Lansing Community College

HLC ID 1338

OPEN PATHWAY: Reaffirmation Review   Review Date: 9/23/2024

Dr. Steven J. Robinson
President

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Context and Nature of Review

Review Date

9/23/2024

Review Type:
Reaffirmation Review

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Lansing Community College (LCC) was founded in 1957 and has grown since that time to serve more than 14,500 students across six counties. LCC's flagship campus is located in downtown Lansing, Michigan. LCC also operates seven additional locations: West Campus, LCC East, Livingston County Center, Aviation Maintenance Technology Center, Michigan State University, Mid-Michigan College, and the AIS Training Center. Currently, the College offers over 110 Associates Degrees, over 100 certificates, and numerous opportunities for career and workforce development, developmental education, and personal enrichment. LCC participates in the Michigan Transfer Agreement and has transfer/articulation agreements with 18 colleges and universities through its Transfer Center. LCC also partners with area K-12 schools to create dual enrollment opportunities for area high school students.

Lansing Community College is a mission-driven institution with a clear vision and strong ties to its community.

Interactions with Constituencies

The team met with the following constituencies (unique persons):

Academic & Arts Outreach Coordinator (1)

Academic Advisor & MAHE President (1)

Academic Advisors (4)

Academic Affairs Project Manager (1)

Academic Coordinator, SAM (2)

Academic Resources & Services Coordinator, LC (1)

Academic Success Coach (6)

Academic Success Coach Manager (1)

Accreditation Liaison Officer (1)

Adjunct/Part-Time Faculty (6)

Administrative Assistant, Registrar (1)

Advanced Manufacturing Program Director, Advanced Manufacturing (1)

Associate Dean, CACP (1)

Assistant Dean, SAM (1)

Assistant to Dean, Arts & Sciences (1)

Associate Dean, Arts & Sciences (1)

Associate Dean, BCA Arts & Sciences (1)

Associate Dean, Center for Student Support (1)

Associate Dean, HHS (1)

Associate Dean, SEM (SA) (1)

Associate Dean, TC (1)

Associate Director, RMLS (1)

Associate Registrar (1)

Associate Vice President of External Affairs, Development & K-12 Operations (1)

Board of Trustees Members (3)

Business Relations Coordinator (1)

Chief Diversity Officer (1)

Chief Financial Officer (1)

Chief Information Officer (1)

Clinical Coordinator, Medical Imaging (1)

CMS Instructional Design and Applications Specialist (1)

CMS Instructional Design, Multimedia, and Technology Specialist (1)

CMS Specialist (1)

Community Stakeholder (25)

Controller (1)

Coordinator, Compliance (1)

Coordinator, Experiential Learning (1)

Coordinator, Fostering STARS (1)

Coordinator, Tutorial Education (3)

Coordinator, Work Based Learning (1)

Counselor, CSS (1)

Data Architect (1)

Dean, Arts & Sciences (1)

Dean, Community Education & Workforce Development (1)

Dean, Health & Human Services (1)

Dean, Student Affairs (1)

Dean, Technical Careers (1)

Director of Assessment (1)

Director, Human Resources Total Compensation and Employment (1)

Director Academic Quality (1)

Director Apprenticeships (1)

Director of Academic Operations (1)

Director of Admissions (1)

Director of Compliance (1)

Director of Imaging Programs (1)

Director of Information Security (1)

Director of Institutional Research / Adjunct Faculty (1)

Director of Library (1)

Director of Risk Management and Legal Services (1)

Director of Student Financial Aid (1)

Director, Academic Support & Learning Assistance (1)

Director, Academic Advising (1)

Director, Academic Quality (1)

Director, Academic Success Coaches (1)

Director, CCMC (1)

Director, CTE (1)

Director, eLearning (1)

Director, Emergency Medical Services (1)

Director, English (1)

Director, HHS Facilities and Operations and Fitness and Wellness Program (1)

Director, Institutional Effectiveness (1)

Director, Job Training Center (1)

Director, Nursing (2)

Director, Program Improvement (1)

Director, School of Business (1)

Director, Social Sciences & Humanities (1)

Enrollment Support Specialist, Starzone (1)

Executive Assistant, Center for Data Science (1)

Executive Director, Center for Data Science (1)

Executive Director of Administrative Services (1)

Faculty (48)

Global Student Services Admissions Counselor (1)

Health & Human Services Recruitment & Outreach Coordinator (1)

Instructional Coordinator, A&S (1)

Instructional Designer (1)

Instructional Designer, eLearning (1)

Interim Senior Financial Aid Director (1)

Internal Communications Coordinator (1)

IT Apprenticeship Coordinator (1)

Lead Program Support, Health & Human Services (1)

Learning Commons Tutor (1)

Licensed Professional Mental Health Counselor (1)

Manager of Testing Services (1)

Market Research Analyst (1)

Mental Health Counselor (2)

Music and DMCA instructor (1)

Online Learning Librarian (1)

Open Learning Specialist (1)

Operations Coordinator, Arts & Sciences (1)

President (1)

President's Office Chief of Staff (1)

Program and Office Specialist, CTE (1)

Program Director & Perkins Coordinator, CHDV HUSE (1)

Program Director, Aviation Technology (1)

Program Director, CMA (AAMA), AAS, BS (1)

Program Director, Dental Hygiene (1)

Program Director, Kinesiology & Massage (1)

Program Director, Surgical Technology (1)

Project Coordinator (1)

Project Coordinator, Academic Affairs (1)

Project Coordinator, Secondary to Postsecondary (1)

Project Coordinator, TC (1)

Project Manager, Academic Affairs (1)

Provost (1)

Registrar (1)

Senior Director of Financial Aid (1)

Senior Instructional Coordinator, Technical Center (1)

Senior Instruction Coordinator (1)

Senior Vice President Business Operations (1)

Student (45)

Student Compliance Liaison (1)

Success Coach Manager (1)

Support Staff, A&S (1)

Transfer Center Systems and Operations Manager (1)

The team held the following meetings:

- President
- President & Executive Leadership Team
- Campus Tour
- Open Forum Criteria 1 & 2: Mission & Integrity
- Facilities Management
- Lunch with Students
- Open Forum Criterion 3: Teaching & Learning: Quality, Resources, & Support
- Finance Team & Dean of Arts and Sciences
- Open Forum Criterion 4: Teaching & Learning: Evaluation & Improvement
- Open Forum Criterion 5: Institutional Effectiveness, Resources & Planning
- Board of Trustees
- Breakfast with Community Stakeholders
- Strategic Planning Team and Enrollment Taskforce
- Distance Learning/Curriculum
- Assessment Team & Broad Faculty Representation
- Institutional Research

Additional Documents

The team requested, received, and reviewed these additional documents:

- Agreements with K12 partners

- Project charter for the Enrollment Management Taskforce
- Syllabi across multiple disciplines and modalities (30)
- Documentation for Tracking Academic Dishonesty
- Documentation for Tracking Professional Development

The team reviewed these additional sites:

- Lansing Community College Website

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Lansing Community College (LCC) has an articulate mission statement, that states, "Lansing Community College provides high-quality education ensuring that all students successfully complete their educational goals while developing life skills necessary for them to enrich and support themselves, their families, and their community as engaged global citizens." LCC provides educational programs, for academic or non-academic credit, as the primary avenues for supporting both the mission and guiding principles. The College offers both transfer programs as well as career programs, and students are assisted by a wide variety of wrap around support services. Collectively, these programs and services coalesce in defining LCC as a comprehensive community college.

The College's mission, which was revised and approved in 2016, was created with input from a variety of constituent groups, and the Board of Trustees approved the final draft of the statement. As confirmed by the visit, the 2016 mission statement was crafted after extensive campus discussions and input from a variety of constituents. The College is in the process of updating its mission statement and is using an external consultant to gather broad-based input for this revision.

The guiding principles are 12 specific statements that describe the College's philosophical principles. As part of the College's processes to draft a new strategic plan and mission statement, the College is also changing from guiding principles to succinctly worded values. As explained during the visit,

college employees created lists of potential values several months prior to the work of developing a new strategic plan, and the strategic planning consultant has incorporated the vetting of the new values as part of their scope of work.

LCC clearly publicizes its mission in a variety of print and electronic media to ensure that internal and external constituents are informed. As affirmed during the visit, the mission guides LCC's operations and is clear to college employees, students, the Board of Trustees, and members of the community.

The Peer Review Team finds that LCC has met Core Component 1.A.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

Lansing Community College (LCC) demonstrated in the narrative and the team verified during the site visit that it understands its primary function is helping students succeed in a learning environment so that the students' goals are achieved. The College is clearly a student-focused institution, and this was affirmed by comments from students, employees, the Board of Trustee members, and community partners. LCC has several formal plans, such as the Strategic Plan and the Academic Master Plan, that keep the College focused on its mission of serving students.

The Board of Trustees, an elected body, has many long-serving members with very little turnover in membership. As the governing body, they delegate daily college operations and management to the President, and they set the tone for meeting the College's mission, upholding its vision, and following the guiding principles. The Board of Trustees has bylaws that define its role as governance, and members receive an Annual Ends Report that summarizes the status of five areas of focus that are important to the Board of Trustees.

LCC has cultivated several partners in the community that help ensure the College meets its educational mission. The K-12 systems are a significant partner, and the College has several programs that award college credit for high school students. These programs include traditional dual enrollment, High School Advantage, Career and Technical Education Direct Credit, Career and Technical Education Credit-By-Exam, Early/Middle College Partnerships, and Early College. LCC participates with several community groups, such as the Coalition for College and Career Readiness, which established the College as a participant in furthering education in the service area. Likewise, the Community Education and Workforce Development Division is the primary group that facilitates communication with the business/industry constituents, and the Division offers a variety of classes and trainings to meet the needs of the region.

The value of these partnerships, including business/industry, K12, and Michigan State University, was succinctly and repeatedly described during the site visit, and these partnerships demonstrate

LCC's deep involvement is with the community at large. Additionally, LCC's academic programs make extensive use of program advisory boards to guide the curriculum so that students can either smoothly transfer to a university or gain the career skills necessary to gain employment after program completion.

The Peer Review Team finds that LCC has met Core Component 1.B.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

Lansing Community College (LCC) is committed to ensuring its students and graduates can function effectively within society and are aware of global issues and concerns. To that end, the College adopted its Essential Learning Outcomes (ELO) from the AAC&U as institutional learning outcomes.

LCC documents a variety of methods to ensure that their graduates are learning appropriate skills to get jobs post-graduation. LCC is required by the State of Michigan to adhere to best practices regarding economic development, and the Local Strategic Value Resolution documents this requirement and ensures that students are prepared for workplace success. The level of preparation of technical program students was verified by comments from local employers who noted that graduates were prepared to work and had excellent technical skills.

To address diversity and equity at LCC, the Board of Trustees unanimously approved a Resolution Addressing Racial Injustice Through Diversity, Equity, and Inclusion. The goals of the resolution were to ensure equity in law enforcement and to create and implement a collegewide Equity Action Plan to address racial injustice, diversify the faculty, and establish processes that will eliminate barriers to racial and social equity. This work is supported by the President, and the Office of Empowerment is charged with fostering awareness and empowering students with experiences that promote global citizenship and create a more inclusive campus. Furthermore, two of the College's ELOs, Knowledge of Human Cultures and the Physical and Natural World and Personal and Social Responsibility, address the understanding of culture, civics, and science in local and global societies. Additionally, LCC is embedding the principles of Appreciative Education into all its operations; these principles are based on student development theory and resulted from work as an Achieving the Dream college.

The Peer Review Team finds that LCC has met Core Component 1.C.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

As explained in the assurance argument and verified and confirmed during the site visit, LCC has a clear mission that is publicly communicated. The mission, along with other guiding documents, guides the College's work.

The Peer Review team finds that LCC has met Criterion 1.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

Lansing Community College's (LCC) Board of Trustees adopted the current mission statement in 2016 as demonstrated by Board meeting minutes. The evidence confirms that the Board regularly reviews the mission as a part of an Annual Ends Report. LCC is currently developing a new strategic plan and the evidence indicates that review/revision of the College's mission is an integral aspect of the planning process. Conversations with Board Members confirmed the role of the Board in reviewing and adopting LCC's mission.

LCC has a comprehensive set of policies, publicly accessible through the College's website, that indicate the purpose, scope, general applicability, and parties responsible for the administration of each policy. LCC's policies are operationalized through Standard Operating Procedures (SOPs). A review of the College's website confirmed that SOPs are also freely accessible. SOPs are developed by LCC's Human Resources department or Academic Procedure Advisory Committee as appropriate.

LCC has established codes of conduct for the Board, Employees, and Students, each of which can be accessed from the College's website. The evidence indicates that new employees receive appropriate training during the onboarding process. On campus meetings with a wide variety of LCC employees confirmed that a number of mandatory trainings are offered as part of the onboarding process. Human Resources sets deadlines, sends reminders to both the employee and supervisors in a progressive fashion, and tracks completion. LCC employs the Cornerstone Talent Management Systems to track employee training. In November 2023, LCC adopted policies and procedures regarding ethical behavior for staff that work with students prior to matriculation. The team confirmed that relevant personnel have completed the required training. Plans are in place for existing employees to complete refresher training on an annual basis.

Surveys conducted by LCC indicate that the vast majority of employees consider the College to be an

ethical workplace. Regular audits ensure integrity in LCC's financial operations, and the evidence indicates that the College's financial processes are exemplary. The College also ensures financial integrity on the part of Board members through the Code of Conduct. The College has both Policies and SOPs for purchasing.

LCC has a comprehensive set of rules and guidelines for academic integrity and communicates these expectations to students through the College's website, Catalog, and Course Syllabi as indicated by a review of these documents.

LCC's Human Resources department ensures integrity through collective bargaining agreements, public job postings, inclusion advocates, and monitoring of disaggregated hiring data. The College also complies with all Title IX and Cleary Act requirements. A review of the College's Consumer information section of the website confirmed that information shared through the website is current and complete.

The Peer Review Team finds that LCC has met Core Component 2.A.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

Lansing Community College (LCC) considers its website to be the primary point of contact with students and the public. The assurance argument detailed navigation of the College website. A review of the college website confirmed that the consumer information section was current. LCC's website carefully details the Cost of Attendance in the consumer information section of the website and on webpages for individual programs. LCC has well developed policies and SOPs for the Institutional Review Board and shares meeting minutes on the webpage. The College has placed details regarding campus safety in a prominent place on the LCC homepage. While on campus, it was noted that some open spaces give rise to public safety concerns. The College is highly mindful of the concerns and taking steps to increase on campus confidence in law enforcement through visibility and community policing. One specific and recent change to enhance the safety on campus, as noted by the College Provost during the site visit, is that all buildings are locked and can only be accessed by students and employees with the LCC StarCard.

LCC operates with a high degree of transparency and makes a plethora of meeting minutes, policies, its SOPs, and data available through the website. The budget is directly accessible from the LCC homepage. Students are able to quickly access details regarding academic calendars, prior credit, various forms, information about campus life, and course schedules. Program webpages detail typical career earnings data and all claims provide a source for the data. LCC also makes faculty credentials public as part of the faculty directory. Some LCC programs, such as Fire Science, include the Program Outcome and Assessment methods on the program webpage while others do not. Consistency in sharing Program Outcomes with students through the website represents an opportunity for growth.

The College tracks its Community Education and Workforce Development efforts and shares data through a Year End Dashboard. The dashboard indicated over 9,800 participants in 2023. Community stakeholders praised the College's efforts in these areas, along with its dedicated service to the substantial refugee population in the Lansing area. It was noted that the College serves a vital role in assisting refugees to master the English language, adapt to the higher education environment, and ultimately experience success in the workforce. Interactions with representatives from Michigan

State University highlighted LCC's success in working with international students as the two institutions have formed a partnership that allows international matriculates of MSU that struggle in the university setting to transfer to LCC so that they can build the foundation necessary for success in their studies. Community stakeholders also confirmed the College's role in offering customized training for area employers and apprenticeship programs.

The Peer Review Team finds that LCC has met Core Component 2.B.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

LCC's Board of Trustees is elected in accordance with Michigan's 1966 Community College Act. The evidence demonstrates that the Board of Trustees' Bylaws were adopted in 2001 and have been revised on a regular basis. The Bylaws comprehensively address areas such as the responsibilities of Board membership, meetings, committees, procedures, contact with college personnel and the public, and conflicts of interest. In July 2023, one of LCC's Board members was named chair of the Michigan Community College Association while another was elected as the African American Caucus president of the Association of Community Colleges Trustees (ACCT) in 2022. New board members receive orientation training and outside training such as the ACCT Leadership Institute. Conversations with Board Members indicated that the average tenure is 10-12 years and that the Board is highly committed to the success of the College. Board Members indicated a high degree of community and campus engagement. The members of the Board present during the visit indicated that they understand their role as participating in the governance of the college while delegating day-to-day operations and management functions to the President and other leaders designated by the president. The Board Members indicated that they have been trained on the Carver Model of Board Governance, first around 2005 and again seven years ago. Board Members also highlighted the public comment component of each Board Meeting and noted that students, faculty, and community members regularly share their perspectives during that time. A review of Board Minutes available on the LCC website confirmed participation on the part of faculty, students, and community members.

Faculty oversee academic matters through participation in the Academic Senate, Committee for Assessing Student Learning, Curriculum Committee (CC) and numerous other committees. The CC is a standing committee of the Academic Senate and "provides leadership and support related to academic courses and curricula to ensure that academic standards are maintained." Teaching faculty

make up 70% of the CC's membership, resulting in substantial oversight of the curriculum by the faculty. CC minutes are readily available on the College website. LCC's Standard Operating Procedure, BP 3.050, details the steps necessary for proposing new courses or programs of study and indicates that academic matters are overseen by faculty. Conversations with faculty, administration, the Board of Trustees, and community stakeholders confirmed that faculty are primarily responsible for the curriculum with appropriate input from Advisory Committees and industry partners.

Board meeting notifications, agendas, and meeting minutes are made public on the College's website. The board reviews finance and public safety indicators on a monthly basis. The evidence, along with Board Meeting Minutes available through the LCC website, make clear that the Board regularly engages both internal and external constituencies and considers their input when making decisions. Board Bylaws require disclosure of conflicts of interest, with reporting taking place on an annual basis. The Board's role in the operations of the college is clearly expressed in Board Governance Policies and Board Bylaws, with these delegating responsibility for the day-to-day operations of the college to the President and clarifies that it's role in the operations of the College is manifest through evaluation of the president. Section 1.6.4 of the Board Bylaws expressly delegates a set of powers to the President. The Board Bylaws grant the Board authority to adopt policies for the governance of the College while delegating authority to develop procedures to implement policies to the administration. Procedures developed or significantly revised by LCC's administration are presented to the board for information.

The Peer Review Team finds that LCC has met Core Component 2.C.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Rating

Met

Rationale

Lansing Community College's (LCC) Statement on Academic Freedom, contained in the Faculty Contract, is aligned with American Association of University Professors (AAUP) Principles on Academic Freedom. Further, LCC's Distribution of Literature Policy clearly outlines regulations for individuals or organizations that wish to exercise their First Amendment rights on campus. Within the last three years, LCC has adopted two new policies, Advocacy – Freedom of Speech and Social Media, that affirm the College's commitment to free speech while setting expectations for responsible conduct on the part of community members. The Social Media policy clearly outlines restrictions related to the use of LCC's name, logos, and intellectual property.

In collaboration with the Michigan Association for Higher Education Faculty Union [MAHE], the college has established an Intellectual Property Policy that clearly states the rights of both the College and employees. The policy clearly defines key factors such as job duties, commissioned work, and the use of college resources. The faculty union president and numerous faculty members interacted with the peer review team and no concerns related to free speech emerged during the visit.

A review of student comments indicated no concerns regarding free speech or academic freedom. Conversations with students indicated that students find the College to be responsive to their needs and supportive. Students noted the availability of a wide range of clubs and activities. LCC considers student clubs to be an avenue for student expression of academic freedom. LCC promotes freedom of expression by supporting the formation of student clubs that focus on a wide variety of topics including careers, academics, gender issues, and religion when sufficient student interest exists.

The Peer Review Team finds that LCC has met Core Component 2.D.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Lansing Community College's (LCC) Ethics and Standards of Conduct Policy defines ideal behaviors and a related supplement details numerous examples of prohibited conduct. LCC recognizes the value of research and stipulates that all human subjects research must be approved through an Institutional Review Board (IRB). The college clearly outlines the procedure for IRB approval and provides an informed consent checklist to assist individuals that wish to conduct research with human participants. Meetings of the IRB are open and LCC provides access to IRB minutes on the College website. The College offers IRB training to interested parties and provided evidence that IRB members are required to have up-to-date training.

The library provides faculty with a guide for Designing Effective Research Assignments and Racial Justice Resources. Students can access Research Guides and Citation resources through the library. The library tracks engagement with these materials and served over 1,500 students and faculty in 2022-2023. LCC's commitment to Diversity, Equity, and Inclusion is evident through the College's approach to guiding students in the ethical use of information resources. Academic Senate Meeting minutes available on the College website indicate that LCC's Technology Across the Curriculum (TAC) committee, a standing committee of the Academic Senate, rejected mandated use of plagiarism software in 2021 after identifying concerns related to equity issues arising from cultural differences, false positives, and mistrust between faculty and students. LCC's StarScapes: Innovation & Creativity Showcase, LAND writing contest, and Washington square review provide students with the opportunity engage with faculty as they present research, capstone projects and creative works to the College community.

LCC communicates expectations for academic honesty to students through policy, the Student Code of Conduct, and in all course syllabi. LCC also defines students' Due Process rights and outlines relevant procedures in the Student Code of Conduct. Additionally, students are made aware of their rights through the College's Frequently Asked Questions section of the College website. Instances of academic dishonesty can be reported to LCC's Office of Student Compliance. LCC provided

evidence, available in the addendum, that the Office of Student Compliance tracks both academic integrity violations and the resulting sanctions. The evidence indicated that sanctions most frequently aimed at helping the student better understand the Code of Conduct and often included guidance from an Academic Success Coach.

The Peer Review Team finds that LCC has met Core Component 2.E.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Lansing Community College clearly demonstrates integrity through its governing structures, policies, and fiscal management. The Board of Trustees acts appropriately in adopting the Mission, establishing college policies through a shared governance structure, and delegating day-to-day operations of the college to the President. The Board's decisions reflect a commitment to the good of the college and are in the public interest. LCC presents itself clearly to the public, primarily through the college website. LCC has established comprehensive policies and procedures that ensure the free and ethical pursuit of knowledge in the teaching and learning. The College manages its resources appropriately through regular monitoring and sound fiscal decisions.

The Peer Review Team finds that LCC has met Criterion 2.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

Lansing Community College (LCC) ensures that its courses and programs are current and in alignment with student performance levels as appropriate to awarded credentials. Evidence to support this statement includes the LCC College Catalog, LCC website, curriculum committee (CC), CC processing guidebook, credit hour assignment statement, and Michigan Transfer Agreement (MTA) document. As verified in the assurance argument, College catalog, degrees and certificates program webpage, and site visit LCC offers 110 associate degrees and over 100 certificates. These offerings include both transfer degrees (associate of arts and associate of science) and applied degrees (associates of applied arts, associate of applied science and associate of business, associate of fine arts) and certificates which lead to both transfer and career technical/workforce options. Links to course descriptions, degree/certificate program descriptions, and degree requirements show offerings typical for a comprehensive community college. Further evidence on the LCC website verifies that 20 programs have achieved specialized accreditation with third-party accreditors agencies. Finally, pass rates for programs with licensure examinations are in alignment or exceed national pass rates. LCC's programs are current and appropriate to the credential the college awards.

LCC has a systematic method for developing, changing, and approving curricula and programs. As verified in the assurance argument, LCC curriculum committee webpage, Academic Senate Minutes, Program Review Guidebook, LCC market analysis new program proposal form (vetted by the Center for Data Science), new course/program and discontinuation documents, and remarks made by faculty and administrators during the site visit, LCC has a clear multi-layered process in place through its Curriculum Committee (CC) whereby faculty and administrators can propose, modify, and discontinue courses and programs on a regular basis. All CC approvals have a technical and financial

review and are reviewed by the Academic Senate and Provost for final approval. Moreover, evidence of LCC's investment in academic innovation and program development is demonstrated in their designated fund of $500,000 for their Innovative Program Research and Development Awards. Lastly, LCC ensures that the levels of student performance are reviewed and regulated through multiple channels including, program advisory committee review, occupational program review via a comprehensive local needs assessment, and CC review of learning outcomes, curriculum maps, and other assessment methods.

Based on evidence supporting the assurance argument, course catalog and course schedule, LCC meets the standards for site locations, transfer partnerships, course schedule, term lengths and credit hour compliance. LCC has six locations and several partner sites in the mid-Michigan area whereby they offer credit and non-credit learning opportunities. Dual credit courses are offered both online and in-person at LCC campus sites. Additionally, LCC offers credit courses at Mid-Michigan College and Michigan State University which are HLC approved additional locations. LCC has numerous transfer partnerships and works with students from other community colleges, Historically Black Colleges and Universities (HBCUs), reverse transfers and consortium transfers and Michigan Transfer Network (MiTransfer) to promote student success. LCC follows federal policy for credit hour requirements which is clearly stated in their 24-25 Course Catalog and course schedule and operates in multiple terms (full 16-week semester; first 12 weeks; first 8 weeks; last 12 weeks; last 14 weeks; last 15 weeks; and last 8 weeks terms). LCC's course offerings are taught in multiple modalities, including Face-to-Face, Hyflex, online asynchronous, online at fully scheduled times, and online part scheduled time.

To assure consistency in syllabi, LCC requires faculty to use a standard course syllabus template to ensure that the learning outcomes are standardized across all modalities and locations. In reviewing the sample syllabi provided as evidence, it was confirmed that the course outcomes for the various modalities, programs and locations were consistent. The assurance argument provided information and a sample document regarding the academic division syllabi audit process. In relation to varying modalities and locations, LCC provided information sample agreements from Eaton Regional Education Service Agency and Shiawassee Regional Educational Service District.

As evidenced by remarks made during the site visit by Center for Teaching Excellence (CTE) staff, eLearning staff, faculty, and administrators, LCC has robust support for faculty and students in the teaching and learning in the online environment. The College demonstrated a commitment to ensuring quality instruction in the online environment by requiring faculty to complete a Teaching for Online Certification Course, for any faculty member teaching an online course. Additionally, as shared during the visit, new faculty can take the D2L for Instructors course and Hy Flex training to master the learning management system, D2L. All distance learning professional development is aligned with the standards of Quality Matters. When asked during the site visit, faculty expressed extreme gratitude for the support they received from the CTE and eLearning team's one-on-one consultations, workshops, and courses designed to promote effective teaching and learning in the online environment. Finally, faculty provided many examples of regular and substantive interaction (RSI) in their online courses such as discussion boards, real-time faculty/student sessions, individual student coaching sessions, gamifying course materials and use of intelligent agents tool in the D2L platform. As shared during the site visit at the student listening session and faculty and administrators distance learning session, students are also well supported in the online environment and are introduced to D2L in new student orientation and the D2L for students course. Finally, LCC operates a help desk for faculty and students to ensure adequate online teaching and learning support.

The Peer Review Team finds that LCC has met Core Component 3.A.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

Lansing Community College's (LCC) general education program is aligned with the mission, educational offerings, and degree levels of the College and the general education learning outcomes are clearly articulated. LCC students pursuing an associate degree are required to take a minimum of 60 credits and satisfy the LCC general education requirements for the specific program of study, along with discipline-specific courses. Prior to 2019, LCC's general education core required students to take one course from each of the five core areas, including Communication, Global Perspectives and Diversity, Mathematics, Science, and Writing. However, given LCC's participation in the Michigan Transfer Agreement (MTA), a partnership designed for community college students to transfer to four-year Michigan colleges and universities, LCC consolidated the core to focus solely on the MTA for transfer degrees and a unified general education program for applied degrees that draws upon both MTA and appropriate applied courses. More specifically, transfer degree types require 30 credits and a minimum of 9 courses of the Michigan Transfer Agreement (MTA) in the areas of English composition, humanities and fine arts, mathematics, natural sciences, and social sciences. Applied degree types require completion of only 5 courses with a minimum of 15 credits in the categories listed above. LCC's explanation regarding the decision to adopt MTA and consolidate their general education core and the new MTA course recommendation process is evidenced in the assurance argument, Academic Senate meeting minutes, new MTA guidelines, MTA course recommendation process and form which emphasizes their commitment to standardize the general education curriculum and ensures seamless transferability.

As described in the assurance argument and evidenced by the LCC website, course catalog, syllabi, LCC has four essential learning outcomes (ELOs): 1) Knowledge of Human Cultures and the Physical and Natural World, 2) Intellectual and Practical Skills, 3) Personal and Social Responsibility, and 4) Integrative and Applied Learning. As stated in the assurance argument, each general education course and cocurricular activity is required to align to a minimum of one ELO. A review of the sample syllabi and course proposal form demonstrates that the essential learning outcomes and the related curriculum requirements are communicated to students in multiple outlets.

LCC recognizes human and cultural diversity and encourages diversity of thought, culture, and experience in a comprehensive manner. This commitment is described in LCC's assurance argument and demonstrated in LCC's 2021-2024 Strategic Plan goals and objectives, curriculum, academic senate initiatives, student organizations and co-curricular activities, and LCC's Equity Action Plan (EAP). LCC's EAP outlines the actions that have been taken or institutionalized to address racial injustice, embed DEI into curriculum and combat inequities in student achievement in relation to students of color, low income, first generation, adult learners, or marginalized populations. One example to demonstrate this commitment is that human and cultural diversity is embedded in LCC's general education/MTA courses and first and third ELOs which include "civil knowledge and engagement" and "intercultural competence". Additionally, as referenced in the Board's Annual Ends Report, LCC collects ELO disaggregated demographic student achievement data from various courses to determine if LCC is meeting the ELOs for each year. Faculty review the data to uncover student challenges and determine adjustments to teaching materials accordingly. Another example highlighted in the assurance argument, the *Chosen Name and Pronoun Initiative*, a program to create language, training and documentation for employees and students to be identified by their chosen name, was an idea from the Academic Senate that has been institutionalized to promote inclusion. In addition to the many groups and programs to support DEI efforts at LCC, as noted in the assurance argument and the Board Ends report, the College's Cesar Chavez Learning Center (CCLC), a holistic student support center, is specifically designed to support personal, social, academic and career success of underrepresented student groups. CCLC programs were recently restructured to better align with the overall retention, persistence, and success goals of program participants; in addition, standardized methods of data collection were developed to create intentional assessment of the programs offered which demonstrates LCC's commitment to continuous improvement. As witnessed in the site visit, LCC also emulates and embraces diversity, equity, inclusion and belonging in their physical environment with accessible, open, and welcoming physical spaces and diverse images and artwork that reflect the diversity of the student and employee body.

As provided assurance argument LCC has multiple outlets for faculty and students to showcase their creative and academic endeavors, contribute to scholarship, and the discovery of knowledge. One example of this, as noted in the assurance argument, consists of student work samples highlighted on LCC's webpage for StarScapes, a student showcase of innovative and creative work produced in various disciplines in LCC classes. Additionally, creativity is showcased in student opportunities to participate in creative writing contests, scholar awards and the Liberal Arts Network for Development conference. Examples of faculty opportunities to showcase creative and academic endeavors include conference presentations, directing theater productions, podcasts, and significant financial support for Open Educational Resources (OERs) with an OER award program. One recommendation for LCC would be to have a portal or webpage to highlight faculty, adjunct, and student scholarly and creative projects and achievements to promote achievement and recognition.

The Peer Review Team finds that LCC has met Core Component 3.B.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

Lansing Community College (LCC) provided evidence of varied strategies used to ensure improved efforts towards diversity, equity, inclusion, and belonging with DEI-related programs and curricular updates as mentioned in 3B of the assurance argument. As noted in the assurance argument and the 23-24 Demographics Comparison Report, the diversity of the Lansing region, LCC students, LCC faculty and LCC employees are generally comparable. Overall LLC's AY 23-24 student population represents a slightly more diverse population than the Lansing region, LCC faculty and employees. More specifically, the student demographics are 69.0% White, 10% Black, 9% Hispanic, and 3% Asian, whereas the overall employee demographics were 79.0% White, 8% Black, 5% Hispanic, and 3% Asian. One outcome of LCC's Board Resolution addressing Racial Injustice, is that all College search committees have inclusion advocates to promote diversity and assist with identifying unconscious and unintentional biases in the hiring process. Overall, the diversity composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

LCC has appropriate numbers of faculty members to carry out both the classroom and the non-classroom roles of faculty. As noted in the assurance argument, LCC has 782 faculty, with 176 full-time faculty and 606 adjunct faculty and a 12:1 student-to-faculty ratio which demonstrates ample

faculty to support the students at LCC in certificate and degree programs. LCC has a clear process for recommendation of additional faculty due to program growth via the Program Operating Plan managed by the deans and in collaboration with the Academic Senate. The Community Education and Workforce Development courses are all taught by adjunct faculty on an as-needed basis.

Evidence that all LCC faculty, regardless of modality or location, are appropriately qualified is noted in the assurance argument and was shared in remarks from the provost, deans, and faculty at the site visit. As outlined in the Faculty Qualifications Standard Operating Procedure (SOP), Academic Affairs Faculty Qualifications Matrix, Faculty Minimum Qualification Recommendation Form, and Technical Careers Faculty Credential Verification Procedure, LCC has a clear and thorough faculty qualifications policy and procedure, faculty hiring process, and system to ensure faculty credentials are current and in alignment with the LCC and HLC guidelines.

LCC clearly demonstrated that all faculty, including all classifications and statuses, are evaluated regularly in accordance with established institutional policies and Michigan Association for Higher Education (MAHE) procedures by their respective supervising administrator or designee. As noted in the LCC faculty contract, all faculty members are formally evaluated on their performance "to establish a continuous improvement process focused on improving service and student learning outcomes while supporting professional growth on a systematic basis." The faculty classification and status determine the timing of faculty evaluations as documented in Article XIV of the MAHE contract. The process for faculty evaluations was clearly outlined in the assurance argument and includes administrator performance assessment, student client feedback, peer performance assessment, and a self-assessment. LCC also provided a sample of their student evaluation instrument, Explorance Blue, which is administered through the D2L's Brightspace Learning Management System, which is used as one component of the performance review process. All performance evaluations are tracked in the Cornerstone Talent Management System, and as noted in the assurance argument, all supervisors receive training in the talent management system and LMS prior to completing performance reviews.

As noted in the assurance argument and demonstrated in the MAHE contract, Center for Teaching Excellence (CTE) Website, and LCC site visit listening sessions, LCC provides ample professional development opportunities for faculty and staff. While each division receives funding for faculty professional development, LCC also has a collegewide fund to support professional development for faculty, staff and administrators which supports college initiatives and the strategic plan. One highlighted faculty professional development activity includes the 12-week Transforming Learning Though Teaching course, a cross disciplinary learning experience to share and collaborate with faculty colleagues and understand the student's perspective about teaching strategies. Additionally, as shared in the site visit, LCC demonstrates its commitment to quality online teaching by requiring a Teaching Online Certification (TOC) for any faculty member to teach online courses. Overall, both the CTE and eLearning teams provide ample resources and support for faculty teaching in all modalities. While the assurance argument and site visit provided evidence of LCC's professional development opportunities, the data was not compiled in a manner to discern the total number of full-time faculty, adjunct faculty, staff, and administrators who participated in professional development opportunities. In addition to participation data, LCC would benefit by sharing professional development outcomes data and action plans for improvement in this area.

LCC provided evidence that faculty are available for student inquiry, the faculty contractual language regarding office hours, syllabi office hours listings and LCC's standard operating procedure, Timely Response to Students, BP 4.070, which states "Faculty will respond to students via the College's

approved communication methods, including Course Management System (CMS), Lansing Community College (LCC) email, or another form of appropriate communication as indicated in the section syllabus, within two business days."

As described in the assurance argument and confirmed during site visit listening sessions, LCC has appropriate policies and procedures for determining staff credentials and qualifications, its hiring and onboarding process for various departments, and providing staff professional development and training opportunities. LCC's recently developed a Standard Operating Procedure for Ethics Training for Communication with Prospective Students "To ensure that College personnel act with integrity while participating in recruiting, admissions, marketing, financial aid advising, and other direct communications with prospective and current students", ethics training and avoiding misrepresentation training. Overall, the training and development opportunities for administrators and staff demonstrate a commitment to continuous improvement and learning.

The Peer Review Team finds that LCC has met Core Component 3.C.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

As supported by the evidence and confirmed during the site visit, Lansing Community College's (LCC) student support services align with the needs of students. LCC regularly surveys their students via academic success coach comprehensive surveys, academic senate student forums, community college survey of Student Engagement (CCSSE), and Ruffalo Noel Levitz survey of Student Satisfaction priorities to determine needs and concerns. In addition to the multiple assessments of student support LCC has in place, tangible examples of how this data is used for continual improvement surfaced during the listening sessions at the site visit, such as improvements to course and program assessments, advising and learning commons, and tutoring support.

LCC also shared a listing of their support services from the three primary divisions of the College that impact student success, Student Affairs, Academic Affairs, and the Office of Empowerment (DEI), such as admissions and financial aid, academic advising, career and employment services, transfer center, veterans' affairs, eLearning, library, the Center for Engaged Inclusion, and accessibility services. The services that were listed in the assurance argument were primarily at the main campus, however, some are offered at the other campuses and available to students via phone or online, such as counseling, tutoring and eLearning support. As noted in the site visit listening session, LCC renovated their tutoring center physical space and centralized the faculty-supported tutoring model in 2013. During the site visit student listening session, students remarked that the tutoring support at LCC was "amazing", that they felt extremely supported by tutors, that they were grateful for walk-in appointment options, and that tutoring is a primary reason they love LCC.

LCC provides learning support and preparatory instruction to address the academic needs of its students, as described in the assurance argument, College Catalog, College Connect Program website, Academic Pathways webpage, co-requisite model, multiple measures documentation, and site visit listening session comments. LCC uses a multiple measures approach to establish reading, writing and math placement. LCC noted in the assurance argument and during listening sessions that

they shifted to a co-requisite approach, whereby students who place in lower reading, writing and math can take coupled courses, such as Composition I with ENG 099, Integrated Reading Writing II and or non-credit labs and free workshops for additional support. The shift away from the traditional developmental education model to the co-requisite model has produced a significant increase in student success. According to the LCC placement testing levels webpage, the College utilizes Accuplacer when using placement testing for reading, writing, math, English as a second language and an internal LCC placement for level 9 math (Calculus 1).

LCC's academic advising team assists with a full spectrum of advising services for directing entering and matriculated students to courses and programs by offering standard and express appointments in multiple modalities (virtually, phone, and face to face) to meet students where they are served best. The technology that LCC uses to monitor program completion plans is Degree Works. According to the assurance argument and verified by the student satisfaction survey results and site visit student listening session, an institutional challenge and recognized area for improvement is academic advising. In response to this concern, LCC partnered with Achieving the Dream (ATD) to adopt a student-centered advising approach, appreciative advising. Additionally, LCC's Board of Trustees approved a designated fund, to be used for a two-year pilot project to expand academic advising and success coaching, of $500,000 to improve the student to advisor ratio and impact student success and retention. LCC utilizes faculty advisors, and the College created a formal training program for faculty advisors in summer 2023. While LCC has made strides in methods to improve academic advising, students noted in the site visit listening session that there are "long waits to see an advisor" and some stated that they needed to figure their course planning out themselves. Based on the outcomes of the pilot embedded advisor program that the Business School described during the site visit and the recent College pilot project to enhance advising, LCC will need to keep a continuous improvement mindset in advising to improve overall student satisfaction and retention.

As described in the assurance argument, student resources webpage, strategic plan, FY24 budget with commitments to physical improvements and technology infrastructure, five-year capital outlay plan, Information Technology Strategic Master plan, and site visit tour there is evidence to support that LCC has a commitment to students and faculty with the appropriate facilities and resources to facilitate effective learning. LCC provided an overview of the LCC facilities in the assurance argument and facilities assessment and improvement plans that includes their seven sites, 25 major buildings and 1.5 million square feet of space and capital projects for space and maintenance improvements. The categories described in the capital outlay plan include structural and maintenance needs, utilities costs and a campus-wide energy plan, classroom space utilization for each building – including additional locations, availability of computer labs and portable computer stations, and fiscal resources needed to implement the plan. Upon visiting the main campus during the site visit, the peer review team noted that LCC has beautiful physical teaching and learning spaces, state-of-the-art and pristine lab spaces, open concept spaces in the Learning Commons, Star Zone (which includes Academic Advising, Admissions, Class Registration, Financial Aid and Testing), and Tutoring, excellent dining facilities, renovated office and conference spaces, ample faculty office and support spaces (CTE and eLearning), and abundant study spaces sprinkled throughout the campus. Employees and students were actively utilizing all these spaces during the site visit. Additionally, LCC faculty and students are well supported by a high-level of technological resources, such as D2L Learning Management System, Explorance Blue faculty evaluation system, Degree Works advising software, and many other 3rd party academic technology tools with an eLearning internal helpdesk to support this technology.

The Peer Review Team finds that LCC has met Core Component 3.D.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Rationale

LCC has provided sufficient evidence to ensure high-quality teaching and learning experiences, resources and support for students, faculty and staff. LCC's educational offerings are rigorous, in line with the regional and national market demands, and are appropriate to higher education. The College has a highly engaged faculty and student population that is well-supported by executive leadership, administrators and staff to promote teaching, learning, future transfer and work-placement. Overall, LCC has sustained a high-level of excellence in teaching and learning as described in the core component rationales in Criterion 3.

The Peer Review Team finds that LCC has met Criterion 3.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

Lansing Community College's (LCC) schedule, guidebook, video, and sharepoint folders provide evidence that the College maintains a process for regular program review of all programs at least once every 4 years. Two years ahead of program review, all programs undergo a credential review. As stated in a meeting with administrators, the credential review allows the College to have difficult conversations about the program ahead of program review. The program review consists of eleven prompts that programs are asked to address. These include a program overview, progress in achieving the Program Improvement Plan, SWOT analysis, enrollment and success metrics, learning outcomes, student retention and persistent, completion and graduation data, diversity, equity, and inclusion (DEI), labor market and transferability, disciplinary currency and relevance, and program financial health. Two additional prompts are included for Occupational Education receiving the Perkins V grant. These prompts along with the other eleven have been approved by the State of

Michigan as the Program Review for Occupational Education. These prompts are the Program CPIs (Core Performance Indicators) and the Survey Results.

Program Review is supported by a series of administrative and academic support offices. These include Academic Affairs, Center for Data Science, Financial Services, Committee for Assessing Student Learning, and the Center for Teaching Excellence. Annually, each program must submit a Program Operating Plan and faculty must align their individual Professional Activities Plan with the Program Improvement Plan. The Professional Activities Plan is a component of the MAHE faculty contract, as confirmed by the president of the MAHE faculty union. Each category from the program review is evaluated using a pre-published rubric. Programs achieving less than a 3 on all items are assigned a monitoring report. This is just one example of the College's adoption of language from the HLC to frame their activities. It is commendable that LCC has begun a program for program review of non-academic programs. The eLearning office which is responsible for the college's D2L instance and related professional development was the first non-academic program to undergo this review.

According to a Board Policy entitled "Credit for Previously Acquired Knowledge and Learning Experience", the registrar is tasked with carrying out the function of controlling the quality of transfer credit, prior learning credit and credit by examination. There are a number of Standard Operating Procedures (SOPs) outlining the responsibilities of registrar and faculty in evaluating credit for prior learning and experiential learning credit. These include the "Credits Earned at Foreign Educational Institutions SOP", "Credit for Experiential Learning SOP", "Credit of Licensure and Certififcations SOP", "Credits Earned in the Armed Services SOP", "Credits Earned from Nationally Normed Exams SOP "and the "Credit by Examination SOP". There are a number of SOPs governing the acceptance of transfer credit at LCC. These include the "Evaluation and Acceptance of Transfer Credit SOP" and the "Transfer of General Education Credits SOP". The college uses its webpage to advertise the transfer equivalencies from 61 colleges and universities across the state of Michigan.

LCC's Provost acts as their chief academic officer who is advised by the Academic Senate. There are two standing committees of the Academic Senate. These are the Curriculum Committee and the Committee for Assessing Student Learning. The New Course Proposal worksheet requires input of placement levels, prerequisites, and/or corequisites. The new course proposal sheet requires faculty to identify both Student Learning Outcomes and Program Learning Outcomes linked to the course. The course has an established workflow in LCC's 5 Star ticket system and new course proposals first go to the Curriculum Committee and more specifically to one of its subcommittees for a technical review. The Revised Course Proposal Worksheet requires input of changes to placement levels, prerequisites, and/or corequisites. There is an Academic Advisor on the Curriculum Committee to advise the committee on issues of transferability. The primary point of input for these forms is the program faculty who advise the committee on expectations of rigor and content. Every course section uses the same syllabus template in the Concourse Syllabus Management system. Upon review of syllabi from both dual credit and regular higher education courses, it was found that the learning outcomes are equivalent across all modalities including dual credit sections. A recent change to the syllabus template was the inclusion of a faculty engagement of students section which was meant to improve the quality of distance education courses.

Faculty are matched to courses based on their qualifications as documented in the "Faculty Qualifications Matrix" according to the "Faculty Qualifications SOP". This process was confirmed in a meeting with program directors.

LCC provides a range of student services including a library, tutoring center (titled the Learning

Commons), disability services (titled the Center for Student Access), counseling, and eLearning support. These services are available to all students regardless of modality with most of these services being available to students at a distance through the use of Webex technology. A tour of the service areas further confirmed that these services exist and are being used by students on a daily basis. Online tutoring is available. It was reported that up to 20% of appointments are online appointments.

LCC's website lists the specialized accreditations that are maintained by a variety of programs in the Technical Careers Division and the Health and Human Services Division. The college uses several factors in deciding to seek or maintain a specialized accreditation. Program faculty assess how well the accreditation will support student success in the workforce, how well it will support students intending to transfer to a 4-year college or university, the demands of business and industry, the needs of the community, input from program advisory committees, and national trends. The college also uses its website to list the pass rates for programs with specialized accreditation as often the criteria for accreditation require publishing these rates. The college participates in NC-SARA for state authorization for distance education. The necessary disclosures are displayed on the Consumer Information section of the website.

The college has several benchmarks for graduation and completion. It has a strong transfer mission which is confirmed by the attention to articulation agreements with 4-year institutions in Michigan and beyond. The college participates in MTA, the Michigan Transfer Agreement. The college has established agreements with Historically Black Colleges and Universities. One of their most notable agreements is titled "Envision Green" and is with Michigan State University, a cross-town partner.

The Peer Review Team finds that LCC has met Core Component 4.A.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

LCC has enacted a number of hallmarks of an outstanding assessment program. Led by the Committee for Assessing Student Learning (CASL) and the Director of Assessment the college has a well-articulated assessment plan which is updated on a three-year basis. The plan outlines how the CASL works with Curriculum committee and in turn program faculty to set up assessment plans at the course, program, and institution level. In 2014, the Academic Senate adopted AAC&U Essential Learning Outcomes as the Institutional Learning Outcomes and borrowed the same nomenclature from AAC&U thereby referring to them as Essential Learning Outcomes. Coming off of a successful Quality Initiative focused on co-curricular assessment, these assessment projects tie into one or more Essential Learning Outcomes as the basis for their application. The assessment practice at LCC is built on sustainable practices and it is notable that the college has spent significant effort in crafting a culture of assessment. From conversations with faculty, it is obvious that faculty are making sense of assessment data, using that data to make changes in instruction, and following up to examine the impact on student learning after changes are implemented. One example of this process was the Introduction to Kinesiology course, upon examination of the assessment data it was determined that students didn't know the term "ROI". The faculty rewrote the question to replace the term with a sentence about its characteristics and student achievement on that assessment improved. It was not always the case that assessments were modified successfully, in one case also from Kinesiology they discovered that the job shadow activity didn't align to the learning outcomes. They have since removed that assessment. For the Introduction to Legal Studies course there was some debate about which activities served as the assessment for the course. The program chair for that program indicated that, "Not everything that is a quiz has to be considered as an assessment." The math faculty indicated that they sit down as a faculty and discuss the results of their assessment. They examine areas of weakness based on the assessment data and suggest workshops that can be offered by the Learning Commons (tutoring services). One of the struggles that came out during conversations with the faculty was the difficulty in collecting data for cocurricular assessment. If the cocurricular item is connected to a course, getting the data out is easy. Otherwise, it is a bit challenging to establish an institutional infrastructure for collecting the data. There are several

measures the institution has enacted to make technology more usable for assessment efforts. One example is the common gradebook item naming strategy that makes it easier to harvest the data from multiple sections of courses for the purposes of assessment. There were a number of references to authentic assessment within the documentation provided. The BIOL120 course was recently redesigned to take advantage of authentic projects and papers as the assessment rather than multiple choice tests. The use of Assessment Coordinators within certain programs is commendable but, it does raise questions about who decides when to hire a coordinator for a program. When questioning the Director of Assessment about the Assessment coordinators, her response seemed to indicate that anyone interested in serving as a Coordinator could do so.

Much of the argument for programmatic use of assessment data is tied to the program review process. This contains several sections dedicated to assessment. Question 5 addresses Learning Outcomes and Question 2 reflects on Progress in Achieving Program Improvement Plan. These include a review of the program's learning outcomes and assessment plan. This is from the rubric for the Learning Outcomes section of the Program Review. The Program Review includes a current curriculum map that depicts and aligns core skills and competencies, methods of assessing those skills and competencies, and scaffolding of the curriculum. The curriculum is in alignment with the current occupational and market needs as supported by evidence (e.g. active participation and collaboration with an advisory board). During a listening session with community stakeholders, several of which were participants on Advisory Boards, community members and area employers spoke highly of LCC graduates indicating that they just have to orient them to their company culture and that LCC graduates are well prepared to enter the workforce. Further, LCC's Program Review process provides evidence of a plan for the ongoing collection of student learning data and regularly use of this data to inform changes to instructional design and delivery. Student learning outcomes statements are SMART (specific, measurable, attainable, realistic, and time-bound). Assessment results are interpreted and faculty involvement in assessment is discussed. Gateway course assessment is addressed. LCC raises the Psychology Program as an example of the program review process. Psychology uncovered large equity gaps in upper-level courses. The program faculty would like to further investigate whether different types of assessment in upper-level courses could be contributing to this phenomenon.

The institution has made an intentional focus on professional development. One of the flagship programs of the Center for Teaching Excellence is the Pedagogy of Equity which includes sections on inclusive language, Universal Design for Learning, cultural responsiveness, curriculum globalization, pedagogy of care, inclusive engagement, critical community, and equitable principles for assessment. Additionally, LCC was recently accepted in the ATD Racial Equity Leadership Academy.

The assessment of student learning at LCC involves, faculty, the Director of Assessment, the Curriculum Committee, Committee for the Assessment of Student Learning (CASL), and the eLearning team. Regular reports are provided to the Academic Senate, Provost Cabinet, and the Board of Trustees. There are number of examples of best practice sharing. For instance, the Health and Human Services Division holds an annual assessment meeting. The Center for Teaching Excellence organizes the college's Professional Activity Days. Past agendas highlighted assessment activity. The Director of Assessment is a member of the Association for the Assessment of Learning in Higher Education (AALHE). She has presented at their annual conference as well as the Michigan Association for Institutional Research. Both the Director of Assessment and the ALO are inaugural members of the Student Learning Assessment in Michigan consortium.

Annually assessment data is shared with the college in the Board of Trustee's Annual Ends Report.

The college set the goal of 70% success rate on the institutions ELOS. Past uses of assessment data include support for the Board's investment in the Academic Success Coach model and supporting the Office of Diversity and Inclusion which has recently been renamed the Office of Empowerment.

The Peer Review Team finds that LCC has met Core Component 4.B.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

Lansing Community College (LCC) uses the IPEDS new student cohort definitions to establish its goals for persistence, retention, and completion. The Strategic Retention Committee revised the goals during the 2023-23 academic year and aligned them to the new strategic plan. These are the revised goals.

- Increase persistence from a baseline of 73% in 2022 to 78% in 2028.
- Increase retention from a baseline of 60% in 2021 to 68% in 2028.
- Increase the 3-year completion or transfer rate from 36% for Fall 2020 to 40% for Fall 2025.

These goals are ambitious, attainable, and appropriate to LCC's mission, student populations, and educational offerings.

For the programs that receive Perkins V funding, the State of Michigan sets completion goals. LCC exceeded the state-expected level for the Core Performance Indicators (CPI) in two categories, 1P1 and 2P1.

LCC has participated in the American Association of Community Colleges Pathways Project and this has in turn informed the college's work on early momentum metrics. There are 5 measures of a student's credit momentum: completing either 6 or 12 or more college-level credits in the first term, and completing 15, 24, or 30+ college-level credits in the first year. Additionally, there are three Gateway Course momentum metrics. These are completing college-level English in the first year, completing college-level math in the first year, and completing both college-level English and math

in the first year. Finally, there are Persistence and Retention metrics which include fall-to-spring persistence and fall-to-fall retention. In recent years, the college has shifted focus from the lagging indicators of Graduation or Transfer within 3 years to the leading indicators of Credit momentum, gateway course momentum, and persistence and retention momentum. To support college-wide review of persistence, retention, and completion data, the Center for Data Science developed LCC's Institutional Student Data Dashboard.

The first formalized reflection point for retention, persistence, and completion data occurs in the Program Review process. Question 6 deals with Student Retention and Persistence and Question 7 deals with Completion and Graduation Data. Additionally, for occupational programs that receive Perkins V funding, Question 12 is focused on Program CPIs which include continuing education and completion of a credential. The areas for Question 6 include

- Identify any disparate impacts related to gender, race/ethnicity, or age
- Describe and analyze any patterns or anomalies with respect to persistence and retention
- Consider actions that should be taken for continuous quality improvement
- Identify goals that will be incorporated into the annual improvement plan

LCC's studies on retention, persistence, and completion data have shown that a significant area of concern has been students attempting but not being successful in their college-level English courses. LCC now has corequisite, developmental English and Math courses, as well as free non-credit labs and workshops designed to help students succeed in those college-level courses. In 2016, the Board of Trustees passed a budget resolution to create the Academic Success Coach program as a way "to give every student persistent, proactive, individualized mentoring and support throughout their time at college". The Board receives an Annual Ends Report which includes data on credit momentum, gateway course completion, persistence, retention, and completion. Key insights from this report show that the data for each category are generally consistent across 5 years. Despite some successes, equity gaps persist.

LCC's Center for Data Science (CDS) relies on the IPEDS definitions when reporting on persistence, retention, and completion metrics. CDS is responsible for submitting the IPEDS data. Data is shared with the campus community in the Institutional Student Data Dashboard. There are several additional data projects the college has been involved with including the AACC Early Momentum Metrics project. LCC participated in the Voluntary Framework of Accountability but discontinued participation due to benchmarking limitations. The college has joined the National Community College Benchmark Project as a way to get comparative data from other institutions in Michigan and nationally.

The Peer Review Team finds that LCC has met Core Component 4.C.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

Lansing Community College (LCC) maintains responsibility for its educational programs. LCC uses appropriate program review processes to ensure the viability and currency of its academic offerings. The College employs a variety of approaches to support its students and operates with student success as the primary goal. LCC uses the results of its program review process, input from advisory boards, and feedback from students to continuously improve its programs. The College has a comprehensive plan in place to assess student learning at the course, program, and institutional (Essential Leaning Outcomes) levels. At the program level, student learning is formally assessed as a part of the program review process. Assessment results are integrated into budgeting and strategic planning. LCC assesses its Essential Learning Outcomes annually and faculty regularly assess at the course level. Conversations with LCC faculty indicated that the use of assessment data to improve student learning happens across the College's programs. LCC also examines disaggregated data as part of its commitment to Diversity, Equity, and Inclusion. LCC has experienced some challenges with the assessment of co-curricular learning but has made significant strides in assessing its co-curricular learning opportunities. LCC has reasonable goals in place for the improvement of retention, persistence, and completion of its programs. These goals are rooted in data and the College has demonstrated a clear commitment to achieving the goals through its strategic planning process and resource allocation.

The Peer Review Team finds that LCC has met Criterion 4.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

Lansing Community College (LCC) actively engages its internal constituencies in shared governance within an administrative structure that integrates the requirements of board governance with a defined college committee structure.

The governance structure, illustrated in the organizational chart, shows the Board of Trustees delegating responsibility to the President, who oversees key leadership positions such as the Provost, Senior Vice President of Business Operations, Chief Financial Officer, Chief Diversity Officer, and Associate Vice President for External Affairs. This structure ensures that leadership is aligned with LCC's mission and goals. As noted in open session for Criteria 1 & 2 and in the meeting with the Board of Trustees, the Board exercises its responsibilities by establishing college policy, monitoring the budget, approving strategic plans, and evaluating the President. Numerous examples were shared during the open session for Criteria 1 & 2 that further verified this commitment to transparency, collaboration, and addressing key institutional challenges through collective input. As noted in the session with the Board of Trustees, the Board of Trustees, who are elected by the community, operates under the Carver governance model, which emphasizes clear delineation between governance and operational roles. This model ensures that policy development remains a central responsibility of the Board, guiding the College's strategic direction while delegating the day to day operations to the College leadership to execute these policies effectively.

Shared governance is demonstrated through active, and intentional cross-departmental participation in committees and opportunities for input on various topics, initiatives, and strategic priorities. Numerous examples shared during the open sessions further confirmed this commitment to transparency and shared governance. LCC adheres to this model via the Academic Senate, which represents faculty and plays a key role in Academic Affairs, financial prioritization through the Academic Senate Budget Committee, and policy development as outlined in its charter and demonstrated in discussions with the Finance Team and Dean of Arts and Sciences and in the Criterion 5 open session. The Provost's membership in the Senate further strengthens collaboration between administration and faculty, fostering alignment and engagement in shared governance.

LCC maintains open communication channels through various means, including the Board of Trustees meetings, Academic Senate meetings, newsletters, and digital platforms. The Board of Trustees follows the Michigan Open Meetings Act, allowing for public comment, while internal communications are facilitated through channels such as the *President's Report, The Star* newsletter, and regular updates via the D2L system and the myLCC website. Meeting minutes are publicly available on the website. Surveys, such as the 2021 Survey of Employee Engagement, demonstrate that LCC's leadership has made progress in improving internal communication, thanks to initiatives like the Comprehensive Communication Project. During numerous listening sessions, faculty and staff verified using these sources and confirmed improved communication. Also during numerous sessions, faculty and staff indicated there were ample opportunities to provide input, and many felt their voices were heard and considered in decision-making processes.

LCC uses data to inform decision-making. The Center for Data Science (CDS) supports data-driven decision-making by providing data analysis and interpretation for both internal and external purposes, as well as coaching on understanding data. This includes tracking key metrics such as student success, retention, and enrollment, which are used by the administration, deans, and directors to inform decisions about resource allocation and interventions. The CDS also administers the Institutional Student Data Dashboard, which offers disaggregated demographic data to faculty and staff and helps guide improvements in academic programs and operations. Throughout the listening sessions, there were numerous examples for how data is being used in departments to guide conversation on enrollment and student success. Staff, faculty, and administration provided positive comments regarding the interactions, their confidence in the data, and the clear and effective communication of the data. Numerous participants highlighted the project chartering initiative developed by IR/IE, which helps streamline and expedite requests by providing a clear framework for project management and goals of the data request.

LCC utilizes structured collaborative processes like the Academic Senate and Academic Procedure Advisory Committee to actively involve faculty, staff, and students in shaping academic policies, evaluating operations, and enhancing teaching and learning. This approach ensures stakeholder contributions to policy development and revisions when and where appropriate. The roles of these two committees are integral to the academic operations and planning and are documented in evidence provided in the assurance system. Listening sessions during the visit confirmed the roles and contributions of these committees.

Faculty have appropriate purview for setting academic requirements. Curriculum changes are accomplished through an internal process that is overseen by the Curriculum Committee. Faculty, as content experts, take a leading role in curriculum development and assessment through their participation in the Curriculum Committee and Committee for Assessing Student Learning.

Faculty, staff, and students actively participate in the Academic Senate, which plays a key role in

setting academic policy and standards. The Senate includes faculty representation (75%) and student senators, ensuring diverse input in key decisions. Senate committees such as the Curriculum Committee and Committee for Assessing Student Learning regularly review student outcomes. The Academic Senate works closely with the administration to develop policies such as the Intellectual Property Policy and textbook cost transparency measures.

The Peer Review Team finds that LCC has met Core Component 5.A.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

Lansing Community College (LCC) has sufficient infrastructure, financial, and human resources to effectively support its educational offerings and student services across six locations, providing both face-to-face and online instruction. As a comprehensive community college, LCC offers a range of credit and non-credit courses in the arts and sciences, career-technical education, and community service. These programs are delivered from the main campus in downtown Lansing and seven additional locations: West Campus, LCC East, Livingston County Center, Aviation Maintenance Technology Center, Michigan State University, Mid-Michigan College, and the AIS Training Center. Each site is equipped with dedicated space and staff, ensuring high-quality support for students. All locations are situated within the greater Lansing area, with courses offered in face-to-face, online, and hybrid formats to meet diverse student needs.

LCC has qualified and well-trained operational staff dedicated to maintaining the College's high standards. LCC's website indicates that the College employs a total of 1800 employees. Of those, 923 are staff (490 full-time; 331 part-time, 102 student employees). Staff members are equipped with the necessary skills and expertise to manage the College's facilities and technology and to provide academic support services. As outlined in the Assurance Argument, LCC has a standardized hiring process, ensuring that all staff have the necessary qualifications and skills to support the College's operations. The Human Resources department provides continuous training and professional development opportunities, including orientation for new employees and annual mandatory trainings (e.g., Title IX, FERPA). Regular training and professional development opportunities are available to staff and the College budgets approximately $500,000 annually for professional development. During a tour of facilities, the Provost shared that many staff have the opportunity to work remotely several days a week.

LCC has an impressive infrastructure on the downtown campus. Buildings and grounds are attractive and well-maintained. As noted in the Assurance Argument, conversations with the Facilities team, and a campus tour, the physical and technological infrastructure is regularly assessed and updated.

Updates are guided by the Five Year Capital Outlay Plan, Information Technology Strategic Plan, and Campus Master Plan. LCC ensures the continuous renewal of facilities and technology, through documents such as the Technology Replacement Plan, which schedules regular updates to computers and AV systems.

Over the years, renovations have transformed many interior spaces, particularly in the student services area, resulting in a streamlined student access service area that enhances the overall student experience. Classrooms and labs are equipped with advanced technology to support both in-person and HyFlex learning. Many specialized labs, such as those for dental hygiene, offer state-of-the-art equipment, providing students with realistic simulations of the work environments they will encounter post-graduation. In programs like dental hygiene and sonography, faculty ensure that students are prepared for a range of workplace scenarios by teaching both cutting-edge techniques and older methods, recognizing that not all workplaces will have the same advanced technology that is available at LCC. At the time of the visit, the College was in the planning stages for a major renovation to the Transfer Center to increase space, visibility, and access for students considering and needing information and support to transfer to a four-year college.

LCC's Strategic Plan aligns the College's mission with realistic goals supported by its resources. LCC's goals are explicitly outlined in its Strategic Plan, demonstrating a clear connection to the College's mission. As noted in the Assurance Argument, the development of the plan was a collaborative process that engaged staff, faculty, students, and community members to ensure a comprehensive and inclusive approach. With the College's addition of a Diversity, Equity, and Inclusion (DEI) focus area, the plan reflects a realistic expansion of DEI efforts aligned with College resources and opportunities. Key Performance Indicators (KPIs) were collaboratively developed by the strategic planning workgroups, and the Center for Data Science to track progress toward institutional goals, measure the effectiveness of strategic initiatives, and ensure data-driven decision-making across the College. These KPIs provide a clear framework for evaluating outcomes and aligning resources with the College's mission and priorities. During the Finance team listening session, the Provost and CFO outlined the rationale behind the enrollment goals. In collaboration with the Center for Data Science (CDS), they analyzed enrollment trends and data variability over several years to establish a realistic and achievable target.

LCC follows a transparent and structured annual budgeting process, guided by the Strategic Plan. The Executive Leadership Team (ELT) ensures that departmental, divisional, and location needs are reflected in the budget. Budget decisions are reviewed and approved by senior leadership and the Board of Trustees, ensuring alignment with institutional priorities. The budget is also balanced annually per Michigan law.

The budget cycle is articulated in the assurance argument and the Controller confirmed the process during the Finance Team listening session. Transparency in budgeting is achieved through campus updates at the beginning of the cycle in January, conversations with Program Directors and the Provost, the Budget Committee in the Academic Senate, and the working sessions with the Board of Trustees. The *Annual Comprehensive Financial Report* and *the Annual Financial Statement* are both publicly posted on LCC's website. As a point of pride for the College, both these reports have received awards for excellence in financial reporting.

The College regularly monitors its financial health through monthly and quarterly reports, including statements of net position, revenue, expenses, and capital projects. The Board of Trustees reviews and approves financial reports, and LCC has consistently received an unmodified opinion (clean audit) from independent auditors.

From the evidence reviewed in the Assurance Argument, LCC is fiscally stable and is in a solid position to pursue its mission as evidenced by the financial statement, audit report and Composite Financial Index (CFI). As a strategic goal, the College has sought to raise the CFI above 2.0 and has achieved this. LCC's CFI has grown in recent years (1.36 in FY2021 to 2.76 in FY2024).

LCC prioritizes resource allocation to support educational goals. The strategic plan is the driving force for resource prioritization, including professional staffing, facilities, and fiduciary needs. These decisions are driven by planning and oversight processes developed collaboratively by all appropriate stakeholders and reviewed and monitored closely at the executive level. LCC's budget includes allocations for long-term concerns, such as debt service, facility improvements, and technology updates. As noted in evidence in the Assurance Argument, the College also maintains a fund balance (~26%) to address future needs. The *Five-Year Capital Outlay Plan* informs budget decisions related to instructional programming, enrollment projections, and facility assessments. Listening sessions with the finance team, strategic planning, and open session for Criterion 5 reinforced and confirmed these processes.

LCC's financial processes also provide for unforeseen expenses or adaptations to the budget requests. For example, the Board allocated funds for the development of innovative academic programs and Open Educational Resources (OER). As a publicly funded college, LCC is subject to legislative changes in state appropriations. During the finance listening session, the CFO explained that to mitigate potential fluctuations in state appropriations, the College plans to set aside reserve funds to cover any unforeseen shortfalls. Additionally, funds have been set aside to provide a 50% match for a seven million dollar renovation project proposed in the campus master plan, pending state approval. This proactive approach aims to ensure financial stability in the face of upcoming capital projects and potential future budget adjustments.

The effectiveness of resource allocation is assessed through operational plan reviews, employee and student satisfaction surveys, and project completions. Survey evidence provided in the assurance system indicates high levels of satisfaction with available resources and technology support, as well as LCC's commitment to student success and safety. Conversations with students during the visit verified their satisfaction with feeling safe on campus and holistically supported in their academic journey. Students singled out tutoring, Academic Success Coaches, mental health counselors, and the food pantry as examples of services they utilized and found to be highly beneficial. These resources were praised for providing both academic and personal support, contributing to their overall success and well-being.

The Peer Review Team finds that LCC has met Core Component 5.B.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

LCC's resource allocation process aligns with its mission and priorities. The College's strategic and academic planning processes ensure that resources are allocated in alignment with the College's mission and goals. The Strategic Plan 2021-2024, Academic Master Plan, and Five-year Capital Outlay Plan guide resource distribution. These plans ensure that resources are allocated not just for immediate needs but also for long-term goals, such as facility upgrades and technological infrastructure. As noted in the Assurance Argument, LCC employs an allocation framework to distribute resources in support of institutional goals and operational needs, overseen by the Executive Leadership Team (ELT). Resource requests originate from program reviews, master plans, the five-year capital outlay plan, and the strategic plan and are communicated through the organizational hierarchy. During the Finance session, administrators shared that resources are allocated through a prioritization process, with the ELT responsible for establishing these priorities through consensus-building. The College highlighted how the strategic planning process for the new strategic plan enhances alignment between its mission, strategic objectives, and college and/or departmental initiatives.

LCC integrates the assessment of student learning, evaluation of college operations, planning, and budgeting. LCC's program review process is a key mechanism that connects the assessment of student learning and evaluation of program operations. For example, the program review process assesses academic programs based on learning outcomes and operational effectiveness, which then informs budget requests and strategic initiatives. Program Reviews include analyses of learning outcomes, assessment results, and student success metrics to inform decisions about curriculum changes, resource needs, and strategic improvements. As part of program review, academic programs

are required to create annual action plans based on assessment data, particularly when deficiencies in student success are identified. These action plans are tied directly to future goals and inform the need for college and budgetary support. Academic programs contribute to the budget process through their Program Operating Plans (POPs), which include faculty and equipment needs, curriculum development, and assessment requirements. These plans ensure that financial resources are allocated in alignment with student learning assessments and program evaluation.

As outlined in the Assurance Argument and detailed in various meetings, Assessment Coordinators work in partnership with the Director of Assessment to ensure that learning outcomes data are integrated into the budgeting process. This collaboration guarantees that the needs of academic programs are adequately represented in resource allocation decisions. LCC is in the process of implementing a formal review process for non-academic programs to evaluate their impact on student success and ensure further strengthening and alignment of student services in the resource allocation process.

LCC ensures that its planning processes are inclusive of the College as a whole by engaging a broad spectrum of stakeholders, including faculty, staff, students, and community members. The development of the current strategic plan, in its final year, involved input from over 125 employees and community leaders as well as through surveys. Facilitated internally by a member of the ELT, it was a grass roots effort and has enjoyed significant buy-in and deployment. Likewise, the Campus Master Plan was recently developed with input from over 1,000 students and employees, ensuring that the physical space needs of academic programs are met in alignment with institutional goals.

Planning for the new strategic plan was in the final stages of completion at the time of the visit. During meetings focused on strategic planning and institutional research, participants shared insights about the planning process. This most recent effort was facilitated by an external consultant, which participants in the strategic planning listening session noted brought a fresh perspective and encouraged the College to address areas it may not have previously examined. The planning process encompassed the entire development of the plan, which included input from various external stakeholder groups, such as academic advisory committees, community members, and employers. Input was gathered from these groups by the consultant via individual interviews and focus groups. During the community stakeholder session, a participant expressed appreciation for the inclusivity demonstrated in serving a diverse student population.

The new strategic plan is expected to be approved by the Board of Trustees at the upcoming October 2024 meeting. Once approved, the consultant will continue to work with the College to develop the implementation process which will continue to build on a cross departmental collaboration model including subject matter experts.

LCC engages in careful financial and enrollment forecasting to ensure its plans are realistic. For example, as noted in the Assurance Argument, the CFO considers factors such as declining regional population, state appropriations, property taxes, and tuition rates when developing multi-year financial projections. During the Financial listening session, the CFO and the Provost noted that the enrollment goal was set at 5% over a three-year period based on analysis of past years. As a point of pride for the College, despite 14 years of declining enrollment, this goal was exceeded with fall 2024 enrollment.

LCC anticipates and plans for external changes, including demographic shifts, advancements in technology, and economic fluctuations. Through partnerships with local industries and apprenticeship programs, LCC remains aligned with evolving workforce demands and economic

trends. The IR Market Analyst provides support for anticipated workforce needs. Perkins funding is used to support the purchase of new equipment in programs.

The College acknowledges the challenge of declining enrollment and has implemented an Enrollment Management plan to proactively address this issue. LCC also activated an Enrollment Management Taskforce to further address enrollment challenges. Designed as a temporary workgroup, the purpose of the cross-functional, collaborative group was to elevate and give a sense of urgency to enrollment, underscore the need for cross-functionality in enrollment functions, and identify and eliminate barriers. In a listening session focused on strategic planning, Enrollment Management workgroup members noted small wins from the workgroup. One example is providing website language translation based on data that identified the different languages spoken in the LCC community.

LCC implements strategic projects through a structured project charter process that aligns projects to measurable key performance indicators and strategic directions, ensuring that strategic goals are achieved systematically. As documented in the Assurance Argument and heard throughout multiple listening sessions, the College regularly reports progress on strategic plan initiatives to the Board of Trustees and the campus community. This progress is documented in the President's Report, the Board of Trustees Ends Statements, and an internal strategic directions webpage. LCC engaged the services of an external consulting firm (Baker Tilly) to provide an additional layer of evaluation of LCC's organizational effectiveness, thus demonstrating a commitment to continuous improvement. Two examples of continuous improvement as noted in the Assurance Argument and reported in the listening sessions included projects to improve communication (Comprehensive Communication Plan) and foster innovation (Program Innovation Exchange (PIE) Team), and provide a more inclusive educational experience for students (Curriculum Inclusivity Program).

The Peer Review Team finds that LCC has met Core Component 5.C.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Rationale

Lansing Community College (LCC) demonstrates active engagement of internal constituencies in shared governance, integrating board governance with a structured committee framework. The Board of Trustees delegates operational responsibility to the President, who oversees key leadership positions including the Provost and other senior administrators. The Carver governance model, used by the Board, ensures clear distinction between governance and operational roles, fostering policy development and strategic oversight. Faculty, staff, and students participate in shared governance through the Academic Senate and other committees, actively shaping academic policies and college operations. LCC ensures transparency in decision-making, with open communication through meetings, newsletters, and public forums, while maintaining compliance with Michigan's Open Meetings Act. The Center for Data Science (CDS) supports data-driven decisions by tracking key metrics and providing data tools such as the Institutional Student Data Dashboard. During listening sessions, LCC employees expressed confidence in data accuracy and communication, highlighting the positive impact of initiatives like the project chartering process. Curriculum development is faculty-led, with faculty members overseeing academic requirements and assessment processes. LCC's collaborative planning process, involving broad input from the campus and community, ensures alignment of strategic goals with institutional resources. Finally, LCC is committed to financial stability, setting aside reserve funds and engaging in multi-year financial projections, ensuring sustainability despite external challenges like declining enrollment. Through its structured processes, LCC demonstrates a commitment to shared governance, transparency, and effective resource allocation aligned with its mission.

The Peer Review Team finds that LCC has met Criterion 5.

FC - Federal Compliance

Rating

Met

Federal Compliance Filing Form

- Federal_Compliance_Filing_Lansing_Community_College_August_2024

Rationale

1. Assignment of Credit, Program Length and Tuition

Lansing Community College's (LCC) policies and procedures related to credit hours are clearly and thoroughly documented via board and administrative policies and procedures. In reviewing the links provided by the institution and viewing the website, proper descriptions of assigning credit hours should be provided regardless of discipline, program, credentialing level, format, or modality.

Upon reviewing LCC syllabuses, the reviewer found all reviewed to be in compliance and within LCC policies, adhering to its credit hour policy.

The institution meets HLC's requirements.

2. Institutional Mechanisms for Handling Student Complaints

LCC provides information on how students file complaints and the procedures for tracking, investigating, resolving, and appealing. The procedures detail who is involved with the complaint and the expectation of privacy.

The institution meets HLC's requirements.

3. Publication of Transfer Policies

The website lists multiple methods of transfer into and out of the institution. The transfer information is thorough, well written, and includes estimated timelines.

The LCC Transfer Center's mission statement is visibly noted. It sets expectations for the transfer process, guiding students through the steps and requirements. The expectations include what will and will not transfer. Of particular note is information about transferring into Historically Black Colleges and Universities (HBCUs) that helps determine if an HBCU is a good fit for the student interested in one. In addition, the site identifies institutions that have established transfer agreements with LCC, which include meaningful information regarding credit transfers and their requirements.

The institution meets HLC's requirements.

4. Practices for Verification of Student Identity

Lansing Community College has a verification process that meets the requirements of adequately identifying the student who chooses to enroll at LCC. The institution is installing multifactor authentication that will further enhance the ability to ensure the students are who they say they are and authorized to use the available resources.

Furthermore, students required to test offsite must show valid photo identification to sit for the exam.

Student information is protected by training new employees in FERPA rules and regulations and mandatory annual FERPA training for all employees. On site, the team verified that employees regularly complete FERPA training. Student privacy rights are documented on the website and in the college catalog.

The institution meets HLC's requirements.

5. Protection of Student Privacy

LCC requires all employees and contractors to undergo computer security, FERPA, and Board policies training related to information privacy, secure and authorized access, and data confidentiality requirements. New employee onboarding training highlights privacy and security. On site, the peer review team verified tracking and documentation of mandatory trainings for new employees. These requirements apply both inside and outside of the classroom. The registrar's office oversees communicating FERPA requirements to students each semester and providing supplemental training on student privacy. Third-party release of information requires student consent.

The institution meets HLC's requirements.

6. Publications of Student Outcome Data

Student Outcome data is published on the institutional website following the required specifications. This data includes consumer information, graduation rates, transfer-out rates, student body diversity, retention rates, job placement rates, and state-accredited program exam passing rates. Accreditation exam passing rates are timely, and the testing term date is defined. In addition, information on accredited programs that do not require exam reporting is conveniently provided.

All students required to report are included; no data is used for marketing or recruiting purposes.

The institution meets HLC's requirements.

7. Standing with State and Other Accreditors

The reviewer could find no state or accrediting body actions that may affect LCC's legal status or authority to grant degrees or certifications.

LCC is recognized and has relationships with many accrediting bodies. Higher Learning Commission (HLC) accreditation information is documented clearly on the institution's website. The information includes the components and process of HLC accreditation. Twenty-one program accreditations were noted. Each of the program areas has links to the accrediting body, the date of their next review, and the status of each accreditation.

The institution meets HLC's requirements.

8. Recruiting, Admissions, and Related Institutional Practices

LCC provided its code of conduct in the appendices and details of its training materials.

The college uses its Cornerstone Talent Management System to ensure that college-wide (including outside contractors) training is administered on a timely basis and to ensure compliance. Ethics, privacy, security, new employee orientation, recruiting, admissions, and policy and procedures training were noted. A link was provided regarding ethical practices in student affairs for communication with prospective students. The site also has links for ethics and standards of conduct for trustees, employees, students, police, and purchasing.

The institution meets HLC's requirements.

In general, Lansing Community College complies with accepted practices for federal compliance in all categories. They have easy-to-find online documentation. When reviewing Board of Trustee (BOT) policy, some lack detail. However, when detail was lacking in the BOT policy, more detailed administrative policies or Standard Operating Procedures (SOPs) were identified, and directions to the locations provided relevant, clearly written information. Board policies and SOPs are public facing on LCC's website. LCC's website is very well-developed, easy to navigate, and informative. Applicable external information links are plentiful and work.

Interim Monitoring (if applicable)

N/A

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Met

Review Summary

Conclusion

Lansing Community College (LCC) provided ample evidence that the college is successful in fulfilling its mission. LCC engages in systematic and thoughtful planning, is a vital part of its community, and is committed to the success of its students. The College has established numerous partnerships with other educational institutions, local and state agencies, and area employers to the benefit of its students. The assurance argument, evidence, and meetings on campus demonstrated LCC's commitment to quality across its operations. Further, LCC demonstrated commitment to continuous improvement through the alignment of the College's assessment processes, budgeting, and strategic planning. Based upon these factors, institutional stability, LCC's successful Quality Initiative, and a review of the College's past relationship with the HLC, the Peer Review Team recommends that LCC be eligible to choose either the Standard or Open Pathway. Finally, the Peer Review Team finds that LCC should be commended for its commitment to Diversity, Equity, and Inclusion (Empowerment) which is evident throughout the College's operations.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Eligible to choose

Federal Compliance
Met

No Interim Monitoring Recommended.

Institutional Status and Requirements (ISR) Worksheet

Review Details

Institution: Lansing Community College, Michigan

Type of Review: Open Pathway - Comprehensive Evaluation Visit

Description:

Review Dates: 09/23/2024 - 09/24/2024

☐ No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

✓ No Change
☐ Recommended Change:

Degrees Awarded: Associates

✓ No Change
☐ Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2015 - 2016
Year of Next Reaffirmation of Accreditation: 2024 - 2025

☐ No Change
✓ Recommended Change: 2034-2035

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

✓ No Change
☐ Recommended Change:

Additional Locations:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

✓ No Change
☐ Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

✓ No Change
☐ Recommended Change:

Competency-Based Education:

✓ No Change
☐ Recommended Change:

Pell-Eligible Prison Education Program:

✓ No Change
☐ Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Open Pathway

☐ No Change
✓ Recommended Change: Eligible to choose

Upcoming Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	116	✓ No Change ☐ Recommended Change:
Baccalaureate Degrees:	0	✓ No Change ☐ Recommended Change:
Graduate Programs		
Master's Degrees:	0	✓ No Change ☐ Recommended Change:
Specialist Degrees:	0	✓ No Change ☐ Recommended Change:

Doctoral Degrees:	0	✓ No Change ☐ Recommended Change:
Certificate Programs		
Certificates:	108	✓ No Change ☐ Recommended Change:

Contractual Arrangements:

No Contractual Arrangements

✓ No Change
☐ Recommended Change:

Off-Campus Activities

Branch Campuses:

No Branch Campuses

✓ No Change
☐ Recommended Change:

Additional Locations:

Lansing Community College East, 2827 Eyde Parkway, East Lansing, Michigan 48823 United States

Michigan State University, Hannah Administration Building

426 Auditorium Road, East Lansing, Michigan 48824 United States

Mid Michigan College, 1375 S Clare Avenue, Harrison, Michigan 48625 United States

Livingston County Center, 402 Wright Road, Howell, Michigan 48843 United States

AIS Training Center, 3600 N Grand River Ave, Lansing, Michigan 48906 United States

West Campus, 5708 Cornerstone Drive, Lansing, Michigan 48917 United States

Aviation Technology Center, Mason Jewett Field

661 Aviation Drive, Mason, Michigan 48854 United States

✓ No Change
☐ Recommended Change: