



June 11, 2020

Dr. Brent Knight
President
Lansing Community College
610 N. Capitol Avenue
Suite 300
Lansing, MI 48933

Dear President Knight:

This letter is accompanied by the Quality Initiative Proposal (QIP) Review form completed by a peer review panel. Lansing Community College's QIP is approved.

Within the QIP Review form, you will find comments from the panel for your consideration as you proceed with your Quality Initiative. The panel reviewed the QIP for four areas:

- Sufficiency of initiative's scope and significance
- Clarity of initiative's purpose
- Evidence of commitment to and capacity for accomplishing the initiative
- Appropriateness of the timeline for the initiative

If you have questions about the panel's review, please contact either Kathy Bijak (kbijak@hlcommission.org) or Pat Newton-Curran (pnewton@hlcommission.org). For any questions about your Quality Initiative, contact Linnea Stenson, at lstenson@hlcommission.org.

The Higher Learning Commission

Open Pathway Quality Initiative Proposal Review Form

Date of Review: June 15, 2020

Name of Institution: Lansing Community College State: MI

Institutional ID: 1338

Reviewers (names, titles, institutions):

Dr. Tami Eggleston, Associate Provost of Institutional Effectiveness and Professor of Psychology,
McKendree University

Dr. J. Richard Ellis, Dean, College of Education and Human Services and Professor of Higher Education
John Brown University

Review Categories and Findings

1. Sufficiency of the Initiative's Scope and Significance

- Potential for significant impact on the institution and its academic quality.
- Alignment with the institution's mission and vision.
- Connection with the institution's planning processes.
- Evidence of significance and relevance at this time.

Finding:

- ☒ The Quality Initiative Proposal demonstrates acceptable scope and significance.
- ☐ The Quality Initiative Proposal does not demonstrate acceptable scope and significance.

Rationale and Comments: (Provide 2–3 statements justifying the finding and recommending minor modifications, if applicable. Provide any comments, such as highlighting strong points, raising minor concerns or cautions, or identifying questions.)

Co-curricular assessment is an important aspect and sufficient for a quality initiative. LCC clearly identified how cocurricular assessment aligns with the mission and planning. They also clearly identified the appropriate committees and processes that would be involved. The campus has defined how cocurricular and extracurricular are different and what that means for students and assessment. This differentiation will likely have to be communicated broadly to members of the committee and beyond.

2. Clarity of the Initiative's Purpose

- Clear purposes and goals reflective of the scope and significance of the initiative.
- Defined milestones and intended goals.

- Clear processes for evaluating progress.

Finding:

- ☒ The Quality Initiative Proposal demonstrates clarity of purpose.
- ☐ The Quality Initiative Proposal does not demonstrate clarity of purpose.

Rationale and Comments:

LCC has clear goals (and even delineated short and long-term goals), has a timeline, and processes in place. LCC clearly identified who will be responsible for these activities. The purposes and goals are very clear with student learning outcomes, assessment tools, using these tools, and developing a handbook as primary activities. The assessment of cocurricular assessment is a fairly specific and clear initiative yet will be more complex in the implementation. LCC seems to know the key steps of this endeavor.

3. Evidence of Commitment to and Capacity for Accomplishing the Initiative

- Commitment of senior leadership.
- Commitment and involvement of key people and groups.
- Sufficiency of the human, financial, technological, and other resources.
- Defined plan for integrating the initiative into the ongoing work of the institution and sustaining its results.
- Clear understanding of and capacity to address potential obstacles.

Finding:

- ☒ The Quality Initiative Proposal demonstrates evidence of commitment and capacity.
- ☐ The Quality Initiative Proposal does not demonstrate evidence of commitment and capacity.

Rationale and Comments:

LCC reports that they have a culture of assessment and have been successful with academic assessment. It appears that they have commitment and capacity to include cocurricular assessment into their current system. Their Quality Initiative is being led by a Co-Curricular Team that derives from the membership of CASL, a standing committee of the Academic Senate, and the college's Director of Assessment. It appears that LCC has top down (senior leadership), bottom up (faculty and staff most closely related to the activities), and middle-out with appropriate committees to have sufficient commitment.

They included a long list of specific faculty and staff who will be involved in the project. We did not see any mention of including a student or two and that could be valuable for this type of assessment process. No specific mention of obstacles was listed, but LCC seems to have thought about and prepared for many of the obvious (e.g., people, resources, plans, goals, timeline).

4. Appropriateness of the Timeline for the Initiative

- Consistency with intended purposes and goals.
- Alignment with the implementation of other institutional priorities.
- Reasonable implementation plan for the time period.

Finding:

- ☒ The Quality Initiative Proposal demonstrates an appropriate timeline.
- ☐ The Quality Initiative Proposal does not demonstrate an appropriate timeline.

Rationale and Comments:

LCC has a clear understanding of the steps for assessment activities. The timeline they included matches the goals and is ambitious (nothing usually happens very quickly in academia), yet seems reasonable. The timeline section was presented in a narrative form and it may be helpful for the campus to have a table with a clear listing of timeline, goal or activity, and committee/people responsible. The information was available in the report, but a simple table may help for ease of communication and reporting. For this report having everything listed primarily by semester was also appropriate, but for the campus committees, they may be served by having some monthly action items. A Table format may allow for more of a “checklist” and ensure completion.

General Observations and Recommended Modifications

Panel members may provide considerations and suggested modifications that the institution should note related to its proposed Quality Initiative.

LCC has a culture of assessment and adding cocurricular assessment fits their mission and planning. They have developed a clear list of goals, a timeline, and a process, and the committee. The next phase will be to identify the assessment methods and eventually “close the loop” and use the information that they find to improve the student experience. A recommendation to create a simple table with the dates, the goals, and the people responsible along with even more detail in the dates may be beneficial.

The following resources may also be useful:

Bresciani, M.J. (2006). Outcomes-Based Academic Co-Curricular Program Review: Stylus Publishing.

Council for the Advancement of Standards Program Review Standards for Student Affairs

<https://www.cas.edu/programreview>

Conclusion

- ☒ Approve the proposed Quality Initiative with or without recommended minor modifications. No further review required.
- ☐ Request resubmission of the proposed Quality Initiative.

Rationale and Expectations if Requesting Resubmission

Timeline and Process for Resubmission

(HLC staff will add this section if the recommendation is for resubmission.)