wide level. The focus of instructional program review was on quality of learning, community impact and financial responsibility. The service reviews gave units the opportunity to define and develop a purpose statement, a concept for delivery of service, a definition of unit deliverables, a staffing plan and the identification of one key process for improvement in the next review cycle. Instructional and service data were developed to identify other processes and systems for improvement. Refinements of these reviews, as well as integrating them with all college operational and budget planning, intended to create a comprehensive, cohesive system to support quality improvement. Thus, Quality Process Improvement efforts at LCC would not be an added expense. Consequently, support for this activity would be fully integrated into all college planning and budgeting.

What we have learned...

Soon after joining AQIP program in 2000, most college communication about AQIP and the systems portfolio was handed down through traditional silos within which attempts to develop a systemic process of involvement in AQIP training and development; participating activities for faculty, staff and mid-level college administrators were absent. It was an overstatement to say that most college administrators, faculty and staff understand AQIP purposes. The college efforts to change its culture from a traditional model to one that embraces continuous improvement have progressed slowly. It is evidenced from meeting discussions that the understanding of continuous quality improvement has not completely resonated throughout the college. The language of quality is still a foreign language to some people in the college who would need translation and reinforcement. We recognize that communication about continuous

improvement and quality initiatives with diverse constituencies in the college will require a well-defined institutional role for Quality Initiatives.

The recent leadership change and the appointment of the Interim President, a former Dean of Quality confirmed and expanded the college's on-going commitment to promote and sustain the culture and momentum of improvement. As a result, a new Quality, Planning and Economic Development Division were established. The new division will take the lead in institutionalizing a new quality culture and participation in AQIP is the catalyst for that cultural change. We have learned that employee participation and faculty buy-in are fruitful only through significant AQIP training and development activities. We have learned that all college leaders at every level must clearly communicate to their respective areas about AQIP philosophy and practice that would eventually impact their work. The communication about the college's AQIP participation is accessible through the college's [Quality Website](#) where the AQIP Systems Portfolio, Systems Appraisal Feedback Report, and current Action Projects are located. These Action Projects are: 1) Creating Continuous Process Improvement Systems; 2) Emergency/Safety Action Plan; 3) Strategic Alignment Initiative. Of those three, Creating Continuous Process Improvement Systems and Strategic Alignment Initiative projects have been updated and reviewed by AQIP. Emergency/Safety Action Plan is a new Action Project. This project will mostly affect the AQIP category of Valuing People. The college wants to ensure the safety and security of our students, staff and faculty across the campus. The web-site is an on-going project and will reflect appropriate revision as progresses are made.

Current Quality Efforts

The college has recognized the need to creating a comprehensive system of data-driven continuous quality improvement that would comprise all instructional and administrative services units of the college. The need to integrate the college's planning and review processes is critical to meet the learning needs of students, keep up with the pace of technological change, and address the demand for increased accountability and demonstrable results. To function effectively, the college has to identify and manage numerous linked activities. Several divisions at Lansing Community College have

adopted the International Organization for Standardization, specifically ISO 9001:2000 standard. The Business & Community Institute, a major contract training provider to General Motors and other Tier 1 automotive manufacturers, achieved ISO 9001:2000 registration in May 2003. In September 2005, the Administrative Services Division and Student & Academic Support Division achieved ISO 9001:2000 registration. Lansing Community College is the first community college in the country whose business functions achieved ISO registration. In September 2006, Business, Media, and Information Technology Division achieved ISO 9001:2000 registration.

The ISO 9001:2000 standard has specific requirements for continual improvement. This is evidenced through monthly management review, semi-annual internal audits, and annual third party audits by an external lead auditor. Each audit ensures compliance with the standard and its six general themes:

1. Objectives for quality, and ensuring the effectiveness of the quality system
2. Continual improvement
3. Balance between documentation, skills, and training
4. Design control
5. Monitoring and measuring
6. Customer satisfaction

More Efforts...

Other academic divisions such as Technical Careers Division are continuously engaged in quality improvement initiatives of which related activities have been undertaken during the 2006-2007 academic year to:

- Increase student participation in Apprenticeships/Internships across Technical Careers Division programs with particular emphasis placed on mechanical systems, machine trades, welding, GRET, civil technology, and automotive areas.
- Increase faculty participation in externships at regional partners including business, associations, and other related partners. For instance, Technical Careers and Liberal Studies faculty partnered to provide training for K-12 students and math and science teachers 1) to develop an awareness of technical careers occupations and 2) to help teachers develop math and science content using

- applications relevant for technical careers. In addition, Technical Careers and Liberal Studies faculty partnered to provide training for Michigan teachers in robotics to prepare for participation in BattleBots.
- Integrate alternative energy content in Technical Careers courses to increase the number of technicians in relevant areas of priority need. For instance, the Leadership in Energy and Environmental Design (LEED) Green Building Rating System™ is the nationally accepted benchmark for the design, construction, and operation of high performance green buildings. Our lead instructor in Interior/Fashion is currently on sabbatical to complete LEED certification; taking courses, participating in national and international workshops/seminars; and integrating an alternative concept goal into each of the courses in Interior and Fashion.
 - Improve facilities used for teaching and learning.
 - o Plan for Civil Technology lab
 - o Completed engine and chassis Dynamometer labs.
 - o Improving storage areas (heating) to accommodate equipment storage needs.
 - o Completed the installation of new classroom facilities and office facilities for truck driver training in Battle Creek vastly improving course delivery technologies.
 - o Completed facility lighting improvements in collision repair area.
 - o Building a new Mechatronics Lab for mechanical systems program, which includes courses in mechatronics, CNC programming, industrial electronics, hydraulics, pneumatics, power transmissions, and lubrication and bearing.
 - Develop partnerships to provide increased student employment opportunities, faculty professional development, and financial resources.
 - o TC Division hosts the Michigan SkillsUSA leadership conference every April, providing a site and support for 3000 occupational students, advisors, business and industry, and labor unions, to showcase the skills

and leadership abilities of Michigan students in technical careers programs.

- Manufacturing Engineering Technologies (MET) Chair, as Co-Principal Investigator, submitted NSF Advanced Technological Education Center of Excellence grant in fuel cell technology in manufacturing.
 - Partnered with Mott Community College, Mott Foundation, Delta College, Capital Area Manufacturing Council, and General Motors Corporation in submittal of two Department of Labor grants for advanced manufacturing.
 - Participating with the Michigan Chapter of the Associated General Contractors to develop a marketing DVD for K-12 use highlighting construction trades career opportunities.
 - Working with Macy's and Ethan Allen to develop internship opportunities for students.
 - Working with MSU: Agriculture Technology to develop possible articulation and transfer opportunities.
 - Exploring articulation and transfer opportunities with University Center partners, as well as others, in civil engineering, architecture, interior and fashion.
- Increase the number of full time faculty in high-growth areas.
 - Improve student advising, curriculum and course materials, and align assessments with outcomes in Environmental, Design, and Building Technologies, Manufacturing Engineering Technologies, and Transportation Technologies.

And More Efforts...

Likewise, the Human, Health and Public Service Careers Division have been involved in quality improvement initiatives in the following areas:

- Implementation of mastery learning concepts into curriculum areas to improve student success, through use of the following quality measures:
 - Supplemental Instruction
 - Open Laboratories for re-teaching and re-testing purposes
 - Development of modules for competency learning and assessment

- Implementation of simulation case studies and hands-on testing
- Implementation of increased consistency and decreased variation in assessment through use of the following quality tools
 - Train the trainer seminars for faculty groups in Nursing, Dental Hygiene, and Fire Science
 - Development of common assessment rubrics in Child Development, Diagnostic Medical Sonography, Human Services, Nursing, Community Health Services, Dental Hygiene, Emergency Medical Services, Fire Science
 - Development of common Final Examinations in Criminal Justice
- Review of state, national, and international curriculum standards in:
 - Nursing
 - Nursing Assistant—Acute and Long-Term
 - Dental Hygiene
 - Emergency Medical Services
 - Corrections
 - Fire Science
 - Policy Academy
 - Child Development
 - Therapeutic Massage
 - Diagnostic Medical Sonography
 - Human Services
 - Radiologic Technology
 - Surgical Technology

In remediation area, The Mathematical Skills Department is seeking NADE Certification (*National Association for Developmental Education*). We are in the final stages of a multi year project. NADE Certification recognizes programs that (1) can articulate their theoretical framework; (2) meet or exceed criteria of good practices as defined by professional research and literature of the field, and (3) use a continuous assessment process to demonstrate meeting their mission and goals and to improve services and student outcomes.

Moving Forward

Overall, the commitment of the college leadership clearly promotes and supports AQIP participation. That commitment was confirmed with a forum in last January amongst the college executive management, deans, academic chairs and administrative area leadership to discuss and analyze the system appraisal feedback. The approach the college has taken will be a focus on Organizational Alignment, Evaluation & Data Decision Making, and College-wide Participation and Communication. These are the three themes that college has adopted as we evaluate and learn about the opportunities in the appraisal report, identify our gaps utilizing root-cause analysis, closing each gap as we identify the source, and intervene and change as we evaluate the college's environmental support (i.e., information, resources, skills, incentives, knowledge, motivation, timelines, workflow) and build up our strengths identified in the system appraisal report.