

Assurance Argument

Lansing Community College

Review date: 9/23/2024

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.

Argument

1.A.1: In 2016, Lansing Community College (LCC) adopted our current mission statement:

"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."

When the [Executive Leadership Team](#) decided to propose a new mission statement, the College undertook a holistic review of candidate mission statements. A [Mission Statement Review and Revision Team](#) was established, and the [Academic Senate](#) participated in an early conversation of draft alternative mission statements. The [mission review process](#) included presenting an alternative mission statement, breaking down both the old and proposed statements into their constituent parts, identifying themes, and then taking into consideration the extent to which various groups participating in the mission review conversations identified with and/or preferred elements of the old and proposed new mission statements.

LCC hosted several facilitated [community conversations](#), focusing on the future of the College and identifying its primary mission. All LCC students, staff, faculty, and administrators were encouraged to participate, with conversations being held at the Main Campus, West Campus, Livingston Center, and LCC North. Additional conversations were held at the Letts Community Center, Cristo Rey Community Center, and Southside Community Center to facilitate external stakeholder engagement.

In November 2016, the Board of Trustees examined the [review process](#) and [proposed mission statement](#), and approved the new mission statement in [December 2016](#).

The new mission statement was communicated in various ways, including the College website, marketing materials, and internal communications. Many employees include the LCC Mission Statement as part of their [email signature line](#). Anyone reviewing the Human Resources webpage "[Top Insider Tips for All LCC Applicants](#)" is directed to the College's [Statements of Purpose](#) webpage, and all [new employees](#) and [new student employees](#) are introduced to the College's mission statement during orientation.

1.A.2: The Board of Trustees reviews the mission, vision, and motto [annually](#), for both language and underlying practical philosophy; example adopted Board minutes from [March 2019](#) and [January 2021](#). In 2022, the President (annual [self-evaluation](#)) proposed to the Board that LCC engage in a review of our guiding statements. Nearing completion of [Strategic Plan 2021-2024](#), the College is creating a new strategic plan (see 5.C).

LCC's mission focuses on education, enrichment, and the ability of our graduates to support themselves and their families (emphasized throughout Criteria 3 and 4). Our first two [Guiding Principles](#) emphasize this mission, and "careers" in particular. Our mission also emphasizes being "engaged global citizens," as do our eight and tenth guiding principles. Our ninth guiding principle emphasizes cooperative relationships with external constituencies, and President Robinson's [welcoming statement](#) to the community addresses LCC serving as a regional leader in workforce and economic development. Each of the additional principles supports these broad goals, with the final principle that "LCC is a dedicated community member working for the betterment of all."

To support LCC moving forward, the Dean of Community Education and Workforce Development led their counterparts through an [Activity System Mapping](#) exercise. The purpose of this exercise was for each division of the College to [re-evaluate its mission statement](#), ensuring alignment between their divisional mission, all strategic initiatives, and the College mission. This task was put on hold pending our current review of the mission statement.

1.A.3: LCC's mission statement emphasizes the educational goals of "all students," as well as their role within their families and their community. The vision statement further highlights the "needs of a changing community." Several of the College's [Guiding Principles](#) emphasize the following key points: being a comprehensive community college (#1), having a career emphasis (#2), striving to be "state of the art" in all we do (#6), maintaining vital connections to the world (#7), recognizing a special responsibility for students who face potential barriers to being successful in pursuing an education (#8), and seeking cooperative relationships with both private and public organizations to best serve student and community needs (#9).

1.A.4: LCC's mission is broad, yet focused on our community. As an open access institution, we offer a wide variety of academic programs in accordance with our intention to ensure "all students" are able to "successfully complete their educational goals." Thus, we offer both transfer degree programs and career and technical education that supports the needs of regional

employers and leads to careers with meaningful wages. Either path ultimately leads to our students being able to “support themselves, their families, and their community...”

We offer over 100 specialized certificates and over 110 associate degree programs in our [Arts and Sciences](#), [Health and Human Services](#), and [Technical Careers](#) Divisions. There are also personal interest and tailored workforce programs offered by our Community Education and Workforce Development Division – for example, [Adult Enrichment](#) and [Workforce Solutions](#). We offer a full range of student support services, including in-person support at all locations and online support for all students. The College surveys students to help determine what they need to be successful (see 3.D). As evidence of our commitment to diversity, and the goal in our mission statement for our students to be “engaged global citizens,” we are fortunate to have a [diverse student body](#). The most recent data reveal a male/female ratio of 45/55%, 28% students of color, and 30% of our students are of non-traditional age (25+). The [Center for Data Science](#) provides a [data dashboard](#) for LCC personnel to monitor student enrollment (with demographics [for comparison to census data](#)), student success, persistence, retention, and awards conferred.

1.A.5: LCC has a long-standing vision statement, motto, and set of guiding principles, which along with our mission statement comprise our [Statements of Purpose](#). From our homepage, if one selects “[ABOUT](#),” there is a link for the “Mission Statement and Guiding Principles,” which links to the Statements of Purpose webpage. This information is also included in the [College Catalog](#). LCC maintains a presence on social media sites such as Facebook, informing the public of our many activities and opportunities. As noted above, applicants for jobs at LCC are encouraged to review the mission, vision, and values, and to consider how they can contribute. The [LCC Connect](#) radio program provides public information about a variety of LCC activities and opportunities, as does the [President’s Report](#). The [Strategic Plan](#), [Academic Master Plan](#), [Five Year Capital Outlay Plan](#), and the Board of Trustees [Annual Ends Report](#) all emphasize the mission of the College. Thus, LCC clearly articulates its mission to our community.

Sources

- Academic Master Plan 2022-2025 mission
- Academic Master Plan 2022-2025 mission (page number 3)
- Academic Senate Minutes on Mission May 2016
- Academic Senate Minutes on Mission May 2016 (page number 2)
- Activity System Mapping and Strategic Intent
- Activity System Mapping and Strategic Intent (page number 2)
- Adult Enrichment Homepage
- Aggregate Mission Statement Data 2016
- Arts and Sciences Homepage
- Board Ends Report 21-22
- Board Minutes December 2016 New Mission Approval
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- Board Minutes January 2021 Adopted
- Board Minutes January 2021 Adopted (page number 5)
- Board Minutes March 2019 Adopted

- Board Minutes March 2019 Adopted (page number 3)
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- Board Packet October 2023
- Board Packet October 2023 (page number 259)
- Center for Data Science
- Email Signature w Mission
- Executive Leadership Team
- Five Year Capital Outlay Plan 2023
- Five Year Capital Outlay Plan 2023 (page number 7)
- HHS Homepage
- Homepage About Mission
- HR Applicant Tips
- Lansing Region Demographics
- LCC Catalog 2023-2024
- LCC Catalog 2023-2024 (page number 26)
- LCC Connect Radio
- LCC Mission Vision Purpose Statements
- LCC Mission Vision Purpose Statements (page number 2)
- Mission Statement Review Team 2016
- Mission Statement Stakeholder Conversations Redacted
- New Employee Orientation
- New Employee Orientation (page number 3)
- New Student Employee Orientation
- New Student Employee Orientation (page number 3)
- President Self Evaluation re Mission
- President Self Evaluation re Mission (page number 2)
- Presidents Office
- Presidents Report
- Strategic Plan 2021-2024
- Strategic Plan 2021-2024 (page number 2)
- Student Body Diversity
- Student Enrollment Dashboard
- Tech Careers Homepage
- Workforce Solutions BCI Homepage

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.

Argument

1.B.1: LCC's mission statement proclaims our commitment to ensuring educational success not merely for students themselves, but also for the benefit of their family and community. In addition, our [Vision](#) is "Serving the learning needs of a changing community," and our [Guiding Principles](#) include statements on being a comprehensive community college, preparing those we serve to thrive in a diverse world, and being dedicated to the betterment of our entire community. In support of these key aspects of our mission and vision, we have made extensive commitments to local school districts through our [K-12 Operations](#) and to both community members and local employers through our [Community Education](#) and [Workforce Development](#) Division (see 1.B.3). "[Community](#)" is one of the headings on our homepage, and it reveals direct links to "Community and Continuing Education," "College Credit in High School," and "Business & Community," with the latter column including links to Workforce Solutions, the Job Training Center, and more.

As further demonstration of these commitments to the public good, LCC's mission guides the overall direction of the College's initiatives. Both the [Strategic Plan](#) and the [Academic Master Plan](#) place the mission at the forefront of our decision-making and planning processes. The College has an [Academic Senate](#) comprised of faculty, administration, and students; the [charter](#) for this body places student success first and foremost. The [Board of Trustees](#) is comprised of publicly-elected members of the community, per Michigan's [Community College Act of 1966](#), and the Board Ends Policies clearly identify [five areas of focus](#) for the College: 1) Mission, Vision, Motto; 2) Student Access and Equity; 3) Student Learning and Success; 4) Community Impact; and 5) Diversity, Equity, and Inclusion. These Ends demonstrate the Board's focus on education and serving our community. The Board packet for October 2023 included the most recent Board of Trustees [Annual Ends Report](#) as presented to the public.

1.B.2: LCC is an independent public institution. As such, we have no parent organization, external interests, or investors. The [Board Members' Code of Conduct](#) requires they "...must present non-conflicting loyalty to the best interests of the community, college, and its students." In addition, said "...loyalty must supersede any conflicting loyalty such as that to advocacy or interest groups and membership on other Board or staffs." The Board Bylaws require any

member having a [conflict of interest](#) to disclose annually said conflict and refrain from debating or voting on the issue.

In October 2023, contained within the Board of Trustees Annual Ends Report for public presentation, the Board and College leadership emphasized that the [foundation of our mission is providing education](#). During the development of our new strategic plan, the Board will be included in an intentional review of the mission and related strategic planning. Further highlighted in this report is program recognition, program accreditation, connections with community stakeholders, and student employability following graduation.

Regarding the educational responsibilities of LCC's [Executive Leadership Team](#), the Board exercises its responsibilities and interests through delegation to the President (see 2.C.5). The President and other members of college leadership, as well as all employees, are bound by the mission, vision, and guiding principles, as well as the [Ethics and Standards of Conduct for Employees](#) policy. The College follows a comprehensive and collaborative budget strategy consistent with our strategic directions (see 5.B). All LCC employees are invited to participate, as is the [Budget Committee of the Academic Senate](#). All budget recommendations and requests must align with the College's [Strategic Plan](#), and the Board of Trustees approves the budget. To ensure that the College serves as a responsible steward of public funds, particular attention is paid to financial integrity throughout these processes (see 2.A.2).

The [LCC Foundation](#) provides scholarship support for students, believing that financial resources should not be an obstacle to obtaining an education. The Foundation helps students submit successful scholarship applications by organizing scholarship workshops. The Foundation also maintains separate funds to provide assistance in other ways. For example, the [LCC Cares](#) fund provides emergency grants for transportation assistance and [food cards](#) for any student in need, which can be administered by an [Academic Success Coach](#). Likewise, the [Veterans Program Fund](#) provides funds for scholarships, professional development, and emergency needs grants. The Foundation seeks to stay connected with former students through the [Alumni Committee](#).

The Foundation supports employees of the College through the [Employee Development Fund](#), which organizes fellowship activities and supports professional development activities, all with the intent of enhancing everyday work life at LCC.

The Foundation's funds are maintained and managed separately from the College, under the supervision of the Foundation Board of Directors with advice from the LCC Foundation Finance Advisory Committee. The Foundation is audited annually, and Form 990 audited tax returns are available on the College's website.

1.B.3: LCC engages in cooperative relationships with two primary groups of external stakeholders: [K-12 educational partners](#) and business/industry partners (e.g., [Michigan New Jobs Training Program](#) and [other trainings](#)). Our primary K-12 focus is on dual enrollment, which provides opportunities for high school students to earn college credit at LCC while still in high school. Our K-12 partners include the Clinton County Regional Education Service Agency, Eaton Intermediate School District, Ingham Intermediate School District, Livingston Educational Service Agency, and the Lansing School District. Our K-12 programs for college credit 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 The Early College at LCC.

The State of Michigan (Section 209 of the [State School Aid Act of 1979](#)) requires all community colleges to file an [annual report](#) providing information on all relevant programs to include key information such as participation rates, costs, faculty qualifications, student resources, and instructional resources.

LCC participates in the [H.O.P.E. and Promise Scholarships](#), which support local students preparing for earning an LCC certificate or degree. Students are initiated into these programs as they enter 6th grade, and are mentored and supported as they progress through school toward eventual high school graduation. These students are then financially supported while pursuing further education at LCC.

LCC also leads the [Coalition for College and Career Readiness \(C3R\)](#), which brings together stakeholders from the tri-county region to foster best practices for aligning high school and college programs to increase college and career readiness amongst regional students. Various workgroups have focused on key challenges facing students from local high schools as they prepare for college. A [recent report](#) focused on identifying the number of students in our region who need developmental support in math, reading, and/or writing, and their subsequent persistence and retention rates upon matriculating at LCC. In addition to the individual meetings of working groups, C3R holds summit meetings twice a year, and every three years they prepare a [State of C3R report](#).

To ensure that LCC is serving our K-12 partners to the best of our ability, the College recently engaged MGT Consulting Group to produce a comprehensive K-12-specific Strategic Plan with the objectives of partnering with and creating a pipeline from every public high school in our region. LCC now utilizes a [LifeCycle Review and Strategic Plan](#), an [Environmental Scan](#), a [Stakeholder Summary](#), and a dual credit [Implementation Plan](#) to guide our efforts.

LCC's processes for identifying business/industry stakeholders are centered on open communication, data collection, and analysis, followed by methodological outreach. LCC's [Local Strategic Value Resolution](#) addresses three categories: Economic Development and Business or Industry Partnerships, Educational Partnerships, and Community Services. Each category covers five standards of local strategic value, called "best practices." Public Act 103 of 2023, Section 230 of the Michigan Omnibus Public Education Act requires the college meet at least four of five best practice standards under each category.

LCC's Community Education and Workforce Development Division (CEWD) offers employer-entrepreneur educational initiatives such as the [Business & Community Institute](#) (BCI), [Job Training Center](#), and [Small Business Development Center](#) (SBDC) which help provide services to the business community. BCI's connection with the Michigan New Jobs Training Program offers funding opportunities that help pay for customized employee skills training. BCI is actively involved with the Lansing Economic Area Partnership (LEAP) and the Michigan

Economic Development Corporation (MEDC) to recruit new companies and create economic development opportunities for our region.

LEAP lists LCC as one of two preferred vendors for education, alongside Michigan State University. LCC's Job Training Center and Michigan State University recently joined with MEDC to participate in the largest investment in state history to expand [semiconductor education and training](#). These partnerships allow CEWD to identify new stakeholders to target for services and/or partnerships.

Advisory committees throughout the College inform program leadership about changes and trends in the economy and local workforce. Advisory committees are required to meet at least once per academic year to review goals and objectives, assess the degree to which stakeholder needs are met, and remain relevant and innovative. [Following advisory meetings](#), reviews are conducted and revisions are made to appropriate program curricula. Feedback from advisory committee members is required during program review. The [advisory committee handbook](#) details the process of determining and responding to key stakeholder needs. LCC also reviews the information it includes within the [Comprehensive Local Needs Assessment](#), which is submitted to the Michigan Department of Labor & Economic Opportunity - Workforce Development in compliance with Perkins V funding.

To further assess the needs of stakeholders throughout our six-county region, BCI sends annual [Needs Assessment Surveys](#) to over 400 contacts throughout various industry sectors. Surveys ask questions such as the client's preferred training attributes (e.g., scheduling, length of training), preferred delivery mode for training, needed workforce skillsets, and details about the employer. Business Development Managers also meet with potential clients to ask [discovery questions](#), creating BCI training specifically for the client's needs. This allows LCC to respond to growing and changing needs of area organizations. BCI also distributes [customer satisfaction surveys](#) that assess the value of working with BCI. Across CEWD, surveys are tailored to corporate training [participants](#), [continuing education students](#), [youth](#), and [parents](#) of youth. Survey results are collected confidentially through cloud-based software and provided to CEWD administration.

Based, in part, on survey results from students and faculty, CEWD organizes a wide variety of educational and training experiences for community members including corporate accounts, school children as early as 2nd grade, LCC students at additional locations and in internship programs, and community members ranging up to retirees. One example of a particularly popular community education program is [Motorcycle Safety](#). For fiscal year 2023, a total of 1,037 training/consulting & academic courses resulted in LCC serving 9,833 training participants, business clients, and academic students (duplicated count). CEWD records these activities on a dashboard, which allows for [year-end summaries](#).

CEWD is also responsible for overseeing LCC's additional locations and lifelong education programs. CEWD supports academic programs by maintaining quality facilities and student support services at additional locations, two of which are comprehensive facilities: [LCC East](#) and the [Livingston County Center](#).

LCC contributes substantially to local culture through its [Performing Arts](#) programs and its support for [Arts Connect at LCC](#). Each year, LCC presents several dozen performances on campus in Dart Auditorium, The Black Box Theatre, or our outdoor amphitheater, and brings performances to high schools, festivals, and other community events. LCC faculty, students, and alumni regularly work with professional and community performing arts companies. Many LCC productions have earned impressive awards, and Arts Connect at LCC is the hub for LCC's arts events, ongoing programming, and academic programs.

LCC also maintains [LCC Connect](#) radio programming on WLNZ 89.7 FM. Featured programs include Alumni Stories with Steve Robinson (LCC's President) and Art Happens Here with Bruce Mackley (Director of Marketing), as well as programs in various categories: Academics, For Students, Community Shows, Arts & Advocacy, Tech Talks, and About LCC. The [Voices Vibes Vision](#) publication shares information on LCC Connect, including streaming data on the number of listeners, listening hours, and podcast engagements. Our most popular podcast, Who's that Star, had over 1,800 engagements, and our most popular month, August 2022, had 17,343 listening hours.

The Board of Trustees receives an overview of the College's efforts to support the full range of our external constituencies in the [Community Impact](#) section of the Annual Ends Report. The President's Report also emphasizes [community engagement](#).

To further advance LCC's support of external constituencies, the College seeks support from the state and federal governments. To achieve these ends, the College retains the services of a multi-client [lobbyist](#) and maintains an active [Federal Agenda](#). The Federal Agenda highlights areas of excellence at LCC that support our local communities and beyond, including our Center of Academic Excellence in [Cybersecurity](#), advanced manufacturing programs (including partnerships with General Motors and Ultium Cells LLC), extensive [apprenticeships](#) in the Technical Careers Division and the Health and Human Services Division, aviation maintenance and drone technology, and our commitment to establish new facilities for the Veterans Resource Center and an advanced [Simulation Education Center](#). The Academic Senate is also [informed](#) of these activities, to provide opportunities for feedback.

Sources

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- Academic Master Plan 2022-2025 mission (page number 3)
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- Academic Senate Agenda 12 Jan 24
- Academic Senate Charter 2024
- Academic Senate webpage
- Advisory Committee Handbook
- Arts Connect at LCC
- AS Budget Committee Charter
- ASC Homepage

- BCI 2024 MNJTP
- BCI 2024 Non MNJTP Training
- BCI Customer Satisfaction Survey 2023
- BCI Needs Assessment Discovery Questions
- BCI Needs Assessment Survey
- BCI Participant Survey
- Best Practices Resolution 2024
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- Board Packet October 2023 (page number 315)
- C3R Exec Summ Dev Ed Needs Persistence Retention Report
- C3R website
- CEWD Dashboard FY23
- CIT Program Review
- CIT Program Review (page number 22)
- Community Engagement webpage
- Continuing Education Feedback Form
- Employment Development Fund
- Ethics and Standards of Conduct for Employees
- Executive Leadership Team
- Food Card SOP
- High School Advantage
- High School CTE Credit by Exam
- High School Dual Enrollment
- Homepage Community
- HOPE Promise Scholarships
- Job Training Center
- K12 Dual Credit Implementation Plan
- K12 Dual Credit Strategic Plan Lifecycle
- K12 Operations webpage
- K12 Operations webpage (page number 2)
- K12 Stakeholder Summary Report

- K12 Strategic Plan Environmental Scan
- LCC Alumni
- LCC Cares
- LCC Connect Radio
- LCC Connect Voices Vibes Vision
- LCC East
- LCC Foundation
- LCC Mission Vision Purpose Statements
- LCC Mission Vision Purpose Statements (page number 2)
- Livingston County Center
- MEDC Semiconductor Education
- MI State School Aid Act 1979
- MI State School Aid Act 1979 (page number 276)
- Michigan Community College Act of 1966
- Michigan SEC 209 Report
- Motorcycle Safety
- Parent Feedback Form
- Performing Arts
- Perkins V CLNA 2023
- Presidents Report November 2023
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- Small Business Development Center
- State of C3R 2021
- Strategic Plan 2021-2024
- Strategic Plan 2021-2024 (page number 2)
- Veterans Program Fund
- Workforce Solutions BCI Homepage
- Youth Feedback Form

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.

Argument

1.C.1: In 2014, LCC's [Academic Senate](#) adopted the AAC&U's [Essential Learning Outcomes](#) (ELOs) as institutional learning outcomes. The first of these outcomes is Knowledge of Human Cultures and the Physical and Natural World. The third outcome is Personal and Social Responsibility, which includes civic knowledge and engagement – local and global – and intercultural knowledge and competence. As will be described in Criteria 3 and 4, all program learning outcomes must align with the ELOs, and each general education course must align with at least one ELO. The ELOs are assessed annually, with reports presented to the [Provost Cabinet](#), [Academic Senate](#), and the [Board of Trustees](#). Thus, curricular programs at LCC require exposure to diverse and/or global perspectives. In addition, our [Center for Teaching Excellence](#) offers a course entitled [Pedagogy of Equity](#), which prepares faculty to intentionally design inclusive courses and work spaces while also embracing diversity and engaging students in course work that is meaningful, relevant, and accessible. LCC requires new faculty and faculty undergoing performance reviews to participate in [D2L Course Design Training](#), which also includes Universal Design for Learning (UDL) and Accessibility (Section 3) and Diversity, Equity, Inclusion, and Belonging (Section 4).

LCC offers a variety of cocurricular and extracurricular activities that help students become informed citizens and, hopefully, expand their horizons with regard to diverse, multicultural perspectives. We determined through our [Quality Initiative](#) that cocurricular activities must incorporate student learning that can be assessed. Each cocurricular activity must align with at least one ELO, and the [Committee for Assessing Student Learning](#) continues to address which activities are cocurricular, as opposed to extracurricular.

Activities which are cocurricular, open to all students, and which address our multicultural and global society include [ACCESS](#), [LUCERO](#), [Men About Progress](#), and [WISE](#). Our [Student Leadership Academy](#) offers scholarships for students willing to complete leadership coursework, experience campus councils and committees, and participate in community and service-learning projects.

We support a variety of events which provide students and employees with opportunities to enhance their knowledge of good citizenship and the diversity of our society within a global context, including:

- Lansing's [2023 Juneteenth celebration](#)
- [Humphrey Fellows](#) luncheons
- Annual [Constitution Day](#) events
- Annual [Take a Stand! Sit In!](#) events
- Events on [Banned Books Week](#) and [Beyond the Book](#); Beyond the Book is LCC's [community reading program](#).

Recently, LCC developed an [Internationalization of the Campus Strategic Plan](#), with three areas of focus: globalization of the campus, international student recruitment, and study abroad/study away. Implementing this plan includes increasing global diversity in our courses, emphasizing cross-cultural projects, developing a new [Global Fest](#) (to be a multi-day event), creating an international recruitment plan, establishing partnerships with colleges that offer study abroad/away, and ensuring effective communication of these activities. Already in place is a collaboration between Health and Human Services faculty and the Job Training Center to teach an [Introduction to Health Careers for English Speakers of Other Languages](#) course. Students attending the pilot course were provided free tuition through a Strengthening Community Colleges grant.

To prepare students for workplace success, as described in the [Annual Ends Report](#), LCC identified careers in our region, with an emphasis on high-wage, high-skill, and high-demand jobs. We offer programs that align with 40 of the 72 careers identified. Careers that align with our programs offer significantly higher wages and experience lower turnover rates than careers for which we do not offer training. Beyond merely providing education, LCC's [Career and Employment Services](#) (CES) offers one-on-one career advising on topics such as preparing cover letters and resumes, interviewing skills, and job search strategies. CES holds weekly Employer Spotlights and hosts questions and answers on the College's website in advance of employers' campus visits.

To further ensure that our students are [employable](#), LCC focuses on (examples from the classes of 2022 and 2023):

- Licensure pass rates: LCC's overall licensure exam pass rate is 87%.
- Employment rates: 84% of students completing programs in Health and Human Services were employed in their field after graduation
- Alumni surveys: 176/217 respondents reported they are employed in their field of study within six months after graduation

As further noted in the [Local Strategic Value Resolution](#), as required by the State of Michigan, LCC adheres to best practices regarding economic development and business or industry partnerships by ensuring that students are prepared for workplace success through activities such as:

- Connections with local hospitals and health care providers offering apprenticeships and Earn While You Learn projects – e.g., nursing students working at Sparrow Hospital as Patient Care Technicians up to 20 hours per week
- LCC utilizes advisory committees for many programs
- LCC provides hundreds of short-term training programs ranging from on-site, customized corporate training to multi-company forums for regional companies such as General Motors, Ultium Cells, and Dean Transportation
- The College's Fire and Police Academies partner with local agencies, and Aviation Maintenance Technology partners with Delta Airlines
- The Small Business Development Center provides training and consulting to small business owners regarding start up, expansion, or navigating through crisis management situations

1.C.2/1.C.3: LCC has a series of Board policies which require all personnel to comport themselves with proper ethical and moral conduct, befitting an institution dedicated to treating all people equitably and with respect. In June 2020, the Board of Trustees unanimously approved a [Resolution Addressing Racial Injustice Through Diversity, Equity, and Inclusion](#), thereby directing the President 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 inequities. As one consequence of the resolution regarding law enforcement, there is now a [monthly public safety report](#) to the Board regarding the activities of LCC's [Police Department](#).

LCC has had an active [Office of Diversity and Inclusion](#) (ODI), led by the Chief Diversity Officer, who reports directly to the President of the College. In addition to taking the lead on the Equity Action Plan, ODI has operated three units dedicated to diversity, equity, and inclusion: the [Cesar Chavez Learning Center](#), the [Centre for Engaged Inclusion](#), and the [Equity Center](#). In May 2024, the College announced that under the leadership of a new Chief Diversity Officer, ODI would be rebranded as the [Office of Empowerment](#) (OE). OE is reorganizing to include the Cesar Chavez Multicultural Center, Maya Angelou Training Center, and Martin Luther King Jr. Equity Center (maintaining three organizational units).

The initial [Equity Action Plan: A Path Forward](#) was developed in 2020, and continues to be implemented collegewide. In addition, LCC supports other activities that demonstrate our commitment to inclusivity, equitable treatment, and support for all marginalized people, such as:

- [Courageous Conversations](#)
- [Help Portraits](#)
- [Advertising in Spanish](#) in the multicultural magazine [Adelante Forward](#)
- Tech Forward events, free and open to all community members, encourage [women](#) and [men of color](#) to learn about high-wage, high-demand technical careers and corresponding LCC programs; includes a speaker, networking, and lunch
- Additional DEI efforts in the Technical Careers Division are being led by their newly-established [DEI Committee](#)
- Free training in [Mental Health First Aid](#)
- [Learning Commons](#) hosts a [Peer Tutor Job Fair](#) with cider and donuts

- [Adult Resource Center](#) hosts a [Holiday Family Sponsorship](#) event
- C3R Summit focused on our [Autism-Friendly Campus](#) initiative
- With a local church, LCC supports [HBCU College Fairs](#)
- [Career and Employment Services](#) organizes [professional clothing drives](#)
- [LCC Foundation](#) hosts an annual [Scholarship Breakfast](#), where two student recipients are among the invited speakers
- [Student Affairs Division](#) organizes and supports a [Pop-Up Food Pantry](#); the Dean of Student Affairs recently addressed the [Academic Senate](#) to discuss our ongoing efforts to address [food insecurity](#)
- LCC maintains a [Veterans Memorial](#), and inducts honorees each year on Veterans Day
- LCC's [Veterans Services](#) has been recognized by the Michigan Veteran Affairs Agency as a Gold-level status Michigan Veteran Friendly School since 2016
- [First-Generation College Celebrations](#)
- Indigenous People Awareness Committee has organized celebrations for [Earth Day](#)
- [Global Discussion Tables](#)
- Library subscribes to [Culturegrams](#), providing information about daily life and culture, history, and geography around the world

LCC's student athletes [participate in community service](#) such as helping out at local road races and athletic fundraising events, the softball team helps with the annual Silver Bells parade, athletes from all LCC women's sports help with Dapper Dads Sparrow Foundation for Women's Health event, and the baseball team volunteers every Friday with [KCS Angels](#) at the Gier Community Center. Volleyball team members coach in the Lansing Youth League, members of the baseball team work with youth league camps, and some teams help with blankets for the homeless.

The Health and Human Services Division (HHS) has a Recruitment and Outreach Coordinator who tracks [community service opportunities for HHS](#) faculty, staff, and students. LCC supports activities amongst all employees by offering paid [Community Service Leave](#).

Collegewide activities and initiatives that promote inclusive, equitable, and respectful behavior on behalf of all employees at LCC include mandatory DEI training each year and the College's adoption of the principles of [Appreciative Education](#). Appreciative Education is the student development theory adopted by our [Achieving the Dream](#) steering committee and Academic Senate, and is being embedded into all operations at LCC.

Sources

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- Academic Senate Agenda 7 Oct 22
- Academic Senate Minutes 3 Oct 14
- Academic Senate Minutes 3 Oct 14 (page number 3)
- ACCESS
- Adelante Forward Ad
- Adelante Forward Ad (page number 2)

- Adult Resource Center
- Adult Resource Center Family Support
- Annual Assessment Presentation to PC 2023
- ATD webpage
- Banned Books Week
- Best Practices Resolution 2024
- Beyond the Book
- Beyond the Book Event
- Board Packet May 2023
- Board Packet May 2023 (page number 63)
- Board Packet May 2023 (page number 85)
- Board Packet May 2023 (page number 99)
- Board Packet October 2023
- Board Packet October 2023 (page number 288)
- Board Packet October 2023 (page number 308)
- Board Packet October 2023 (page number 311)
- Board Packet September 2023
- Board Packet September 2023 (page number 99)
- Board Resolution Racial Injustice June 2020
- C3R Autism Friendly Campus
- Career Employment Services
- CASL Charter webpage
- Center for Engaged Inclusion
- Cesar Chavez Learning Center
- City Rescue Mission of Lansing
- Clothing Donation
- Community Service Leave
- Constitution Day
- Courageous Conversations
- CTE Website
- Culturegrams
- D2L Course Design Training
- Earth Day
- Equity Action Plan 2020
- Equity Action Plan website
- Equity Center
- ESOL Health Careers
- Essential Learning Outcomes
- Foundation Scholarship Breakfast 2023
- Global Discussion Tables 2024
- Global Fest 2024
- HBCU Fair
- Help Portraits
- HHS Community Outreach 2023
- Homeless Angels
- Humphrey Fellows Luncheon 2023

- Inclusion Advocates
- Internationalization Campus Strategic Plan
- Juneteenth 2023
- KCS Angels
- LCC Foundation
- LCC Police Department
- Learning Commons
- LUCERO
- Men About Progress
- Mental Health First Aid Training
- ODI
- Office of Empowerment
- Pedagogy of Equity
- Peer Tutor Job Fair Flier
- PopUp Food Pantry
- PopUp Food Pantry Presentation
- Presidents Report December 2023
- Presidents Report December 2023 (page number 3)
- Punks With Lunch Lansing
- QI Report 2023
- Student Affairs Division
- Student Leadership Academy
- Take a Stand Sit In
- Tech Forward Men of Color
- Tech Forward Women
- Veterans Memorial Ceremony
- Veterans Services webpage
- Veterans Services webpage (page number 3)
- WISE

1.S - Criterion 1 - Summary

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

Summary

LCC's mission statement was developed with input from internal and external stakeholders. Though comprehensive, the mission focuses on our identity as an educational institution. The Board of Trustees reviews the mission annually. In October 2023, the Board and the President indicated their intent to review and update the mission during the development of a new strategic plan. The current Strategic Plan and Academic Master Plan, indeed all strategic planning, stem from the College mission. The mission, vision, motto, and guiding principles are available on our website.

LCC is a public community college with a Board of Trustees elected from within the community. Board members follow strict conflict of interest rules clearly stating they must serve "the best interests of the community, college, and its students." The mission indicates our intent to serve the public good by going beyond merely educating our students to helping them support "their families, and their community as engaged global citizens." The College supports our K-12 partners and provides community education and workforce development. Advisory committees involve members of the business and industry communities in our decision-making processes.

From the Board of Trustees resolution addressing racial injustice, through our active Office of Diversity and Inclusion, to our general education program, LCC is deeply committed to engaging with our community by embracing all aspects of diversity and multiculturalism. This includes our cocurricular programming. Students are encouraged to participate in community service, and key program personnel seek opportunities for them. Numerous activities occur on campus, supported by programs across the College, demonstrating that we live this commitment every day.

Sources

There are no sources.

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.

Argument

2.A.1: The [Board of Trustees](#), in 2016, [adopted the mission statement](#); it is reviewed in the [Annual Ends Report](#) (see 1.A). In [October 2023](#), that report included a statement that LCC would review the mission while developing a new strategic plan in 2024. Based on the mission, the Board develops and communicates standards by establishing [Board policies](#). Appropriate personnel are assigned to develop Standard Operating Procedures (SOPs) to implement each policy.

LCC developed a collegewide format for SOPs, which are posted on the [website](#) and/or LCC's [internal system](#). Finalization of SOPs is overseen by either Human Resources or the [Academic Procedure Advisory Committee](#) (APAC). APAC is a collegewide committee, led by the Academic Senate President (Chair) and the Academic Affairs Project Manager (Vice Chair).

2.A.2: LCC encourages and ensures ethical and legal behavior in multiple ways. The Board established policies on Ethics and Standards of Conduct for [Trustees](#), [Employees](#), and [Students](#). The employee policy emphasizes ideal behaviors, with a [supplement](#) identifying prohibited conduct. A recent "[Know How in Ninety](#)" session for administrators focused on ethical issues. Students are directed to the [Student Code of Conduct](#) and [Student General Rules and Guidelines](#).

New employees receive an introduction to College policy during [orientation](#). Mandatory annual refresher training, provided via the [Cornerstone Talent Management System](#), includes LCC Board Policies, as well as: Diversity, Inclusion, and Belonging; FERPA 101; One Voice – Title IX at LCC; CSI-LCC – Computer Security Information for LCC Employees; and [Violence Free Campus & Workplace](#). All allegations of policy violations are investigated and addressed in accordance with HR procedures.

LCC utilizes the consulting firm Baker Tilly to audit various processes to ensure effective operations, compliance, and integrity (see 5.C.5).

In our most recent [Survey of Employee Engagement](#), 85% agreed LCC is an ethical workplace. Similarly high numbers agreed LCC is a safe place to work (84%), people respect one another (78%), and harassment is not tolerated (82%).

Financial Integrity:

The Board of Trustees [Governance Policies](#) include a [Board Members' Code of Conduct](#) addressing conflict of interest, and policies constraining LCC's President with regard to [Budgeting and Forecasting](#), the College's [Financial Condition](#), [Asset Protection](#), and [College Investments](#). The Treasurer of the Board serves as Chair of the Audit Committee, and contact information is provided on the Board's homepage for anyone wishing to [submit a complaint or concern](#). The Audit Committee works with the Chief Financial Officer, who is responsible for implementing the [Financial Oversight and Monitoring](#) policy, and must abide by the [Audit](#) policy. The Audit Committee holds public meetings, with the opportunity for public comment (example [notice](#) and [agenda](#)).

The College's finances are audited annually by a third party to ensure compliance with generally-accepted accounting principles and federal Sarbanes-Oxley internal controls requirements. Our most recent independent auditor's opinion was unmodified (clean), and presented publicly to the Board within the [Annual Comprehensive Financial Report](#). A representative of the independent auditor addressed questions from the Board. LCC has received the Government Finance Officers Association [Certificate of Achievement for Excellence in Financial Reporting](#) for 15 consecutive years, and the 2022 Outstanding Achievement in Popular Annual Financial Reporting award.

The [Executive Leadership Team](#) reviews the budget quarterly to monitor spending rates and look for savings.

Academic Integrity:

All faculty are expected to abide by the Ethics and Standards of Conduct for Employees; annual FERPA training is required of all employees. The faculty contract requires periodic performance reviews, including adherence to [professional standards and codes of ethics](#). Students are expected to abide by the Ethics and Standards of Conduct for Students, the [Student Code of Conduct](#), and [Student General Rules and Guidelines](#). Students receive training on cheating and plagiarism from both faculty and librarians, often within the Composition I course which most students take for general education (see 2.E.3).

To ensure due process rights for student, regarding grades and/or other disputes, students may file a complaint or appeal any negative decision. The College maintains an [LCC Student Appeals & Complaints](#) webpage. Annually, the [Student and Academic Affairs Leadership Team](#) (SAALT), a collegewide committee of deans, program leadership, representatives from Academic Affairs, and the Accreditation Liaison Officer, reviews summary reports of appeals and complaints to address potential problems or recommend improvements as necessary. In [November 2023](#), SAALT reviewed [administrative appeals](#), [student Title IX complaints](#), [satisfactory academic progress appeals](#), and [institution-level student academic appeals](#).

To ensure safe classroom environments, LCC requires annual training on [Managing Disruptive & Disturbing Behaviors in the Classroom](#). The Office of Compliance has developed a collegewide training on [Avoiding Misrepresentation](#) to ensure that personnel are providing accurate information to current and prospective students. The College also implemented an [LCC Injury and Illness Program](#) training.

Human Resources (HR) Integrity:

LCC's [HR Department](#) oversees numerous functions, including hiring, salary and benefits, performance evaluations, [professional and organizational development](#), employee [wellness](#) and [recognition](#), and labor relations. Key aspects of these functions are negotiated within various bargaining unit contracts:

- [American Federation of Teachers](#)
- [Association of Support Professionals](#)
- [Facilities Maintenance Association](#)
- [Michigan Association for Higher Education](#)
- [Police Officers Association of Michigan](#)

LCC is committed to equitable and transparent hiring. The [Careers](#) webpage includes job postings, [FAQs](#), and [Insider Tips for Applicants](#). In addition to a standard [hiring process](#), search committee members take [The Search is On – Search Committee Training](#). Search committees for full-time employees have an [Inclusion Advocate](#) tasked with ensuring an equitable search.

The Equity Action Plan and Strategic Plan emphasize the value of a diverse workforce. The Board monitors this priority through semiannual disaggregated hiring and attrition rate reports on the [diversity of our employees](#). In early 2022, HR and the Office of Diversity and Inclusion partnered with Global Alliance Solutions to hold a series of Stay Interviews and conducted a Stay Survey to help determine why many employees stay at LCC. [Results](#) were shared at collegewide meetings in October 2022, including employee's thoughts on how LCC can be a more [welcoming, inclusive, and diverse environment](#).

Auxiliary Services Integrity:

LCC strives to be good stewards of our finances. The [Purchasing Department's](#) website provides access to appropriate policies and procedures, as well as information for external contractors and internal customers. LCC's Purchasing Department has received the annual [Achievement of Excellence in Procurement](#) award for 22 consecutive years. The College has a [Purchasing](#) policy, as well as a statement on [Best Value Purchasing](#) and strict guidelines in the [Purchasing SOP](#). The purchasing policy sets guidelines for major purchases, limits purchasing authority, addresses competitive and non-competitive bidding, and requires notifying departments and the Board's Audit Committee of purchasing policy violations. The College is required to use Request for Proposal procedures to bid out projects or have special permission from the Board for sole source bids.

Since the pandemic, food insecurity and campus dining options have been growing concerns. Although LCC offers some [dining options](#) for students, the Academic Senate raised the question of how well campus food options are serving our students. At the [October 2023](#) Academic Senate meeting, the Executive Director of Administrative Services gave a [presentation](#) on food options and led a discussion of the issue.

For events of all types on campus, Conference Services maintains a website outlining expectations for [Star Standard Events](#). In addition to information on how to get started and what is available, there is a detailed webpage with guidelines for [budgets and purchasing](#).

In an effort to maintain safety at each LCC campus, the College requires annual training on both a [Violence Free Campus & Workplace](#) and [Emergency Evacuation Training](#).

Both HR and Auxiliary Services play a role in addressing key matters of integrity, including [nondiscrimination](#), Title IX, and complying with the [Clery Act](#). In addition to our Nondiscrimination policy, which includes Equal Employment Opportunity language, the [Consumer Information](#) webpage includes a Health & Safety section (see 2.B.1).

Sources

- Academic Senate Agenda 20 October 2023
- Advocacy Freedom of Speech
- AEP Award 2024
- AFT Contract 2021-2024
- Annual Security Report
- APAC Charter
- Applicant FAQs
- ASP PTCU Contract Merger Agreement 2023-2025
- Audit Committee Agenda September 2023
- Audit Committee Notice September 2023
- Audit Policy
- Avoiding Misrepresentation
- Best Value Purchasing
- Board Governance Policies
- Board Governance Policies (page number 11)
- Board Governance Policies (page number 12)
- Board Governance Policies (page number 13)
- Board Governance Policies (page number 28)
- Board Homepage
- Board Homepage (page number 3)
- Board Minutes December 2016 New Mission Approval
- Board Minutes December 2016 New Mission Approval (page number 4)
- Board Packet October 2023
- Board Packet October 2023 (page number 16)
- Board Packet October 2023 (page number 28)

- Board Packet October 2023 (page number 261)
- Board Packet October 2023 (page number 262)
- Board Packet October 2023 (page number 365)
- Board Policy webpage
- Board Policy webpage (page number 2)
- Careers at LCC
- College Investments Policy
- Consumer Information webpage
- Cornerstone Talent Management System
- Emergency Evacuation Training
- Employee Wellness
- Ethics and Standards of Conduct for Employees
- Ethics and Standards of Conduct for Students
- Ethics and Standards of Conduct for Trustees
- Event Budgets and Purchasing
- Executive Leadership Team
- Experience Starpower
- Facilities Maintenance Contract 2019-2024
- Faculty Contract 2021-2024
- Faculty Contract 2021-2024 (page number 66)
- Financial Oversight and Monitoring Policy
- Food On Campus Academic Senate Presentation October 2023
- Hiring Process
- Human Resources
- Inclusion Advocates Program
- Insider Tips
- Know in Ninety Ethics Training
- LCC Dining Options
- LCC Injury Illness Training
- LCC Standard Operating Procedures
- Managing Disruptive Behaviors in the Classroom
- New Employee Orientation
- New Employee Orientation (page number 11)
- Nondiscrimination
- O Drive APAC Approved SOPs
- Organizational Development
- Police Officers Contract 2021-2024
- Purchasing
- Purchasing Policy
- Purchasing SOP
- SAALT Administrative Appeals Presentation 2023
- SAALT Charter
- SAALT Institution Level Student Academic Appeals 2023
- SAALT Minutes 6 Nov 23
- SAALT Satisfactory Academic Progress Review 2023
- SAALT Title IX Review 2023

- Social Media
- Star Standard Events
- Stay Interview and Survey Feedback 2022
- Stay Interview and Survey Feedback 2022 (page number 11)
- Student Appeals Complaints webpage
- Student Code of Conduct
- Student General Rules and Guidelines
- Supplement to the Ethics and Standards of Conduct
- Survey of Employee Engagement 2021
- The Search is On
- Violence Free Campus

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.

Argument

2.B.1: LCC's primary presentation to students and the public is our [website](#), which works with [mobile devices](#). Important information for students, prospective students, workforce stakeholders, and the community is kept within a few clicks from the homepage. On the homepage there are five key headings prominent across the top center of the homepage: [Academics](#), [Admissions](#), [Campus Life](#), [Community](#), and [About](#). The homepage also includes various important links, including [Consumer Information](#) and [Parents](#) (with a link to [Engage](#), a family guide).

Academic Offerings:

Upon selecting "Academics," options include "Degrees & Programs," "Areas of Study," and "Program Pathways." Each leads different ways into our academic offerings. For example, selecting "Degrees & Programs" > "All Degrees & Programs" > "Psychology," one arrives at the [Psychology Program](#) website. Program websites offer information on degrees and certificates, program pathways for each credential, various resources, and contact information. Contact information includes a list of program faculty, with office locations, phone numbers, and links to email each faculty member.

Requirements:

Prospective students can select "Admissions" and then "Go to Admissions," which leads to the [Admissions & Financial Aid](#) webpage, which includes a [Get Started](#) link and a phone number and email address for the [Admissions Team](#).

Under "Academics," the [Selective Admissions Programs](#) link appears, with links for the individual programs. Those webpages highlight their selective admission status, specialized accreditation information, and advising guides that include prerequisites, cost, and additional information. For example: [Neurodiagnostic Technology](#).

Transfer information is available by choosing "Admissions" and selecting [Transfer and Guest](#). More transfer information can be found on the [Transfer Center](#), [Transfer Guides & Articulation Agreements](#), and [Transfer Equivalencies](#) webpages.

Faculty:

Faculty and their contact information are listed on program webpages ([example](#)). In addition, the [faculty directory](#) includes the credentials of each faculty member.

Costs to Students:

Selecting "Admissions" provides a link to [Tuition & Costs](#), including information on tuition rates, fees, the difference between credit hours and billing hours, a cost comparison relative to 4-year colleges and universities in Michigan, links to financial resources, and links to both a [Tuition Cost Estimator](#) and a Net Price Calculator. On the [Financial Aid Policies](#) webpage there is a more complete estimate of the [cost of attending](#) college at LCC with housing, food, and transportation, and a thorough description of [Satisfactory Academic Progress](#). In select areas, such as Aviation Technology, [cost information](#) is clearly indicated on the program website, with a pop-up window displaying cost estimates.

Governance Structure:

"About" provides direct links to the [Board of Trustees](#), [President's Office](#), [Office of the Provost](#), and [Business Operations](#). The President's page introduces the [Executive Leadership Team](#) and links to [2024 Presidential Goals](#). The Provost is responsible for maintaining the overall quality and integrity of LCC's academic programs, whereas the Senior Vice President of Business Operations oversees the activities essential to the daily functioning of the College.

Accreditation Relationships:

The HLC Mark of Accreditation status verification link is prominently displayed on the banner which remains at the bottom of all LCC webpages. "About" provides a link for "Accreditation," which links to the [Institutional Accreditation](#) webpage. This page highlights HLC accreditation, and provides a link to the [Program Accreditation](#) webpage.

Consumer Information:

The [Consumer Information](#) webpage can be accessed directly from the homepage or by selecting "About" and then selecting "Consumer Information," and includes:

- General Institutional Information
- Financial Assistance Information – including [Loan Counseling](#)
- Student Outcomes – including [Student Body Diversity and Retention](#)
- Health and Safety – including the [Annual Security Report](#) (Clery), Drug and Alcohol Prevention Program ([DAAPP](#)), [Emergency Notification System](#), and [Title IX Resources](#)

- Athletic Student Information – including the Equity in Athletics Disclosure Act ([EADA](#)) Report

LCC ensures information is accurate in several ways. Academic programs review program website information during annual pathway reviews. Personnel in Academic Affairs monitor information in the College Catalog and on the website. Concerns often come to light from student appeals and/or complaints. If a problem arose because information in the catalog was not clear, it is promptly clarified. In addition, the [Center for Data Science](#) plays a critical role in ensuring that certain data on our website are accurate, the Center for Compliance ensures key regulatory information on the website is current and accurate, and the [Financial Aid Office](#) oversees the accuracy of all information pertaining to Title IV funds.

The [Website Review SOP](#) directs the Academic Affairs Project Coordinator and Accreditation Liaison Officer to ensure that information on the website and in the College Catalog is accurate, updated, and meets expectations of HLC. As noted in 2.A.2, LCC provides collegewide training on [Avoiding Misrepresentation](#).

2.B.2: Beyond being an educational institution, LCC's mission statement emphasizes community enrichment (see 1.B.3) and a student's ability to support themselves and their family. LCC serves the community through our Community Education and Workforce Development Division (CEWD). CEWD supports our [community engagement](#) efforts, including [adult enrichment](#), [continuing education](#), and [youth programs](#). CEWD supports workforce development through the [Business and Community Institute](#) (BCI) and the [Small Business Development Center](#). In 2023, CEWD [delivered](#) 1,037 courses to 9,833 clients, serving youth, adult, academic, and business/industry clients.

The [Job Training Center](#) prepares individuals for high-demand, local jobs through 8- to 10-week short-term training courses and provides career training courses in English for Speakers of Other Languages (ESOL). The first cohort of the [Technical Support Specialist](#) program was comprised of 75% minority students, achieved 100% retention and completion rates, and was fully funded for all students through Capital Area Michigan Works! and Michigan Rehabilitation Services using Workforce Innovation Opportunities Act funds. Students gained multiple industry-recognized credentials (Certified Customer Service Professional and CompTIA A+), completed a Work Ethic & Career Readiness module, and had built-in opportunities to meet with local employers.

BCI designs, develops, and delivers customized training, helping area companies train, develop, and retain employees. BCI partners with Capital Area Michigan Works!, utilizing Michigan's [Going Pro Talent Fund](#). Examples include teaching [Design for Manufacturing](#) - Mahle Aftermarket, [Arc Flash Electrical Safety](#) - JC Electric Company, [customized welding training](#) - BRP Marine Group, [SolidWorks training](#) - M.C. Molds, and [leadership training](#) - Bekum America.

LCC's [Career and Employment Services](#) supports students and employers, and offers a [Get Career Ready](#) booklet. The College supports [apprenticeship programs](#). During the academic year [2022-2023](#), 313 apprentices were supported through our Technical Careers Division, and 23

apprentices were supported through the Health and Human Services Division. Healthcare apprenticeships in particular are an area of anticipated growth.

LCC offers substantial opportunities for [prior learning credit](#) (currently revising and updating program). Special attention is paid to [prior learning credit for our nation's veterans](#), with special programs for [military medics](#), [military IT personnel](#), and veterans with [radiologic technology experience](#).

Sources

- Admissions and Financial Aid webpage
- Admissions Team
- Adult Enrichment
- Annual Security Report
- Apprenticeship Programs
- Aviation Tech Costs
- Avoiding Misrepresentation
- Best Practices Resolution 2024
- Best Practices Resolution 2024 (page number 5)
- Board Homepage
- Board Packet November 2023
- Board Packet November 2023 (page number 38)
- Business Operations
- Career Employment Services
- Center for Data Science
- CEWD Dashboard FY23
- Community Engagement webpage
- Consumer Information webpage
- Contact Art Design Program
- Continuing Education
- Cost of Attendance
- Credit for Prior Learning Handbook
- Credit for Prior Learning.pdf
- DAAPP
- EADA Report 2023
- Emergency Communications
- Engage Parent Booklet
- Executive Leadership Team
- Faculty Directory
- Financial Aid Office
- Financial Aid Policies webpage
- Get Career Ready Booklet
- Get Started
- Homepage About Mission
- Homepage Academics

- Homepage Admissions
- Homepage Campus Life
- Homepage Community
- Institutional Accreditation
- Job Training Center
- Job Training Center Tech Support Specialist Ad
- LCC Homepage
- LCC Homepage on an iPhone
- Loans
- METC Radiologic Technologist Program
- Military Credit and Programs
- Military IT to IT
- Military Medic to Paramedic
- Neurodiagnostic Technology webpage
- Office of the Provost
- Parents
- President and Goals 2024
- Presidents Office
- Presidents Report April 21
- Presidents Report April 21 (page number 9)
- Presidents Report April 21 (page number 10)
- Presidents Report December 21
- Presidents Report December 21 (page number 17)
- Presidents Report September 23
- Presidents Report September 23 (page number 18)
- Presidents Report September 23 (page number 19)
- Program Accreditation
- Psychology Program webpage
- Satisfactory Academic Progress
- Selective Admissions Programs
- Small Business Development Center
- Student Body Diversity and Retention
- Title IX Resources
- Transfer and Guest
- Transfer Center
- Transfer Equivalencies
- Transfer Guides and Articulation Agreements
- Tuition and Costs
- Tuition Cost Estimator
- Website Catalog Review SOP
- Workforce Solutions BCI Homepage
- Youth Programs

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.

Argument

LCC is governed by an autonomous, seven-member Board of Trustees elected at large by voters of the College's tax district. The board operates according to published [bylaws](#) that align with Michigan's [Community College Act of 1966](#). The Board follows the Carver Policy Governance model, focusing on ends statements and policies to guide College leadership. Board members are active in the Michigan Community College Association (MCCA) and the Association of Community College Trustees (ACCT), including leadership roles in [MCCA](#) and [ACCT](#).

2.C.1: Newly elected trustees have [orientation](#) per [Section 1.1.7](#) of the bylaws, which requires the Chair of the Board of Trustees and the President of the College to inform new members about the budget and Strategic Plan of the College, the general organization and administration of its programs, major problems it faces, programs of development in progress, and how the Board functions. New trustees are asked to participate in the ACCT new trustee orientation. Recently, MCCA coordinated with ACCT to offer a [Governance Leadership Institute](#) in Michigan. LCC's President attended along with [three trustees](#).

The Governance policy [Communication and Counsel to the Board](#) requires the President to ensure the Board is promptly and fully informed about matters related to the Board, as well as critical college issues.

The Board meets its legal and fiduciary responsibilities by establishing policies and ensures compliance through [monthly monitoring reports](#). The [Financial Oversight and Monitoring](#) policy ensures due diligence regarding college financial activities through planning and reporting based upon Board-established criteria, including budget development, ongoing financial monitoring, and compliance with budget and other relevant parameters (see 5.B.3).

The administration provides Board members with [budget workshops](#) and information on [campus development planning](#). The Board [annually reviews and approves a budget](#) for all operations and approved capital projects for the ensuing fiscal year. The Board also selects an external auditor, who performs an [annual audit](#) of the financial records of the college and renders an opinion to the Board regarding financial records conformance with all applicable financial recording and reporting standards.

2.C.2: The Board's [Governance Commitment](#) states that “The Board...will lead LCC with a strategic perspective, rigorously attending to its leadership role and continuous improvement of its capability as a body to define values and vision.” Board bylaws provide that the establishment of policy, appointment of the president, establishment of tuition and fees, fiscal oversight, and defining strategic goals are the auspices of the Board. Adopted meeting minutes record items such as monitoring reports on [finances and public safety](#) (every month), special reports under monthly monitoring (e.g., [student success](#), [DEI](#), and [financial forecasting](#)), and an [annual public hearing](#) on the budget proposal.

An example of the Board striving to enhance the College is the creation in 2022 of a process for Board-generated ideas to be considered by the College. In September 2022, the Board approved directing the College to explore options for [commemorating African American](#) residents of the Greater Lansing area. In February 2023 the Board received [an update](#), and LCC has initiated a [fundraising plan](#).

2.C.3: The Board's commitment to success extends to external stakeholders. The Board Bylaws (1.8.3) emphasize the benefits of having trustees act as [representatives of and advocates for the College](#) within our district, and includes coverage of costs for belonging to approved civic or service organizations (e.g., Urban League, Rotary Club, or Chamber of Commerce). The [Governing Style](#) policy calls for an “...outward vision and strategic leadership...” Accordingly, one of the Board’s Ends policies is [Community Impact](#). Highlights from the [October 2023 Community Impact Ends](#) report include:

- LCC maintains over [130 institutional memberships](#)
- In FY23, CEWD served nearly 9,000 clients with over 1,000 educational experiences
- LCC contributed over \$54,000 to local and regional organizations
- The College offered dozens of cultural activities within our community

Board members often share experiences from community events during Board Comments. Many events are highlighted in the [President’s Report](#), which is published monthly and available on [Dr. Robinson’s webpage](#).

Evidence that the Board takes deliberations seriously includes removing items from the consent agenda for further discussion. For example, see Board minutes from [June](#) and [October](#) 2023.

2.C.4: LCC is a public institution established in accordance with Michigan law. Both the [Board Members’ Code of Conduct](#) and the [Board Bylaws](#) require that Board members disclose conflicts of interest and refrain from debate and voting on such issues. Further, the [Ethics and Standards of Conduct for Trustees](#) policy lists several actions which are [expressly barred](#). The bylaws

require Board members to submit [annual disclosures](#) of any existing and/or potential conflicts of interest.

2.C.5: Both [Board Governance Policies](#) and [Board Bylaws](#) delegate to the President authority and accountability for the general administration and operation of LCC. The Board interacts with college staff only through the President, and the President is bound only by decisions of the Board acting as a body. The Ends policy [Monitoring President's Performance](#) outlines the annual process for formal evaluation of the President, whose evaluation is considered synonymous with monitoring the College's performance against Board policies on Ends and Executive Limitations. The Board and the President must abide by the [Annual Board Planning Calendar](#).

The [Provost](#) is the chief academic officer, supported by [Academic Affairs](#) and the Academic Senate ([website](#) and [Charter](#)). The Academic Senate actively addresses issues affecting academic programs at LCC. The standing committees of the Academic Senate serve as advisory groups, ensuring the maintenance of high academic standards for the College. Each committee is Chaired by a faculty senator, and a majority of members must be faculty:

- [Budget Committee](#)
- [Committee for Assessing Student Learning](#)
- [Curriculum Committee](#)
- [Engagement Committee](#)
- [Student Advisory Committee](#)
- [Technology Across the Curriculum Committee](#)

The Academic Senate is identified under [Article IX – Participation in Governance](#) of the MAHE contract; said article includes [Program/Department Curriculum](#), which indicates the role of the faculty, as experts in their disciplines, in curriculum oversight.

The Provost is also supported by the [Academic Procedure Advisory Committee](#) (APAC), a cross-divisional team charged with reviewing SOPs that impact teaching and learning on campus.

Sources

- Academic Affairs
- Academic Senate Charter 2024
- Academic Senate webpage
- ACCT GLI Draft Agenda
- ACCT Governance Leadership Institute
- ACCT Leadership Roles
- African American Contributions Fundraiser
- APAC Charter
- AS Budget Committee
- Board Bylaws
- Board Bylaws (page number 7)
- Board Bylaws (page number 18)

- Board Bylaws (page number 23)
- Board Bylaws (page number 24)
- Board Bylaws (page number 26)
- Board Governance Policies
- Board Governance Policies (page number 7)
- Board Governance Policies (page number 17)
- Board Governance Policies (page number 19)
- Board Governance Policies (page number 20)
- Board Governance Policies (page number 25)
- Board Governance Policies (page number 28)
- Board Governance Policies (page number 33)
- Board Governance Policies (page number 34)
- Board Minutes February 2023 Adopted.pdf
- Board Minutes February 2023 Adopted.pdf (page number 3)
- Board Minutes February 2023 Adopted.pdf (page number 5)
- Board Minutes June 2023 Adopted
- Board Minutes June 2023 Adopted (page number 3)
- Board Minutes June 2023 Adopted (page number 6)
- Board Minutes May 2023 Adopted
- Board Minutes May 2023 Adopted (page number 4)
- Board Minutes October 23
- Board Minutes October 23 (page number 2)
- Board Minutes September 2022 Adopted.pdf
- Board Minutes September 2022 Adopted.pdf (page number 26)
- Board Packet June 2023
- Board Packet June 2023 (page number 104)
- Board Packet November 2023
- Board Packet November 2023 (page number 48)
- Board Packet October 2023
- Board Packet October 2023 (page number 30)
- Board Packet October 2023 (page number 315)
- Campus Development Planning BOT 23 Oct 23
- Committee for Assessing Student Learning
- Community College Act of 1966
- Curriculum Committee
- Engagement Committee
- Ethics and Standards of Conduct for Trustees
- Ethics and Standards of Conduct for Trustees (page number 2)
- Faculty Contract 2021-2024
- Faculty Contract 2021-2024 (page number 18)
- Faculty Contract 2021-2024 (page number 19)
- Financial Oversight and Monitoring
- Five Year Capital Outlay Plan 2023
- FY2024 BOT Budget Workshop
- Institutional Memberships FY24
- LCC MCCA Leadership

- Office of the Provost
- Presidents Personal Webpage
- Presidents Report November 2023
- Student Advisory Committee
- Technology Across the Curriculum
- Trustee Orientation Agenda 2021

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.

Argument

2.D: LCC expresses its commitment to academic freedom and freedom of expression in numerous ways. First, the Board of Trustees and the Academic Senate hold open meetings with the opportunity for public comment. It is standard procedure for both to refrain from addressing public comment, so individuals will not feel intimidated. Second, the faculty contract includes a [statement on academic freedom](#) which declares that the College subscribes to the tenets of academic freedom as defined by the American Association of University Professors. Third, the [Registered Student Organization Handbook](#) spells out LCC's commitment to students' rights to freedom of expression while distributing information on behalf of a student organization. Finally, the Board of Trustees has established two recent policies pertaining to [Advocacy – Freedom of Speech](#) and [Social Media](#). Each of these Board policies emphasizes an individual's right to freedom of expression in accordance with the First Amendment, while also calling to attention responsible conduct that does not interfere with the ability of the College to conduct business.

In furtherance of the commitment to academic freedom, the Board recently approved a significant revision of the [Intellectual Property Policy](#). Following collaborative meetings between the Human Resources Department and MAHE, the faculty union, the Board Policy Committee agreed upon new language which clarifies the rights of all members of the College community to ownership of their [Independent Intellectual Property](#). Independent Intellectual Property is defined as arising outside the member's job duties, created without substantial use of College resources, and independent from the member's relationship with the College. Subsequently, the [Board approved the revised policy](#) in November 2022.

Sources

- Board Minutes November 2022 Adopted
- Board Minutes November 2022 Adopted (page number 2)
- Board Policy - Advocacy and Freedom of Speech
- Board Policy - Social Media
- Faculty Contract 2021-2024
- Faculty Contract 2021-2024 (page number 90)
- Intellectual Property Policy
- Intellectual Property Policy (page number 3)
- Registered Student Organization Handbook
- Registered Student Organization Handbook (page number 9)

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.

Argument

2.E.1: LCC's [Ethics and Standards of Conduct](#) policy applies to all employees. This policy takes a positive approach, listing ideal behaviors. A [supplement](#) specifically proscribes certain behaviors, and the College's [Guiding Principle #11](#) calls for managing finances in a responsible manner. LCC has an Office of Compliance, dedicated to enhancing collegewide compliance activities to promote a culture of ethics, compliance, risk mitigation, and accountability. This office is committed to the highest standards of compliance with applicable laws, regulations, and policies governing LCC through training, oversight, monitoring, and responding to non-compliance.

Although LCC is a community college, research projects do arise. In February 2018, LCC established an [Institutional Review Board](#) (IRB) to protect human research subjects, in accordance with the National Research Act, Public law 93-348, and consisting of a diverse group of [members](#) including at least one with expertise in science, one with expertise in nonscientific areas, and one community member. The IRB developed its [proposal to conduct human subjects research](#) and [informed consent checklist](#) in accordance with guidance from the Belmont Report and applicable federal law (45 CFR 46). The website provides the [Continuing Review Form](#) and a [Survey Confidentiality Statement](#). IRB training is available for any College employee through the [Collaborative Institutional Training Initiative](#), and [updated training](#) is required for members of the IRB. IRB meetings are open, and approved minutes are available upon request ([April 2023](#) and [October 2022](#)).

2.E.2: Regarding scholarly practice, [librarians](#) support faculty members engaged in academic research. The Library maintains webpages dedicated to various [support mechanisms for faculty](#), including contact information for the Library Liaison for each academic department. In addition, the faculty contract periodic [performance evaluation process](#) includes addressing "adherence to professional standards and codes of ethics...(and) relationships with peers and students..." Each full-time faculty member completes an annual Professional Activities Plan (see 3.C.2) which calls for faculty to engage in peer review and/or faculty mentoring.

LCC supports [sabbatical/professional development leave](#) for faculty, a process overseen by Human Resources and the Sabbatical/Professional Development Committee, and which requires a formal report upon completion. Sabbatical leave requests must be supported by the Provost, President, and Board of Trustees. Faculty regularly exercise this opportunity to enhance their professional achievements and benefit our students.

2.E.3: Students receive guidance in the ethics of research and information literacy from faculty and librarians. Faculty oversee opportunities for students to participate in research and scholarly pursuits in events such as [StarScapes](#), the [LAND creative writing contest](#), and when submitting poetry, fiction, or creative nonfiction to the [Washington Square Review](#) (see 3.B.4).

LCC's [Library](#) provides guidance to students through programming provided by the Association of College & Research Libraries (ACRL) standards. ACRL Principle 2 emphasizes intellectual freedom, intellectual property rights, privacy and confidentiality, and collaboration; whereas ACRL Principle 3 emphasizes information literacy for academic success, research, and lifelong learning. Library instruction programs serve students through group sessions coordinated with faculty. This helps students develop lifelong research and information literacy skills, including knowledge practices for the ethical creation and use of information and data.

The Library offers individual research support to the LCC community, including students, through the [library liaison program](#). Each academic area has an assigned librarian, who is available for individual research consultations and resource presentations. The library website offers students guidance on conducting academic research, [avoiding plagiarism](#), and [citing materials](#) in accordance with professional guidelines. During the academic year 2022- 2023, library staff conducted 131 training sessions on information literacy and research instruction, serving over 1,500 students and faculty in various classes. Reference support services were contacted over 1,600 times.

2.E.4: The Board's [Ethics and Standards of Conduct for Students](#) policy indicates that students must follow the [Student General Rules and Guidelines](#) and the [Student Code of Conduct](#), which can be found in the College Catalog. All [course syllabi](#) contain a reference to these requirements. The Student Code of Conduct defines [cheating and plagiarism](#), lists those and other forms of dishonesty as [grounds for discipline](#), and outlines due process rights of students engaged in the [Student Conduct Process](#). On the LCC Student Appeals & Complaints webpage there is a [link](#) to make a [report](#) regarding the Student Code of Conduct, which can be filed by anyone.

When concerns arise regarding Student Code of Conduct violations, the matter is handled by the [Office of Student Compliance](#), whose webpage provides links to submit reports and a link to the Student Interface. The Student Interface houses the student's personal conduct information, and students can check the status of any conduct case which applies to them, as well as obtain information and upload required assignments. There is also a [Frequently Asked Questions](#) page to help students understand this process. The Office of Student Compliance supports LCC's mission "...by responding to and resolving situations in which the behavioral choices of students are negatively impacting the college community, or other students, including themselves."

Sources

- Board Policy on Student Conduct
- Complaints and Appeals Webpage
- Complaints and Appeals Webpage (page number 2)
- Ethics and Standards of Conduct Policy
- Faculty Contract 2021-2024
- Faculty Contract 2021-2024 (page number 25)
- Faculty Contract 2021-2024 (page number 66)
- Faculty Contract 2021-2024 (page number 112)
- IRB CITI Training
- IRB Continuing Review Form
- IRB Human Subjects Research
- IRB Informed Consent Checklist
- IRB Member Training
- IRB Member Training (page number 2)
- IRB Membership Composition
- IRB Minutes April 2023
- IRB Minutes October 2022
- IRB Survey Confidentiality Statement
- IRB webpage
- LAND Writing Contest
- LCC Mission Vision Purpose Statements
- LCC Mission Vision Purpose Statements (page number 2)
- Library Liaisons
- Library Plagiarism Guide
- Library Support for Faculty
- Library Website
- Literary Journal for Students
- Library Student and Citation Help
- Office of Student Compliance webpage
- Psyc 202 Syllabus
- Psyc 202 Syllabus (page number 4)
- StarScapes Flyer Fall 2023
- Student Code of Conduct
- Student Code of Conduct (page number 2)
- Student Code of Conduct (page number 8)
- Student Code of Conduct (page number 14)
- Student Compliance FAQs
- Student Conduct Report
- Student General Rules and Guidelines
- Supplement to Ethics and Standards of Conduct

2.S - Criterion 2 - Summary

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

Summary

LCC is a public institution with an elected Board of Trustees representing the community within its tax district. The Board is autonomous, and acts in accordance with Michigan's Community College Act of 1966. The Board adopts the mission, sets strategic directions for the College, establishes policy, exercises its fiduciary duties, and delegates the operation of the College to the President. The President serves as the chief executive officer.

LCC presents itself to students and the community primarily through its website. The website is extensive and easy to navigate, and the homepage emphasizes academics, admissions, campus life, community engagement, and general information about the College. Consumer information can be accessed directly from the homepage.

The Provost is the chief academic officer, and receives faculty input on academic issues primarily from the Academic Senate. The Academic Senate has a number of standing committees, including the Curriculum Committee and the Committee for Assessing Student Learning.

The College has a clear commitment to academic freedom and freedom of expression, as codified in the faculty contract and Board policy. Research must be approved by the IRB, and students receive information on ethical conduct through coursework and the Student Code of Conduct and General Rules and Guidelines.

Sources

There are no sources.

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).

Argument

3.A.1: Whether developing new courses and programs, or changing existing curricula, the process begins with the identification of a need and/or opportunity. Whether that need/opportunity is identified by internal or external stakeholders, such as program faculty or an [advisory committee](#), the faculty of the appropriate program evaluates whether the course(s)/program is relevant to a particular career and/or transfer partner. New program proposals are subject to a [market analysis](#) by the [Center for Data Science](#). Program faculty work with their Director/Associate Dean to collect all necessary information. Each academic division has its own process for curriculum development or revision, which are available to their faculty ([Arts and Sciences](#), [Health and Human Services](#), and [Technical Careers](#)). Once the appropriate Dean has approved the proposal, it is submitted to the Provost Cabinet. After recommended changes have been made, and the Provost Cabinet has approved the course or program, the proposal is submitted to the [Curriculum Committee](#) (CC).

The CC, a standing committee of the Academic Senate, is comprised primarily of faculty representing the three academic divisions, and is Chaired by an Academic Senator who is faculty. The CC provides a [CC Processing Guidebook](#) to support faculty and divisional personnel, utilizes the 5Star Service Center to facilitate tracking, and makes numerous worksheets and other documents available on the website:

- [New Course/Program SOP](#)
- [New Course Proposal Worksheet](#)
- [New Program of Study Worksheet](#)

- [Revised Course SOP](#)
- [Revised Course Proposal Worksheet](#)
- [Expedited Revised Course Review Process](#)
- [Expedited Revised Course Proposal Worksheet](#)
- [Course Cancellation Program Discontinuation SOP](#)
- [Program of Study Discontinuation Worksheet](#)

For new programs of study, the Provost Cabinet ensures that the program fits within the College's mission and strategic goals. The CC focuses on consistency across the different divisions in terms of course descriptions, learning outcomes, and prerequisites. The CC coordinates with the Director of Assessment to ensure that course learning outcomes are clearly written, measurable, and that the assessment methods are appropriate for given courses and programs. Content area faculty are often invited to CC meetings to clarify issues.

The CC pays careful attention to the number of credits requested for any new course. A [Credit Hour Assignment](#) statement is provided on the website, and LCC faculty follow federal guidelines when determining the credit hour requirements for individual courses. The new course proposal worksheet requires [justification](#) if the number of credits is not based on external accreditation or anticipated transfer.

The potential for transfer is a key element of the CC's review of both new and revised course proposals. When significant changes are proposed for an existing course's learning outcomes, the CC often requires that the academic program confirms contact with transfer partners to ensure that the changes will not affect transferability.

Once new/revised courses and/or programs have been approved by the CC, they are sent to the Academic Senate. Once approved by the Academic Senate, proposals are sent to the Provost for final approval ([course](#) / [program](#)).

LCC assures the academic rigor of courses and programs in a number of ways. In addition to the professional judgement of program faculty and CC/Assessment Director review of prerequisites, learning outcomes, and assessment methods, many programs have [advisory committees](#) which ensure the currency and relevancy of those academic programs, given current workforce demands. As noted in the [Advisory Committee Handbook](#), "there is no substitute for connecting with local business and industry leaders to learn first-hand what skills and knowledge their employees need to be successful." All occupational programs receiving Perkins V funding participate in the [Comprehensive Local Needs Assessment](#), which includes addressing student performance, labor market alignment, program implementation, and ensuring the hiring and training of qualified career and technical education faculty. [Advisory committee survey results](#) revealed substantial support for LCC's programs.

As evidence of external recognition of the rigor of our academic programs, LCC maintains specialized [accreditation or certification](#) for a number of its academic programs, we have numerous transfer and articulation agreements, and disaggregated [transfer rates](#) indicate that students are successfully transferring to 4-year colleges or universities.

In order to support academic innovation, as well as develop current and relevant curricula, the Board of Trustees [designated \\$500,000](#) in September 2021 for [Innovative Program Research and Development Awards](#). These awards have been used for projects focused on either 1) offering a new certificate or degree program that may increase enrollment and prepare students for future job market opportunities or 2) offering an existing certificate or degree in an innovative modality such that an existing certificate or degree becomes more accessible to and increases completion opportunities for students. These awards support the Competitiveness and Innovation goals of our [Strategic Plan 2021-2024](#).

Ensuring that courses and programs are current is a key component of the program review process (see 4.A).

3.A.2: LCC offers over 100 certificates and over 110 associate degrees. In addition, the College adopted the guided pathways model, and each credential has a defined pathway which is readily available on the [Degree and Certificate Program Pathways](#) webpage (note: there are different pathways pages for each of the past five catalog years). LCC participated in the [American Association of Community Colleges Pathways Project](#), and as the initial project approached completion the former President of LCC reiterated the College's commitment to continuing with the pathways model during an [Academic Senate meeting](#). A review of the AACCC Pathways Project noted that experience garnered during the project was instrumental in facilitating the sudden transition to primarily online education [during the COVID-19 pandemic](#).

Within the guided pathways model, each academic area aligned its course learning outcomes with their program learning outcomes. These alignments were recorded in [curriculum maps](#). Academic areas also aligned their program learning outcomes to [collegewide Essential Learning Outcomes](#) (see 3.B). During [program review](#), each program reviews its curriculum map and addresses how well students are achieving the learning outcomes. Curriculum maps offer three stages of progression across a curriculum:

- Introduce - describes when the learning outcome is newly introduced
- Reinforce - occurs when the learning outcome is repeated and revisited
- Master - comes close to the end of the curriculum after much exposure and numerous opportunities to demonstrate successful performance

These levels of progression help to differentiate the learning outcomes for first- and second-year courses.

A [Certificate of Completion](#) must be less than 30 credits, with no more than 10 percent of the credits earned on the pass/fail grading system. A [Certificate of Achievement](#) must be a minimum of 30 credits, with the same pass/fail credit limit. For either certificate, in January 2024 the [Academic Senate approved](#) requiring a minimum grade of 2.0 (on a 4.0 scale) in each course required for the certificate. Also, at least 25% of the courses must be earned directly from LCC (except for consortial programs taught primarily by partner institutions), and courses must be college-level. As described on the [Degree and Certificate Program Pathways](#) webpage, certificates are designed primarily for students who seek education and the acquisition of skills needed to enter the job market and/or to advance their current careers.

An [associate degree](#) must be a minimum of 60 credits, with no more than 10 percent of the credits earned on the pass/fail grading system, at least 15 credits must be earned directly from LCC (except for consortial programs), courses must be college-level, and general education requirements must be met (see 3.B). As described on the [Degree and Certificate Program Pathways](#) webpage, Associate of Arts and Associate of Science degrees are primarily transfer degrees designed for students who intend to transfer to a four-year college or university to pursue a baccalaureate degree. Students completing these degrees will also satisfy their general education requirements ([Michigan Transfer Agreement](#); general education [webpage](#)). Applied associate degrees, as with certificates, are primarily for students seeking to begin or advance a career and [applied general education](#) requires fewer courses (see 3.B).

As noted above, each academic program ensures alignment between course learning outcomes, program learning outcomes, and the College's [Essential Learning Outcomes](#). Within this context, approximately half (55) of our certificates stack into associate degrees. Examples of stackable credentials include:

- Arts and Sciences Division – [Applied Field Survey Methods](#) CC, [Field Survey Methods and Analysis](#) CA, and [Anthropology](#) AA
- Health and Human Services Division – [Basic Emergency Medical Technician](#) CC, [Paramedic](#) CA, and [Emergency Medical Services](#) AAS
- Technical Careers Division – [Robotics and Automated Technology](#) CC, [Robotics and Automated Technology](#) CA, and [Mechatronics – Multi-Skilled Maintenance Technology](#) AAS

3.A.3: LCC evaluates and ensures program rigor for all modalities and locations, including additional locations, distance education, dual enrollment and High School Advantage, and our consortial partners (we have no contractual arrangements), through a combination of maintaining curriculum oversight, ensuring adequate resources for faculty support and professional development, and providing a wide range of student support services.

With the exception of consortial programs, all academic courses for credit at LCC are taught by faculty employed by the College, and the courses are LCC courses. Accordingly, the faculty are [appropriately qualified](#), and all instructors are required to use a [standardized course syllabus template](#) with specific items that cannot be modified, including the course description, student learning outcomes, and institutional policies. Therefore, learning outcomes remain consistent no matter the modality or location. In addition, the assessment method ranges for each course are defined by the academic programs, with attention paid to including different types of assessment and the ranges within which each assessment method may be weighted. Each academic division utilizes a process to complete an [audit of course syllabi](#) every semester. The syllabi for each course section, including sections offered for dual enrollment, at additional locations, and online, are reviewed to ensure that faculty have appropriately filled out each required syllabus component that includes instructor-specific information. Instructor-specific items include contact information, meeting times/location, course materials including the textbook(s), section-specific grading criteria (must fall within the ranges set by the program), emergency closure plans (a new requirement), and a schedule.

[Dual enrollment](#) is typically offered either through distance education or by having the high school students attend LCC classes in-person on one of our campuses. Additional dual enrollment via the [High School Advantage](#) program involves LCC instructors teaching sections of LCC courses at a local high school. With regard to consortial programs, LCC partners only with other accredited institutions. At present, we have a consortial agreement which allows our students to take courses for credit at Mid Michigan College in Magnetic Resonance Imaging Technology ([LCC MRI Advising Guide](#), [MWTEC MRI Program](#) website, and [MRI Student Handbook](#)). Until recently we had a consortium agreement with Michigan State University ([Agricultural Technology and Veterinary Nursing](#)), which we intend to convert to an articulation agreement. Both colleges are currently approved as additional locations in accordance with HLC policy.

In addition to requiring standard course syllabi, distance education is supported by our [Center for Teaching Excellence](#) (CTE), [eLearning](#), and LCC's [Help Desk](#). All faculty are required to complete [D2L for Instructors](#), and before teaching distance education courses they must complete the CTE's [Teaching Online Certification](#) course. Prior to teaching HyFlex sections they must complete [HyFlex training](#). eLearning provides support for both [faculty](#) and [students](#) working within the online environment. Overall, the eLearning Department is responsible for the administration of D2L, LCC's learning management system. D2L support is provided, both in-person and online, to all students, instructors, and staff using D2L and online tools integrated into D2L.

Program rigor is further reinforced through efforts to build strong [transfer partnerships](#) with four-year institutions as well as strong business and industry partnerships, and to meet [specialized accreditation standards](#). To maintain these standards, LCC continuously evaluates the quality of our academic programs through program review (see 4.A).

Sources

- AACC Pathways Project Review
- AACC Pathways Project Review (page number 3)
- AACC Pathways Project Review (page number 23)
- Academic Advisory Committees
- Academic Senate Minutes 12Jan24
- Academic Senate Minutes 12Jan24 (page number 4)
- Academic Senate Minutes 13 Oct 17
- Advisory Committee Handbook
- Advisory Committee Handbook (page number 4)
- Advisory Committee Survey Results 2023
- Anthropology AA
- Applied Field Survey Methods CC
- Arts and Sciences Curriculum Development Procedure
- Basic Emergency Medical Technician CC
- Board Packet September 2021
- Board Packet September 2021 (page number 90)

- CC Processing Guidebook 2020
- Center for Data Science
- Consortium Science Career Community MSU
- Course Cancellation Program Discontinuation SOP
- Credit Hour Assignment
- CTE Website
- Curriculum Committee
- D2L For Instructors
- eLearning Instructor Resources
- eLearning Student Resources
- eLearning website
- Emergency Medical Services AAS
- Essential Learning Outcomes
- Example Syllabus Audit
- Expedited Revised Course Proposal Worksheet
- Expedited Revised Course Review Process
- Faculty Qualifications SOP
- Field Survey Methods and Analysis CA
- General Education Applied
- General Education Transfer MTA
- Help Desk
- HHS Course Revision Guidelines
- High School Advantage
- High School Dual Enrollment
- HyFlex Training
- Innovation Award Application
- Institutional Requirements for Associate Degrees
- Institutional Requirements for Certificates
- LCC Michigan Transfer Agreement Guidelines
- LCC MRI Advising Guide
- Mechatronics MultiSkilled Maintenance Technology AAS
- MRI Student Handbook EPiC 2023-24
- MRI Student Handbook EPiC 2023-24 (page number 5)
- MWTEC MRI Program
- New Course Program Approval SOP
- New Course Program Approval SOP (page number 2)
- New Course Program Approval SOP (page number 3)
- New Course Proposal Worksheet
- New Course Proposal Worksheet (page number 4)
- New Program Market Analysis
- New Program of Study Worksheet
- Paramedic CA
- Pathways
- Perkins V CLNA 2023
- Program Accreditation
- Program of Study Discontinuation Worksheet

- Program Review Guidebook 2023 2024
- Program Review Guidebook 2023 2024 (page number 29)
- Psychology AA Outcomes to ELOs
- Psychology Program Curriculum Map
- Revised Course Approval SOP
- Revised Course Proposal Worksheet
- Robotics and Automated Technology CA
- Robotics and Automated Technology CC
- Section Template for Psyc 180
- Strategic Plan 2021-2024
- Strategic Plan 2021-2024 (page number 18)
- TC Instructions and Due Dates 2023-2024
- Teaching Online Certification
- Transfer Guides and Articulation Agreements
- Transfer Rates

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.

Argument

3.B.1/3.B.2: LCC's mission is broad, calling for both "high-quality education" and ensuring that students are "developing life skills necessary for them to enrich and support themselves, their families, and their community as engaged global citizens." To support the mission, all students, regardless of their chosen program of study, receive education aimed at achieving common, institutional-level outcomes that both support our mission and impart broad knowledge and intellectual concepts. In October 2014, the [Academic Senate adopted](#) the American Association of Colleges & Universities (AAC&U) [Essential Learning Outcomes](#) (ELOs). These outcomes were vetted with a wide variety of AAC&U member institutions, including community colleges. Each degree pathway is required to align with all four ELOs:

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning

*Example program outcomes > ELOs alignment for [Biology](#) and [Chemistry](#)

Although Michigan is not a system state, there have been statewide agreements to facilitate the transfer of general education courses. From 1972 onward, many students were able to take advantage of the [Michigan Association of Collegiate Registrars and Admissions Officers](#) (MACRAO) Transfer Agreement. In 2012, the Michigan Legislature initiated a review of the MACRAO Transfer Agreement. Encouraged by representatives from the state's community colleges, public universities, and legislature, MACRAO's Board of Directors established the

[Michigan Transfer Agreement](#) (MTA) Ad Hoc Committee. This committee reported to the legislature in 2013 and 2014, and the MTA went into effect in fall 2014. A total of 66 Michigan colleges and universities have signed on as [participating institutions](#).

While participating in the MACRAO Transfer Agreement, LCC had also been requiring its own general education program, known as the [General Education Core Requirements](#), since academic year 1996-97. “Core” required all associate degree pathways to include five courses distributed across the following areas: communication, global perspectives & diversity, mathematics, science, and writing. However, with the advent of the MTA, LCC’s Academic Senate, following discussion in [February](#) and [April](#) 2019, voted in [July](#) 2019 to dispense with Core and 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.

As LCC prepared to participate in the MTA, the College established [MTA Guidelines](#) based on a combination of [MTA requirements](#) and LCC’s internal expectations. Individual academic areas proposed courses for inclusion on the LCC MTA list of general education courses, and Academic Affairs reviewed those courses and approved them as appropriate. Since the adoption of LCC’s MTA list of courses, when an academic area wants a new course added to the MTA list, they submit the [MTA Course Recommendation Form](#) to the Curriculum Committee for review. The Curriculum Committee ensures the course meets the MTA Guidelines requirements. If approved, the course(s) is forwarded to the Academic Senate, and then to the Provost for final approval. The same process is followed for adding new courses to the applied general education course lists (e.g., the [Applied Science Course Recommendation Form](#)).

Currently, LCC reviews courses with regard to alignment with the ELOs to ensure broad knowledge upon completion of a degree and, if appropriate, alignment with MTA for transfer. The General Education website [clearly indicates](#) that some applied general education courses do not meet MTA requirements. In accordance with [LCC MTA Guideline #7](#), vocational and technical courses may not be included on the MTA list. Applied courses, such as Electrical Mathematics or Technical Writing, are acceptable for applied degrees.

The general education program at LCC is based on both the ELOs and, for transfer degrees, the Michigan Transfer Agreement (MTA), and provides a broad base of knowledge and skills as described in the [College Catalog](#). LCC’s website lists both the [Transfer Degree \(MTA\)](#) general education requirements and the [Applied Degrees](#) general education requirements.

General Education/MTA (transfer) requires nine courses, for at least 30 credits, distributed across six areas:

- English Composition (1)
- English Composition (2nd course)/Communication (1)
- Humanities and Fine Arts (2)
- Mathematics (1)
- Natural Sciences (2; at least 1 laboratory course)
- Social Sciences (2)

General education for applied degrees requires five courses distributed across five areas:

- English Composition or Applied English
- English Composition (2nd course)/Communication or Applied Communication
- Humanities and Fine Arts or Social Science or Applied Social Science
- Mathematics or Applied Mathematics
- Natural Sciences Laboratory or Applied Sciences and Technology Laboratory

Each general education course and cocurricular activity is required to align to at least one ELO. Any new course proposal must identify the course's [alignment to program learning outcomes and the ELOs](#), and any revised course proposal must identify any changes that [alter alignment](#) with either the program learning outcomes or the ELOs.

3.B.3: LCC recognizes and respects human and cultural diversity and strives to incorporate them in all we do. As noted in our mission statement, the College strives to ensure that our students become “engaged global citizens,” and [Focus Area 3 – Diversity, Equity, and Inclusion of the Strategic Plan](#) includes an objective addressing “global cultural awareness, knowledge of DEI concepts, and understanding of individuals with disabilities.” LCC has a Chief Diversity Officer who reports directly to the President, and an active [Office of Diversity and Inclusion](#) (ODI) that directly supports students and staff through the [Cesar Chavez Learning Center](#). A representative from ODI serves on the Academic Senate, helping to ensure that diversity, equity, inclusion, and belonging remain at the forefront of academic discussions and decision making. For example, our [Chosen Name and Pronoun Initiative](#) initially arose within the Academic Senate, and was sustained by the joint efforts of a former President of the Academic Senate and former Chief Diversity Officer. The initiative has now been institutionalized.

As noted above, every degree pathway at LCC must align with the [ELOs](#) (also see 4.B and [Board Ends Report](#)). The first ELO is *Knowledge of Human Cultures and the Physical and Natural World*. The third ELO, *Personal and Social Responsibility*, includes *civic knowledge and engagement – local and global* as well as *intercultural knowledge and competence*. These outcomes are incorporated throughout the curriculum and students are expected to attain proficiency in the outcomes within their academic programs. [Program pathways for transfer degrees](#) utilize the MTA for general education, requiring two courses in Humanities and Fine Arts and an additional two courses in the Social Sciences, including courses such as: Cultural Anthropology; Intercultural Communication; Power, Authority, and Exchange; Mythology; Musical Cultures 1750-Present; Comparative Political Systems; and Race and Ethnicity. [Applied degree pathways](#) include Applied Social Science courses, such as: Food and Sustainability, Comparative Economic Systems, and Diversity in the Workplace. Since general education requirements for applied degrees combine Humanities and Fine Arts, Social Science, and Applied Social Science into a single category requiring a single course, students pursuing an applied degree have a meaningful selection of courses from which to choose.

In 2019, LCC’s Academic Senate began a concerted effort to coordinate the identification and assessment of cocurricular programs, the first step being the establishment of a clear definition of cocurricular programs:

“Cocurricular refers to activities and events that enhance and complement the educational experience at LCC, relate to the Essential Learning Outcomes, and connect students to the college and community.” ([Academic Senate, March 29, 2019](#))

A key aspect of the cocurricular definition is the direct relationship between cocurricular activities and the ELOs – i.e., a connection between cocurricular programs and student learning/student success. In 2020, we made this the focus of our Quality Initiative. Several programs within ODI were included in our [Quality Initiative Proposal](#), since they are an important aspect of our student success efforts and they have an emphasis on serving diverse groups of students. As indicated in our [Quality Initiative Report](#), due to the COVID-19 pandemic and substantial turnover in ODI, we faced significant challenges. Nonetheless, these cocurricular programs continued to serve students and support student success:

- [ACCESS](#) helps student navigate their tomorrow by providing training in career exploration, financial literacy, and soft skills. Some programming is specifically designed to support the personal, social, academic, and career success of marginalized or underrepresented student groups.
- [LUCERO](#) focuses on embracing Latino students, connecting them to the LCC community, and equipping them to excel.
- [Men About Progress](#) (MAP) is focused on helping male students complete their education goals, network, and give back to the community. Some programming is designed to support the cultural and social development of men of color, specifically Black men.

[Beyond the Book](#), a cocurricular collaboration between LCC’s Library and ODI’s [Centre for Engaged Inclusion](#), is a community reading program focused on embracing diversity, equity, and inclusion through exploring books with themes related to gender and self-identity, cultural perspectives, accessibility, advocacy, and/or racial inequity, while fostering a sense of community. The library maintains [research guides](#) that provide faculty, students, and any member of the community with a wealth of resources on these books.

LCC monitors and seeks to improve our efforts to provide students with an education emphasizing human and cultural diversity and multicultural awareness. For example, the Board of Trustees Annual Ends Report includes [Student Access and Equity](#) (E-101), [Student Learning and Success](#) (E-102), and [Diversity, Equity, and Inclusion](#) (E-104). We continue striving toward equity for all students through programs within the [Cesar Chavez Learning Center](#) and on measures of [student success](#) such as credit momentum, completion of college-level math and/or English, persistence, retention, and completion. A recent Diversity, Equity, and Inclusion Report highlights efforts to [embed DEI into the curriculum](#) through an [Achieving the Dream](#) project to create partnerships between Academic Affairs and Student Affairs to remove barriers to student success, develop DEI-focused faculty training modules on a [Pedagogy of Equity](#), and enhancing intervention efforts through MAP. This report also highlights our growing [Culture of Care - An Appreciative Mindset](#) including [Appreciative Advising](#), as well as our required DEI training for all employees.

A variety of LCC [student organizations](#) are dedicated to underrepresented or marginalized groups, we have [Cultural Awareness 365 Committees](#), and an [Internationalization of the Campus Strategic Plan](#) (see 1.C).

3.B.4: Faculty and students at LCC contribute to scholarship and creative work in a variety of ways. Many students are encouraged to participate in [StarScapes](#). As noted on the website:

StarScapes is a student showcase of creative, imaginative, and interesting work. Presentations include projects produced for LCC classes, as well as work developed through students' own independent study and research... Students regularly present material from such fields as art, music, technology, fashion, anthropology, science, and engineering... Over a hundred students participate in StarScapes every semester. [[example projects](#)]

Students are regularly encouraged to participate in the [Liberal Arts Network for Development](#) (LAND) Conference, including the LAND [Creative Writing Contest](#), which is actively promoted by many faculty. In addition to [students presenting](#) at LAND, students have [placed](#) and [won](#) awards in the creative writing contest, and received [student scholar awards](#).

Creative writing professors work with students to support the [Washington Square Review](#) (WSR). The WSR seeks “writing and art that builds compassion and solidarity by connecting people and places to each other and themselves.” Students play an active role in the editorial process, and create content for the journal, podcast, blog, and Washington Square On-Air. One blog contains a [student-written history of the WSR](#).

LCC has actively encouraged the development of Open Educational Resources (OER). The Board of Trustees provided \$500,000 in September 2017 to support OER development, an initiative supported and promoted by the [Academic Senate](#) and now housed within in the Center for Teaching Excellence (CTE). The CTE maintains an [OER Showcase](#) and continues to oversee the [OER Award Program](#), providing financial incentives for faculty to create and/or adapt OER materials for their courses. The OER Showcase also serves as a repository for OER developed by LCC faculty ([see examples](#)).

One OER project involved a collaboration between a Chemistry professor, their students, the CTE Faculty Fellow creator of the [Open Learning Lab](#), and the CTE's Open Learning Specialist. While also taking advantage of a sabbatical leave, the professor developed an open template for an [online homework system](#) now available to any faculty.

LCC faculty and staff are active in scholarship and creative work in a variety of other ways, including (a brief sample):

- [Directing](#) theatre productions
- Presenting at [TRENDS](#)
- Presenting at [HLC](#)
- Launching a positive mental and emotional wellbeing [podcast](#)
- Participating in a [video production](#) on the history and engineering of Michigan bridges

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- OER Examples
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- StarScapes
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- Student Clubs Organizations
- Washington Square Review History
- Washington Square Review website

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.

Argument

3.C.1: LCC's commitment to ensure that our faculty and staff reflect the diversity within our community and our student body was strengthened by the Board's [Resolution Addressing Racial Injustice](#) in 2020, which called for diversifying the faculty. Search committees now have [Inclusion Advocates](#), and special attention is paid to how we advertise open positions. In the Vacancy Management and Review Team, HR and the Chief Diversity Officer collaborate to ensure job descriptions are written in an inclusive manner.

To assist with recruitment and welcoming new employees to the College, HR created the position of [HR Recruitment & Onboarding Coordinator](#) to serve as the lead on recruitment activities, including finding new sources of talent and building networks with industry professionals, local colleges, and universities. They also serve as a member of the HR employment team and participate in reviewing job descriptions and interview materials to ensure the College is utilizing inclusive hiring practices. New activities related to onboarding include inviting all new employees to a quarterly luncheon during which there is a Q & A session with the President, a monthly newsletter sent to all new employees (e.g., the [President](#) or [The Star](#)), and "[A Star is Hired](#)" acknowledgement in the President's Report.

HR provides the Board with a semiannual [Report Regarding Diversity of Employees](#), including disaggregated data on employee diversity, hiring rates, and attrition rates. The report includes ongoing diversity efforts to identify recruitment and hiring challenges, identify potential barriers for applicants, improve the use of digital channels for advertising jobs, obtain the “Invests in Diversity” badge to support our profile on Handshake, increase connections with local recruitment/job fair events serving underrepresented populations, and improve monthly onboarding information for new employees. One of our Strategic Plan projects has focused on [integrating DEI principles](#) into new employee and student orientations.

The [LCC region](#) is moderately diverse, and a [demographics comparison](#) shows that our student body is slightly more diverse than the region overall. Our employee demographics, including faculty, are in line with those of our student body. A recent comparison of full-time faculty diversity showed that [LCC compares favorably](#) amongst all community colleges in Michigan.

3.C.2: LCC currently has 176 full-time teaching faculty and 606 adjunct faculty within 115 associate degree programs. The College maintains one of the lowest [student-to-faculty ratios](#) among community colleges in Michigan, equal to or lower than all community colleges of comparable size. Routinely, the Deans and Associate Deans review enrollment numbers and the number of sections offered to determine the number of faculty needed. The College also monitors enrollment trends to predict future enrollment.

Each academic area has a [Program Operating Plan](#) (POP) which, among other content, addresses potential growth within a program or the need for new specialties in a program area. Recommendations for additional faculty are forwarded to the Dean. Divisional Deans oversee a process for faculty prioritization, which weighs the needs of various areas against one another, and includes [input from the Academic Senate](#). Thus, planning for instructional needs becomes part of each division's budget planning. This process ensures resources are balanced to best serve students.

To ensure active oversight of the curriculum, assessment, and related activities, full-time faculty non-classroom duties are accounted for in their [Professional Activities Plan](#) (PAP). PAPs align with POPs and account for the equivalent of 32 full workdays of non-teaching assignments each academic year. PAPs are submitted at the beginning of each fall semester, reviewed by the Director/Associate Dean, and cover the full range of professional activities needed to support the business of the College.

Community Education and Workforce Development (CEWD) relies solely on as-needed adjunct faculty for instruction. When CEWD faculty are needed to assist with activities such as program or curriculum development, program coordinators rely on [Non-Teaching Faculty Assignments](#) or [Project Agreements](#).

3.C.3: LCC requires all faculty to meet the same qualifications, as determined by program faculty, whether the faculty member teaches on an LCC campus, via distance education, for dual credit, or in a consortium program. LCC has no contractual arrangements, and our consortial arrangements are only with HLC-accredited institutions.

The Academic Affairs Project Manager (AAPM), as designee for the Provost, is responsible for overseeing the process to ensure faculty meet minimum qualifications in accordance with the [Faculty Qualifications SOP](#). Academic Affairs maintains a faculty qualifications matrix listing, for each course, the minimum academic qualifications, any necessary licensure or certification, and any alternative qualifications or equivalent experience ([screenshot examples](#)).

Determining minimum qualifications begins with the faculty in each academic program. Requirements for existing courses have been established; when new courses or programs are proposed the faculty submit the [Faculty Minimum Qualification Recommendation Form](#), which is reviewed by divisional administration and, if appropriate, approved by the AAPM. If necessary, the AAPM consults the Accreditation Liaison Officer to ensure compliance with HLC guidelines and the Provost to ensure compliance with LCC requirements.

Per the faculty contract, faculty may recommend [changes to the minimum qualifications](#) for a given course at any time by submitting a new qualifications form. When a new position is to be posted, HR assists divisional and departmental managers in identifying the skills, knowledge, and abilities required and preferred in the ideal candidate, and reviews the job descriptions. If a vacancy replaces an existing position, HR, the hiring department, and/or faculty members may use the opportunity to review and update the job description. Prior to posting a position, job descriptions are submitted to Academic Affairs for verification that credentials listed meet minimum qualification requirements.

When a search committee has completed its initial screening of candidates, the committee submits a list of those they wish to interview to HR and Academic Affairs, along with their unofficial academic transcripts. Academic Affairs reviews transcripts to verify candidates meet the minimum faculty qualifications. HR reviews employment history to verify candidates meet work experience requirements. Candidates may not be interviewed unless both Academic Affairs and HR confirm them.

LCC monitors certificate and licensure expiration dates to ensure individuals have current credentials. In the Health & Human Services Division, the Coordinator of HHS Business Relations uses a tracking system to monitor when licenses/certificates/CPR are expiring. Some programs are required by clinical sites to use a system called ACEMAPP to track licensure, certificates, immunizations, etc. For other programs, either the Coordinator or a Program Director reaches out to the faculty member to get updated copies of any necessary credential. Updated copies of all licenses and certificates are submitted to HR for maintenance in the faculty members' primary employment folder. The Technical Careers Division follows a [similar procedure](#).

3.C.4: The performance review processes for faculty, including adjunct faculty and academic professionals, are described in [Article XIV](#) of the MAHE contract and are managed by HR. These reviews establish a continuous improvement process focused on student success, while also supporting professional growth. The reviews address professional development activities and plans, performance of professional responsibilities, adherence to professional standards and codes of ethics, relationships with peers and students, etc. Performance reviews are based on

assessments by an administrator, a peer, student/client feedback, and a self-assessment including an updated curriculum vitae. HR provides a training entitled [Performance Reviews at LCC](#).

For faculty and academic professionals, the [performance evaluation schedule](#) depends on an individual's status, per the MAHE contract. The steps in the review process, which documents both strengths and weaknesses, include:

- Faculty self-assessment
- Supervising administrator observation of the faculty member's classroom/workplace
- Peer performance assessment, with follow-up meeting
- Written feedback from students/clients

The reviewing administrator prepares a comprehensive report and meets with the faculty member to confidentially discuss the assessments and any recommendations for improvement. If the faculty member disagrees with information contained in the comprehensive report and/or supporting materials they may submit a written explanation, which becomes part of the periodic performance review file.

When problems are identified during a performance review, the individual is informed and a written [individual improvement plan](#) (IIP) may be prepared to identify employee actions as well as college actions necessary to support the employee's improvement efforts. The IIP includes objective and measurable standards and goals, and a mentor may be assigned to assist.

The opportunity for student feedback is provided in every section taught at LCC, utilizing the [Explorance Blue student evaluation system](#). Promptly following the end of each semester, faculty receive a report of each section's [evaluations](#), allowing faculty time to address concerns before the following semester. Student feedback is shared with faculty prior to being used for performance reviews, and are not the sole source of evaluative information.

To facilitate continuous improvement, HR periodically surveys faculty (and others) for feedback concerning the performance of their program administrators and/or department/division leaders. According to the most recent [Survey of Employee Engagement sorted by MAHE](#) members, a majority of LCC faculty agree their evaluations are fair, they are able to do their best work, administrators are consistent and recognize outstanding work, and colleagues respect one another. All LCC employees now have the opportunity to [provide feedback](#) on their supervisors' job performance.

Performance evaluations are tracked by HR in the Cornerstone [Talent Management System](#) (TMS). Administrators are trained on reporting tools to gather information, the [D2L Course Design Training](#) when reviewing distance education sections, and to monitor completions for their direct and indirect reports. During the evaluation process itself, HR is able to [assign individuals to various tasks and set due dates for completion](#) of tasks. An auto-generated report is available on the Dashboards page, enabling supervisors to see all steps currently [overdue](#).

The HR Manager for Organizational Development and Labor Relations includes the rate of faculty performance review completions in their annual performance review debrief sessions. Individual Improvement Plans are monitored by the department in which an employee works.

3.C.5: LCC provides substantial support for the professional development of faculty, with regard to both their pedagogical skills and remaining current in their disciplines. Each division has its own professional development fund, which is determined during the College's annual budget development process.

The Arts and Sciences Division receives over \$80K/year for professional development. Faculty submit an [A&S Request for Travel Funding Form](#) to their supervisor to initiate the [process](#), which includes evaluations of whether the faculty is presenting at a conference or attending for professional development. Individual academic programs can plan for professional development funds by incorporating requests into their Program Operating Plans.

The Health and Human Services Division process involves faculty meeting with their supervisor and, if approved, submitting an [HHS Request for Travel Funds](#). With a divisional budget of \$45K/year, the Dean also requests an additional \$15-20K/year from the collegewide professional development fund (see below) to send faculty and administrators to the annual [TRENDS in Occupational Studies](#) conference. The Technical Careers Division, with an annual budget of \$97K/year, has a [Pre-Travel Form](#) and a [Post-Travel Form](#). A designated review committee assesses each request based on criteria including the potential impact on professional growth, alignment with TC objectives, and the feasibility of the proposed budget. Some HHS and Technical Careers programs receive additional professional development funds from the Perkins grant.

LCC also maintains a collegewide fund (currently \$174,000) for professional development initiatives or opportunities. ELT members outline requests, including estimated cost, who will be attending, and how the activity aligns with the strategic plan. Once approved, the budget review team prioritizes requests based on current college initiatives and strategic planning. For example, in October 2023, LCC sent 20 personnel from across the College to the Michigan Community College Association's [2023 Student Success Summit](#).

Employees also have a number of professional development opportunities available internally. LCC maintains a Center for Teaching Excellence (CTE), which provides a [new faculty orientation](#), various [workshops](#), [Professional Activity Days](#) in January and May each year, an [Open Learning Lab](#), and a variety of [resources](#) and [support](#). The CTE Director and Open Learning Specialist also provide support for [Open Educational Resources](#) (OER – includes an [overview](#) and [program](#) information), including small grant support for developing and/or adopting OER.

The CTE offers programs for all LCC faculty, staff, and administrators via face-to-face, online, and recorded workshops and courses. The CTE also provides [informal opportunities](#), such as fireside chats, office hours, and the [Food for Thought](#) series. These opportunities include sessions on teaching techniques, technology in the classroom, support for college initiatives, and current educational issues and trends. In addition, the CTE provides ongoing support with its

library of books and recorded workshops/webinars, one-to-one faculty consultations, and drop-in technical assistance.

The CTE-sponsored Professional Activity Days are required for full-time faculty, and part-time faculty are compensated for attendance if assigned. Activities including faculty-led workshops on teaching and learning, instructional technology, accessibility, self-care, open educational resources, and services such as laptop tune-ups.

College support for professional development is established in the MAHE contract, Article XIV, Section G – [Professional Development](#). In this agreement, LCC is committed to continue providing support for the CTE's Transforming Learning Through Teaching course, Teaching Online Certification, Professional Portfolio Workshop, and Faculty Observation Training. Further, in [Section H](#) the College identifies the rights of adjunct faculty pertaining to pay for attending professional development and applying for travel funds to attend professional conferences. In the faculty subset of the [2021 Survey of Employee Engagement](#), a significant majority of faculty agreed the college supports learning and training for both their work and their professional growth.

The 12-week [Transforming Learning Through Teaching](#) course provides faculty an opportunity to connect across disciplines to share, explore, and reflect on current teaching and learning practices, experience various teaching and learning strategies from a student's perspective, and apply newly learned techniques with the support of colleagues. A collaborative approach models various teaching and learning strategies and creates a faculty learning community. This course is available to any faculty member and is required for faculty seeking promotion to professor status. The [Teaching Online Certification](#) course prepares faculty to teach hybrid and online courses, and is required before faculty are approved to teach online. It models techniques in instructional design, effective use of technology, and how to engage students in the online environment. The final project is to create a new master course applying the techniques and technologies learned.

[eLearning](#) provides D2L support and assistance for faculty through a variety of in-person, online, and just-in-time resources. The [eLearning Instructor Resource Site](#) provides support for faculty on designing quality courses within the D2L learning management system, as well as how to use D2L itself. In 2023, eLearning provided training to over 450 faculty members to support teaching online, hybrid, HyFlex, and face-to-face courses in D2L. Trainings focused on the application and benefits of following a [strategic course design approach](#), navigating and utilizing D2L tools and functions for teaching, and enhancing D2L content to strengthen student interaction and engagement in courses. eLearning created over 20 new accessibility resources to guide and support the development of accessible course content, including three new accessibility trainings and 12 accessibility help videos. To provide continuous improvement to the educational experience at LCC for both faculty and students, eLearning released over 200 updates to the D2L system and over 400 updates to D2L integrations.

Together, the CTE and eLearning provide [extensive training and support](#) for LCC faculty.

As noted in 2.E.2 and 3.B.4, LCC supports [sabbatical/professional development](#) leave for [faculty](#). The LCC Foundation's Employee Development Fund also offers [personal and professional enrichment grants](#).

3.C.6: All teaching faculty hold [student consultation/office hours](#) in accordance with the MAHE faculty contract, including face-to-face contact at or near the location where the course is taught for face-to-face sections and online contact for online sections. Associate Deans or Directors routinely check to ensure compliance. Additional locations provide space for faculty to meet with students on site. All syllabi are required to communicate office hours (times and locations) to students. In addition, many faculty spend time in areas such as the [Cesar Chavez Learning Center](#) or in the [Learning Commons](#) providing support alongside tutors. The College established an SOP entitled [Timely Faculty Response to Students](#), requiring faculty to respond to student inquiries within two business days.

3.C.7: LCC ensures that employees in the [Student Affairs Division](#), the [Learning Commons](#) (tutoring), the [library](#), [Financial Aid](#), and cocurricular personnel are appropriately qualified, and the College supports their training and professional development. Job descriptions include the necessary qualifications. For example, [academic advisors](#), including [part-time](#), must have a Master's degree and experience in advising. LCC's [Academic Success Coaches](#) (ASCs), responsible for ensuring that students receive proactive mentoring and academic coaching, as well as attempting to remove barriers to student success (see 3.D), are [required to have](#) a Bachelor's degree in a related area, excellent communication skills, and experience working with diverse populations. The [Center for Student Support](#) includes the [Center for Student Access](#) (CSA), which provides support and advocacy for students with disabilities, and [Counseling Services](#). Qualifications for CSA personnel, such as [Access Consultant](#) or [Care Services Manager](#), emphasize experience working in the field, whereas [Sign Language Interpreters](#) must have passed the Michigan Board for the Evaluation of Interpreters Level III exam or the National Interpreter Certification exam. [Counselors](#) must have a Master's degree in counseling, appropriate Michigan licensure, and experience in both mental health counseling and working with diverse populations. [Testing Specialists](#) are expected to have experience working in a testing center and/or student affairs; the [Manager](#) is required to have experience working in a testing environment and higher education.

[Professional tutors](#) must have an appropriate Bachelor's degree, with experience relevant to tutoring or similar instruction. Librarians, as faculty, and some key administrators, such as the [Director](#) and the [Manager of Library Technical Services & Systems](#), require a Master's degree in Library or Information Science from an American Library Association accredited program (e.g., [online learning](#) librarian, [reference](#) librarian, or [web services](#) librarian).

[Admissions counselors](#) must have a Bachelor's degree and experience working with diverse populations and promotions or marketing. The [Director of Admissions](#) must have a bachelor's degree, experience with data analysis, and experience in higher education leading a team in promotions and/or marketing. The Director is expected to devote a significant portion of their time to [training and developing](#) the admissions counselors.

[Financial aid advisors](#) must have a bachelor's degree with relevant work experience. The [Director of Student Life](#) must have a Bachelor's degree and demonstrated experience working in the field, as well as appropriate organizational skills.

New Student Affairs employees receive divisional onboarding, meet the Dean, and receive specialized onboarding and training. For example, Academic Advising utilizes mentorship and a combination of [training](#), job shadowing, co-advising appointments, and role-playing with senior advisors (see examples for [Week 1](#), [Week 2](#), and [Week 3](#) for recent hires). Student employees in Academic Advising are provided helpful documents to ensure students seeking advising get the right information or appointment: the [Academic Advising Appointment Workflow](#) and lists of [Career Communities](#) with associated advisors, frequently used [websites](#), and [helpful phone numbers](#). Advising has developed a [transfer presentation](#) to be shared with faculty and others throughout the College to ensure everyone is aware of essential information when talking with students about their academic pathways and plans.

The ASCs also have a formal [onboarding process](#), which includes [specified outcomes](#) and introduces new ASCs to both the [ASC D2L site](#) and the extensive [ASC Handbook](#). ASCs are provided with an academic timeline with key items to be [aware of each month](#), as well as lists of [key terms](#), [common systems](#), and a guide for [new system access requests](#). The ASC Manager provides a standard set of questions to guide [check-ins with new employees](#) 30 and 60 days after they start.

Onboarding in Testing Services involves mentoring and reviewing the Testing Services operations manual. New employees are provided with cheat sheets and checklists to help with [placement testing](#), [course testing](#), receiving [D2L coversheets for online testing](#), and receiving [paper exams for online courses](#) which require in-person testing.

The library has a variety of onboarding materials for [Help Zone](#) personnel, [Adjunct Librarians](#), the [Technology Lab](#), and [student employees](#). The library and Learning Commons hold a joint [In-Service Retreat](#) at the beginning of each academic year. There are also a series of Reference & Instruction Guide webpages for librarians (see [homepage](#)). New employees in the Learning Commons receive [onboarding checklists](#), [onboarding calendars](#), and a [Task Comprehension Checklist](#) for the new employee's 90-day check-in.

Financial Aid Advisors receive training via our Talent Management System on ARGOS, Banner, Degree Works, FERPA, and financial aid processes and ethics. They also participate in [NASFAA U Online Courses](#) and receive various in-house training and mentoring.

The College recently developed an [SOP](#) and training pertaining to personnel who talk with students prior to matriculation. In addition, the Office of Compliance developed training on [Avoiding Misrepresentation](#). LCC plans to require the latter training annually. Financial Aid staff have additional [ethics training](#) specific to their role.

The Student Affairs Division has a professional development budget of approximately \$13K, and individual areas budget for additional funds and take advantage of collegewide professional development funds to attend [various conferences](#). Individual ASCs attend a diverse [variety of](#)

[conferences](#). Upon returning from conferences or completing training, personnel in all areas share information via formal presentations and informal discussions.

The library has a professional developmental budget of approximately \$10K, and librarians utilize [departmental](#) or [collegewide](#) funds to attend various conferences. Library personnel receive Accountability at Work training, and administrators participate in [Crucial Conversations](#) training. Financial Aid Advisors had approximately \$15K in professional development funds for [conference attendance](#) in FY2024.

Student services personnel attend in-house professional development available to all employees or tailored to their specific role. Academic Advisors cover personality, [Appreciative Advising](#), advising scenarios, de-escalation, and more. [ASC topics](#) include artificial intelligence, trauma-informed education, and appreciative education. Admissions counselors learn about DiSC profiles, communication skills, and presentation skills. LCC employees also have access to LinkedIn learning modules.

With LCC's support, Student Affairs personnel are active in a [variety of organizations](#). Currently, the Registrar, an Academic Advisor, and a Counselor serve on LCC's Academic Senate.

As special training for all employees to become more familiar with a variety of services, each summer LCC holds a [Discovery Day](#). Staff, faculty, and administrators from across the College share information about their programs and activities during a series of breakout sessions, with breakfast, lunch, and a closeout raffle provided. Discovery Day in 2024 included a presentation on the [Job Training Center and credit for prior learning opportunities](#). The Student Affairs Division hosts a biennial summit, open to all college staff and faculty, which provides a comprehensive overview of each Student Affairs program. Student Affairs personnel also participate in fall kick-off meetings organized by the academic divisions and departments and in spring professional activities days.

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- Admissions Director Job Description
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- Advising Helpful Phone Numbers
- Advising Onboarding Wk1
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- Job Description Academic Advisor
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- Job Description Academic Professional Lead Tutor Science Biology Health Careers

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- TC Post Travel Form
- TC Pre Travel Form
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- Technology Lab Onboarding Admin Supervisor Checklist
- Testing Services Manager Job Description
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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).

Argument

3.D.1: LCC provides a full range of student support services, and surveys students to determine their needs and concerns. The ASCs conduct [comprehensive surveys](#), and the Academic Senate recently conducted a collegewide [student forum](#). On a rotating schedule, we utilize both the [Community College Survey of Student Engagement](#) (CCSSE) and the Ruffalo Noel Levitz survey of [Student Satisfaction and Priorities](#), which address issues such as academic challenges, institutional challenges, and support for learners. LCC maintains a comprehensive [student resources webpage](#), and encourages a collegewide [culture of care](#).

Student support services are provided by three main areas: Student Affairs Division, Academic Affairs, and the Office of Diversity and Inclusion.

Student Affairs Division:

- [StarZone](#) – LCC's student services hub, housing Registration, Financial Aid, Academic Advising, Academic Success Coaches, Testing Services, and more.
- [Admissions & Financial Aid](#) – The Admissions Team guides students through the admissions process. The [Financial Aid Office](#) (technically in the [Financial Services Division](#), which also houses the [Student Finance Office](#)) assists students with finding resources to finance their postsecondary education.
- [Testing Services](#) – see 3.D.2
- [Academic Advising](#) – see 3.D.3
- [Registrar's Office](#) – Core functions include academic records, transcripts, certificates and diplomas, degree certification, enrollment and [registration](#), grade collection and recording, fee classification, transfer credit processing, and FERPA compliance.

- [Center for Student Access](#) – Consults with students, faculty, and staff to support the ongoing development of an accessible college. They also connect with families, community organizations, and local high schools to support transition to college.
- [Academic Success Coaches](#) (ASCs) – Ensure that students receive persistent, proactive, individualized mentoring, academic coaching, and support, utilizing a [3-tier classification system](#). In [October 2023](#), they discussed their [student retention efforts and ASC Dashboard](#) for tracking their student caseloads. ASCs address [Academic Alerts](#), and provide information regarding [College resources](#) and [academic success](#).
- [Adult Resource Center](#) – Provides one-on-one appointments, registration assistance, referrals to community and campus resources, on-going student support, tuition and child care grants, and a calculator lending program.
- [Counseling Services](#) – Free to currently-enrolled students, state-licensed, professional counselors help students manage factors affecting academic performance, such as stress, loss, relationships, substance abuse, or family matters.
- [Career and Employment Services](#) – Assists students and alumni with exploring career options, developing employability skills, learning job search strategies, and connecting with employers. Services include one-on-one appointments, class presentations, job fairs, and other events.
- [Fostering S.T.A.R.S.](#) – Offers support and resources to foster youth alumni ages 14-22 years old to improve college graduation and career achievement rates. Services include like skills coaching, community outreach, support services, and group activities.
- [Office of Student Compliance](#) – Responsible for upholding the Student Code of Conduct and General Rules and Guidelines, Student Title IX and Sexual Misconduct Complaints, and coordinating the LCC [Behavioral Intervention Team](#).
- [Student Life and Ombudsperson](#) – Enhances student success and leadership development by offering diverse educational, cultural, and social student engagement events and opportunities. The Student Ombudsperson helps students with conflict resolution, appeals/grievances, support services, and more, via informal processes.
- [Transfer Center](#) – Provides information and support for students transferring credit to LCC and for students transferring from LCC to a 4-year college or university.
- [Global Student Services](#) – Provides support for English Language Learning students who are immigrants, permanent residents, or U.S. citizens, as well as for international students who are admitted to the U.S. in a temporary, non-resident status.
- [Veterans Services](#) – Provides a one-stop-shop atmosphere for our veteran and dependent students to assist them in selecting the proper VA GI Bill® education benefit and help them enroll in a chosen GI Bill® benefit.

Academic Affairs:

- [eLearning](#) – Responsible for the administration of D2L, LCC's learning management system. Support is provided in-person, online, and via Live Chat for all students, instructors, and staff using D2L and online tools integrated into D2L.
- [Learning Commons](#) (Tutoring) – Provides students with tutoring and help with technology. As noted in their recent [Annual Report](#), the Learning Commons provided tutoring to over [2,300 students](#) in-person; via Brainfuse ([student view](#) and [faculty view](#)) over 1,000 more students were served.

- [Library](#) – LCC maintains a full-service library, including professional librarians and a comprehensive [website](#). The Library and Learning Commons share common space, and in open areas they freely provide helpful items such as [information bookmarks](#), [emergency response trifold](#)s, and [emergency notification system cards](#), as well as [library information cards](#), [computer assistance cards](#), and sheets with library resources for [program faculty](#) and information on the [cardio exercise program](#).

Office of Diversity and Inclusion:

- [Centre for Engaged Inclusion](#) – Provides education and training in diversity, equity, and inclusion. Programs include [The RISE Institute](#), Safe Zone training, and the [Chosen Name and Pronoun Initiative](#).
- [Cesar Chavez Learning Center](#)– Offers programs focused on the values of meeting the needs of our times, social justice, radical hospitality, student leadership, and cultivating brave spaces. Programs include [ACCESS](#), [LUCERO](#), [Men About Progress](#), and [WISE](#).

Financial Aid Advisors assist students who have lost their financial aid, including informing them of their rights and responsibilities, and how to regain their financial aid eligibility. Substantial information is available on the [Financial Aid Policies](#) webpage.

Although LCC's student support services are housed primarily at the main campus, and many are available online or by phone, several units provide in-person services at additional locations. At [West Campus](#), a large facility dedicated to Technical Careers Division programs, a number of on-site services are provided for students (see recent [Multi-Location Visit Institutional Report](#)). Likewise, a variety of in-person services are provided at both [LCC East](#) and the [Livingston County Center](#), with limited services available at the [Aviation Maintenance Technology Center](#) and [AIS Training Center](#).

LCC routinely explores additional ways to support student success. In a report to the Board, the College emphasized its commitment to [Appreciative Education](#), and highlighted a wide variety of other activities such as [College Connect](#), our ongoing support for Open Educational Resources, eliminating and forgiving overdue fees for library books, encouraging prior learning assessment credit, utilizing Anatomage Virtual Cadaver technology, bringing a certified therapy dog to campus, and hosting Vet Net ALLY presentations for staff and faculty.

LCC has an [Accessibility Committee for Quality Assurance](#) (ACQA) overseeing collegewide efforts to provide services fully and equally accessible to and independently usable by individuals with disabilities. At the February 2024 [ACQA meeting](#), eLearning reported that the Ally report, a measure of accessibility, across the D2L learning management system was 83%. Some materials that are not yet accessible are stored in master courses, but prior to using them in active sections those materials are made accessible. Hence, many faculty achieve [full accessibility scores](#).

3.D.2: Although LCC is an open enrollment college, individual courses have appropriate prerequisites and corequisites as determined by program faculty and reviewed by the Curriculum Committee. Students are made aware of this in the [catalog](#), when meeting with [advisors](#), and

during the [registration](#) process. Students are encouraged to visit [Testing Services](#) and establish their placement levels prior to registering. Testing Services uses a [multiple measures approach](#) to establish reading, writing, and math levels. In addition to their primary location, Testing Services [maintains a presence](#) at LCC East, West Campus, and the Livingston County Center ([testing services activity](#)). They [also provide](#) proctoring for students from other colleges, CLEP testing, WorkKeys testing, and select certification testing.

To facilitate students beginning college-level coursework upon entering LCC, the College has shifted to a corequisite approach. Students with low reading and writing placement levels can take [ENGL 098 – Integrated Reading Writing I](#) together with Introduction to Sociology, Introduction to Psychology, or Introduction to Business. Students who place somewhat higher, but not quite into Composition I, can take Composition I with the corequisite course [ENGL 099 – Integrated Reading Writing II](#). Likewise, [MATH 097 – Support for MATH 119 or STAT 170](#) serves as corequisite support for either Math – Applications for Living or Introduction to Statistics, whereas [MATH 098 – Support for MATH 120](#) supports students taking College Algebra.

For students co-enrolled in ENGL 098/ENGL 099 and a college-level course, the College also offers [non-credit labs](#). In addition, there are [free workshops](#) to help students enhance their math, reading, and writing placement levels, and the [College Connect](#) program. None of these academic support courses precludes students from taking advantage of the [Learning Commons](#) or the [Writing Center](#).

To guide students within curricula, LCC provides program pathways. The [Academics](#) webpage introduces students to career communities, which can help undecided students select from similar majors. For example, the [Science and Mathematics Career Community](#) includes [Conservation & Sustainability](#), whose Associate of Science pathway includes the [Science and Math Career Community Courses](#).

3.D.3: [Academic Advising](#) has been striving to enhance student support. Our recent [student satisfaction survey](#) identified advising as an area needing improvement; about the same time the College rejoined [Achieving the Dream](#) (ATD). One of our ATD projects is to adopt a unifying student development theory, and we began with [Appreciative Advising](#), a fully student-centered approach to student development.

The Academic Advising team consists of a director, 12 full-time academic advisors, 1 part-time academic advisor, and 8 supplemental academic advisors. The Board has demonstrated its willingness to provide [budgetary support for increasing the number of advisors](#). The webpage is linked directly from LCC's homepage, and has links for scheduling appointments or asking questions. Upon selecting [Schedule Appointment](#), students are reminded they must complete their [placement tests](#) or [submit transcripts](#) and complete [orientation](#). The placement levels webpage contains additional information on [math placement](#) and the [Accuplacer scores](#) for reading, writing, and math levels. The [waiver information webpage](#) includes multiple measures on the [Placement Level Equivalency Chart](#).

Academic Advising offers standard and express appointments and, according to CCSSE, [53% of LCC students meet with an advisor multiple times](#) during an academic year. Standard appointments are booked in advance; express appointments are booked one day prior. Appointments are held in-person, by telephone, or virtually. Questions can be submitted via the website. Advisors help students with [Michigan Transfer Agreement](#) and graduation audits, academic amnesty requests ([policy](#) and [SOP](#)), substitution and waiver requests, pre-nursing advising seminars, and career advising. Advisors participate in orientation and offer classroom visits, handling many [appointments per semester](#).

The Academic Advising webpage connects to [Degree Works](#), a computerized guide to help the student and advisor plan and monitor a pathway to certificate or degree completion, including what-if scenarios. There are tabs on the advising webpage for [Preparing for Your Appointment](#) and [Frequently Asked Questions](#), so students can get the most out of their advising session. There is also a tab for [Envision Green](#), specialized information for transferring to Michigan State University. Advisors participate in [Pop-up advising sessions](#), provide an advising [One Sheet](#) for students and an [advising handbill](#) for Academic Success Coaches to share, and they organize [Pizza with Professors](#) advising events.

Academic advisors participate in collaborative partnerships to provide academic and career advising, as well as other services as requested by case managers. For example, services include specialized education plans for students funded through various workforce programs offered by Capital Area Michigan Works!.

To support advisors, LCC has begun more intentionally incorporating faculty program advisors. In summer 2023, faculty program advisors began receiving [formal training](#) to provide direct, program-specific advising for students. This training includes sessions on the computer systems used by advisors (e.g., Degree Works and SPACMNT in Banner), Appreciative Advising, and the [Transfer 101](#) presentation shared collegewide. Faculty who have already served as program advisors [shared their thoughts](#) as part of the training. Faculty program advisors also job-shadow an academic advisor during their training.

3.D.4: LCC provides support and resources for students and faculty in three ways: awareness of resources (see 3.D.1 and [student resources webpage](#)), technology resources, and physical resources in terms of the buildings, classrooms, laboratories, and performance spaces. Guiding the assurance of the effectiveness of each of these areas are key documents, such as the [Strategic Plan](#) and [Five Year Capital Outlay Plan](#) – the latter includes the [Information Technology Strategic Plan/Master Plan](#). The [FY24 budget](#) included \$3.4M for physical improvements (line 13) and \$2.8M for technology infrastructure (line 14).

Each new academic year, [divisional newsletters](#) include information on a variety of essential topics, including syllabi requirements, FERPA awareness, and the range of student services provided by LCC – such as Academic Success Coaches, the Center for Student Access to assist students with disability accommodations, the Center for Teaching Excellence to assist faculty with pedagogy, Behavioral Intervention Team processes, and more. The Arts & Sciences Division conducts a [First Year Introduction](#) program for all new divisional employees; other academic divisions have begun to take advantage of this program. This information assists

faculty in two ways: by informing them of assistance available to faculty and by preparing them to inform their students of student support services.

The [Information Technology Services Division](#) (ITS) is responsible for the College's technology infrastructure. Their Master Plan is directly tied to the Strategic Plan, and includes collaborating with faculty and students to maximize the effectiveness of technology in the classroom (including virtual "classrooms"). Technology security is also a priority for ITS; one of their current initiatives is the implementation of multifactor authentication. Another important initiative is the expansion of available HyFlex classrooms, to support mixed modality course offerings and scheduling flexibility by academic programs and divisions. ITS also provides access to a limited selection of Microsoft Office 365 products for current students through our [5Star Service Center](#).

ITS has a collegewide Technology Replacement Plan. Laptop computers are replaced after 3.5 years, desktop computers, wireless access points, and classroom/laboratory AV systems after 5 years, meeting and conference room AV systems after 6 years, digital signage monitors after 7 years, and computer monitors after 8 years. When any piece of equipment fails, it is replaced immediately. ITS extended our wireless networking to cover the College's parking lots, so that students, and staff, have access to wireless connectivity outside of each building/location. ITS staff work with academic programs to understand current and future needs, particularly in anticipation of the annual budget cycle. Recent examples include the expansion of lecture capture/HyFlex classrooms and the [laptop lending](#) program.

Reviews ensuring facilities are adequate involve both a higher level that looks at the structure of facilities overall, and a more focused level that accounts for the suitability of the facilities and equipment for individual programs. LCC is required by the State of Michigan to annually update a [Five Year Capital Outlay Plan](#), which includes a [facilities assessment](#) and an [implementation plan](#) for making improvements. In [June 2023](#), the Board approved developing a new Campus Master Plan alongside our new Strategic Plan (see 5.C). By January 2024, our partners Colliers Engineering & Design and JMZ Architects & Planners were soliciting input from [employees](#) and from [students and the community](#). The Board received an [update](#) during a special meeting in June 2024.

Space requests requiring a budget of over \$100,000 are reviewed by the [Space Management Review Team](#). Capital project development includes consulting with primary end users (e.g., faculty or staff) as appropriate.

The [Five Year Capital Outlay Plan](#) prioritizes the College's facility needs. The [facilities assessment](#) includes, among other items, analyses of:

- 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
- The fiscal resources needed to implement the plan

A brief [overview of LCC's facilities](#) identifies 25 major buildings comprising over 1.5 million square feet of space. Buildings of particular note and some of their facilities include:

- AOF – Administrative Services Division, Performing Arts Department's Scene and Costume Shops, a Wood Shop shared by Facilities and Performing Arts Department
- Administration Building – executive offices, Human Resources, Marketing, and Board of Trustees meeting room
- Arts & Sciences (A&S) Building – offices, classrooms, science labs, planetarium, and the Cesar Chavez Learning Center
- Dart Auditorium – the main auditorium, practice rooms, and classrooms
- Gannon Building – StarZone, Academic Success Coach lounge, Gymnasium and fitness facilities, classrooms, Receiving and Mail Facility, LCC Police Department
- Health and Human Services (HHS) Building – offices, specialized classrooms, and labs for HHS
- Herrmann House – residence for the President
- Technology Learning Center – Library, Learning Commons, eLearning, Center for Teaching Excellence, computer labs, classrooms, and Information Technology Services offices
- Washington Court Place – Financial Services, Purchasing, Registrar and Records, External Affairs & Development, K-12 Operations, Center for Data Science, the Small Business Development Center, and the LCC Foundation
- West Campus – Technical Careers Division offices, classrooms, and specialized labs/shops
- Mason Aviation Center – classrooms, computer lab, and separate bay workstations – a designated Delta Air Lines training facility

Aside from West Campus and the Mason Aviation Center, LCC has five other additional locations. LCC East and the Livingston County Center have office space, meeting and study areas, classrooms, and computer labs, and the AIS Training Center has classrooms and repair shops with the latest technology for heavy equipment repair. Mid Michigan College and Michigan State University are HLC-accredited institutions with which we have consortial arrangements (see recent [Multi-Location Visit Institutional Report](#)).

To ensure the quality and safety of educational experiences at clinical sites, LCC has a [standard agreement](#) for arrangements between the College and clinical training providers. However, many clinical sites prefer their own template (e.g., [Sparrow Health System](#), [Munson Healthcare](#), and [McLaren Healthcare Corporation](#)). In all agreements, LCC seeks to include the responsibilities and obligations of the facility, students, and LCC, and to address patient care, the refusal/termination of a student, insurance, non-discrimination, indemnification, confidentiality, and other necessary terms of the agreement.

Pursuant to the COVID-19 pandemic, LCC utilized HEERF Funds to upgrade HVAC systems on most of the major buildings at the Main Campus and West Campus to meet American Society of Heating, Refrigerating and Air-Conditioning Engineers as well as CDC guidelines for air filtration. Recently, the Executive Director of Administrative Services [presented](#) to the [Academic Senate](#) regarding the air filtration upgrades and indoor air quality at LCC.

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- Testing Services Hours and Locations webpage
- Testing Services Placement Levels Chart
- Testing Services webpage
- Transfer 101 Advising Presentation
- Transfer Center
- Veterans Services webpage
- Waiver Information webpage
- West Campus
- WISE
- Writing Center

3.S - Criterion 3 - Summary

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

Summary

LCC ensures academic rigor by relying on the expertise of faculty, advisory committees, and specialized accreditation. New courses and programs are reviewed by the Curriculum Committee. The College offers certificates and associate degrees in a wide range of academic disciplines, including career and technical education. Standardized course syllabi ensure that all sections of any given course meet the same academic standards. All faculty meet the same qualifications. Faculty teaching distance education sections must successfully complete a Teaching Online Certification course.

All degree programs align with ELOs. Applied degrees include a streamlined set of general education courses, whereas transfer degrees meet requirements of the Michigan Transfer Agreement (MTA). Both applied general education and MTA requirements cover a broad range of skills that all college graduates should achieve, including the recognition of human and cultural diversity. Faculty and students demonstrate these varied skills through scholarship and creative works.

LCC has the faculty and staff needed to offer high-quality education and a wide range of student support services. The College strives to ensure diversity amongst its faculty and other employees. With some 176 full-time and 606 part-time faculty across 115 academic degree programs, we have one of the lowest student-to-faculty ratios in Michigan. The College ensures regular evaluation and substantially supports professional development. Likewise, all student support staff are qualified and supported in their training and professional development.

The College offers a full range of student support services. LCC actively promotes its student support services amongst both students and faculty. The Information Technology Services Division ensures college personnel and employees have the computers and other digital resources they need, and that College systems are secure. LCC maintains a main campus and five additional locations, and improves facilities on an ongoing basis in order to provide quality resources for our faculty and students.

Sources

There are no sources.

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.

Argument

4.A.1: LCC's program review process contains a standard set of questions that all programs must respond to and additional questions that Perkins V eligible occupational programs must address. The outcome of the review process results in annual improvement plans to improve program and student success. It is important to note that the [State of Michigan has approved](#) incorporating the Perkins V Program Review for Occupational Education (PROE) questions in our regular program review process, which state-approved occupational programs must complete. This allows LCC to review all academic programs on an equal footing, while additionally meeting the requirements of our Perkins V grant.

Starting this fall, two years prior to each program's review, academic credentials (certificate or degree) will be subject to a [credential review process](#) to assess the particular credentials and whether the program needs to make any significant changes prior to program review. This

provides an opportunity for programs to improve low-enrollment or outdated credentials prior to the formal review of the entire academic program.

Program review is organized within a [SharePoint site](#) which includes the [Program Review Guidebook](#), Program Review [Video](#), and a [How-To Guide](#) for using SharePoint in the Desktop App. There is also a [schedule](#), organized by career communities (see 3.D.2), identifying which programs are assigned to upcoming academic years in our 4-year program review cycle.

LCC recently switched to organizing program review by career community, which resulted in some programs having to undergo review in consecutive years. Those programs are allowed to follow a modified process, and there is a [modified guidebook](#).

In addition to reviewing all programs in a career community at the same time, we have made changes to the structure of our program questionnaire for academic year 2023-2024. The current program review process requires all academic programs to address eleven prompts:

1. [Program Overview](#)
2. [Progress in Achieving Program Improvement Plan](#)
3. [SWOT Analysis](#)
4. [Enrollment and Success Metrics](#)
5. [Learning Outcomes](#)
6. [Student Retention and Persistence](#)
7. [Completion and Graduation Data](#)
8. [Diversity, Equity, and Inclusion \(DEI\)](#)
9. [Labor Market & Transferability](#)
10. [Disciplinary Currency and Relevance](#)
11. [Program Financial Health](#)

For state-approved occupational programs receiving Perkins V funds:

12. [Program CPIs](#)
13. [Survey Results](#)

Finally, the academic program completes an Executive Summary and an Annual Improvement Plan, and submits their report to the [Program Review Support Team](#). This team includes individuals from [Academic Affairs](#), [Center for Data Science](#), [Financial Services](#), [Committee for Assessing Student Learning](#), and the [Center for Teaching Excellence](#). Overall, the process begins in the fall semester, a draft report is due in spring, and the final report is due the next fall. The close-out meeting with each academic program includes the program's faculty and administrators, the Program Review Support Team, the President of the Academic Senate, representatives from the Committee for Assessing Student Learning and the Curriculum Committee, and the Provost. For every question, an academic program must achieve a score of at least 3 (meets identified criteria) according to the rubric published in the Program Review Guidebook. Programs where final reviews fail to achieve the score of 3 on all items are assigned a [monitoring report](#) with specific expectations. This ensures each program satisfactorily addresses all program review requirements.

Following are examples from each academic division, based on reviews completed in 2023:

- Arts and Sciences: [Psychology](#) and [Improvement Plan](#)
- Health and Human Services: [Dental Hygiene](#) (with PROE) and [Improvement Plan](#)
- Technical Careers: [Heavy Equipment Repair Technology](#) (with PROE) and [Improvement Plan](#)

Outside of the program review cycle, each academic program completes an [annual operating plan](#) which includes progress on their action/improvement plans and any budget requests that may be necessary to implement those plans. To facilitate this work, faculty align their annual [Professional Activities Plan](#) (see 3.C.2) with their [Program Operating Plan](#). As can be seen in the improvement plans included above, a variety of issues are addressed. Psychology, as a popular general education program, is focusing on early risk assessment and equitable teaching practices. Dental hygiene is focusing on replacing essential equipment, but also addressing diversity in their applications, enrollment, and faculty. The Heavy Equipment Repair Technology is also addressing equipment needs, as well as addressing curricular and assessment development, recruiting efforts to enhance their enrollment, and retention efforts to move students toward completion. Thus, LCC's program review process helps each academic program identify and work to improve concerns most relevant to the particular program.

Each year, the Program Review Support Team meets to evaluate the process, and to recommend any necessary improvements. In addition, the Provost, Accreditation Liaison Officer, Perkins V Coordinator, and personnel from Academic Affairs and the Center for Data Science review and consider continuous quality improvements to program review.

LCC is currently developing a collegewide, non-academic program review process. Since [eLearning](#) is essential to academic programs, they participated as the pilot program ([review](#) and [action plan](#)). eLearning has been focused on continuous quality improvement in support of student success. eLearning is responsible for administration of the D2L learning management system, a suite of over 20 integrated technology tools, and a broad spectrum of D2L support services tailored for students, instructors, and staff. eLearning provides D2L support and customer service, operating D2L resource sites to provide 24/7 access to D2L guides and videos, and providing course instructional design guidance to support growth in teaching and learning at the College. This includes an ongoing review of student and instructor feedback from department and committee meetings, targeted electronic surveys and forms, and pilot groups, as well as by phone, email, live chat, and service requests, all of which contribute to [eLearning improvements](#).

4.A.2/4.A.3: In accordance with Board policy [Credit for Previously Acquired Knowledge and Learning Experience](#), the Registrar's Office ensures that all transfer credit, prior learning credit, and credit by examination is dutifully evaluated and must meet LCC's criteria before being recorded on a student's transcript. As stated in the policy, credit is transferred from another institution only via an official transcript submitted directly to LCC from that institution. Experiential learning credit, including prior learning assessment, must directly relate to a specific course or courses offered by LCC; the College continues evaluating our processes for awarding [credit for prior learning](#).

The [Evaluation and Acceptance of Transfer Credits](#) SOP requires students to be admitted to LCC and have submitted their official transcripts to the Registrar's Office. LCC requires a grade of at least 2.0 (on a 4.0 scale) in each course to be accepted, and the transcript must be from an accredited institution. Submitted transcripts are reviewed by a Transcript and Academic Record Coordinator (TARC). The [Transfer of General Credits](#) SOP covers circumstances under which general credits may be awarded. This is not an automatic process; circumstances are limited and must be approved following a request from an academic advisor, program advisor, or Academic Affairs. Regarding [Credits Earned at Foreign Educational Institutions](#), the SOP requires the student to obtain an evaluation from one of the services listed on the [National Association of Credential Evaluation Services](#) (NACES) website. LCC's TARC works with faculty in appropriate academic departments, as necessary, to ensure credit is awarded only for courses equivalent to those taught at LCC.

The [Credit for Experiential Learning](#) SOP outlines the process for students seeking credit for acquired knowledge and learning experience, and includes a link for the [Experiential Learning Application](#). The information submitted is reviewed by the Experiential Learning Coordinator, who directs it to the appropriate divisional experiential learning contact. Faculty participate in approving or denying the request for credit. Similarly, [Credit for Licensure and Certifications](#) may be awarded following approval by program faculty – over [20 such credentials](#) are currently listed on LCC's website, with the [application form](#) on the Registrar Forms page. [Credits Earned in the Armed Services](#) are also eligible following review by the TARC and, if necessary, the appropriate academic program.

The [Credits Earned from Nationally Normed Exams](#) SOP outlines the process for reviewing scores submitted by students who have taken Advanced Placement (AP), College-Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), or International Baccalaureate Diploma Programme (IB) tests in subjects that align with LCC courses. Based on predetermined equivalency scores, approved by Academic Affairs, the TARC reviews exam scores submitted by a student, and adds approved credit to the student's record. To ensure that the scores listed on LCC's website are accurate, the Academic Affairs Project Manager conducts a biennial review in accordance with the [Review of Nationally Normed Exams](#) SOP. This SOP requires a review of [American Council on Education](#) recommendations, and consultation with academic program faculty as necessary. LCC also allows students to take comprehensive exams for credit in select courses, as outlined in the [Credit by Examination](#) SOP. In these situations, LCC faculty prepare a comprehensive exam, which a student takes in lieu of attending class for a semester. The student must apply to do this, and must pay for the exam in advance. Passing grades of at least 2.0 are recorded on the transcript as transfer credit for the semester in which the exam was taken. Grades lower than 2.0 are recorded in the advising notes of the student's educational record.

Information for students is readily available on the LCC website and in the catalog. The Transfer and Guest webpage's [Transfer Credit tab](#) provides quick information and links to the [Admissions Team](#) and the [Transfer Equivalencies](#) webpage. The latter webpage includes a thorough [guide for evaluating courses for transfer into LCC](#), as well as more specific information on incoming transfer credit from 61 colleges and universities in Michigan. There are also links for additional information on [Advanced Placement Exams](#) (AP), [College Level Examination Program](#) (CLEP),

[DANTES](#), [International Baccalaureate Program](#), and credit for [Licensure, Certification, and Credential](#). In addition, references to the same information can be found in the [College Catalog](#).

4.A.4: LCC maintains and exercises authority over its courses, faculty, and learning resources, including all modalities and dual credit programs (whether career and technical education, High School Advantage, or traditional dual enrollment; see 1.B.3 and 3.A.3). LCC's [Provost](#) serves as the Chief Academic Officer, and is advised by the faculty-led [Academic Senate](#). Two of the senate's standing committees are the [Curriculum Committee](#) and the [Committee for Assessing Student Learning](#).

As described in 3.A.1 and 3.A.3, course development and changes are overseen by the Curriculum Committee. The [New Course Proposal Worksheet](#) requires faculty to input placement levels, prerequisites, and/or corequisites as appropriate, and the [Revised Course Proposal Worksheet](#) requires input for any proposed changes to placement levels, prerequisites, and/or corequisites. The primary responsibility for establishing placement levels and prerequisites, as well as determining appropriate corequisites, lies with the faculty in the appropriate academic program and is based on expected course rigor and content. As noted in 3.A, these requirements apply to all courses, regardless of modality or location.

The Curriculum Committee ensures that at least one [Academic Advisor is a member](#) of the committee to assist with discussions dealing with the transferability of courses. If necessary, the Curriculum Committee works with academic programs to consider the appropriateness of these determinations, while attempting to balance student access with likely student success.

As described in 3.A.3, all sections taught by LCC are required to use a standardized syllabus template, in the [Concourse syllabus system](#). This allows the College to control essential aspects of each section syllabus, including the course description, learning outcomes, and important collegewide information. A recent addition was mandatory language regarding how the [faculty will engage their students](#). This addition was initiated to enhance the quality of distance education sections. Faculty are required to add their contact information and office hours, instructional materials, assessments and assessment weighting (when options and ranges are allowed), and the schedule. Note: some academic programs specify instructional materials, weights for assessments, and the overall schedule. This is particularly true for programs with specialized accreditation, or programs which have specified Open Educational Resources or other specified instructional materials.

As described in 3.C.3, LCC maintains strict standards for faculty qualifications, utilizing both a [faculty qualifications matrix](#) (overseen by Academic Affairs, developed in collaboration with academic program faculty) and a [Faculty Qualifications SOP](#). All faculty, including those teaching dual credit sections, must meet the same qualifications, and they are employed by the College while teaching LCC courses. Individual academic divisions have formal processes (e.g., [Technical Careers Division](#)) for ensuring that faculty teaching in programs which require licensure or certification (e.g., nursing faculty) maintain the currency of their credentials, or they are not assigned sections.

As described in 3.D, LCC offers a full range of in-house student support services, which includes key learning resources such as the [library](#), [Learning Commons](#) (tutoring), Center for Student Access (disability services), Counseling, and [eLearning](#) support for the D2L learning management system. LCC staff supporting learning resources are qualified and professional (see 3.C.7). In addition to primary facilities on the main campus, in-person services are provided on a scheduled basis at additional locations.

4.A.5: LCC maintains specialized accreditation or certification for 20 programs in the Health and Human Services Division and the Technical Careers Division. [Program accreditation](#) is pursued based on a number of factors, including the necessity of accreditation for students to seek employment in the particular field. In addition, 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. Program accreditation helps to maintain the rigor, currency, and relevance of key occupational programs.

The College routinely monitors the success of accredited programs. For those programs with mandatory exams for employment or licensure, the [pass rates are available](#) on our website. All of LCC's accredited programs have [academic advisory committees](#) and they all participate in our [Perkins V Grant](#), both of which help to ensure program excellence. All of LCC's accredited programs are currently in good standing.

LCC is a participating member of NC-SARA; necessary [disclosures](#) are available on our Consumer Information webpage.

4.A.6: LCC has a significant number of both transfer and occupational programs. For students aspiring to transfer to a 4-year college or university, post-graduation survey data shows that [24% of students have successfully transferred](#), whereas IPEDS data show that [20-59% have transferred, based on cohort type](#). Additional IPEDS data, including [trends over time and disaggregated](#) by sex and race/ethnicity, show similar results. Further, [after transferring](#) to another institution, 65% of men and 68% of women have graduated from the transfer institution within 6 years of originally enrolling in LCC.

For occupational programs with required regional or national exams that must be passed for employment, [LCC's overall exam pass rate is 87%](#). For students in health occupational fields who responded to a post-graduation survey, [82% of students were working in their degree field](#) after graduation. Across all credential types, post-graduation survey data shows that 81% of graduates were employed, with [62% of the graduates employed in a field related](#) to their field of study. Our most recent data show that [91% of occupational graduates are employed](#) in a variety of fields.

The College ensures that our credentials are appropriate for further study and/or employment by working with our external partners. LCC maintains a significant number of [transfer articulations](#) with 4-year colleges and universities throughout Michigan and elsewhere, and is working to establish formal agreements with several [Historically Black Colleges and Universities](#). The College also established a specifically branded transfer partnership called [Envision Green](#) with

our most popular transfer partner - Michigan State University. This confirms that these transfer institutions recognize the quality of academic preparation that students receive at LCC.

Regarding occupational programs, over three dozen programs have an [academic advisory committee](#). These committees include external partners with expertise in business and industry, and they help to keep our programs aligned with the latest trends necessary for successful employment in various field of study.

LCC recently gained access to Michigan Unemployment Insurance Agency wage data, in anticipation of new guidelines regarding gainful employment. The College has begun an analysis of overall outcomes – whether they [transfer or enter the labor market](#).

Sources

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- Academic Senate webpage
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- HBCUs
- HERT Annual Improvement Plan
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- Learning Commons Detailed Webpage
- Library Website
- Licensure Certification Credential
- Monitoring Report Fire Science Fire Academy 2023
- NACES
- NC SARA
- New Course Proposal Worksheet
- New Course Proposal Worksheet (page number 4)
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- SOP Credits Earned Armed Services
- SOP Credits Earned at Foreign Educational Institutions
- SOP Credits Earned from Nationally Normed Exams
- SOP Evaluation and Acceptance of Transfer Credits
- SOP Review of Nationally Normed Exams
- SOP Transfer of General Credits
- State Approval re PROE in Program Review
- TC Faculty Credential Procedure
- Transfer and Guest Tab 4 Transfer Credit
- Transfer Equivalencies
- Transfer Guides and Articulation Agreements
- Transfer Rates
- Where LCC Students Go

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.

Argument

4.B.1: LCC has effective processes for assessing student learning and achievement of learning outcomes for individual courses, academic programs, and collegewide [Essential Learning Outcomes](#) (ELOs; see 3.B.1/3.B.2). Academic programs ensure alignment between their course learning outcomes, program learning outcomes, and the ELOs. This alignment was the basis for an [assessment plan](#) that allowed LCC to ensure ELOs are being met. All cocurricular programs are also required to align with at least one ELO.

Academic Programs:

LCC's assessment activities are guided by the [Director of Assessment](#) (Director) and the [Committee for Assessing Student Learning](#) (CASL). Assessment begins at the course level, ensuring course learning outcomes align with program learning outcomes and with the collegewide ELOs. The ELOs guide both general education and cocurricular educational outcomes (see 3.B). CASL provided an [LCC Assessment Plan](#) to support academic programs until 2021, and since then the Director has maintained an [Assessment Scorecard and Projects](#) sheet to track collegewide assessment activities.

In select programs, the Director guides [Assessment Coordinators](#). One of the key roles of an Assessment Coordinator is to help program faculty appreciate the purpose and value of student learning assessment. This involves updating student learning outcomes and methods of assessment, as well as aligning course and program learning outcomes with the ELOs. The Assessment Coordinator serves as a liaison between the academic program and the Director, to ensure effective assessment data collection as the program works to improve overall student learning, as measured by authentic assessments. In academic year 2022-23, Assessment Coordinators were working within [20 academic programs](#) across all three academic divisions.

As described in 3.A.1, the [Curriculum Committee](#) (CC) reviews all new and revised course proposals, including the course learning outcomes and assessment methods. Prior to the CC review, the Director works with faculty to craft quality learning outcomes and coordinates with the CC in the review of proposed learning outcome changes. The goals when reviewing learning

outcomes and assessment methods are to ensure the quality of the learning outcome statements, their alignment with the course description and program learning outcomes, that the learning outcomes are measurable, and finally, that the assessment methods are varied (for equity) and authentic, as appropriate to the individual course. When [accrediting agencies](#) specify learning outcomes, the CC typically defers to their expertise.

Both within program review (see 4.A.1) and as requested, the Director works with academic programs to evaluate measures of student success based on assessment. This work guides programs in determining where deficiencies may lie, indicating a need for re-evaluation of both pedagogy and assessment methodology. This work is as varied as the nature of academic programs at a comprehensive community college, and can be seen in examples from [Child Development and Early Education](#), [Composition I](#), [Computer Information Technologies](#), and [Healthy Lifestyles](#).

In addition to general support for improving the connections between pedagogy, assessment, and student success, particular attention is paid to course learning outcomes which align with the ELOs for confirmation of general education achievement. CASL developed a [General Education Assessment Plan](#) and corresponding [assessment scenario](#) to help faculty understand their role in the process. This scenario guides the identification of the ELO-related course assessment which the Director needs for data analysis each summer. To further facilitate the ability of the Director to obtain data from multi-section courses, in February 2023 the Academic Senate passed a resolution directing academic programs to work with either Assessment Coordinators or the Director to ensure [common naming of grade items](#) in D2L gradebooks as those items apply to course learning outcomes.

The Director [compiles the assessment data](#) and prepares the annual [LCC Assessment Outcomes](#) report for the Provost Cabinet and Academic Senate, and assists with preparing the Board of Trustees Annual Ends Report E-102 – [Student Learning and Success](#) (see 4.B.3). The summer 2023 [Annual Student Learning Outcomes presentation](#) provided general information on our students' success in achieving the ELOs and demonstrated how the Director works with programs to do deep dives into their assessment data for the purpose of addressing areas of concern, such as [disaggregating student performance on individual learning outcomes](#) in specific courses. LCC set a target of 70% success on each ELO; i.e., 70% of our students should achieve success on assessment measures for each ELO. As can be seen in the data, this goal has been [achieved](#). However, as the data were disaggregated, disparities were revealed. For example, [Black and Asian students](#) did not meet criteria for ELO1, [Mathematics](#) is the primary area of concern in ELO1 (which includes math and science), and within Mathematics there are concerns in [multiple categories](#).

As an example of performing a deeper dive, the Director worked with Mathematics faculty to examine Math – Applications for Living (MATH 119), our quantitative reasoning course for general education. In this course, Black students as a group [do not achieve](#) the criteria for success. Closer examination reveals that poor performance on assessment of the first learning outcome [correlates closely with the final course grade](#), and that these students are [successful on the second of three](#) learning outcomes, indicating the ability to perform well. This suggests that early challenges are a key target for interventions to support these students, such as referring

them to an [Academic Success Coach](#) who can direct them to both academic (e.g., tutoring) and non-academic (e.g., counseling for test anxiety) student support services. The data further provide a target for program faculty to focus on with regard to potential differences in how the successful vs. non-successful learning outcomes are approached pedagogically and how they are then assessed. Consequently, faculty may be able to make reasoned changes in support of student success, as opposed to making educated guesses or dismissing problems as being non-academic and beyond the control of the faculty.

Additional items in the report to Provost Cabinet include a review of how grades are [currently reported](#) in the D2L gradebook and a proposal for an [alternative way](#) that would facilitate data collection for monitoring assessment. There were also discussions of the importance of [course mapping](#), i.e., the connections between course learning outcomes, program learning outcomes, and the ELOs, and a review of the currently active [Assessment Coordinators](#). Thus, the Provost Cabinet, which includes the Academic Deans, are apprised of ongoing efforts to enhance the quality of assessment and its utilization to monitor student success.

Recently, eLearning developed and enhanced D2L assessment guides and videos, launched the [D2L Course Design training](#) with a lesson dedicated to the development of [assessment evidence and learning experiences](#), and began work on the implementation of the new [D2L Learning Outcomes tool](#) and D2L Data Dashboards. The D2L Course Design Training was developed to assist with reducing equity gaps in online learning. The training supports faculty by combining personal content expertise with key elements of course design and delivery to meet students' diverse learning needs. The D2L Learning Outcomes tool provides a method to track and evaluate student achievement of the course-level student learning outcomes (SLOs) aligned with D2L assessments, whereas the D2L Data Dashboards and reports provide faculty with critical data to track student achievement of learning outcomes, as well as to self-evaluate course content and pedagogy to ensure the needs of students are met.

Both the D2L Course Design Training and the D2L Learning Outcomes and Data Dashboards projects have included representation from numerous campus stakeholders, including faculty and administrators. Both peer and administrative reviewers are required to complete a portion of the D2L Course Design Training before conducting faculty reviews. All new faculty are required to complete the full training within their first semester teaching at LCC.

Cocurricular Programs:

In May 2020, LCC began its [Quality Initiative](#) (QI) project on cocurricular assessment, with the [QI Report](#) receiving a favorable review in November 2023. Although the project was impacted by the COVID-19 pandemic, the College was able to accomplish its primary goals. With a focus on assessing student learning in cocurricular programs, we developed a [Cocurricular Student Learning Assessment Handbook](#) and a [Cocurricular Assessment Design and Planning](#) guide, each containing our [Cocurricular Assessment Plan Template](#). Data [were then collected](#) for the Library Instruction Program, Leadership Academy, and Cardio Exercise and Student Success program.

Limited data suggest that the [Office of Diversity and Inclusion cocurricular programs improve student success](#), but more intentional work needs to be done. [Key points learned](#) during the QI project were the need for planning and consistency in aligning student learning and/or success measures with the ELOs, and then selecting assessment tools appropriate for the type of cocurricular program.

Ongoing projects involving the Director include developing promotional materials to [encourage faculty to participate](#) in the Cardio Exercise and Student Success program, working with ODI to better identify their students in [ACCESS](#) and [Men About Progress](#), and working with eLearning and ODI to determine best practices for [recording cocurricular data](#) in the D2L learning management system.

Moving forward, CASL is working with the Director to ensure that all cocurricular programs are assessing student learning. In [November](#) and [December](#) 2023, CASL discussed this work in earnest. The Director developed a [Cocurricular Data Collection Plan](#), which guides each cocurricular program through determining the alignment of their assessment item(s) with the College's ELOs. This plan will indicate specific learning activities, assessment methods, data collection processes, how assessment will be reported, and where the program is currently in the process. In addition to currently active plans, data collection plans are being implemented for [Athletics](#), Men About Progress, ACCESS, and LUCERO. CASL continues to evaluate programs across the College to determine whether they are cocurricular. To assist new programs, there is an [Assessment Plan Design Worksheet](#), which is intended to help programs think about their services, who uses them, and evidence that measures successful outcomes (examples from the [Leadership Academy](#) and [library](#)). CASL intends to work with the leadership of candidate programs to receive their input on how the cocurricular definition applies to their programs, and CASL continues to review the effectiveness of these processes and documents.

The Annual Student Learning Outcomes report to Provost Cabinet (cited above) also includes a brief report on [cocurricular assessment](#), which shows that our cocurricular programs are having an overall positive effect on student success.

4.B.2: Academic programs at LCC rely on several methods associated with assessment results to improve student learning, including program review, professional development via the [Pedagogy of Equity](#) course, and the use of Assessment Coordinators to prioritize and advance intentional assessment plans in courses and programs.

During Program Review, the [Center for Data Science](#) (CDS) provides academic programs with assessment data pertaining to their program-level learning outcomes, specifically addressing [Question 5 – Learning Outcomes](#). Programs are then prompted to address several key questions in accordance with the results of their program assessment data, and the program is assessed and scored with regard to how well they are supporting student success through past and/or future plans to improve learning outcomes, assessment methodology, and pedagogy in the courses which comprise the academic program. [Question 2 – Progress in Achieving Program Improvement Plan](#) specifically addresses improvements to assessment when they were the focus of action plans during the previous program review cycle.

Critical to this review is the program's [Curriculum Map](#), which identifies the alignment of course learning outcomes with program outcomes, since it is the accumulation of multiple courses which is necessary to achieve fulfillment of the program learning outcomes. Program Review Question 5 then prompts the academic program to review and interpret their data, with an eye toward how they might improve pedagogy in the program to improve student success rates. These data are disaggregated, so that academic programs see areas in which equity strategies might prove most helpful. The overall response to the question is evaluated based on a [rubric](#) which is included. As an example, the recent [Psychology Program Review](#) (Note: the questions recently changed; it was Question 6 at the time) demonstrates the alignment of course outcomes to program outcomes to ELOs, monitored items are scored by [course](#), and scores are disaggregated by [modality](#), [gender](#) and [race/ethnicity](#). In this example, the program noted that equity gaps seem to be [larger in upper-level courses](#). Consequently, more investigation is needed to determine whether different types of assessment in upper-level courses might be a significant factor. This particular program is now participating in the [Assessment Coordinator](#) program, with an eye toward holistic improvement in connecting learning outcomes, pedagogy, and student success.

As a standard item within program review, every academic program is required to address student success based on learning outcomes and assessment. Accordingly, deficiencies in student success will always be candidates for the academic program's action plans (example action plans based on assessment from [Communication](#) and [Legal Studies](#)). In addition, reports to the Provost Cabinet and Board of Trustees help to inform needs for institutional and budgetary support for collegewide student success efforts - these reports are described below.

For academic programs which have identified equity gaps, the [Pedagogy of Equity](#) (POE) course can provide invaluable guidance in making changes in assessment methods that are intentional, inclusive, and equitable. The POE course addresses inclusive language, Universal Design for Learning, cultural responsiveness, curriculum globalization, pedagogy of care, inclusive engagement, critical community, and equitable principles for assessment. Whether or not an academic program has had faculty members complete the Pedagogy of Equity course, a program can identify an Assessment Coordinator to facilitate their assessment practices for the benefit of students.

4.B.3: As noted above, the College's processes for assessing student learning involve faculty, the Director, CC, CASL, and eLearning to ensure the utilization of good practice and continuous quality improvement. Further, reports are regularly provided to the Academic Senate, Provost Cabinet, and Board of Trustees, to help support the collegewide commitment to a culture of assessment at LCC.

Faculty within their academic programs have the fundamental responsibility for assessment at the course level. The College ensures that faculty have the expertise necessary to fulfill their responsibilities in this regard (i.e., faculty qualifications; see 3.C.3), and course learning outcomes and assessment methods are reviewed by the CC and the Director. The Director works with both the CC and CASL, as well as with individual faculty and academic programs, and is supported by Assessment Coordinators. For example, each academic year the Health and Human Services (HHS) Division holds an [annual assessment meeting](#) with the Director, which provides

HHS programs with an opportunity to learn from one another and share best practices and new ideas.

LCC ensures ongoing training and collaboration to keep all faculty abreast of best practices in assessment. For example, in early 2021, the Provost supported several individuals participating in a series of courses offered by the Online Learning Consortium in collaboration with HLC on distance education. One of those courses, attended by the ALO (who serves on CASL) and the Director of the [Center for Teaching Excellence](#) (CTE), covered “[Creating Effective Assessments](#).” The CTE also organizes the College’s Professional Activity (PA) Days, which often include a session(s) on assessment. In January 2024, the [PA Days sessions](#) included “*Institutional Student Data Dashboard – Now Complete!*” and “*Beyond Multiple Choice: An Introduction to Performance-Based and Authentic Assessment in Higher Education*” (offered during each session). The acknowledgement that the data dashboard is now complete was a reference to the May 2022 PA day on which [2 1/2 hours were dedicated to CDS](#). The focus of this session was to promote data literacy amongst faculty and staff, and to highlight plans to make important student success data more readily available to faculty and academic programs. In February 2024, CASL discussed plans for [possible presentations](#) during academic year 2024-2025. One likely topic would be an introduction of the new assessment support webpage being developed by a CASL subcommittee.

The Director of Assessment is a member of the [Association for the Assessment of Learning in Higher Education](#), and has [presented](#) at one of their conferences, as well as having presented at the Michigan Association for Institutional Research on assessment. Both the Director and the ALO are inaugural members of the [Student Learning Assessment in Michigan](#) (SLAM) Consortium, a group of institutional effectiveness and assessment personnel from eight area community colleges and four university partners. The goal of this consortium is to “expand collaborative partnerships, share successes and challenges, and ultimately glean knowledge and information from this experience to improve the learning of all students in Michigan’s higher education system...” The Director has presented with one of our faculty members multiple times at the TRENDS Conference, and the Administrative Assistant in the Center for Data Science, who supports CASL, has attended the [Blue Explorance](#) conference and multiple webinars.

One of the Board of Trustee’s five Annual Ends Reports is [E-102 – Student Learning and Success](#) which, among other information, provides the Board with an overview of student success in terms of the ELOs. The College set the [goal of a 70% success rate](#), i.e., at least 70% of the assessment artifacts collected needed to have received a grade of 70% or higher. As presented to the Board, the different ELOs are measured by drawing assessment artifacts from academic areas most closely [aligned with each ELO](#).

However, as discussed above, when the data are disaggregated concerns are noted regarding key demographics, such as the performance of [Black and Asian students on ELO 1](#) and [Black and American Indian/Alaskan Native students on ELO 4](#). In addition to this data being invaluable to academic programs, the Board uses the data to inform their decision-making processes while considering budgetary requests that aim to support student success. For example, the Board has invested substantially in establishing the [Academic Success Coach](#) program and in supporting the [Office of Diversity and Inclusion](#), where a number of our cocurricular programs are housed.

These investments reflect the commitment of the College in support of student success, as well as the Board using assessment data to inform its decisions.

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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.)

Argument

4.C.1: LCC has defined goals for persistence, retention, and completion or transfer that are based on performance indicator data collected over a period of several years using the new student cohort defined by IPEDS. In 2022, the Provost Cabinet created goals for credit momentum, gateway course completion, and retention based on the American Association of Community College early momentum metrics. The Retention Committee revised these goals and metrics using the IPEDS cohort during the 2023-2024 academic year, which will align with the upcoming strategic plan (see 5.C):

- 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 the fall 2025 cohort

*Achieving these percentages will place LCC in the 75th percentile in the [National Community College Benchmark Project](#) database.

Setting goals for persistence (fall to spring) and completion is particular challenging. LCC's persistence rates have steadily remained [between 70-75%](#), whereas completion rates have remained steadily [between 32-35%](#). By focusing on credit momentum, a leading indicator, the College's goal for persistence is to remain at the high end of the range (75%). The same goal holds true for completion rates.

Completion goals for state-approved occupational programs, i.e., those that receive Perkins V funding, are set by the State of Michigan. Perkins V Core Performance Indicator (CPI) 2P1 refers to the percentage of students in occupational programs who receive a recognized postsecondary credential while in their program or within one year of completion. LCC students [exceeded the State Expected Level](#) over the past three years in several areas. In addition, 12 programs [exceeded the State Expected Level for CPI 1P1](#), which tracks continued education, advanced training, and military or other relevant service.

4.C.2: As noted above, the College collects and analyzes data on persistence, retention, and completion, and incorporates into that analysis additional measures of credit momentum and gateway course completion. The [comprehensive report from the Retention Committee](#) presents just such a detailed analysis, provided by LCC's [Center for Data Science](#) (CDS). Our approach to persistence, retention, and completion data has been informed by participation in the [AACC Pathways Project](#), and the data are organized around [AACC new student cohorts](#) and [early momentum metrics](#).

LCC begins with five measures of a student's credit momentum: completing either 6 or 12 or more college-level credits in the first term, or completing 15, 24, or 30+ college-level credits in the first year. Each of these measures predicted a significantly higher likelihood of [students graduating and/or transferring](#) to a 4-year college or university within three years. Further, students completing college-level English and/or Mathematics were significantly more likely to [graduate and/or transfer](#) within three years, with the completion of a math course having the most noticeable effect. Finally, the same pattern was seen for students who persist and who are retained, with retention (fall-to-fall; i.e., returning for a second year) being the more significant indicator.

A key component of the Retention Committee's analysis is considering the relationship between leading indicators vs. lagging indicators. Generally, credit momentum and gateway course completion feed into persistence, and continued success leads into the lagging indicators of retention and completion. In simpler terms, successful students keep taking classes until they complete their educational goals (see LCC's [Mission](#)). Retention can then inform our efforts regarding the leading indicators. For example, given that completing a college-level math course in the first year had the most significant impact on completion, encouraging students to attempt a college-level math course during their first year and then proactively providing the support they need to be successful is likely to offer significant rewards. Another interesting phenomenon is that students who attempt, but fail, a college-level English course in their first year are [negatively impacted](#) (much more so than for math), indicating that providing support for students attempting their first college-level English course is critical.

In summary:

- Early momentum metrics predict a student's likelihood of persisting from their first fall semester to the next spring semester, being retained to the following fall semester, and graduating or transferring within three years.
- Students who get off to a good start by achieving these early momentum metrics are two to three times more likely to persist, retain, and/or graduate or transfer within three years.

- Monitoring trends of early momentum metrics for new fall student cohorts can identify actionable areas for interventions to increase persistence, retention, and completion.

The data and summary information above are the basis for strategy development in the [Strategic Enrollment Plan](#), which will likely focus on early measures of credit momentum (e.g., 6+ or 15+ credits). Developing this plan has focused on getting students off to a good start, and then keeping students progressing through their program. Utilizing the College's new [Institutional Student Data Dashboard](#), faculty in individual academic programs can review their [persistence](#), [retention](#), and [completion](#) data, including having the data disaggregated in various ways.

4.C.3: Program Review requires all academic programs to address [Question 6 – Student Retention and Persistence](#) and [Question 7 – Completion and Graduation Data](#). In addition, occupational programs are required to address [Question 12 – Program CPIs](#) (see 4.C.1), which covers continuing education (coursework, advanced training, or relevant service) and/or completion of a credential.

For Question 6, each academic program is provided with the necessary data from CDS and directed to:

- 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

For Question 7, programs are directed to address the data in the same manner as in Question 6. Question 12 is addressed as required for Perkins V and State of Michigan reporting, as presented in the [Comprehensive Local Needs Assessment](#). Example annual improvements can be seen regarding [Human Services addressing persistence and retention](#), in which the program intends to focus on early alerts and student support services, and [Legal Studies addressing transfer and completion](#), in which the program intends to add/update/renew articulation agreements to encourage students to complete the program.

As noted in 4.C.2, a significant area of concern regards students who attempt a college-level English course during their first year, but are not successful. To support students, as described in 3.D.2, we have corequisite, developmental English and Mathematics courses, as well as free non-credit labs and workshops to help students succeed in their college-level math and composition courses.

In the Annual Ends Report [E-102 – Student Learning and Success](#), the Board receives a comprehensive report on credit momentum, gateway course completion, persistence, retention, and completion. Among the key takeaways in this report are:

- The data for each category are generally consistent across a 5-year period
- Despite some successes, equity gaps persist

The Board clearly indicates its concern regarding any students who are not successful, and seeks to understand ways in which they can offer assistance through budgetary directives to the President. As noted in a [March 2024 article in The Lookout](#), LCC's student newspaper, the Board passed a budget resolution in 2016 to create the [Academic Success Coach](#) program, in order "to give every student persistent, proactive, individualized mentoring and support throughout their time at the college."

4.C.4: LCC's Center for Data Science relies primarily on [IPEDS data](#) and definitions when collecting and analyzing data pertaining to persistence, retention, and completion, and CDS also submits required information to IPEDS on an annual basis – example [graduation rates report](#). As noted in 4.B.3 and 5.A.2, College personnel have access to information via the [Institutional Student Data Dashboard](#).

LCC also participates in other data collection and dissemination projects. The College participated in the American Association of Community Colleges (AACC) Pathways 1.0 Colleges [Early Momentum Metrics project](#), which ended with the 2020 cohort (fall 2020-summer 2021), and we were asked to continue sharing data for the next two years. LCC participated in the [Voluntary Framework of Accountability](#), but discontinued participation due to the inability to obtain the data we desired for comparing LCC to other institutions. Recently, the College joined the [National Community College Benchmark Project](#) (NCCBP) to obtain data which would allow us to once again compare our institution to community colleges in Michigan and the nation. Use of the [NCCBP data](#) is preliminary, and has not yet been fully incorporated into our analytical processes. The AACC Pathways data provided useful comparisons to top performing institutions, as well as AACC group averages. This project was recently extended, and LCC continues to participate.

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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.

Summary

LCC regularly conducts comprehensive academic program review, ensuring alignment with the College mission and Strategic Plan, and attainment of student success. Occupational programs include reporting necessary for Perkins V. Reports include action plans to ensure continuous quality improvement.

LCC has a policy and SOPs guiding acceptance of credit from academic institutions, experiential learning, and other appropriate sources. The CC oversees the quality of courses, prerequisites/corequisites, and expectations for student learning and assessment. LCC ensures all faculty are qualified and all course sections are equivalent, including distance education and dual enrollment sections. LCC maintains specialized accreditation for numerous academic programs. The College evaluates the success of its graduates in multiple ways, including academic advisory committees with members from local business and industry.

Assessment of student learning is supported by the Director of Assessment, CASL, and Assessment Coordinators. CASL developed an assessment plan and, with the Director, coordinates with the CC to ensure courses have quality learning outcomes and assessment methods. The Director works with faculty to compile assessment data, including general education outcomes and the disaggregation of assessment data. eLearning supports assessment processes and the collection of data within the D2L learning management system. Assessment data are presented to the Academic Senate, Provost Cabinet, and Board of Trustees. Reviewing these data and taking steps to improve student success are a key component of academic program review.

The College recently received a favorable report regarding its Quality Initiative, which focused on cocurricular assessment. CASL continues identifying cocurricular programs, as well as assessing student success within those programs.

LCC collects data on credit momentum and gateway course completion, and analyzes the effects of those measures on persistence, retention, and completion. The Retention Committee sets specific, collegewide goals. Academic programs seek to attain those goals through action plans resulting from data shared by CDS. The Board also reviews student success data, and supports budgetary allocations encouraging student success. LCC utilizes IPEDS data, as well as data from other sources.

Sources

There are no sources.

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.

Argument

5.A.1: LCC's governance structure and commitment to shared governance are effective and enable the College to fulfill its mission. As shown in the [organizational chart](#) for the President's Office, the Board of Trustees hires the President and delegates the responsibility for running the College. The Board exercises its authority through direct communication with the President, establishing College Policy, approving and monitoring the budget, and approving and monitoring the mission and strategic plans. The President directly oversees the Provost, Senior Vice President of Business Operations, Chief Financial Officer, Chief Diversity Officer, and Associate Vice President for External Affairs & Development. The [Executive Leadership Team](#) includes all individuals listed in the preceding sentence plus the College's Deans, Chief Information Officer, and Executive Directors of Administrative Services, Human Resources, and Center for Data Science. When an area of the College considers making organizational changes, LCC has a [standard operating procedure](#) (SOP) and an [HR presentation](#) describing that process.

Shared governance occurs in numerous ways across the College. The Provost Cabinet consists of the Provost, the Academic Deans, the Deans of Student Affairs and of Community Education and Workforce Development, and the Executive Director of the Center for Data Science. The President of the Academic Senate attends Provost Cabinet at least once a semester. The [Academic Senate](#) (see 2.C.5 and 5.A.3) provides a voice for faculty and students with regard to shared governance concerning academic matters and collegewide prioritization of financial resources, as noted in the [Academic Senate Charter](#), [MAHE contract](#), and [Participation in Governance](#) SOP.

Recent examples of this collaborative approach include the senate's [Budget Committee](#) reviewing [Innovation Awards](#), which were [funded by the Board](#), and encouraging a more active role for academic programs in the budget process by emphasizing a more intentional connection between [Program Operating Plans](#) (POPs) and divisional budget processes. The value of connecting POPs to the budget was the subject of a [Professional Activity Day presentation](#) in May 2021. The Provost is a member of the Academic Senate and provides a [Provost's Report](#) at each senate meeting. One standing committee of the Academic Senate, [Technology Across the Curriculum](#), includes significant representation from [Information Technology Services](#).

The President of the Academic Senate serves as Chair of the [Academic Procedure Advisory Committee](#) (APAC), a cross-divisional team charged with reviewing SOPs that impact teaching and learning on campus, to ensure relevancy, efficiency, and alignment with Board policy and HLC Criteria for Accreditation. [Updates to SOPs](#) are announced in the weekly operations email. The [Student and Academic Affairs Leadership Team](#) (SAALT) meets on a monthly basis to provide academic and administrative leadership and offer potential solutions when challenges to quality instruction and student success are recognized; an [update from the Provost Cabinet](#) is a standing agenda item. The Accreditation Liaison Officer assists the Board Policy Committee when reviewing academic policies, and participated as one of the faculty representatives for MAHE (the faculty union) in collaboration with the Board Policy Committee and HR in developing LCC's new [Intellectual Property Policy](#).

There are multiple committees open to participation from all employees, offering an opportunity to develop leadership capabilities. Perhaps foremost among these are the Strategic Plan Workgroups. When the current [Strategic Plan](#) was developed, each focus area had a workgroup comprised of volunteers from across the College. These workgroups were led by teams of three employees (ELT member, Academic Senator, and staff/faculty/administrator), they identified specific projects, and helped to craft [project charters](#). Then, additional groups of volunteers were recruited to serve on the teams developing and implementing those projects. With 22 individual projects, a varied group of over 150 personnel from across the College (administrators, faculty, and staff) combined their efforts to guide our strategic plan efforts. In addition, some institutional committees, such as the Academic Senate and the senate's [Student Advisory Committee](#), also welcome student representation.

LCC maintains open communications processes. The Board of Trustees, in accordance with [Michigan's Open Meetings Act](#), allows limited public comment on agenda items near the beginning of each Board meeting and general public comment near the end of each [Board meeting](#). Likewise, the Academic Senate allows for [public comment](#) near the end of each meeting. The President communicates with the entire College community and the public through reports at each Board meeting, a monthly President's Report posted on [their website](#), [Pop-Up With the Prez](#) events at various locations and times, and presenting yearly goals during the [January Professional Activity Days](#).

The College's internal communications include a weekly employee newsletter called [The Star](#), providing updates and announcements regarding college events and business, summaries of Board of Trustees and Academic Senate meetings, employee recognition, and the "Comings and Goings" of new and departing employees. The Star also links to news reports regarding LCC. A

[weekly operations email](#) provides updates on important college business typically related to payroll, Human Resources, purchasing, and other administrative functions. The operations email is also utilized to disseminate information when timely communication is warranted. The Academic Senate Secretary prepares [Hot Topics](#) for senators to share with their constituents after each senate meeting.

The College utilizes digital signage around campus, the D2L learning management system, and the myLCC internal website to communicate information to all employees and students. [The Lookout](#) is an independent, student publication that communicates LCC events, sports, student activities, and other topics impacting students. Printed copies of the publication are available in multiple locations across all LCC campuses, and it is available online.

The 2014 and 2017 Surveys of Employee Engagement identified internal communication as a concern. The [climate survey in 2021](#) showed significant improvement thanks to hiring an internal communications coordinator and implementing an internal communications plan. In addition, one of our strategic plan projects was the [Comprehensive Communication Project](#). Coordinated internal communications helped foster employee engagement during numerous projects, including development of the Academic Master Plan, Campus Master Plan, Strategic Plan, and our Stay Interviews.

5.A.2: LCC is committed to making informed decisions based on evidence, and the Board of Trustees [Governance Policies](#) make several references to the President's duty to provide the Board with monitoring data necessary for them to fulfill their duties. LCC relies on our [Center for Data Science](#) (CDS), which supports College operations through the analysis, interpretation, and effective presentation of data for both internal and external use. CDS offers a variety of services in support of student success including student learning assessment, data collection and analysis, grant support, and survey design and development. An essential function overseen by CDS, in cooperation with the [Information Technology Services Division](#), is the [Data Governance Committee](#), which strives to ensure effective management of the College's data resources with the goals of crossing over departmental or divisional borders, providing an avenue for collaboration, ensuring accurate and reliable data, and providing a central location for key data resources. This committee includes members from CDS, Executive Leadership Team, Academic Affairs, Financial Services, Human Resources, and Student Affairs.

CDS also supports the [Institutional Student Data Dashboard](#), a quick-reference tool, available to all faculty and staff, for answering general questions about our student body and how well they are performing. This dashboard provides metrics that can be disaggregated by key demographic and institutional variables. Upon accessing the dashboard, [four modules are available](#): Student Enrollment, Graduates, Student Success, and Persistence and Retention. Example report: [student success rate](#) in the Child Development program for fall 2023 (also see 4.B.3).

Critical uses of data to make informed decisions for the good of LCC, our students, and our constituents have been discussed throughout the Assurance Argument; examples include program review and credential review (see 4.A.1), the Perkins V CLNA (see 1.B.3, 3.A.2, 4.C.3), and surveys of advisory committees and local business/industry (see 1.B.3).

CDS follows a [formal procedure](#) when receiving requests for information that contains personally identifiable information (PII), and maintains a [log of authorized personnel](#) that includes the details of the individual's request for PII. Likewise, when CDS receives a request for data that is contained within financial aid data, they submit a formal inquiry to the Director of Financial Aid for a determination of approval or denial, which is based on an established [Data Sharing Decision Tree](#).

An important source of data which informs the best interests of the institution and its constituents, including with regard to shared governance, is our [Survey of Employee Engagement in 2021](#). Our overall score was positive, and improved significantly compared to the previous score ([382 vs. 363](#); compared to the “desirable” goal of being above 350). Adding to the positive results, 53% of LCC employees are “highly engaged” or “engaged,” compared to a national average of only 30%! LCC's [two strongest constructs](#) were “workplace” and “supervision,” indicating a highly positive environment for combining efforts for the good of the College, our students, and the community.

5.A.3: As described in 2.C.5, the [Provost](#) is supported by and a member of the [Academic Senate](#), which provides faculty and student input and advice to the administration concerning academic policy and procedures. Representation on the senate includes faculty (at least 75%), administrators, and students. The senate plays an active role in both routine academic affairs of the College (e.g., [Curriculum Committee](#) and [Committee for Assessing Student Learning](#)) and in addressing major issues that arise and affect academic programs (e.g., strategic initiatives). Adopted senate resolutions have led to procedures on [timely and meaningful feedback](#), [timely response to students](#), and consistent use of the [D2L gradebook](#). At a [recent meeting](#), one of the student senators addressed [textbook cost transparency](#), and a motion to address the issue was [adopted](#).

There are six standing committees of the Academic Senate serving as advisory groups to the Academic Senate and Provost, including the [Curriculum Committee](#), [Committee for Assessing Student Learning](#), and the [Student Advisory Committee](#) – the latter committee providing a voice for students in addition to the two student senators. Each committee serves to ensure the maintenance of high academic standards and consistency across the College, and they regularly report during Academic Senate meetings. As noted in 5.A.1, the President of the Academic Senate also serves as Chair of [APAC](#).

The Academic Senate is identified under [Article IX – Participation in Governance](#) of the MAHE contract; said article also includes [Program/Department Curriculum](#), which indicates the role of the faculty, as experts in their disciplines, in curriculum oversight.

Sources

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- Innovation Award Application
- Institutional Student Data Dashboard
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- TAC Members
- The Lookout
- The Star
- Timely Faculty Response to Students SOP
- Timely Meaningful Feedback SOP
- Transparency of Textbook Costs

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.

Argument

5.B.1: The [Human Resources Department](#) (HR) at LCC is committed to serving and recognizing the value and contributions of LCC's personnel, and all recruiting and hiring is centralized within HR. There is a [standardized hiring process](#), beginning with the development of job descriptions ensuring individuals hired have the requisite skills, abilities, and qualifications for their position. HR reviews and approves all job descriptions, and position requests are reviewed by the Vacancy Management Review Team (VMRT), consisting of the President, Provost, Senior VP of Business Operations, Chief Financial Officer, Chief Diversity Officer, and Executive Director of HR. VMRT reviews budgetary support, organizational structure, and strategic plan alignment before authorizing new hires ([Request for Position Approval form](#)). Hiring committees have an [Inclusion Advocate](#) to ensure each search is conducted in a fair and equitable manner. Details regarding the qualifications of faculty and student support personnel were provided in 3.C.3 and 3.C.7, and similar attention to detail is paid to all positions as HR strives to help the College achieve continued excellence. For all positions, personnel are expected to meet or exceed professional standards within their fields. LCC monitors its vacancy factor, as one indication of whether the College has sufficient personnel to fulfill our mission.

As noted in 2.A.2, new employees receive a comprehensive [orientation](#), and HR supports mandatory annual refresher training on essential topics such as LCC Board Policy, FERPA 101, One Voice – Title IX at LCC, CSI-LCC – Computer Security Information for LCC Employees, Violence Free Campus & Workplace, and Diversity, Inclusion, and Belonging. As noted in 3.C.5 and 3.C.7, LCC provides continued training and professional development for faculty and student support personnel, as for employees throughout the College, with [educational resources](#) including free tuition for eligible employees (and family members) to take courses at LCC and tuition discounts to pursue a bachelor's or master's degree at Sienna Heights University.

As evidence that HR has achieved a cohesive and effective workforce, [83% of LCC employees agree](#) that "My work group cooperates to get the job done," [77% agree](#) that "Our institution is known for the quality of work we provide," and [89% agree](#) that "I have a clear understanding about my work responsibilities."

3.D.4 provides an overview of LCC's physical and technological infrastructure pertaining to teaching and learning, which is the primary function of the College. The primary infrastructure documentation can be found in the [Five Year Capital Outlay Plan](#), which includes the [Information Technology Strategic Plan/Master Plan](#). With annual updates required by the State of Michigan, the Five Year Capital Outlay Plan includes a [facilities assessment](#) and an [implementation plan](#) for making improvements to LCC's facilities. The facilities assessment includes structural and maintenance needs, utilities costs, availability and utilization of classrooms and computer labs, and an analysis of fiscal resource needs.

The majority of LCC's 25 major buildings are located on the Main Campus. The largest additional location is West Campus, which houses the [Technical Careers Division](#) offices and most of their programs' classrooms and specialized labs/shops. As noted in our recent [Multi-Location Visit Institutional Report](#), LCC takes a deliberate approach when considering all aspects of additional locations and the programs offered at those sites.

LCC utilizes [standard agreements](#) for arrangements between the College and clinical training providers, unless the clinical site requires their own template (e.g., [Sparrow Health System](#), [Munson Healthcare](#), and [McLaren Healthcare Corporation](#)). In all agreements, LCC seeks to include the responsibilities and obligations of the facility, students, and LCC, and to address patient care, the refusal/termination of a student, insurance, non-discrimination, indemnification, and confidentiality.

The [Information Technology Services Division](#) (ITS) is responsible for the College's overall technology infrastructure. Their Master Plan is directly tied to the Strategic Plan, with technology security and multifactor authentication being priorities. ITS also has a Technology Replacement Plan (see 3.D.4), requiring regularly replacing computers and AV systems throughout the College, including all additional locations. In addition, ITS staff work with academic programs regularly to understand current and future needs, particularly in anticipation of the annual budget cycle.

5.B.2: LCC's goals are outlined in our [Strategic Plan](#), reflecting key aspects of our mission. The goals are clearly realistic within the College's organization, resources, and opportunities, given that we maintained the previous focus areas while adding one – [Diversity, Equity, and Inclusion](#). Each focus area presents an overriding goal, and is delineated by strategic objectives, key performance indicators (KPIs), and specific projects. The development of the current strategic plan involved inviting all employees, students, and community members to multiple planning sessions in February 2021. Employee volunteers were then recruited to serve on workgroups connected to each focus area. These workgroups distilled the many ideas gathered during the planning sessions into specific projects, and then worked with the Center for Data Science to develop measurable KPIs. In addition, information from the [employee climate survey](#) (HESEE) and the Board of Trustees' End Statements helped to shape the final strategic plan. LCC's budget process (5.B.3) ensures available resources are allocated in alignment with the strategic plan and institutional goals.

5.B.3: LCC's annual budget process utilizes the [Strategic Plan](#) as the guiding principle for all budget prioritization decisions, and our [Annual Comprehensive Financial Report](#) and [Popular](#)

[Annual Financial Statement](#) have both received awards. The [Executive Leadership Team](#) (ELT) is actively involved in the budget planning process, and they are responsible for ensuring all program, department, division, and location needs are represented in the budget. Final budget decisions, including all savings recommendations, labor change requests, and services & supplies reallocation requests are made by the President, Provost, Senior Vice President of Business Operations, Chief Financial Officer, and Executive Director of Human Resources. The proposed budget is then presented to the Board of Trustees by the President and Chief Financial Officer (see below).

LCC has an ongoing [Budget and Financial Review Cycle](#), with each annual budget beginning with the previous budget as a baseline and then informing the upcoming budget, and a [two-year financial forecast](#) being presented to the Board of Trustees each February. Within this cycle, the Board bylaws require the [adoption of an annual budget](#) on or before June 30th, with the fiscal year beginning on July 1st, and Michigan law requires that the proposed budget be balanced. The Board bylaws [also require](#) that “The Administration shall operate within approved budget allotments and policy restrictions; no allotment shall be deemed a mandate to spend. The Board must first approve any expenditure in excess of an approved budgetary limit.”

Each January, the Chief Financial Officer and members of the Financial Services Division hold open, collegewide meetings to provide a [financial briefing](#) and to launch the [budget development process](#). The 2024 financial briefing highlighted revenue sources, trends in state appropriations and property taxes, tuition rates, headcounts and billable hours, and general fund expenses, with key measures compared to similar community colleges in Michigan. The budget development presentation highlighted the alignment of budget prioritization with the Strategic Plan, the Budget and Financial Review Cycle, the budget development process overall, specific budgetary processes for labor and supplies & services, a timeline, and various resources. Among those resources are contacts on the [Financial Planning, Analysis, and Review](#) (FPAR) team, who provide assistance to ELT members overseeing major portions of the College’s budget.

Between January/May several key events occur, including [savings recommendations](#), [reallocation requests](#), and [labor change requests](#). Academic programs participate in the annual budget process through their [Program Operating Plans](#), which include requests for needs such as faculty positions, funds for adjunct faculty to participate in program meetings and curriculum development, professional development funds, and specialized equipment. Enrollment projections (also taking into consideration our consistent persistence and retention rates) are reviewed to determine the budget needed for adjunct faculty pay across the College. Collegewide capital equipment requests and professional development requests are reviewed. In January/February the Board approves [course fees](#) and, as required by Board policy, in March the Board approves [tuition rates](#). LCC also anticipates facilities maintenance and renovation needs, technology infrastructure needs, auxiliary/designated/plant funds, and a [standard 1% contingency fund](#). Throughout the process, revenue calculations help to guide balancing the budget. In addition to FPAR assistance, Financial Services provides an [LCC Expense Account Dictionary](#).

Once the proposed budget is finalized, the Board holds a [public budget workshop meeting](#), during which the President and Chief Financial Officer present the proposed budget to the Board. This workshop provides an opportunity for Trustees to review budget items and address any

questions or concerns prior to holding a formal vote. In addition, the Board holds a [public hearing on the budget proposal](#), immediately preceding the regular Board meeting. Finally, at the regular Board meeting in June, the Board approves the [new annual budget](#).

As noted in the [narrative preceding the adoption](#) of the FY2024 Budget, last minute information became available to the College. Briefly, estimates of tax revenues were higher than expected, whereas state appropriations and tuition revenues were reduced slightly. Combined, there was an estimated increase in revenues of \$303K. The President and Chief Financial Officer agreed to modify the proposed budget by increasing tuition and fee scholarships by \$100K, increasing physical plant improvements by \$100K, increasing technology infrastructure by \$100K, and increasing the contingency fund by \$3K.

As noted in 2.A.2, LCC monitors its budget processes and finances in several ways. The Chief Financial Officer is responsible for implementing the Board's [Financial Oversight and Monitoring policy](#), and must abide by the [Audit](#) policy. The Financial Oversight and Monitoring policy establishes the Board's required monthly financial reporting, including statement of net position; statement of investments; statement of revenues, expenses, and changes in net position; general fund operating revenues, expenses and transfers – adopted budget and actual; detail operating expenses: adopted budget and actual expenses – comparison by division and by account; and capital projects. Consequently, the Board receives [monthly financial statements](#) with key line items highlighted, such as revenue from state appropriations, property taxes, and tuition, and expenses that are significantly ahead of or behind the previous budget year's pace. Each line item that is deviating from the previous year's pace includes an explanation why this is occurring. For example, budgetary line items sometimes deviate from the previous year's pace due to position vacancies. Trustees routinely ask questions about this monthly report, in accordance with their duty to maintain fiscal responsibility, as well as when vacancies in key College areas are of particular concern to the Board. The ELT reviews the budget quarterly, both monitoring spending and looking for potential savings. Special attention is paid to any deviance from the previous year by more than +/- 3%. The Board's Audit Committee also receives reports when any area of the College has failed to follow any financial policy, particularly the [Purchasing](#) policy. The College's most recent independent auditor's opinion was unmodified (clean), and presented to the Board, at a public meeting, within the [Annual Comprehensive Financial Report](#). A representative of the independent auditor attended the Board meeting and addressed questions from the Board. Overall, the College's fiscal responsibility has resulted in maintaining a [Standard & Poor's AA/Stable](#) long-term credit rating.

To promote resource management and fiscal responsibility, the College monitors its Composite Financial Index (CFI) as a Key Performance Indicator of LCC's overall financial health. This ensures the College is operating within its means, as well as strategically managing expenses and long-term debt. When the current Strategic Plan was established in 2021, it included a [goal to raise the CFI above 2.0](#). Consequently, from 2021 to 2024 the CFI has improved from 1.36 to 2.76.

LCC also ensures that all necessary financial information is publicly available, on our [Public Transparency Information](#) webpage.

*Note: In June 2024, the Board approved the [FY 2025 budget](#). Of particular note were [transfer budget items](#) intended to prefund a tuition rate freeze in FY 2026 and begin the new Campus Master Plan. Use of the latter funds will be monitored by the [Space Management Review Team](#) (SMRT).

5.B.4: Throughout the budget process and strategic planning, LCC ensures its fiscal allocations allow the College to serve its educational purposes. Our [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. It's important to note that student success is a strong theme throughout the Strategic Plan. Focus Area 1 is clear: [Engaged Learning and Student Success](#). However, all other areas of the Strategic Plan address student success. [Focus Area 2](#) addresses increased professional development, enhancing the quality of instruction and student support services. [Focus Area 3](#) promotes global cultural awareness and support for individuals with disabilities. [Focus Area 4](#) focuses on regional high schools for dual credit programming and encouraging students from local schools to attend LCC. [Focus Area 5](#) encourages developing content delivery options to improve success rates and reduce time to completion. Finally, [Focus Area 6](#) calls for optimizing physical resources, including completing the [Academic Master Plan](#) and the Campus Master Plan (in development, as noted in 3.D.4).

As noted above (5.B.3), the ELT is actively involved in planning and monitoring budget processes, and budget requests require justification for how they will advance the College's strategic goals. At each stage of the budget allocation process, all parties evaluate the impact on the College mission and strategic goal attainment. Annually, LCC allows for the reallocation of funds across divisions, a process which helps support the funding of unanticipated strategic projects. Further, allowing cross-divisional reallocation has increased collaboration in the sharing of resources. Overall, these processes are intentionally designed to accomplish objectivity in ensuring that student success and educational goals are at the forefront of LCC's fiscal allocations.

Included within the budget are allocations necessary to address long-term concerns, such as debt service, physical plan improvement (minimizing deferred maintenance), and updating our technology infrastructure ([description](#) and [line items](#)). LCC maintains a [fund balance](#), which is currently at ~26%. The College's [Five Year Capital Outlay Plan](#) also addresses essential issues that influence budget planning and fiscal allocations, including [instructional programming](#), [unique programming](#) related to our mission, [enrollment projections](#), [staffing needs](#), and [facilities assessment](#), as well as an [implementation plan](#).

The College assesses the effectiveness of resource management processes by monitoring progress on operational plans, such as capital outlay, deferred maintenance, and technology needs, with prioritization and oversight provided by SMRT and the [Project Management Review Team](#). Project completion is an indication of successful attainment of defined goals. Additionally, the employee climate survey and student satisfaction inventories provide insight into the level of satisfaction in the management of resources across campus. For example, [78% of employees](#) say they have adequate resources and equipment, [77% agree](#) LCC uses the latest

technologies for communication, [87% agree](#) that technology support is available, and [90% agree](#) we are adequately addressing cybersecurity issues. Likewise, [76% of our students](#) indicated that we provide the support they need to be successful at LCC, and [two of our institutional strengths](#) are that “the campus is safe and secure for all students” and “I am able to experience intellectual growth here.”

The Board of Trustees also makes special allocations of funds available as unique situations arise. As noted in 3.A.1 and 5.A.1, the Board recently provided \$500,000 for the development of [innovative academic programs](#) and, as noted in 3.B.4, in 2017 the Board provided \$500,000 for the [development of Open Educational Resources](#). The former program is still active; the [latter program has been institutionalized](#) in our Center for Teaching Excellence. Additional funds were recently provided to bolster Academic Advising and the Academic Success Coaches (see 3.D.3).

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- Tech Careers Homepage
- Tuition Benefits
- VMRT RPA Form

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.

Argument

LCC takes an [intentional approach to strategic planning](#), with the [Board of Trustees End Statements](#) and our [Equity Action Plan](#) guiding the development of the [Strategic Plan 2021-2024](#), and the Strategic Plan then guiding further planning, with another key component being the [Academic Master Plan](#). The college maintains an [Internal Strategic Directions webpage](#), with the Strategic Plan, the Academic Master Plan, progress update reports for the Board ([2022](#) and [2023](#)), and a variety of other resources, including information from the series of Friday afternoon meetings in February/March 2021 when LCC employees worked together to help develop the current Strategic Plan. The site also acknowledges the members of the various [Strategic Plan Project Teams](#). The Provost emphasized the integration of all operational plans within the Strategic Plan in a recent [presentation](#) to the Executive Leadership Team.

As noted in 5.B.2, the current Strategic Plan extended the previous plan, but implemented new projects. The plan's development involved establishing workgroups to distill the ideas gathered during the planning sessions, and additional personnel were recruited to implement specific projects. This process ensured that a wide variety of stakeholder priorities were taken into consideration.

At present, LCC is actively developing its next strategic plan. Having retained the services of [Schunk Moreland Strategies](#), the College is following a [comprehensive strategic planning process](#). This process involves seven phases: environmental scan, envisioning session (with LCC leadership), thought leader sessions (with influential community leaders), strategic input sessions (with Board feedback), synthesizing strategic input, strategy mapping sessions, and then plan vetting and finalization. Throughout this process, the College has kept the [Board informed and involved](#), as well as all [employees of the College](#). For example, prior to the public Board session

on strategic planning, the Board participated in a [Values Feedback](#) exercise. In addition, an [Executive Summary of Themes](#) was prepared. Within the [update prepared for the Board](#), was an overview of [milestone accomplishments](#), including:

- An environmental scan
- SWOT sessions with 125+ employees
- 10 Thought leader interviews
- Public survey kept open for 30+ days
- 189 SWOT surveys (including 63 community members and 7 community leaders)

While developing the new Strategic Plan, LCC has also considered a new Campus Master Plan, led by consultants from [Colliers Engineering & Design](#) and [JMZ Architects & Planners](#), and with significant input from [employees](#) and from [students and the community](#), as noted in 3.D.4. Indeed, over 1,000 employees and students participated in the Campus Master Plan survey events. The new Campus Master Plan will help LCC adapt to meet the changing needs of our students and community. It may also inform the College on projects needing capital outlay requests, acquiring or selling real estate, and prioritizing areas needing renovations. The development of the Campus Master Plan intentionally followed the writing of the new Academic Master Plan, which identified academic needs for unique physical space priorities in each of the major divisions ([Arts and Sciences](#), [Health and Human Services](#), [Technical Careers](#), [Student Affairs](#), and [Community Education & Workforce Development](#)). The [Space Management Review Team](#) is responsible for implementing these projects.

*Note: In May 2024, the College held a [Strategic Planning Update Town Hall](#), and in June 2024, the Board reviewed a formal draft of the [proposed Strategic Plan 2025-2028](#), which also proposes revising the mission statement.

5.C.1/5.C.2: LCC's [mission statement](#) clearly identifies providing high-quality education as our priority, and our budget process aligns our resources with that mission. As noted in 5.B.3, academic programs contribute to the development of each annual budget through their [Program Operating Plans](#) (POPs), which include needs for faculty, curriculum development and assessment, professional development, and specialized equipment. Likewise, the [program review](#) process includes a review of assessment procedures and student success metrics, and annual improvement plans are incorporated into the budget within the POPs. A [review of the budget](#) shows that the largest line items are for the [Arts and Sciences Division](#) (line 4), our largest academic division, and full-time faculty salaries (line 19), demonstrating that our resource allocations give primacy to educational pursuits.

In addition to being included in academic program review, assessment of student learning is incorporated into planning and budgeting by having Assessment Coordinators support collaborative efforts between the Director of Assessment and academic programs (see 4.B). LCC evaluates its operations, in part, by retaining the services of [Baker Tilly US](#) to conduct internal audits (see 5.C.5), and we are preparing to implement a non-academic program review process (see 4.A.1).

As noted in 5.B.4, LCC ensures that its strategic planning and budget process lead to allocations which support the College's educational priorities. Student success is a theme found in each focus area of the Strategic Plan, and all budget requests are tied to the Strategic Plan. These allocation decisions are conducted collaboratively, involving all appropriate stakeholders, and overseen by members of the Executive Leadership Team. Although each budget must technically be annual, the [Academic Master Plan](#), [Five Year Capital Outlay Plan](#), and [Information Technology Strategic Plan/Master Plan](#) are all multi-year plans, ensuring continuity and requiring advanced planning. Internal satisfaction is measured with climate surveys of employees and students, and all activities are reported to and reviewed by the Board of Trustees. Overall, these processes ensure that all stakeholders have input into resource allocations on an annual basis, while the Board and executive level administrators maintain a long-term perspective on the success of LCC and our students.

5.C.3: As noted above, the development of the Strategic Plan is intended to be fully inclusive of both internal and external constituent groups. Multiple opportunities are provided for input, and even outside of the formal process there are opportunities throughout the year for constituents to express their concerns or desires to both the Board of Trustees and the Academic Senate via public comment. As also noted, the teams formed to fulfill strategic planning projects include employees from across the College. In addition, climate surveys of both employees and students provide LCC with information on how constituents view the College and its performance in fulfilling its mission. Likewise, input from key external constituents is provided by local business and industry professionals who serve on [Academic Advisory Committees](#) and who offer [apprenticeships and work-based learning opportunities](#) for our students.

LCC has an [External Affairs and Development](#) division, which was created to cultivate key relationships within our community and beyond, including federal, state, and local governments. This division oversees and implements legislative and regulatory relationships with Congress, the Michigan Legislature, and others, in support of appropriate legislation as it applies to public proposals and appropriations. For example, this division prepared the [LCC Federal Agenda 2024-2025](#), which was [reviewed by the Board of Trustees](#) in November 2023, prior to being shared with elected officials and agency representatives during the Association of Community College Trustees Legislative Summit in Washington D.C., in February 2024 (the Federal Agenda was reviewed in 1.B.3). To facilitate this work, LCC utilizes two lobbyists (state and federal). Related to these efforts, LCC maintains important relationships with our local school districts in support of dual credit partnerships. As noted in 5.C.6 (see also 1.B.3), one of our Strategic Plan projects was developing a new K-12 Strategic Plan ([early presentation](#) and [executive summary](#)).

Students are provided with an array of opportunities to express their views and concerns regarding LCC. As noted in 3.D.1, we survey students with both the Community College Survey of Student Engagement (CCSSE) and the Ruffalo Noel Levitz survey of [Student Satisfaction and Priorities](#). Two [students serve as full members](#) of the Academic Senate. Recently, the Academic Senate hosted [open forums for students](#), with food, and approximately 200 students provided input on topics such as food options on campus, fostering a sense of community among students at LCC, preferred course modalities, whether cameras should be required in online-real-time (ORT) courses, campus safety, and barriers to student success. The Academic Senate President provided a debrief of these forums at the [following Academic Senate meeting](#). In addition, the

President, Provost, and Dean of Student Affairs hold office hour events at various times and locations, providing students with opportunities to speak with them personally. For example, the Dean of Student Affairs holds [Donuts With The Dean](#) and Be Seen With the Dean events. Students also have the opportunity, and have taken advantage of it, to make public comments at both Academic Senate and Board of Trustees meetings.

One of the [three primary goals](#) which President Robinson set for LCC in 2024 is a “strong focus on enrollment management...,” with a collegewide emphasis on cross-functionality, urgency, and removing barriers. To this end, the President established an [Enrollment Management Taskforce](#) to address essential issues. This taskforce includes, among others, the President, Associate Dean of Strategic Enrollment Management, and Director of Admission. To ensure that a variety of voices were heard: an open call went out for volunteers, [multiple feedback sessions](#) were held for all employees, and an [online form](#) that can be filled out any time was created. The Enrollment Management Taskforce began [meeting regularly](#) in the spring of 2024, and the President provides monthly updates (examples from [March](#) and [April](#)), covering items such as establishing subcommittees, sharing the [results of feedback sessions](#), and identifying [barriers](#). As this taskforce continues, all employees have the opportunity to continue contributing ideas.

5.C.4: As noted throughout 5.B, the College endeavors to ensure that proposed budgets will be reasonably accurate, and maintains a [contingency fund of 1%](#) of the fiscal year’s General Fund for unanticipated expenses (\$1.3M for FY2024). In anticipation of proposing a new budget, and before presenting the [two-year financial forecast](#) to the Board, the Chief Financial Officer and members of the Financial Services Division carefully consider multiple factors pertaining to projections of revenue and enrollment. This includes monitoring [U.S. Census data for our region](#), which has revealed a declining population (i.e., there are likely fewer students available). LCC takes a conservative approach in preparing its budget, considering fluctuations in factors such as state appropriations, real estate values/tax income, enrollment, and tuition rates. The Chief Financial Officer also attends the state's Consensus Revenue Estimating Conferences. As noted in 5.B.3, this has helped the College to improve and stabilize its Composite Financial Index, which continues to be a focus of our Strategic Plan.

5.C.5: As noted above, LCC tries to anticipate evolving external factors in a variety of ways. The College reviews demographic data in an effort to project enrollments. The two-year budget forecast considers property tax fluctuations and takes into consideration budget proposals as they arise in the Michigan Legislature, and how they differ from House to Senate to the Governor’s Office. Having local business and industry leaders on [Academic Advisory Committees](#) provides access to their expertise and awareness of evolving factors in their particular business or industry. Likewise, when our students participate in [apprenticeships](#), those students become a source of valuable information.

In another vein, the College does what it can to shape changes and priorities, such as when we present [LCC’s Federal Agenda](#) to elected officials and agency representatives at the national level. Similar relationships are maintained with local and state government officials.

LCC provides substantial support for professional development, ensuring that it is directed, as appropriate, to individual divisions, departments, and programs (as part of the overall budget

process). There is also a collegewide professional development fund that is reserved for unanticipated needs for professional development, or for unique training or conference opportunities (such as the Achieving the Dream or Higher Learning Commission conferences). LCC's [proposed budget for travel, training, and conferences](#) for fiscal year 2024 is \$1,528,800 (line item 31).

LCC also engages the services of outside consulting firms as appropriate. For example, [Schunk Moreland Strategies](#) has been coordinating our current strategic planning process, and [Colliers Engineering](#) and [JMZ Architects & Planners](#) are coordinating the development of our new Campus Master Plan. Of particular note, LCC has retained [Baker Tilly US](#) on a multi-year appointment to conduct internal audits. These were thorough and detailed evaluations, which addressed strengths, concerns, and recommendations. To cite a few examples of identified strengths:

- [Institutional Data Review](#) – 2019 – [Strengths](#) identified as defining a role and mission for the Center for Data Science, creating a Data Governance Committee, documenting data governance priorities, members of CDS participating in local industry groups, and presenting documentation to support the creation of data reports.
- [Global Program Assessment](#) – 2020 – [Strengths](#) identified as Curriculum Committee's Technical Review Team, experienced Senior Instructional Coordinators, transferability of programs, coordination with the City of Lansing for community needs, and detailed policies and procedures.
- [Student Experience, Success, and Retention Review](#) – 2021 – [Strengths](#) identified as numerous resources to support student success, Blackboard Ally's integration into D2L to support online course content accessibility, Early Alert process leading to proactive success communication, inclusion of student success resources within the First-Year Experience course, and Academic Advising's flexibility to meet student demand.
- [Hiring Process Follow-Up](#) – 2022 – [Strengths](#) identified as effectiveness of HR liaisons, and the responsiveness of HR.

At the May 2024 [Board Audit Committee meeting](#), Baker Tilly presented our latest internal audit – [FERPA Compliance and Training](#). This audit was conducted to ensure that LCC is in compliance with the latest federal regulations regarding FERPA. The audit identified no high risk findings, and only a few medium or low risk findings, each of which is being addressed by the Registrar and their staff. Identified [strengths included](#) informing students of their FERPA rights each semester, not charging students fees for accessing their records, requiring multifactor authentication for employees accessing Banner, and configuring Banner to encrypt student record data. Regarding the new regulations, collegewide training was initiated to remind everyone, especially faculty, of the dynamic [Release of Information form](#) available on LCC's website to ensure that students provide the proper release prior to discussing protected information with a third party present.

As with many colleges, LCC is still addressing, and attempting to come to consensus, on how the use of artificial intelligence (AI) impacts academic settings. At a recent Academic Senate [meeting](#), the [AI Workgroup presented](#) a draft set of [AI Guidelines](#) for the College. LCC's AI Workgroup brings together personnel from across the College, including members of two

Academic Senate standing committees: [Technology Across the Curriculum](#) and the [Committee for Assessing Student Learning](#). In addition, LCC hosted [AI and the Student Experience](#), a [daylong session](#) on AI organized by the Michigan Community College Association. AI is a [standing agenda item](#) for the Committee for Assessing Student Learning, the library has information on how to [cite AI as a source](#), and eLearning has developed an [Artificial Intelligence Literacy Training](#) available to faculty and students.

LCC also has an [Innovation Team](#), dedicated to providing the College with recommendations for products, services, and strategies based on proactive forecasting, development, and idea vetting activities. Example projects include striving for an [autism-friendly campus](#) and developing [unmanned aerial systems](#) programs.

5.C.6: The successful implementation of any strategic plan requires focused, intentional, and achievable efforts. During an Executive Leadership Team retreat, the Executive Director of the Center for Data Science presented [Strategic Alignment and Project Charters](#) to help facilitate focused project planning. The purpose of this training was to help administrators recognize and develop effective project charters that can accomplish their intended purpose. Briefly, this process begins with [identifying a specific strategic goal](#) that has a measurable Key Performance Indicator. Then, specific objectives are identified which will help to achieve that goal. Finally, specific projects are developed which will help to accomplish an objective. In the end, the individual [projects should serve as the means to accomplishing the ends](#) of achieving the objectives and goal. This approach has been used for some time, and similar instruction was given to the teams which developed the project charters for our current Strategic Plan.

As noted above, the Board of Trustees has received annual progress reports on efforts to accomplish the projects developed to fulfill the [strategic objectives of the Strategic Plan](#). The [2023 Progress Report](#) indicated that numerous projects were either completed or nearing completion. It should be noted that some projects are more involved, and others required preliminary work to be completed and, therefore, did not begin immediately. In addition, incomplete projects continue at this time, with target completion dates in 2024. Highlights of the 2023 Progress Report include:

Engaged Learning and Student Success:

- Curriculum Inclusivity Program – 100% Complete

Leadership, Culture, and Communication:

- College Systems Training Program – 90% Complete
- Non-Academic Program Review – 70% Complete
- Comprehensive Communication Plan – 100% Complete
- Alternate Employee Satisfaction Survey Tool – 100% Complete

Community Engagement:

- K-12 Strategic Plan – 95% Complete

- Education and Communication Plan – 80% Complete

Competitiveness and Innovation:

- Program Innovation Exchange (PIE) Team – 100% Complete
- Alternative Delivery Methods – 65% Complete

Resource Management and Fiscal Responsibility:

- Academic Master Plan (AMP) – 100% Complete
- Strategic Employment Plan – 80% Complete

Diversity, Equity, and Inclusion:

- DEI Orientation Workshops – 75% Complete
- Equity Leaders for Inclusion (ELI) – 75% Complete

As noted in 3.D.4, an information technology security priority is the implementation of [multifactor authentication](#). At this time, multifactor authentication has been [implemented for employees](#) of the College. In the near future it will be implemented for students. In addition to providing general IT security for students, it should also enhance academic integrity by helping to ensure that students are the only ones engaging with their D2L course sites for online tasks and/or distance education.

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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.

Summary

LCC's governance structure ensures effectiveness, shared governance, and the ability of the College to fulfill its mission. The Board of Trustees delegates running LCC to the President, but maintains shared governance by setting policy and strategic direction and then reviewing College and student performance, while allowing members of the College community to provide feedback through public comment. The President works through the Executive Leadership Team; the Provost guides academic matters with support from the Provost Cabinet and Academic Senate. Employees participate in strategic plan workgroups, thereby contributing to LCC's success. The College endeavors to have appropriate evidence in hand when making decisions.

The College's resource base is supported by an effective budget process, which is tied to strategic planning and ensures funds are allocated in support of our educational mission. LCC has qualified and well-trained staff, and HR's hiring and professional development processes maintain high-quality standards. Whether on the main campus or at additional locations, personnel and programs are fully supported. LCC's financial reporting has won numerous awards, and the College has raised its CFI over several years and sustained the higher level. The Board and executive leadership carefully monitor finances. Academic programs have direct input to budget development, and reallocation of funds is discussed in a collaborative manner.

LCC engages in systematic, strategic planning on an ongoing basis, and uses these plans to fulfill its mission and improve its performance. As the current Strategic Plan nears completion, projects are concluding and the Board is kept informed of that progress. Development of a new Strategic Plan is well under way. Subsidiary plans are at various stages of development. For example, the Academic Master Plan is complete, a new K-12 Strategic Plan is complete, and the Campus Master Plan is progressing. Each plan builds on experience and looks to the future, and a variety of internal and external constituents have contributed to their development.

Sources

There are no sources.