SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

LANSING COMMUNITY COLLEGE

September 26, 2013

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Academic Quality Improvement Program

The Higher Learning Commission NCA

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ELEMENTS OF Lansing Community College's FEEDBACK REPORT

Welcome to the *Systems Appraisal Feedback Report*. This report provides AQIP's official response to an institution's *Systems Portfolio* by a team of peer reviewers (the Systems Appraisal Team). After the team independently reviews the institution's portfolio, it reaches consensus on essential elements of the institutional profile, strengths and opportunities for improvement by AQIP Category, and any significant issues related to accreditation. These are then presented in three sections of the *Systems Appraisal Feedback Report*: "Strategic Challenges Analysis," "AQIP Category Feedback," and "Accreditation Issues Analysis." These components are interrelated in defining context, evaluating institutional performance, surfacing critical issues or accreditation concerns, and assessing institutional performance. Ahead of these three areas, the team provides a "Reflective Introduction" followed closely by an "Executive Summary." The appraisal concludes with commentary on the overall quality of the report and advice on using the report. Each of these areas is overviewed below.

It is important to remember that the Systems Appraisal Team has only the institution's *Systems Portfolio* to guide its analysis of the institution's strengths and opportunities for improvement. Consequently the team's report may omit important strengths, particularly if the institution were too modest to stress them or if discussion or documentation of these areas in the *Systems Portfolio* were presented minimally. Similarly the team may point out areas of potential improvement that are already receiving wide-spread institutional attention. Indeed it is possible that some areas recommended for potential improvement have since become strengths rather than opportunities through the institution's ongoing efforts. Recall that the overarching goal of the Systems Appraisal Team is to provide an institution with the best possible advice for ongoing improvement.

The various sections of the *Systems Appraisal Feedback Report* can be described as follows:

> **Reflective Introduction & Executive Summary**: In this first section of the *System's Appraisal Feedback Report,* the team provides a summative statement that reflects its broad understanding of the institution and the constituents served (Reflective Introduction), and also the team's overall judgment regarding the institution's current performance in relation to the nine AQIP Categories (Executive Summary). In the Executive Summary, the team considers such factors as: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback; and systematic processes for improvement of

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the activities that each AQIP Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic Challenges Analysis: Strategic challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Teams formulate judgments related to strategic challenges and accreditation issues (discussed below) through careful analysis of the Organizational Overview included in the institution's Systems Portfolio and through the team's own feedback provided for each AQIP Category. These collected findings offer a framework for future improvement of processes and systems.

AQIP Category Feedback: The *Systems Appraisal Feedback Report* addresses each AQIP Category by identifying (and also coding) strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Through comments, which are keyed to the institution's Systems Portfolio, the team offers brief analysis of each strength and opportunity. Organized by AQIP Category, and presenting the team's findings in detail, this section is often considered the heart of the *Feedback Report*.

Accreditation Issues Analysis: Accreditation issues are areas where an institution may have not yet provided sufficient evidence that it meets the Commission's *Criteria for Accreditation*. It is also possible that the evidence provided suggests to the team that the institution may have difficulties, whether at present or in the future, in satisfying the *Criteria*. As with strategic challenges, teams formulate judgments related to accreditation issues through close analysis of the entire Systems Portfolio with particular attention given to the evidence that the institution provides for satisfying the various core components of the *Criteria*. For purposes of consistency, AQIP instructs appraisal teams to identify any accreditation issue as a strategic challenge as well.

Quality of Report & Its Use: As with any institutional report, the *Systems Portfolio* should work to enhance the integrity and credibility of the organization by celebrating successes while also stating honestly those opportunities for improvement. The *Systems Portfolio* should therefore be transformational, and it should provide external peer reviewers insight as to how such transformation may occur through processes of continuous improvement. The AQIP Categories and the Criteria for Accreditation serve as the overarching measures for the institution's current state as well as its proposed future state. As such, it is imperative that the *Portfolio* be fully developed, that it adhere to

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the prescribed format, and that it be thoroughly vetted for clarity and correctness. Though decisions about specific actions rest with each institution following this review, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

REFLECTIVE INTRODUCTION AND EXECUTIVE SUMMARY FOR LANSING COMMUNITY COLLEGE.

The following consensus statement is from the System Appraisal Team's review of the institution's *Systems Portfolio Overview* and its introductions to the nine AQIP Categories. The purpose of this reflective introduction is to highlight the team's broad understanding of the institution, its mission, and the constituents that is serves.

Guided by a mission to provide learning and enrichment opportunities that improve the quality of life and standards of those it serves, LCC (Lansing Community College) is the third largest community college in Michigan with an enrollment of approximately 20,000 students. LCC has fully embraced many of elements of continuous improvement practice and started to embed practice into its culture. It uses data to guide improvement efforts and strategic planning. As time matures, LCC will continue to benefit from its commitment to ongoing improvement and transparency.

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight Lansing Community College's achievements and to identify challenges yet to be met.

LCC has articulated that helping students learn is at the center of its mission and an Academic Master Plan is in place. There is, however, unevenness across the system with respect to the processes that are needed to fulfill the master plan. The institution appears to understand the importance of assessment in continuous improvement but the processes for identifying specific learning outcomes and direct measures of the outcomes are not linked to student learning objectives in a consistent and comprehensive manner. Hence, the data reported tends to be anecdotal and is inconsistent across the institution. While a number of changes are identified, these changes are not linked to specific intended outcomes and data collection processes. Therefore, it is not clear whether the change is in fact an data-informed improvement or a reported self- improvement.

LCC has identified a clear set of non-instructional activities. They are aligned with the objectives of the institution and are fully subscribed to the continuous improvement culture at the LCC. While data is

collected to assist in improving and changing activities, comparative data may help assist in the development of assessment tools used for non-instructional activities..

LCC demonstrates growing maturity related to the accomplishing of non-instructional objectives. Through its recent creation of three community-focused positions, the institution is purposefully creating opportunities for the College to build relationships with external stakeholders. It has a thorough and comprehensive process for seeking external stakeholder input—but has opportunities to link that input to identification of needs and alignment of resources. Additional opportunity exists to link external regional/national comparisons through benchmarking to LCC. As LCC grows and matures these processes, continued improvement may be anticipated.

The College may have clear processes in place to identify how it determines other distinctive objectives; yet, the key processes used are not informed by data and results are not reported. This lack of a systematic approach may impede the College from realizing its full potential or meeting the needs of students and other stakeholders.

Utilizing Achieving the Dream and continuous improvement as its cornerstone, the College may be underway to develop a systematic process to engage stakeholders, internally and externally, and to understand their needs. LCC has recently implemented institutionalized Educational Development Plans, the Achieving the Dream requirements, and annual Program Quality Improvement Process to focus improvements on proving students with the right information, resources, and support to achieve success and attain goals. As it moves these disparate activities into a more refined and systematic process, continued improvements may emerge.

LCC self-reports standard practices for hiring, training, and valuing employees. However, the processes along with their key measures and the alignment of these processes to instructional and non-instructional objectives to goals as well as to the strategic plan are not evident. Without a clear focus on identifying critical measures, collecting and analyzing trend and comparative data, and utilizing these results to guide decision making, the College is limiting its ability to assess its overall effectiveness.

LCC has demonstrated that it is intentionally seeking to improve its efforts in Leading and Communicating and appears committed to those efforts. It has reported its commitment through prioritizing and aligning Leading and Communicating as strategic imperatives and the focus of an Action Project. As these efforts are implemented as systematic processes and the institution identifies comparative data to benchmark against, it is expected to continue to realize improvements for this category. Although the College does review its mission, motto, and guiding principles at the Board of Trustees level, wider stakeholder input may allow the college to be more responsive to its stakeholders. Developing this, along with other processes, as a systematic, comprehensive process may move the College forward in planning. Attention to

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its improvement efforts for this category may support effective leadership as the institution embraces the changes it has committed to accomplishing.

LCC has accomplished infrastructure improvements that will improve access and reporting of performance results. The College also self-reports using anecdotal evidence that a review of data collection, storage, and accessibility requirements are conducted, comparative data for benchmarking is published, and budget development includes enrollment forecasting. Based on the information presented in the Portfolio, there is limited ability to respond to the institution's ability to measure effectiveness. While the college appears to have dashboards and other methods to display data, this evidence is not provided and many of the processes for developing and implementing these improvements have not been adequately described.

LCC has implemented data and reporting systems as well as a three-year strategic plan. Data are collected and accessible both on- and off-campus to appropriate stakeholders. LCC reports use of formal and informal measures and stakeholder engagement resulting in the recent development of a three-year strategic plan with broad-based alignment throughout the institution. Strategic planning is reported to include results from its environmental scans and analysis of its performance; yet, little evidence is provided in the Portfolio beyond a discussion of activities and listing of data it collects making it unclear that processes and metrics discussed are in place and what achievement the college has experienced. In addition, best practices from its Action Projects are not evident in improvement efforts in other areas. Opportunity exists for the College to incorporate the use of comparative data and benchmarking in its planning efforts. LCC is poised to institutionalize processes used for measuring effectiveness in planning continuous improvement and may move forward to utilize its initial efforts and learning to implement processes in an systematic effort.

Guiding Principle Nine provides a clear mandate for collaborative relationships. LCC appears to have established collaborative partners. Yet, there is no evidence, however, that these relationships are developed from strategic and carefully planned processes. Measures for systematically assessing the needs of stakeholders and for assessing the effectiveness of the relationships are not documented. Comparative data is also not included. Of particular concern is that the continuous improvement culture at the institution has not made more progress in putting systematic and comprehensive processes in place in this area.

Note: Strategic challenges and accreditation issues are discussed in detail in subsequent sections of the *Systems Appraisal Feedback Report*.

STRATEGIC CHALLENGES FOR LANSING COMMUNITY COLLEGE

In conducting the Systems Appraisal, the Systems Appraisal Team attempted to identify the broader issues that would seem to present the greatest challenges and opportunities for the institution in the coming years. These areas are ones that the institution should address as it seeks to become the institution it wants to be. From these the institution may discover its immediate priorities as well as shaping strategies for long-term performance improvement. These items may also serve as the basis for future activities and projects that satisfy other AQIP requirements. The team also considered whether any of these challenges put the institution at risk of not meeting the Commission's *Criteria for Accreditation*. That portion of the team's work is presented later in this report.

Knowing that Lansing Community College will discuss these strategic challenges, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified the following:

- LCC's focus on helping students learn is apparent in the Portfolio. The College has established learning objectives for courses and programs that are incorporated at almost all levels of instruction. Although some assessment processes are in place, it appears the assessment process is evolving. The Portfolio does not document the results of a program review process which would result in the improvement of learning, nor does the Portfolio completely and clearly communicate improvement-related planning. Only through the analysis of instruction and learning outcomes linked to benchmarking against institutions of similar size and mission can the College assure the quality of learning. As it refines its opportunities related to learning, opportunities exist for the Institution to broaden its attention to the need for ongoing faculty and staff professional development support—moving beyond orientation to development to an ongoing growth cycle for faculty and staff.

- LCC demonstrates through the Portfolio a commitment to the Plan, Do, Check, Act cycle of process improvement. Category descriptions generally depicted "plan" and "do" areas of the improvement cycle but reflected a lack of coordination between the "check" and "act" areas. LCC would strengthen its quality journey by closing the loop and using the conclusion drawn from results to inform areas of improvement and to apply benchmarking as it analyzes results.

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- It is unclear that LCC's distinctive other objectives are responsive to grants or external agencies. Further, it appears that the defining of these other objectives is situational rather than linked to LCC's strategic planning process. It may benefit the Institution to ensure that its planning process and the way it engages stakeholders is tied to its planning process so that the accomplishing of other distinctive objectives is proactive rather than reactive.

  To focus the Institution's efforts on continuous quality improvement, intentional data collection, dissemination and analysis, action driven progress, and documentation of improvements are essential. Further, systematic data collection may want to include identifying trends and comparable benchmarks with other institutions of similar size, scope and mission. Through a systematic examination of comparative data, LCC may be able to make significant progress to improve its processes.

AQIP CATEGORY FEEDBACK

In the following section, the Systems Appraisal Team delineates institutional strengths along with opportunities for improvement within the nine AQIP Categories. As explained above, the symbols used in this section are **SS** for outstanding strength, **S** for strength, **O** for opportunity for improvement, and **OO** for outstanding opportunity for improvement. The choice of symbol for each item represents the consensus evaluation of the team members and deserves the institution's thoughtful consideration. Comments marked **SS** or **OO** may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP Category 1: Helping Students Learn: This category identifies the shared purpose of all higher education organizations and is accordingly the pivot of any institutional analysis. It focuses on the teaching-learning process within a formal instructional context, yet it also addresses how the entire institution contributes to helping students learn and overall student development. It examines the institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment,

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measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Lansing Community College for Category 1.

> *LCC offers a wide array of educational programs to approximately 20,000 students and serves a six-county service area in Michigan—delivering 280 associate degree and certificate programs. Considerable change has occurred to improve its results for Helping Students Learn, including a systematic implementation of learning outcomes as well co-curricular outcomes. The Institution is actively engaging stakeholders and has vetted the processes with stakeholders in a course portfolio and rubric approach for aligning learning outcomes with assessment efforts. LCC acknowledges this as a maturing process with improvement efforts still to realize improvement.*

1P1, S. Through an Academic Master Plan process, LCC has established mechanisms to develop desired outcome competencies for its students and to assess student learning at multiple levels.

1P2, O. While LCC has a clearly defined process for determining program learning objectives summarized in Figure 1.2 and while faculty are at the center of the development process, LCC recognizes the unevenness that exists in the institution related to the development of program learning objectives. The College has an opportunity to utilize its process and to expand the success it has had in developing program learning objectives in other programs.

1P3, S. The institution has documented a formal process for new curricula and new course development represented in Figure 1.3. The process requires documentation of community impact, employment opportunities, trends, and employability. Input is also considered from outside sources such as advisory boards, business and industry members, and area high schools.

1P4, O. While mention is made of a Curriculum Proposal Form that requires a community impact assessment, the continuous improvement effort in this area may benefit from a more clearly articulated, systematic approach of how the external collaboration informs the process of academic programming.

1P5, S. The College has established thoughtful processes to evaluate appropriate preparation expectation for coursework with mapping of prerequisites. The use of Accuplacer to evaluate reading, writing, and mathematics readiness is a valuable tool to assess student gaps. Student enrollment is then linked to those readiness gaps. LCC follows a process which requires the Academic Affairs office to review any courses that have been on the Community College Course Transfer list more than three years yet not been offered during that time.

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1P6, O. In addition to the standard resources that LCC uses to communicate required preparation and college readiness, the College might benefit from structural collaboration with its primary feeder high schools to identify student gaps and partner with these schools to establish earlier communication interventions. More structured collaboration may promote increased student readiness and success for potential students.

1P7, O. While resources and strategies for assisting students in selecting programs of study have been identified, the process and larger system for advising students over their lifecycle is not evident. It is not clear, for example, if students are referred to these resources, if advising is required for undeclared students, or if student satisfaction with the use of these resources is measured. The College may want to develop a more aggressive, proactive, thorough advising system plan to ensure that the needs of students are met during their time at LCC.

1P8, S. LCC deploys multiple, inter-related efforts in its commitment to serving the needs of under-prepared students. Examples include the Center for Transitional Learning, tutoring services, Achieving the Dream participation, a late enrollment policy, and Open Labs.

1P9, O. LCC offers a seminar on teaching and learning which addresses learning styles for faculty and provides some support as required by ADA compliance; however, it does not have a process in place to detect student learning styles or address the differences in those styles. The College may benefit from a process that helps students assess their own learning styles and preferences.

1P10, O. While a variety of resources are identified including the Office of Disability Support Services, processes used to address special needs of student subgroups is not documented. LCC may want to consider a systematic process to assess and respond to the special needs of student subgroups.

1P11, O. Even though the college requires an orientation session and offers opportunities for faculty learning and discussion of learning practices, it is not clear whether faculty are required to participate in activities related to effective teaching and learning other than the orientation. It is also unclear how the guidelines for quality instructional practices are embraced across the disciplines. LCC may benefit from a more systematic and comprehensive system for assuring teaching and learning expectations are communicated and implemented in order to support the efforts to improve student success.

1P12, O. The College has a method for building its course delivery system at the individual course level in terms of scheduling and content. At the same time, the processes for developing, assessing, and modifying the course delivery modes and larger system delivery issues are not clear. LCC may want to develop processes and systems to ensure that the broader course delivery structure and processes are current, effective, and efficient. Doing so may help ensure that delivery models align with future needs.

1P13, O. LCC has recently standardized and codified its process for course and curricula revision as well as developed a clear summary flow chart represented in Figure 1.5 that documents the internal processes involved. The Portfolio also describes multiple mechanisms for engaging external stakeholders in the review of LCC's programs. The location and timing of the external stakeholders in the course and curricular revision in the recently codified process is not clear. LCC may want to revise the flow chart to identify where and when the external stakeholders are best engaged in this process.

1P14, S. LCC has a systematic and inclusive process for changing or discontinuing courses and programs. The visual representation in Figure 1.9 clearly focuses on the Process for Course Revision or Discontinuation.

1P15, O. Although the college offers a variety of services, which appear to be traditional offerings, supportive of learning needs, it is not evident how the particular approaches are determined. Support provided to students may be enhanced by identifying strategies to address particular learning needs and ensuring that the strategies are aligned with by the services offered.

1P16, O. The College provides documentation of a range of sponsored co-curricular activities. The process for determining and aligning these activities with curricular learning objectives is evident. While internal process may be used, a systematic process is not documented. LCC may want to consider defining a clear process linked to goal alignment in its continuous improvement efforts. Further, summarizing existing process and alignments may assist LCC in prioritizing and improving services offered.

1P17, OO. LCC speaks briefly to the importance of assessment with a specific recommendation that students be assessed with a capstone tool. It is not clear what the capstone involves, how it is implemented, how it is appraised, and what process the College uses to ensure students have met learning outcomes. Student learning and growth may be enhanced by developing a systematic

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process for measurement beyond using primarily capstone courses and by developing clear outcomes and processes involved in the capstone course.

1P18, OO. While there is an indication that LCC is assessing student learning in some departments, a systematic process for assessing learning at the institutional level has only recently started. The Institution needs to make assessing student learning a priority to fully realize its primary mission of helping students learn.

1R1, O. The measures listed do not provide direct assessment of student learning. While indirect measures may be useful to the institution, direct measures of student learning are essential for a robust assessment system of student learning.

1R2, O. Although select results for indirect measures are provided in the Portfolio, performance results based on direct measures of common student learning and development objectives were not provided.

IR3.O. The College does not provide documentation that connects performance results directly to specific program objectives. Utilizing instruments that directly provide results from learning outcomes, program reviews, and assessment may provide specific and appropriate evidence for addressing student learning.

1R4, O. The evidence provided is limited to internal data sets (i.e. if students transfer or pass licensing exams). Benchmarking with peer or like institutions may foster a deep commitment to learning and develop evidence sets that support successful acquisition of knowledge and skills are present upon graduating or transferring.

IR5. O. The College equates student success to measures associated with the number and frequency of service visit. Aligning the success of these services to student learning and stated goals, then developing measures that align services to student needs may provide more appropriate data for assessing the effectiveness of learning support services.

1R6, O. While the College compares indirect measures to other institutions, there is no comparison of direct measures of student learning.

1I1, O. Although LCC self-reports change in a number of areas, the identified changes tend to be anecdotal in nature rather than linked to data generated from the assessment processes in a systematic and comprehensive manner. LCC may consider focusing its change efforts on issues

that emerge from the Plan Do Check Adjust model of continuous improvement.

1I2, O. While a culture of learning is emerging, LCC may want to focus on ensuring that a continuous improvement system is in place. An important step might include working to align continuous improvement processes with the three year strategic planning cycle and the data collected that supports key measures of key processes.

AQIP Category 2: Accomplishing Other Distinctive Objectives: This category addresses the processes that contribute to the achievement of the institution's major objectives that complement student learning and fulfill other portions of its mission. Depending on the institution's character, it examines the institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Lansing Community College for Category 2.

LCC identifies its efforts related to other distinctive objectives are tied to embedding mission-focus on non-instructional programs. This is advanced through its hiring of new staff in veteran/military affairs, recruitment of underserved populations, and community engagement. LCC has arts programs, a local TV channel, an Alumni Association, and an international study abroad program. In addition, the College has sought to align mission, planning, and resources in a systematic manner linked with budgeting priorities.

2P1, S. LCC has clearly identified its processes and objectives which guide its instructional and non-instructional relationships. The processes, as described, are purposeful and systematic—and connect the institution with external stakeholders intended to be served by its planning and its Mission.

2P1b, S. The College has relied upon internal and external stakeholders to identify and set non-instructional objectives. Examples include numerous partnerships and support for initiatives by the LCC Foundation, Early Learning Children's Community, and the Business and Community Institute to promote outreach and relationship building with the community. In addition, LCC recently engaged stakeholders in its planning processes, resulting in over 500 identified priorities. This exemplar is compelling evidence of the pervasiveness of a commitment to engage constituents and improve its offerings.

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2P1,O. While the objectives for relationships and the examples of partners are documented, the College has an opportunity to formalize the process by which non-instructional stakeholder groups are served.

2P2, S. LCC engages a broad community of stakeholders (faculty and staff, board members, students, alumni, businesses, government, schools, community organizations, and area residents) to determine the institution's major non-instructional objectives by using systematic data-gathering including community forums, surveys, and inventory development. Through the deployment of these communication processes, LCC systematically seeks to remain engaged with stakeholders. Such a systematic effort is likely to yield innumerable paths for institutional improvement as external collaboration opens opportunities.

2P2, O. Although LCC engages its internal community in activities with external groups, it is not apparent how its major non-instructional objectives are determined and prioritized or how particular stakeholders are selected to include in the determination process.

2P3, S. Expectations regarding non-instructional objectives flow from the Strategic Plan and unit operating plans. These expectations are communicated through formal and informal communications. The College describes an array of communications which the institution accomplishes, that anchor entities to the Mission of LCC.

2P4, S. Appropriateness and value of non-instructional objectives are assessed and reviewed through formal and informal input and specific to the project goals, activities, and outcomes. These include both quantitative and qualitative measures as well as formal and informal tracking of project goals, activities, and outcomes. Further, LCC reviews and assesses project success and improvement needs.

2P4, O. Although the Portfolio details various formal and informal measures used for assessment of non-instructional objectives, the measures appear to be situationally convenient and anecdotal. Moving to a systematic process to collect and analyze feedback may yield benefit to the Institution for ongoing planning related to Category Two.

2P5, S. The college determines faculty and staff needs during formal needs assessment processes related to the development of strategies to review priorities. These processes further balance these needs against the needs of business and the community in ongoing assessment of performance. This process appears systematic.

2P5, OO. The described processes of using large group and small group communities to determine faculty and staff needs appear to neglect the vital need to engage external stakeholders in such conversations. Internal stakeholders support and perceptions are important, but systematically engaging external entities in discussions regarding needs may yield opportunities and improvements for the College.

2P6, S. Systems and feedback is collected and reviewed "regularly and broadly" to assess current activities and gather recommendation for future events.

2P6, O. The description for this response identifies various ways that information is collected but does not describe a systematic process that is in place to collect, analyze, and loop back this information into planning. The College has an opportunity to develop a systematic approach to gathering faculty and staff input and participation in making improvements.

2R1, OO. Although it is reported that results are collected and used, no results are specifically available—only processes. Use of longitudinal quantitative and qualitative results may provide valuable input into analyzing how to meet objectives and inform improvement.

2R2 O. Select performance results have been presented and appear to be anecdotal. Systematically collecting and presenting results related to non-instructional objectives and using them to guide efforts may offer LCC opportunities for improvement.

2R3, S. Although LCC reports a number of results that are positive and will allow the college to compare its performance to understand its relative achievement, the data are limited. While it may be challenging to find similar projects and activities, this data may move the College forward. The presented information does not necessarily reflect that systematic benchmarking is used or regional and national comparators are considered. Moving to an ongoing use of comparative information may to offer improvement possibilities.

2R4 S. Pathways between K-12 and the College, pathways between employers and the College (and vice versa) as well as a space for innovations enhance the relationships with the communities.

2R4 O. The College may want to consider how establishing key processes and measuring such processes may help LCC develop and plan distinctive objectives.

2I1, S. LCC has added personnel to specifically meet the needs of non-instructional processes as

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well as adding a more comprehensive and systemic approach to the strategic planning process. As these positions develop and identify/cultivate opportunities for LCC, the accomplishments of non-instructional objectives may continue to advance.

2I1, O. There is a variation across departments and programs in the ability to assess performance results as well as the availability of funds.

2I2, O. While the college is cultivating an inclusive culture and encouraging multiple stakeholders to provide input on decision-making and processes, it is not clear how this helps to establish priorities and set targets for improvement efforts.

AQIP Category 3: Understanding Students' and Other Stakeholders' Needs: This category examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Lansing Community College** for Category 3.

Through formal and informal processes, LCC systematically collects and uses student feedback. It has become more intentional in Understanding Students' and Other Stakeholders' Needs by offering various channels for student feedback linked to student success and completion. Through this feedback, LCC is developing and implementing improvements in the student experience; many of these efforts have been realized through LCC's participation in the Achieving the Dream effort with resulting emphasis upon data-guided decision making.

3P1a, S. The implementation of required deadlines for students for application and registration are compelling evidence that the College is seeking to improve outcomes for student retention and success.

3P1b, O. LCC provides programs to support student learning needs and seeks input from external groups although evidence is not provided for how the institution analyzes the data to select a course of action regarding the information the analysis reveals. The college may benefit from identifying a systematic approach that considers the needs of students and other stakeholders,

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determining how evidence is gathered, and implementing service improvement objectives in order to better understand its students and provide appropriate resources.

3P2, O. A variety of strategies are in place to build and maintain relationships with students. The strategies appear to be disconnected, without a plan or strategy that supports them; hence, this may not be sustainable. LCC may want to develop a broader structure guided by clearly established goals and benchmarks. This would allow for evaluation of its effectiveness in meeting the needs of its stakeholders.

3P3, O. Lansing provides a number of examples of actions it has taken to respond to changing needs of students and stakeholders. It is not apparent how the College has analyzed the needs to determine what actions to take or support. A comprehensive, formalized, and systematic approach may help the College to better understand stakeholder's needs and respond in a formalized approach.

3P5a, S. Through reliance on an annual program review-guided by data and other evidence—the College regularly analyzes how it can refine educational offerings and services in ways that serve existing and new stakeholder groups. These program reviews provide the information needed to determine if the program is continued, grown in enrollment, reduced, or eliminated. Additional programs such as its "Foundations for Success" provide enhancements to its regular academic offerings.

3P6, O. Although LCC has multiple methods for collecting complaint data from students, it is unclear how this information is analyzed, acted upon, and communicated. The institution has an opportunity to complete the full cycle of this process by developing an effective and systematic means to respond to these students and stakeholders concerning the receipt and resolution of their comments and complaints. This may help in improving services as well as ensuring stakeholders' voices are heard.

3R1, S. Key performance indicators in matters related to student and stakeholder satisfaction are actively collected by the Institution through the Office of Institutional Effectiveness, Research and Planning. Data collection occurs through the CCSSE every two years, SENSE to measure how well new students connect, and the IDEA survey providing a measure of student learning which is nationally benchmarked. The College presents a calendar of the data gathering initiatives in Figure 3.1 that occur throughout the year.

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3R2a, S. A large majority of currently enrolled students expressed a high degree of satisfaction with the academic and service experiences as well as a high level of satisfaction as compared to peer institutions.

3R2b, O. LCC uses the same process each October to gather data to measure performance results; however, LCC may consider broadening its scope of data collection and deepen its evaluation/analysis of the results to make data driven improvements.

3R3, OO. The College provides recent results for the SENSE,CCSSE, and phone surveys in Figures 3.2a and 3.2b, but LCC does not indicate the results which support evidence of building relationships with students.

3R4, O. The College discusses the information it receives but does not include these results other than reporting levels of satisfaction for the Business and Community Institute. Attention to identifying measures and performance results for all its stakeholder groups may provide evidence the College meets or exceeds its stakeholder needs. In general, such results may promote change or reaffirm that LCC is continuing the needed actions.

3R5, OO. There are no comprehensive measurement of performance results relating to building relationships with key stakeholders. In general, such results may promote change or reaffirm that LCC is continuing the needed actions.

3R6, S. Performance results of processes for Understanding Student Needs is benchmarked to state and national data through CCSSE, SENSE, IPEDS, and a comparison to other Achieving the Dream schools. Using these national benchmarks and other comparative information, the College demonstrates that it effectively establishes and maintains relationships with students.

3I1, O. The College has institutionalized the Educational Development Plans and implemented new programs. Multiple self-reported changes, such as these, have been identified. Yet, the self-report does not include what prompted such changes. An effort to align measures and results to these improvement efforts may help the institution understand the impact these activities have and develop additional targets based on data results.

3I2a, S. The College uses its decision making processes and planning to select process improvement and gain buy-in of its stakeholders. Activities are informed by qualitative data and the budget process provides opportunity to align resources that address student needs. Achieving the Dreams has resulted in an inclusive process of discussion (with students at the center) as well

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as a proactive approach to addressing student and stakeholder needs. This has also lead to the development of five core measures.

AQIP Category 4: Valuing People: This category explores the institution's commitment to the development of its employees since the efforts of all faculty, staff, and administrators are required for institutional success. It examines the institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for *Lansing Community College* for Category 4.

LCC acknowledges the criticality of hiring the right people for the right positions. It has developed consistent and efficient procedures for recruitment and refining the human resources-related budgeting process, employee engagement, and elements of compensation/benefits. As these efforts mature and are implemented, additional improvements will likely emerge as training efforts become more institutionally systemic and aligned with planning. LCC's maturing processes related to its appreciation of faculty and staff—and what they do to advance the mission—allow the institution to celebrate its employees.

> **4P1, S.** The College has developed processes in place to identify credentials, skills, and values which need to be possessed by new hires. This includes collaborating with six collective bargaining units in a process which links accreditation and other external expectations to those of the units themselves for hiring guidelines.

> **4P2, S.** Using delineated processes to identify necessary and appropriate credentials, applicants are screened against these expectations. Through search committees, current staff and faculty are engaged in the process of identifying recommendations for new hiring. The hiring is done within the context of applicants responding to how their employment would be consistent with the Mission and Guiding Principles of the College.

> **4P3, O.** There are established practices in place for the recruitment, hiring, and retention of employees. The College relies upon standard posting and advertising strategies to recruit applicants and screens them against expectations for the positions. This practice strengthens the

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College's commitment to retention of employees through a formalized process.

4P4 O. Although it is indicated that all new employees are oriented on the College's mission, value, motto, and guiding principles, LCC could do more to define the process.

4P5, S. The review of personnel needs, changes, and vacancies are tied to the College's budgetary reviews. The College also uses a dashboard to track employment trends. There is a purposeful and comprehensive process in place for changes and planning of personnel.

4P6, S. Through purposeful inclusion of affected stakeholders, the College describes processes it employs to actively engage its employees in shaping of work processes. LCC has a process that aligns work processes and activities to the strategic plan. Stakeholders in developing work plans include process owners who consider benchmarks and consider how to communicate changes to employees. LCC also follows labor agreements when designing processes for its employees.

4P6b, O. LCC aims to increase productivity and employee satisfaction but needs to develop and identify measures to assess performance.

4P7, S. Clear ethical guidelines are communicated to employees. LCC operations are guided by a wide variety of college policies that address ethical standards and practices such as the Acceptable Use Policy, Ethics and Conduct Policy, and the Standard of Conduct in Our Workplace Policy

4P8, O. Although multiple trainings are offered at LCC, analysis of current training of long and short-range needs may result in identification of skills or process gaps that may grow employees professionally and lead to individual training plans as well as departmental training plans.

4P9 O. Training and development opportunities are offered for faculty, divisional employees, and new employees. Although the College offers training, it may be beneficial to have a comprehensive training process across the institution championed by one department rather than multiple departments. A process owner may reduce training duplication efforts and ensure that all employees have access to the same level of training.

4P10, S. The process of performance review is linked to clear communication to all employees regarding expectations. The processes of self-reflection, stakeholder feedback, observation, and developmental conversation(s) with supervisory personnel all result in a comprehensive system to promote alignment of employees with the Mission and Guiding Principles of the College.

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4P11, S. Employee compensation, benefits, and recognition are handled in a comprehensive, systemic way through negotiation and implementation of bargaining agreements.

4P12, S. Through regular meetings between faculty union leaders, other union leaders, and administrative personnel, dialogue on issues of motivation are embedded in the activity of the Institution. Exit interviews and performance appraisals also systematically catalog issues that may need to be addressed by the institution.

4P13, S. LCC has clearly established processes in place for ensuring the safety and well-being of employees. This includes a safety and risk management team and individual safety training for all new employees.

4R1, O. While the College does have new employees complete surveys after orientation and other trainings, additional measures of valuing people are not documented.

4R2 OO. Although LCC self-reports that in-house surveys provide positive results, no actual data is provided. LCC may benefit from developing a process that includes establishing benchmarks and institutional goals.

4R3, OO. The College is in the process of implementing a new Strategic Plan. Expected results from key processes may result in the implementation of this plan.

4R4 OO. Although LCC provides data that includes turnover rates and employee longevity, it is essential to have benchmarks of valuing existing employees against peer institutions to provide insight on how to begin appropriate institutional initiatives.

4I1, O. Several changes in the institution were identified. There is no evidence that these changes are improvements based on the results of assessment processes. LCC may want to build assessment systems to measure issues related to Valuing People and then use these results as the basis for making improvements.

4I2, S. The College is positioned for improved performance results with input from open and collaborative relations between employees and management. Such collaboration may place the focus on continuous improvement and provide ongoing opportunities for input.

4I2b, O. There is an intention to have several strategic plan projects developed and implemented, which may contribute to reinforcing a collaborative culture.

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AQIP Category 5: Leading and Communicating: This category addresses how the institution's leadership and communication structures, networks, and processes guide planning, decision-making, seeking future opportunities, and building and sustaining a learning environment. It examines the institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction-setting, use of data, analysis of results, leadership development and sharing, succession planning, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Lansing Community College for Category 5.

Using an AQIP Action Project, "Strategic Challenges," as a template and mechanism, the Board recently approved a three-year strategic plan that was guided by data and engaged stakeholders, internal and external, resulting in the use of about 5,000 comments. The resulting strategic plan focuses upon six areas. The plan and the six areas are aligned to mission and processes. Although not fully mature, the process has been guided by a commitment to transparency, engagement, and the ongoing use of evidence. The process has also served as an anchor of continuity as the institution's leadership has changed in recent years.

5P1a, S. The Board of Trustees and Executive Leadership Team ensure the alignment of planning and budgeting with college mission and values. Further, new or continuing programs must validate how they meet the strategic goals of LCC.

5P1b, O. The College reports that the mission, vision, motto, and guiding principles are periodically reviewed by the college's Board of Trustees, and they have adopted a new three-year strategic plan. The process for inclusion of internal and external stakeholders is not described. Further, although the college has created an Action Project to determine whether changes should be made, the Portfolio suggests that only the Board of Trustees have reviewed the mission, vision, motto, and guiding principles to this point in time.

5P2, O. The Portfolio provides a glimpse of the way in which leaders set direction in alignment with the mission, vision, values, and commitment to high performance through its planning and budgeting processes. The processes that ensure this happens comprehensively and consistently from year-to-year are not clear. A systematic process may move LCC forward in aligning mission and principles to a vision that all employees share.

5P3, O. The portfolio narrative reports that current students, prospective students, and key

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stakeholder group needs are identified in surveys, focus groups, and face-to-face discussions with College leadership on a regular basis. It is not clear the strategies for soliciting input are implemented in a systematic and comprehensive manner. LCC may want to document the processes used or anticipated with dates and those involved as a means to assess the adequacy of the process and to initiate change where needed.

5P4, O. It is not evident how leaders guide the institution in seeking future opportunities while enhancing the focus on students and learning. The College has an opportunity to engage systematically and more effectively in analyzing future trends. When linked to strategic planning such "environmental scanning" may provide the college's leadership a method to link emerging opportunities or threats to budgeting and planning to address them.

5P5, S. Decisions by the Executive Leadership Team rely on teams and committees who represent diverse constituents and are informed by input and feedback by students, employees, community members, and businesses. The presented information regarding these groups that guide decisions indicates the College seeks active use of multiple viewpoints as a way to improve operations through engagement of varying stakeholders to inform improvement and decision-making.

5P6, O. While LCC provides a data and reporting tool, Argos, so academic and operational data can easily be retrieved and used by all employees, it does not describe how this information and the performance reports are used in its decision-making processes across the institution. It is unclear from the Portfolio how a key processes or data are used to assess in a systematic fashion services provided at the college.

5P7, S. Summaries of Board actions are shared with the campus community the day after each meeting and the Executive Leadership Team communicates its activities throughout the organization. There are regular communications between the Board of Trustees and the President in person, by email, and informative presentation.

5P8, S. Leaders use a variety of channels to communicate a shared mission, vision, and values through the College's website, intranet, social media sites, institutional publications, campus signage and intra-office communication. Such inclusiveness marks the commitment of the College to improve performance.

5P9, S. LCC provides for faculty leadership in the Academic Senate and supports new hires with

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an orientation program. New administrators attend an orientation and a new leader assimilation program to support their transition to leadership positions.

5P9 O. LCC relies on individual departments and divisions for leadership development and best practices sharing. Such an approach may facilitate growing leaders within departments and divisions yet not be evident at the institutional level. An institutional approach to leadership development and best practices may continue to grow the existing workforce and begin to prepare LCC for leadership succession planning.

5P10, O. The College acknowledges that strategies to ensure the organization's continued high performance in the event of a leadership vacancy have been ad hoc in nature. It lacks preparedness for its future that may contribute to a loss of knowledge and fail to preserve its commitment to high performance during periods of transition. While change is inevitable, LCC may want to develop a clearly understood and agreed upon approach to reduce the disruptions to the institution through more consistent processes for succession planning.

5R1, S. The college collects multiple measures of performance for leading and communicating including external analysis, surveys, and audits. Internal efforts for communication are analyzed in surveys, audits, and participation rates.

5R1, O. Although LCC provides a listing of performance measures collected both internally and externally, it is unclear how these measures relate to leading and communicating with stakeholders. With leaders playing such a vital role in organizations, a strong commitment to continuous movement in this area is essential.

5R2, O. Indirect performance results for levels of agreement and use of communication channels are provided, and no direct results for leading and communicating are provided. For example, although data from the EPIC-MRA survey measuring public opinion in 2008 is available, no recent direct results or measurements are provided. Identification of metrics and system results that are specific to Leading and Communicating may provide explicit data that may then lead to actionable results.

5R3, O. An opportunity exists for the College to identify and actively use measures of Leading and Communicating for itself and others—employing benchmarking in an ongoing way to guide improvement. Data is needed to compare LCC performance in leading and communication with results from other higher education institutions to understand its relative standing by comparison.

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5I1, O. The institution has made Leading and Communicating a strategic imperative and included items in its Action Projects to improve leadership development and to cultivate a climate focused on improving communication effectiveness. It is important that efforts be made to inform decisions using improvement results that include both targets and comparative information. The Action Projects may help provide a sustained and systematic approach to determining targets and practices to improve.

5I2, S. Improvements in this category have been identified by a series of open forums which have provided opportunity for active engagement across the College. A collaborative process was used to develop the strategic planning process in the spring of 2013. This effort may help instill the importance of planning across the institution.

AQIP Category 6: Supporting Institutional Operations: This category addresses the variety of institutional support processes that help to provide an environment in which learning can thrive. It examines the institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Lansing Community College for Category 6.

LCC relies upon evidence-informed methods to assess the effectiveness of administrative services that support institutional operations. A third-party assessment of services is used and results are linked to the improvement efforts of the institution, including improvement plans as warranted. Examples of such improvement are the alignment of staffing/resources to peak service hours and the training of staff in business process analysis.

6P1, O. LCC lists and identifies a variety of support services of students and key stakeholder groups. However, implementation of a systematic approach including how key needs are identified and prioritized may help the College identify opportunities for improvement.

6P2. O. LCC has identified the needs of faculty, staff, and administrators using multiple methods including monitoring of the Help Desk, open forums related to AQIP Action Projects, as well as committees/taskforces. Clarifying the process of how these services are analyzed may aid in the decision-making processes, help identify needs, and determine priorities of administrative support

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services offered.

6P3, S. Protocols are in place which provide for the safety and security of the College's faculty, staff, students, and data integrity. The Portfolio describes ongoing practices of the organization that seek to assure that awareness of practices exists and that open communication occurs among College personnel in matters of safety and security.

6P4, S. On a daily basis, management of key student, administrative, and institutional support service processes occurs through administrative oversight. Where performance gaps are noted, appropriate remediation and adjustment occur. The improvements realized by an Academic Advisement Taskforce illustrate an example emanating from a Student Services' assessment of need.

6P5, O. While the College documents basic operational processes and some departments follow ISO documentation standards, developing intentional processes to align specific support services with comprehensive institutional knowledge sharing may generate process improvement.

6R1, S. LCC has identified measures it collects with Performance Measures as is demonstrated in Figure 6.1 — Key Support Service Areas and Performance Measures.

6R3, O. Process results are not presented for this item to show that that forums and other reported measures have informed improvement efforts.

6R4, O. Performance results are reviewed at various levels of the institution and these areas design improvements. Using a comprehensive, systematic approach may allow for further dialogue and comprehensive goals as well as targets that may impact all key services.

6R5, O. Although some CCSSE survey comparisons data is provided, these data are limited. LCC recognizes the value of compiling comparative data and self-reports that the Institution plans to conduct extensive benchmarking of performance.

6I1, O. Although the LCC lists two initiatives, one which includes capital projects, which indicates its ability to make improvements related to institutional operations, the institution has the opportunity to develop comprehensive processes across all services.

6I2, O. LCC has a collaborative culture; still, at this time, the Institution may want to consider how support service improvements may be informed by data including the analysis and benchmarking of performance results. Formalizing these processes may provide a solid basis for

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selecting areas of service for continuous improvement.

AQIP Category 7: Measuring Effectiveness: This category examines how the institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines the institution's processes and systems related to collection, storage, management, and use of information and data both at the institutional and departmental/unit levels. It considers institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Lansing Community College** for Category 7.

As evidence of its maturing processes, LCC employs a centralized data warehouse and provides access to employees of over 300 predefined reports. It has built multiple benchmarking measures into its culture, relying upon such tools as an ARGOS Dashboard, transparent, public meetings of its Board, the use of focus groups, and the reliance on external metrics for comparison. LCC's executive team is committed to the ongoing use of data as a key resource in guiding decision-making and planning.

7P1, S. The operational and academic data requirements of the College are defined by the IERP together with College administrators and the ELT. There is also a system in place for distributing unit-level data on an ad hoc basis.

7P2, S. The use of data and performance information is actively used in the process of planning by LCC. Appropriate data integrity and information use policies and practices support the use of data and performance results in planning efforts.

7P3, S. An internal Systems Operations Coordinating Committee reviews data collected, storage, and accessibility requirements. Several data dashboards have been developed. In addition, an Enterprise Data Warehouse for the collection, storage and accessibility of data, performance information, and snapshots of data are archived.

7P4, S. The College uses both departmental and program data to access the financial viability of various entities in the institution in a transparent and proactive manner. Through its use of data and information, applied in systematic ways, the College guides its planning based on results.

7P5, O. LCC currently utilizes several sources of comparative data for benchmarking and quality

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improvement. It is unclear how the institution determines the needs and priorities for comparative data and documents the criteria and methods for selection that are then applied to decision-making.

7P6, S. LCC has established a centralized reporting system, leveraged its Achieving the Dream affiliations, and its PQIP process to promote alignment with institutional goals.

7P7, OO. It is not apparent that LCC has a specific plan to ensure the accuracy and reliability of the information systems beyond the application updates and security systems. This could put the institution at risk for making assumptions based on inaccurate information and questionable reliability. Leveraging the Systems Operating College Committee to accomplish planning for accuracy and currency may promote assurance for data integrity related matters.

7R1, O. LCC reports that it measures many aspects of its information and knowledge management systems. It is not clear what these measures are and how they are linked to planning. LCC may find it useful to develop a comprehensive list of measures both as a point of information for the various stakeholders and as a way to evaluate the overall adequacy of the measures that are currently being used.

7R2, O. Although the College provides examples for how it reports student success and financial effectiveness, as well as meeting reporting requirements, the Portfolio does not address the evidence that LCC is meeting its plans and accomplishing its mission and goals.

7R3, OO. Direct comparisons to other higher education institutions are not evident in the Portfolio. These comparisons may assist LCC in determining the most appropriate system metrics to establish benchmarks.

7I1, O. LCC self-reports change. However, data is missing on the processes and performance results that have led to these changes.

7I2, O. The infrastructure is reported to be in place to select specific processes to improve and to set targets. It is unclear how the culture supports the selection of targets and measures to assess the effectiveness of such.

AQIP Category 8: Planning Continuous Improvement: This category examines the institution's planning processes and how strategies and action plans are helping to achieve the institution's mission

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and vision. It examines coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; analysis of performance projections and results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Lansing Community College for Category 8.

As an experienced AQIP institution, LCC uses Action Plans to inform strategic planning. The College has developed a thoughtful plan to phase-in cycles of academic program review. Through a college-wide and refined budget process, LCC's efforts at Planning Continuous Improvement have become more integrated with the ongoing practices of the Institution.

> **8P1, S.** Key planning processes have been identified and are in place including the Executive Leadership Team (ELT) that coordinates the planning process with the strategic plan as approved by the Board of Trustees. The implementation is conducted through a series of annually reviewed operational plans for Technology, Facilities, and Academic divisions of the institution. The College relies upon a three-year cycle for development of plans ─ with those plans linked to a Technology Master Planand the Academic Program Plan.

> **8P2, S.** Long term strategies are defined by the institution's strategic planning process that engages broad internal and external constituencies. Strategies are defined through a series of public forums and the compiled results become the foundation of the formal Strategic Plan. Cross-functional implementation teams are responsible for creating short-term Action Projects and other institutional projects, and these planning activities provide the foundation for the Strategic Plan.

> **8P3a, S.** Key action plans are determined based on priorities in the College's Strategic Plan and Action Plans emanate from the planning process. The processes used to develop action plans include AQIP Action teams with representation from all segments of the campus community and a representative of the ELT assigned as a "champion."

> **8P3b, O.** While the overall process for developing key action plans is presented, the actual processes used are not articulated. LCC may want to develop clear process for how the action plans are developed to ensure that best practices are followed consistently by the stakeholders who are involved. This articulation would provide a foundation from which specific efforts may be evaluated and held accountable.

> **8P4, O.** LCC relies on the ELT to coordinate divisional plans and implement them through

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operational workgroups. The AQIP Steering Committee is also described as having coordinating responsibilities and engagement with the ELT although the process of coordination is not described. An opportunity exists for a more formalized and systematic process for planning these initiatives. A transparent process that involves key stakeholders may support the desired culture for improvement and high performance.

8P5, O. The Portfolio states that definition of objectives and setting of performance targets do occur, but it does not present how those processes occur to define the objectives, select measures, and set performance targets. To ensure consistency across the institution, LCC may want to develop, or articulate if they already exist, processes that are more detailed. Using a consistent approach to these activities may ensure that processes are aligned and efficient which may result in targets that guide the implementation of action.

8P6, S. The College's Strategic Plan provides guidance and alignment for implementation of goals while allocation of resources is determined through a collaborative College-wide budget process. LCC is positioning resources to its ongoing commitment to improve by linking its planning with the allocation of resources. Identifying future needs may assist the college in continuing appropriate resource allocation and supporting its performance achievement.

8P7, S. LCC addresses its risk in its planning processes through the use of a SWOT analysis during the strategic planning process with oversight by the Director of Risk Management and Legal Services. The BOT requires the College's leadership to provide a basic risk assessment for each initiative it presents for approval. It uses regularly scheduled internal audit procedures to guide the assessment and mitigate those risks with regular reconciliation procedures to minimize risks with regard to expenditures.

8P8, O. The college reports opportunities for professional development but does not present a systematic plan for the development of its human capital. Although LCC identifies it has professional development offerings, an institutional process or overarching infrastructure for how the college ensures the development and nurture of capabilities to respond to changing environments appears to be primarily voluntary and self-driven in nature. A systematic approach for developing faculty, staff, and administrator capabilities may enable the college to build its capacity to adapt and respond to the demands of its environment.

8R1, O. The primary focus of the sources of data reported is student engagement and success

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data. LCC may want to develop measures that directly assess the effectiveness of the planning systems that are in place. This may help identify weaknesses in the planning process that subsequently result in activities and effort outcomes that are less than expected.

8R2, O. LCC provides the completion of three Action Projects as an indicator of performance related to accomplishing its organizational strategies and action plans. No specific performance results are reported although various results activities are described. Further, it does not provide direct results for these activities and does not indicate levels of success with these achievements.

8R3, O. Specific projections or targets for performance of strategies and action plans over the next one to three years for the college's planning timeframe were not presented in the Portfolio. LCC discusses its immediate target for addressing the declining enrollment and its summit to redesign the student experience, yet LCC provides no specific projections or targets for performance. Without specific projections, it will not be possible to evaluate the degree of success that transpired.

8R4, OO. Even though LCC has referred to comparative data in several areas, it notes that it has not yet developed comparator planning process data with its peers or outside organizations. The College recognizes the need to develop comparative data regarding its processes for Planning Continuous Improvement.

8R5, O. LCC self-reports a record of accomplishment in completing mission critical initiatives. Setting targets and comparing data from peer institutions may guide the College in effective organizational planning and help identify key processes for continuous improvement.

8I1, S. LCC has made significant improvement to its planning processes with the new three-year plan and adoption of a program analysis framework. Relying on the five core Achieving the Dream measures and new initiatives to centralize data, the College culture is poised to support continuous improvement. As its systems mature, LCC –may develop by providing a foundation for institutional planning that will allow attention to the needs of its stakeholders and continued improvement.

8I2a, S. Through regular reviews, the College's culture and infrastructure encourage formal and informal continuous improvement practices at various levels of the institution. LCC also considers program reviews and financial viability of programs.

8I2b, O. The lack of results for planning continuous improvement and evidence of setting targets

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in a plan for how the college uses data to drive decisions and implement action indicates a culture that may lack adequate information to coordinate its improvement efforts. Further, institutional targets based on its results may improve communication and understanding of the processes necessary to achieve high performance.

AQIP Category 9: Building Collaborative Relationships: This category examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Lansing Community College for Category 9.

LCC is at varying stages of maturity in process related to Building Collaborative Relationships. LCC is aligning and strengthening relationships with external stakeholders, employers of its graduates, receiving institutions, and sending institutions. It also reports and describes strong relationships with organizations and entities that serve its students. Although several processes remain to be improved, LCC has made advancement with the collection of data as evidence to guide continued efforts for this category.

9P1, O. The college reports on its collaborative relationships including descriptions of programming with educational institutions from which it receives students. However, to strengthen its current relationships and become effective in developing future collaborative relationships, LCC may want to articulate the process it has in place with attention to strategies of organizing and prioritizing the selection of these relationships.

9P2, S. LCC has a Transfer Initiatives Office that manages its transfer relationships and articulation agreements created and evaluated by the Transfer Articulation Work Group. In addition, the college partners with universities to offer junior and senior level courses. Students are assisted with preparation for employment through the Office of Career and Employment Services and some local internships and apprenticeship opportunities are available.

9P3, O. Although activities are listed, the Portfolio does not describe a process and formal plan intended to create, prioritize, and build relationships with partners providing services for its students. Without clear and detailed articulation of processes used, it is difficult to assess the effectiveness of processes that are in place. It is also difficult to hold those developing

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relationships accountable to best practices in this area.

9P4, S. Vendor performance is evaluated annually through a Vendor Report card that measures performance on specific criteria. A comprehensive purchasing policy was implemented to provide consistency in the supply chain. The college has been recognized for its approach to procurement over time.

9P5, O. The college describes its partnership policy and discusses its memberships, areas of community connection, and programs. While every division completes a questionnaire to prioritize and summarize its funding assistance needs, it is not clear how the relationships with external associations and the general community are selected and built based on priorities. Developing a plan including such criteria may lead to better understanding of the critical relationships to build and subsequently increase students received from these partnerships.

9P6, OO. LCC identifies "listening to the voices of stakeholders" as its method of ensuring the needs of collaborative partners are met. It is unclear how the content of these voices are measured and analyzed. Without clear measures that are systematically gathered, reliable feedback will not be available to assess the effectiveness of the relationship. To find ways to affirm the current relationships or improve where needed, LCC may need to identify measures and develop processes for analyzing and responding to the outcomes.

9R1, O. Figure 9.1 provides a starting point for determining what measures LCC collects and analyzes. Still, the measures are general in nature. For LCC to analyze in a more precise manner the adequacy of these measures, a more specific accounting may be required.

9R2, O. While limited data was provided, it does not reflect the comprehensive and systematic effort needed to provide feedback for improvement. LCC recognized that performance results in building key collaborative relationships needs development. The institution is encouraged to make progress in this area.

9R3, OO. No benchmark data is provided.

9I1, O. While some self-reported improvements have been identified, it appears that they are reactive in nature. LCC is encouraged to articulate goals which move forward the process of becoming a more mature institution. Such continuous improvement efforts may assist in developing assessment processes that are systematic and comprehensive from which improvement efforts may flow. To find ways to affirm the current relationships or improve them

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where needed, LCC may want to identify measures, gather and analyze data, as well as develop processes for responding to outcomes.

9I2, S. While the College's Strategic Plan has provided the foundation including a guiding principle to help select processes to improve, the evidence of the systematic processes, measures, and results is not provided.

ACCREDITATION ISSUES LANSING COMMUNITY COLLEGE

The following section identifies any areas in the judgment of the Systems Appraisal Team where the institution either has not provided sufficient evidence that it currently meets the Commission's *Criteria for Accreditation* (and the core components therein) or that it may face difficulty in meeting the *Criteria* and core components in the future. Identification of any such deficiencies as part of the Systems Appraisal process affords the institution the opportunity to remedy the problem prior to Reaffirmation of Accreditation.

No accreditation issues noted by the team.

Criterion 1: Evidence found in the Systems Portfolio	Core Component				
	1A	1B	1C	1D	
Strong, clear, and well-presented.	X		X	X	
Adequate but could be improved.		X			
Unclear or incomplete.					
Criterion 2: Evidence found in the Systems Portfolio	Core Component				
	2A	2B	2C	2D	2E
Strong, clear, and well-presented.	X				
Adequate but could be improved.		X	X	X	
Unclear or incomplete.					X
Criterion 3: Evidence found in the Systems Portfolio	Core Component				
	3A	3B	3C	3D	3E
Strong, clear, and well-presented.	X		X		
Adequate but could be improved.		X		X	X
Unclear or incomplete.					
Criterion 4: Evidence found in the Systems Portfolio	Core Component				
	4A	4B	4C		
Strong, clear, and well-presented.					
Adequate but could be improved.	X		X		
Unclear or incomplete.		X			
Criterion 5: Evidence found in the Systems Portfolio	Core Component				

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	5A	5B	5C	5D	
Strong, clear, and well-presented.					
Adequate but could be improved.	X	X	X		
Unclear or incomplete.				X	

1P1 & 1P2. HLC Core Component *3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.*

Lansing has integrated its key learning outcomes with co/cross-curricular competencies in the college's Academic Master Plan, which are reviewed and updated during its accreditation cycles.

General Education Core Requirements have been established and communicated in the areas of communication, global perspectives and diversity, mathematics, science, and writing and the Core Curriculum Review Committee studies learning needs and requirements, which are reported to stakeholders.

1P2 & 1P18. HLC Core Component *4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.*

The college has a process for new and discontinued curricula includes rationale and expected curriculum outcomes that students demonstrate on successful completion of the program of study. These learning outcomes are derived in accordance to requirement of various stakeholders and faculty provides leadership in determining if students have met the program learning outcomes.

1P4 & 1P10. HLC Core Component *1.C. The institution understands the relationship between its mission and the diversity of society.*

LCC provides a full range of services to meet the needs of its diverse student population in the convenience of flexible scheduling and multiple modes of delivery, facilities such as extension centers, and accommodations for particular needs of various student groups.

1P4 & 1P12. HLC Core Component *3.A. The institution's degree programs are appropriate to higher education.*

LCC has program accreditations that ensure course content meets requirements of certification standards and considers transferability and articulation to higher education institutions in the design of its degree programs.

1P4 & 1P13. HLC Core Component *4.A. The institution demonstrates responsibility for the quality of its educational programs.*

The curricular modification and development process collects information from external processes and stakeholders which is used for self-study and benchmarking of program requirements. Stakeholder need and performance data are included in the course and curricula review process to inform decisions.

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1P6. HLC Core Component *2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.*

LCC provides links to critical information about programs and support services and communicates its requirements during student orientation and includes information for students and stakeholders by publishing this information online.

1P7 & 1P15. HLC Core Component *3.D. The institution provides support for student learning and effective teaching.*

The college provides a variety of learning support services that offers resources from orientation to graduation for student learning needs. These support services consider the students' skill levels, diversity, and financial context.

LCC's peer performance assessment requires each faculty member to be periodically reviewed by one or more peers who identify strengths and weaknesses in performance. Students also evaluate course faculty using the IDEA process which assesses performance against course objectives.

1P11. HLC Core Component *2.D The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.*

A 12-week "Transforming Learning through Teaching" course is an opportunity for faculty 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 support of colleagues.

1P11. HLC Core Component *2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

Through its Master Course Project and faculty and staff support through the Center for Teaching Excellence, LCC provides support for the responsible instruction of its students.

1P16. HLC Core Component *3.E. The institution fulfills the claims it makes for an enriched educational environment.*

LCC sponsors a variety of co-curricular activities such as the Student Leadership Academy and opportunities for students to work in jobs within their chosen fields. Further, the College encourages service learning to enhance student learning outcomes and to fulfill its commitment to strengthen the communities it serves.

3P1. HLC Core Component *4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.*

LCC provides programs to address specific student needs that use data to identify students who may benefit from learning support. LCC analyzes enrollment, persistence, and retention trends to inform its program development.

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LCC implemented significant changes in the last three years that focus on retention and persistence, such as the student success deadlines, Program Quality Improvement Process, and the Educational Development Plan, which provides a roadmap for students.

3P3 & 3P5. HLC Core Component *1.D. The institution's mission demonstrates commitment to the public good.*

LCC self-reports it is a national leader in access to education for military and veteran students, creating an office of Veterans Services and fast track training programs. The annual "influencer" event is a key activity to promote information sharing and identification of community partner needs by convening key stakeholders in an all-day exchange of programming and ideas. The College self-reports it is meeting its mission. Limited descriptive links are provided to the institutional mission for the provided information.

4P2 & 4P10 HLC Core Component *3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.*

The college uses multiple techniques and tools to ensure applicants for positions are appropriately assessed for credentials, skills, and values. Committee members are trained to ensure they include qualified and diverse individuals against job criteria.

4P7 HLC Core Component *2.A The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.*

LCC has a variety of appropriate policies in place that outline standards and practices for workplace and ethical conduct. New employees are required to complete orientation with regard to these policies, and ethics is a topic for new administrator orientation.

4P7 HLC Core Component *2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

Ethical academic practices are outlined in the Academic Dishonesty Policy and Human Resources ensure compliance with college policies. Every alleged policy violation is investigated and addressed.

5P1 & 5P2. HLC Core Component *1.A The institution's mission is broadly understood within the institution and guides its operations.*

LCC's Board of Trustees and Executive Leadership Team ensure that planning and budgeting priorities align with the institution's mission and values. New or continuing programs and budget initiatives must state how they link to strategic goals that support LCC's mission.

5P2 & 5P6. Comment on the evidence provided for Core Component *5.C. The institution engages in systematic and integrated planning.*

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LCC's planning and budgeting process is an iterative process that considers the biannual academic program review and feedback from a variety of committees and work groups who determine viability, accountability, and alignment of programs with institutional mission and goals.

5P2. HLC Core Component *2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.*

LCC is governed by an autonomous seven member elected Board of Trustees elected by voters in the college's tax district. The Board conducts its business in accordance with the Open Meetings Act and Michigan Community College Act. A published governance policy sets out the planning cycle as well as roles and responsibilities that reflect priorities explicitly stated in its governance policy.

5P3 & 5P8. HLC Core Component *1.B. The mission is articulated publicly.*

LCC's mission statement is available to stakeholders on the website, in public documents and publications, on materials produced by the Board of Trustees, and stated on campus signage. It is reflected in planning documents and a new graphic identity system.

5P5 & 5P9. HLC Core Component *5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.*

LCC's Executive Leadership Team presents decisions for review and action to the Board of Trustees. The decisions are made through a broad collaborative process that seeks input and feedback from its diverse constituencies both internal and external, considers regulatory requirements, and expectations of accrediting bodies and stakeholders. The Board receives detailed information about student success and financial reports, and public comment is solicited to inform decisions.

7P2 & 7P4. HLC Core Component *5.D. The institution works systematically to improve its performance.*

Since the last submission of its Systems Portfolio, LCC has developed processes to determine appropriate performance metrics and analyze for planning and improvement. The college's Strategic Planning Process and the Office of Institutional Effectiveness, Research, and Planning informs stakeholders about its performance.

8P6. HLC Core Component *5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.*

The college enjoys a sound financial position and allocation of resources is determined through a collaborative college-wide process that allows it to adapt to changing needs without compromising its mission. Deliberate management of tuition rates, increased accessibility, and investment in facilities and resources positions the college to maintain and continue to strengthen and support its quality initiatives.

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QUALITY OF SYSTEMS PORTFOLIO FOR LANSING COMMUNITY COLLEGE

Because it stands as a reflection of the institution, the *Systems Portfolio* should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the organization. In this section, the Systems Appraisal Team provides Lansing Community College with constructive feedback on the overall quality of the portfolio, along with suggestions for improvement of future portfolio submissions.

Although the institution's commitment to continuous improvement is reported throughout the Systems Portfolio, inconsistent attention was given to providing clear descriptions of the processes used by the institution, and the underlying mechanisms to engage stakeholders in the design of those processes. Very limited results were printed that consequently limited the ability of the team to acknowledge that results were available that had guided the institution to process improvement. The absence of results/evidence also impaired the ability of the team to effectively analyze the reported improvements and how they were linked to evidence/results. It is imperative for the institution to consistently use results to guide improvements—and also systematically incorporate benchmark/comparative data in its ongoing efforts.

USING THE FEEDBACK REPORT

AQIP reminds institutions that the Systems Appraisal process is intended to initiate action for institutional improvement. Though decisions about specific actions rest with each institution, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Some key questions that may arise in careful examination of this report may include: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned? How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration, and integrity.

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AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities in ways that will make a difference in institutional performance.