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Lansing Community College

HLC ID 1338

AQIP: AQIP Pathway Systems Appraisal   Visit Date: Not Set

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1 - Reflective Overview

The first section of the System's Appraisal Feedback Report is the Reflective Overview. Here the team provides summary statements that reflect its broad understanding of the institution and the constituents served. This section shows the institution that the team understood the context and priorities of the institution as it completed the review.

In the Reflective Overview, the team considers such factors as:

1. Stage in systems maturity (processes and results).
2. Utilization or deployment of processes.
3. The existence of results, trends and comparative data.
4. The use of results data as feedback.
5. Systematic improvement processes of the activities each AQIP Category covers.

Instructions for Systems Appraisal Team

During this stage of the Systems Appraisal, provide the team's consensus reflective overview statement, which should be based on the independent reflective overviews written by each team member. The consensus overview statement should communicate the team's understanding of the institution, its mission and the constituents it serves. Please see additional directions in the Systems Appraisal procedural document provided by HLC.

Evidence

Overall:

Lansing Community College has been providing educational opportunities for 60 years with five locations in the Lansing area, offering more than 200 degree and certificate programs. Partnerships with other colleges and universities assist students in continuing into bachelor's and master's programs. The college annually serves 12,000 credit students, with 9000 more enrolled in continuing education courses. The college serves a diverse student body, with 45 percent of students over the age of 25 and 30 percent students of color. To support student success, the college offers an array of wrap-around services, including assigning an academic success coach to each student. Additionally, LCC is moving away from placing students in developmental courses and providing embedded academic support instead. The Early College program allows local high school students to graduate with a high school diploma and up to 60 tuition-free college credits.

The institution is governed by a seven-member elected Board of Trustees who delegates administration and operation of the college to the president. The college notes its recent AQIP project focusing on measuring student learning across the campus as an example of its commitment to continuous quality improvement.

Category 1:

LCC's mission statement expresses a commitment to helping students learn: "Lansing Community College provides high-quality education ensuring that all students successfully complete their

educational goals while developing life skills necessary for them to enrich and support themselves, their families, and their community as engaged global citizens." The college notes that many of its processes are faculty-driven, especially those focused on learning and teaching and that faculty are supported in developing processes for assessment of student learning, developing responsive programming, and ensuring program rigor.

LCC responded to feedback from its 2013 Systems Portfolio Appraisal and created an assessment framework that measures student learning at all levels of the institution. The college uses environmental scans, labor market valuations, stakeholder input collection, program review, program health evaluation, and new program development to assess needs and respond to stakeholders. Essential Learning Outcomes (ELO) have been adopted based on the American Association of Colleges & Universities (AACU) model, and all programs of study and general education courses are required to align with the ELOs. The Committee for Assessing Student Learning (CASL) and the director of assessment provide leadership and support for the college's assessment efforts. All programs at LCC have identified program level learning outcomes, and these are reviewed every four years as part of the institution's program review cycle. The co-curricular leadership team coordinates co-curricular assessment efforts at LCC to promote alignment with the college-wide assessment approach. LCC Instructors are required to teach to common learning outcomes following a common syllabus, and all faculty meet credential requirements.

Generally, the college evaluated its maturity level for this category at systematic, with some areas of aligned and some reactive.

Category 2:

Lansing Community College has a standard array of student support services, and the majority is centrally located in a one-stop student services hub, the StarZone.

Benchmarks for student success are approved by the Board of Trustees and measured through input from tools such as IPEDS, Voluntary Framework of Accountability (VFA), and the Guided Pathways scorecard. The college identifies key stakeholders through environmental scans, advisory committees, surveys, and expectations within the Michigan Omnibus public education bill. The college has processes in place for identifying, working with, and assessing key partners.

The Embedded Academic Support Team is guiding the college toward a view of student support from an "Achieve 360" perspective, based on the belief that many students need complete, wrap-around support systems. In fall 2017, the college implemented an Early Alert system. The college admits that it could do a better job in soliciting, evaluating and acting upon student complaints.

LCC rates its maturity level for processes and results for this category from reactive to systematic.

Category 3:

With a faculty of approximately 1,200 and over 500 staff, LCC employs a standardized hiring process for all full and part-time employees. Orientations are required for all new employees. Faculty orientation is available both face-to-face and online and includes topics unique to this employee group. Regular evaluations are conducted for all employee groups in accordance with collective bargaining agreements.

The college provides resources and support for the professional development of faculty, staff, and

administrators and offers several recognition programs, including the StarTalks program to recognize employees who have contributed to the college's culture in positive and innovative ways.

The HR department recently underwent an audit by an external firm. As a result, a new initiative was implemented that has HR staff meeting with HR liaisons from divisions across the college to review hiring and recruitment processes, to share best practices, and to trouble-shoot perceived problems. The college utilizes the Survey of Employee Engagement to gather information and make changes to its HR processes.

LCC identifies itself as systematic to aligned in Category 3.

Category 4:

Lansing Community College reviews its mission, vision, goals and strategic plan on a three-year rotation. The mission was last reviewed and approved in 2016. The most recent strategic plan was approved in 2017 and is the foundation of the budgeting process. LCC has a number of college-wide committees dedicated to college operations and academic programs. The committees include the Academic Senate, Curriculum Committee, Academic Procedures Advisory Committee, and Student and Academic Affairs Leadership Team.

The College is governed by an elected seven-member Board of Trustees which establishes the policies that guide LCC's operational efforts and serves in accordance with Michigan's Community College Act of 1966. The college's ethics policy was updated in 2016. The Survey of Employee Engagement indicates that 80 percent of the employees believe the institution is an ethical workplace.

The institution rates its maturity level as systematic in this category.

Category 5:

Lansing Community College's Center for Data Science guides the use of data to inform decision-making. A data governance committee has been implemented to oversee data integrity and efficiency. This team is credited for bringing sound and meaningful data management to institutional decision-making. Processes for knowledge management and resource stewardship are guided by both internal and external standards and are often managed by committee to promote participation and voice for stakeholders.

LCC maintains compliance with Sarbanes-Oxley internal control requirements. The college's budgeting process has won awards and incorporates information from required five-year review plans for financial allocations. An annual budget process, an annual facilities condition assessment (which is aligned with the five-year capital outlay plan), and a five-year Information Technology Services master plan all help the institution maintain the resources and infrastructure necessary to meet student and faculty needs.

LCC has hired a new director of emergency management to oversee health and safety issues. A new director of compliance has also been hired.

LCC identifies its maturity levels for this category as a blend of systematic, aligned and integrated.

Category 6:

The college indicates that its culture of quality has continuously improved, as evidenced by the

evolution of its two most-recent iterations of the strategic plan. LCC's 2017-2020 strategic plan focuses on continuous quality improvement. College leadership uses Deming's Plan-Do-Act-Study model to guide and inform its actions and processes. LCC cites as examples its use of Baker Tilly external consultants to conduct internal audits and risk assessment and its use of the mission and strategic plan to guide the selection of large-impact projects. The consultants have assessed four primary risk areas: cybersecurity and information policy, human resources, Title IX, and institutional reporting and integrity.

LCC has implemented 16 AQIP Action Projects including processes for strategic planning, program review, student learning assessment, and the development of the academic success coaching system.

In general, the college evaluates itself at the systemic to aligned level for most of its processes and notes results are reactive to systematic.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2 - 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. Review teams formulate judgments related to strategic challenges and accreditation issues through careful analysis of the Institutional Overview and through their own feedback provided for each AQIP Pathway Category. These findings offer a framework for future improvement of processes and systems.

Instructions for Systems Appraisal Team

Strategic Challenges may be identified on the Independent Category worksheets as the review progresses. The team chair will work with the team to develop a consensus Strategic Challenges statement based on their independent reviews. Please see additional directions in the Systems Appraisal procedural document provided by HLC.

Evidence

Strategic Issue One: Lansing Community College has focused on continuous quality improvement for years. The college has established processes that support its mission, vision, values and strategic plans. The institution has identified some metrics and tools for assessing efficacy and gathers data through a variety of mechanisms. Common tools for assessing outcomes include state and national metrics that may not be the most appropriate or exclusive indicators of success for LCC. Survey data are also used to address many areas. There is a heavy reliance upon indirect measures instead of direct measures.

Overall, the results sections of the systems portfolio do not have the depth one would expect from an institution at this level of maturity in its processes. Little information is provided on how metrics are established, how the most appropriate tools are selected, how comparisons groups are selected, and how data are gathered and analyzed to make informed decisions. The interpretation sections provided minimal information to showcase how data are gathered, analyzed and used. Minimal information is provided on how trend data are analyzed and used in decision-making. A key aspect of CQI is that an institution is able to show (via results and evidence) that it knows it is achieving its goals in the most strategic and efficient ways possible.

Developing consistent, documented results based upon best practices and clearly defined tools, outcomes, and metrics might help the institution move to a higher level of achievement. As the transition from AQIP progresses, the college might benefit from clearly articulating how it establishes benchmarks, gathers and evaluates data, and makes changes to improve student success and document evidence of meeting accreditation criteria.

Strategic Issue Two. LCC appears to have many well-defined processes. However, it is often difficult to distinguish between processes and simple lists of activities. The college could better document how it develops, documents, reviews and refines its processes.

Strategic Issue Three. There was little evidence provided that LCC systematically analyzes student complaint data in a holistic manner and regularly evaluates and makes changes based upon trends.

This concern may surface as a federal compliance issue in the next review if not clarified prior to the visit.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3 - Accreditation Evidence Screening Summary

Systems Appraisal teams screen the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, HLC has established linkages between various Process and Results questions and the Criteria's Core Components. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation through the comprehensive evaluation that occurs in the eighth year of the cycle, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "strong, clear, and well-presented," "adequate but could be improved," or "unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "met", "met with concerns", or "not met".

The full report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and the Systems Appraisal procedural document. Institutions are encouraged to review this report carefully in order to guide improvement work relative to the Criteria and Core Components.

Immediately below the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

Instructions for Systems Appraisal Team

In this section, the team should create summary statements/suggestions for improvement for each of the Criteria for Accreditation.

Evidence

Core Component 1: Mission

Lansing Community College provided evidence of a clearly articulated mission, vision and values, which are called the Statements of Purpose. These documents were developed through a process that included internal and external stakeholder feedback and review. The Board of Trustees approved the last update of the mission in December 2016. A review in 2018 determined the Statements of Purpose were still relevant. The planning and budgeting processes have clear ties to the Statements of Purpose.

The college has four Essential Learning Outcomes (ELOs). Two address student diversity and multicultural perspective. Evidence was provided on how the ELOs are operationalized and assessed for currency. The college also provided evidence of good relationships with the communities it

serves and how feedback is gathered regarding future direction.

Core Component 2: Ethical and Responsible Conduct

LCC has numerous policies that address ethics, integrity and conduct. There are policies applicable to the Board, faculty and staff and students. Faculty policies are part of the contract, and students are covered by the Code of Conduct, which is readily available to all students. Appropriate accountability and training are in place.

The college utilizes appropriate and generally universal communication methods to assure that policy information is available to all stakeholders. Policies are available on the website, which is accessible through normal channels, as well as on mobile devices.

The Board of Trustees is elected, and members are required to participate in training and have the opportunity for ongoing professional development. Clear delegation of operations exists from the Board to the college president. The Board agendas facilitate understanding and open communication.

While information provided is minimal (2.D), the college has an academic freedom policy that is part of the contract and provides support for students, primarily through the library. The Student Conduct Policy addresses academic honesty and integrity. The institution's IRB provides review and approval for research.

Core Component 3: Teaching and Learning: Quality, Resources, and Support

LCC provided clear evidence that its courses and programs go through regular review and are appropriate for the associate and certificate levels. It also provided evidence that policies were consistently applied across modalities and locations. The college's learning goals are clearly articulated and have different levels of expected student accomplishment for certificates and associate degrees.

General education courses are appropriate to the degree or certificate, and students are assessed based upon three defined levels of accomplishment. Evidence was clear on how the general education program is assessed and reviewed.

3.B.5 Minimal evidence was provided on faculty and student contribution to scholarship, creative work and the discovery of knowledge; however, the structure of the ELOs and general education requirements imply the existence of such a dynamic.

LCC provided evidence that it has sufficient numbers of faculty to meet its educational goals and that all faculty are appropriately qualified to teach courses.

The college provided data on a professional development system that provides general training, position-specific development, and required targeted training programs. Dollars are reserved annually to fund unexpected opportunities.

LCC provided clear evidence of comprehensive processes to support students as they pursue their educational goals.

The college has a clear definition of a co-curricular program and has developed program learning goals. The college is implementing processes to incorporate them into its overall assessment

practices.

Core Component 4: Teaching and Learning: Evaluation and Improvement

Lansing Community College provided evidence of a comprehensive program review process that has every academic and non-academic program on a four-year review rotation. The institution has documented processes in place for the evaluation and transcripting of transfer credit and the handling of prerequisites.

The college provided evidence of specialized accreditation for specific programs.

The college has objectives in place for persistence, retention, and completion and gathers and analyzes key performance indicators.

The institution's essential learning outcomes (ELOs) were developed from those created by AAC&U for community colleges. General education and programmatic outcomes are aligned with the ELOs. The comprehensive assessment plan includes data collection and dissemination to support the program review and assessment of student learning processes. Co-curricular programming has been defined and assessment is underway in these areas as well.

LCC has defined goals for student persistence, retention and completion and monitors key performance indicators. Data sources reflect appropriate national standards and institutional metrics that support strategic goals.

Core Component 5: Resources, Planning and Institutional Effectiveness

Lansing Community College provides evidence of a strong fiscal management and budgeting system that is tied to strategic goals and has garnered national awards for the connection. Budget allocations are appropriate to its community college mission and Statements of Purpose.

5. A. 1 Evidence regarding how the college assesses and manages the number of non-faculty staff needed to accomplish its goals is minimal. While the college discusses accomplishments and strategies to address critical goals, it is unclear how needed staffing levels are determined and assessed.

The mission is an integral part of the planning processes starting with the strategic plan and progressing through operational and unit plans.

The institution makes a significant investment into professional development and has a broad scope of opportunities for employees across levels. Faculty professional development is addressed in the contract.

The seven-member elected Board of Trustees practices the Carver Model and has appropriate supporting policies and procedures. The president and his delegees are responsible for daily operations, and academic affairs oversees the curriculum.

A comprehensive planning system is documented and followed by LCC, with operational planning across the institution addressing strategic goals. This integration serves to help the institution achieve the goals stated in its mission.

The institution's capacity to improve is limited somewhat by the lack of evidence that data gathered

generates from processes that allow for the appropriate selection of metrics and benchmarks, and that analysis and action happens systematically and includes internal and external comparisons, interpretations, and action planning. While it appears to be happening informally, the evidence is not readily apparent.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4 - Quality of Systems Portfolio

In this System Appraisal, peer review teams should acknowledge any work that the institution has begun toward addressing the Criteria for Accreditation and the Core Components. The more focused analysis remains on the AQIP Categories and the institution's evidence related to the Process (P), Results (R), and Improvement (I) questions. In cases where there was HLC follow-up stemming from the institution's previous reaffirmation review, the institution may request closer scrutiny of those items during this Systems Appraisal.

Instructions for Systems Appraisal Team

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 institution. In this section, the peer review team provides the institution with constructive feedback on the overall quality of the Systems Portfolio, along with suggestions for improving future Systems Portfolio submissions.

Evidence

Within the portfolio Lansing Community College effectively described its processes and provided appropriate links and references to allow validation of efforts. However, inconsistencies in the presentation suggested that different writers used different strategies for developing sections across the portfolio. Nonetheless, overall, these variations did not significantly impact the ability of the team to gather the needed information. The college did a good job providing additional links to supplemental information and evidence of their processes.

The results areas throughout the portfolio were less effectively presented, primarily due to the limited presentation of data, of insights gained (from the data) and of clear linkages between actions taken to improve and an analysis of data. The summaries often provided only unidimensional examples that prevented reviewers from affirming that the areas being addressed were comprehensively and adequately being measured and evaluated. Because the results questions were generally handled as one question, it was often difficult to identify how data were gathered, analyzed and used in decision-making; similarly, the lack of comparative data prevented LCC from presenting a context for how its results might be interpreted. In fact, explanations on how results were interpreted were rarely explicitly provided. Answering each part of the results directly and fully might have helped the college enable the team to make better judgements about the comprehensiveness of the institution's analysis and action based upon the analysis of data resulting from metrics, benchmarks, and comparisons.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5 - AQIP Category Feedback

The Systems Appraisal Feedback Report addresses each AQIP Category by identifying strengths and opportunities for improvement. Through detailed comments, which are tied to the institution's Systems Portfolio, the team offers in-depth analysis of the institution's processes, results and improvement efforts. These comments should be straightforward and consultative, and should align to the maturity tables. This allows the team to identify areas for improvement and recommend improvement strategies for the institution to consider.

I - Helping Students Learn

Focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Common Learning Outcomes, Program Learning Outcomes, Academic Program Design, Academic Program Quality and Academic Integrity.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the Systems Appraisal procedural document provided by HLC.

Evidence

CATEGORY 1: HELPING STUDENTS LEARN

Category 1 focuses on the design, deployment and effectiveness of teaching-learning processes (and the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

1.1: COMMON LEARNING OUTCOMES

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1 Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)

Systematic LCC has adopted the essential learning outcomes (ELOs) of the American Association of Colleges & Universities (AAC&U) as its common learning outcomes. By requiring (1) all curricula to address the ELOs, (2) each general education course to annually address at least one ELO, and (3) programs to complete a Program of Study Learning Outcomes form to test the viability of its Essential Learning Outcomes, LCC has begun to systematize its approach to aligning its common outcomes to its offerings and degrees. What remains unclear, however, is how the college (1) ensures in an ongoing fashion that its selected ELOs are appropriately aligned to its mission or (2) assesses the effectiveness of its approach. To mature, the college might track data on measures it believes will reflect its effectiveness in this area; for example, stakeholder satisfaction with both the ELOs the college selects and the processes it engages to select them.

- Determining common outcomes (3.B.2, 4.B.4)

Systematic The decision to adopt AAC&U's essential learning outcomes (ELOs) was made as part of an AQIP Action Project to revise LCC's approach to assessment. The college used an "outcomes sweep" process to determine links between program majors and outcomes and affirm applicability of the ELOs to LCC's curriculum. The college has systematized its approach to determining its common outcomes by incorporating its ELOs into every program of study, by including an ELO review as part of the program review process, and by collectively reviewing the relevancy of the ELOs on a four-year cycle.

- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

Aligned   All LCC programs of study are required to complete a curriculum map (which stipulates the level of learning) and update the map every four years. General education courses are required to assess one ELO on a regular cycle. Assessment is conducted annually, and results generated are analyzed through the Center for Data Science. The annual assessment report includes an analysis of ELOs and assessment plans at the institution, division and program levels, as well as by level of achievement. The completion of an annual assessment report allows faculty to close the loop on assessment of student learning.

- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

Aligned All students seeking an associate's degree are required to complete a general education curriculum aligned with the college's ELOs. Review of learning outcomes inclusion and alignment is conducted during program review, general education assessment, or new or revised course proposal processes. During program review, each program of study is required to submit several key components: a curriculum map reflecting current alignment, completeness, and progression of learning outcomes achievement; methods of assessment; and quality student learning outcome statements. LCC is aligned in its process for incorporating into the curriculum opportunities for all students to achieve the outcomes.

- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

Systematic LCC ensures the outcomes remain relevant and aligned with student, workplace and societal needs through the program review and general education assessment cycles. Faculty conduct the reviews with input from discipline-specific community members, such as advisory boards and transfer partners. In addition, relevance and alignment of ELOs to course-level student learning outcomes is reviewed during requests for a new or revised course. To mature, the college might track data on some measure it believes will reflect on its effectiveness in this area, for example, stakeholder satisfaction with both the ELOs the college selects and the effectiveness of the ELOs in meeting stakeholder needs.

- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)

Aligned   LCC has begun to align its approach to designing, aligning and delivering co-curricular activities to support learning. The college defines as co-curricular those activities and events that enhance and complement the educational experience, relate to the ELOs, and connect students to the college and community. The components of co-curricular assessment are guided by LCC's strategic plan and assessment system metrics: demonstrating alignment to the ELOs, methods of assessment, alignment between the method of assessment and learning outcome, and a plan for ongoing student learning assessment. LCC's approach has the potential to be a model for other similar institutions.

- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

Systematic LCC is systematic in its approach to selecting tools, methods, and instruments to be used to assess attainment of common learning outcomes. Every course section teaches to the same learning outcomes, uses a common syllabus, applies the same faculty qualifications, and uses a common assessment method, regardless of location or modality. Faculty design course-embedded assessment instruments using levels of achievement to provide opportunities for students to demonstrate progression of learning and application of that learning throughout the curriculum. To ensure the appropriateness of outcome to method, all assessment method selections undergo a vetting process by the director of assessment and/or the Committee for Assessing Student Learning (CASL).

- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

Systematic   LCC has developed a college-wide general education assessment plan to ensure faculty are collecting, reviewing, and receiving feedback on student achievement of the ELOs on a regularized schedule. The college began assessing its common learning outcomes with high enrollment general education courses and co-curricular activities. All four ELOs and five subcategories were assessed. To assess essential learning outcomes, general education faculty submit an online questionnaire listing the course, learning outcome being assessed, level of outcomes (introduced, reinforced, mastered), and method of assessment. The Center for Data Science (CDS) extracts data from the learning management system for analysis.

1R1   What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic   LCC records the growth of its assessment system through an annual assessment scorecard, which reports on LCC's key assessment metrics (alignment to common learning outcomes, reported program student learning outcomes, reported methods of assessment). The college also produces a summary report on the general education courses, which includes the mastery level of students in each course, as well as overall averages and comparisons based upon modality. To mature, LCC might report 1) what the scores were for students at each level of learning (introduce, reinforce or mastery) and 2) what the expected score for each level of mastery is. The current simple reporting of percentages does not provide a context for interpreting the data. Is the fact that students' average score is 74% an indicator of success or an opportunity for improvement or both?

- Comparison of results with internal targets and external benchmarks

Reacting   LCC utilizes AAC&U benchmarks on its assessment scorecard to assess the growth of its assessment system. While those results are positive and suggest LCC has a strong assessment plan in place, they do not establish internal targets or external benchmarks for student achievement of its ELOs. The college has an opportunity to advance beyond reacting by identifying and tracking performance on institutional ELO goals.

- Interpretation of results and insights gained

Systematic   The 2015-2018 Assessment Plan includes an Assessment Plan Measurement Strategy to assess the quality of the assessment process. The college has improved the quality of assessment by scaling practices institutionally, refining the tools used, establishing targets, and collecting and analyzing data in addition to numerous process improvements. LCC did not, however, report an interpretation of its results for the assessment of student achievement of its ELOs. LCC has the opportunity to mature by providing a richer context for its analysis and interpretation of its results.

1I1   Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Since receiving the feedback on its 2013 Systems Portfolio, LCC has made several significant improvements to its approach to assessing its common learning outcomes. Four ELOS have been identified, and all programs of study have mapped their curricula to those ELOs. Co-curricular activities have also been linked to the ELOs. Assessment methods have been identified for specific courses, and results on student performance have been collected. Specific structures (course proposals, director of assessment, and CASL) have been developed or modified to promote systematization, with specific activities scheduled on a regularized cycle and feedback provided. Finally, assessment efforts have been linked to program review. These aspects of LCC's assessment of common learning outcomes constitute best practices, and the college is encouraged to replicate this approach in other areas. The college is now poised 1) to close the loop and to use data on student learning to improve its work (and thus increase its impact on student learning) and 2) to align its assessment efforts with other key processes such as hiring and recruitment, faculty development, budgeting, and facilities. Finally, the college is encouraged to further improve its efforts by providing a context for interpreting its results through the inclusion of a comparison of LCC student performance to pre-set expectations (internal targets) and to the performance of students at other institutions (external benchmarks).

1.2: PROGRAM LEARNING OUTCOMES

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2 Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)

Systematic LCC has in place specific structures and steps, which indicate that is has systematized its approach to aligning program learning outcomes to the mission, offerings and degree levels of the institution. Program learning outcomes are aligned with LCC's essential learning outcomes. When setting learning goals, all programs of study apply LCC's mission, discipline-specific standards, expectations appropriate for a two-year institution for non-transfer students, expectations of four-year learning institutions for transfer students, and input from advisory boards appropriate for employment. The Curriculum Committee and Committee for Assessing Student Learning (CASL) work in partnership to conduct regular reviews of the alignment of program learning outcomes. When changes are made to courses outside the program review process, faculty submit a new or revised course proposal form to academic leadership and the Curriculum Committee. Developing program learning outcomes is a faculty-driven process. To mature, LCC might report the measures and data it tracks to evaluate the effectiveness of its approach: how do leaders know that this approach is having the desired impact?

- Determining program outcomes (4.B.4)

Systematic The process for determining program outcomes is faculty driven, incorporating discipline-specific standards and expectations, transfer requirements of four-year institutions, accreditation requirements, advisory boards, and other community and industry-specific needs. Curriculum maps are submitted every four years during program review to allow for interim, collaborative review of the program outcomes by faculty and the Program Review Support Team. Feedback from the director of assessment allows LCC to close the loop by providing guidance on how faculty might better calibrate levels of cognition throughout curricula. Additionally, LCC has begun to coordinate these efforts with the work of its Center for Teaching Excellence.

- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

Aligned LCC has begun to align its approach for articulating the purposes, content and level of achievement of program outcomes by requiring all programs of study to 1) complete a curriculum map (which stipulates level of learning) and update the map every four years and 2) receive feedback on their efforts via program review.

- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

Systematic Programs ensure relevancy and alignment of learning outcomes with annual input from advisory boards comprised of discipline-specific employers and experts in the community, employer surveys, student surveys, accreditation requirements, and industry standards and expectations. As part of the four-year program review process, each program is required to submit a current

curriculum map that reflects alignment, completeness, and quality of student learning outcome statements. To mature, the college might track data on some measure it believes will reflect on its effectiveness in this area, for example, stakeholder satisfaction with both program learning outcomes and effectiveness of the outcomes in meeting student, workplace, and societal needs.

- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)

Systematic The college is following a staged process of incorporating co-curricular learning into the college-wide assessment system. The components of co-curricular assessment are guided by LCC's strategic plan and assessment system metrics: demonstrating alignment to the essential learning outcomes, methods of assessment, alignment between the method of assessment and learning outcome, and a plan for ongoing learning assessment. Where possible, co-curricular activities are linked to program student learning outcomes.

- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

Systematic LCC identifies a variety of tools that may be used to support learning styles and assess program learning outcomes. In addition, every section of every course is required to teach to the same learning outcomes (regardless of instructor, location, or modality), to follow a common syllabus, and to apply the same assessment method. To mature, LCC might track data on some measure that it believes will indicate its effectiveness at selecting assessment tools (stakeholder satisfaction with the tools or the selection process, for example).

- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

Systematic LCC has in place clear methods by which it requires faculty in all programs to collect data on student mastery of program learning outcomes, including mechanisms and regularized schedules for planning the data-collection, reporting the results, and receiving feedback. The college assesses program learning outcomes as part of the program review process and uses assessment results to inform annual program operating plans. Faculty are provided with several tools to capture program-level evidence: Program Review questionnaire; Program of Study Learning Outcomes template; Program of Study Learning Outcomes rubric; Annual Improvement Plan; and Student Learning Assessment Data Tracker. To mature, the college might (1) develop a more streamlined and standardized method for programs to report student mastery (especially vis-a-vis pre-set targets) that provides reviewers a way of receiving results in a straightforward and simple manner and (2) demonstrate how leadership uses data on student mastery of program learning outcomes to shape decisions made in other key processes, such as those for budgeting, faculty development, IT and facilities.

1R2   What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)

Aligned LCC has begun to align the deployment of program assessment with its program review

process across all programs of study. The college has identified key evidence statements for the program-level assessment, and there is a process in place for reviewing for completeness and alignment of results and providing feedback for change. Examples of how feedback is utilized for improvement were provided for arts and science and health and human services.

- Summary results of assessments (include tables and figures when possible)

Systematic The college presents results for some of its programs, as well as aggregate results for program review. Faculty appear to be using the feedback on the results in an effort to close the loop and improve student learning. To mature, the college might 1) develop a more streamlined and standardized method for programs to report student mastery (especially vis-a-vis pre-set targets) that provides reviewers a way of receiving results in an easy, straightforward and simple manner and 2) demonstrate how leadership uses data on student mastery of program learning outcomes to inform decisions made in other key processes such as those for budgeting, faculty development, IT and facilities.

- Comparison of results with internal targets and external benchmarks

Reacting LCC is positioning itself to move beyond reacting by using results from the 2018-2019 program review cycle as a baseline for establishing targets for future program reviews. Question 8 on the program review rubric requires faculty to provide a curriculum map, an analysis for how well students are meeting student learning expectations, and the action plans faculty have formulated based on their analysis. The college may mature by tracking student performance in a manner that yields trend data and lends itself to comparisons.

- Interpretation of assessment results and insights gained

Reacting The college is focusing on improving the program assessment processes, but the narrative did not include a discussion of programmatic improvements made based on assessment results. LCC is poised to mature beyond its current level of reacting by requiring faculty, in the Program Operating Plan, to analyze and act on student learning assessment data.

1I2 Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

LCC has established a comprehensive approach to assessing Program Learning Outcomes (PLOs). All programs have identified PLOs and mapped their curriculum to the outcomes. In addition, all programs complete an annual assessment activity, the results of which are reported and evaluated. As it matures, LCC has the opportunity to report trend data on PLOs to provide evidence that its improvement efforts are having an impact on student mastery

1.3: ACADEMIC PROGRAM DESIGN

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3 Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

Systematic LCC engages in many activities to identify student stakeholder groups and determine their needs. These include interactions with prospective and current students, alumni, and partnerships with the Coalition for College and Career Readiness and Michigan State University. The admissions process identifies student groups and academic needs using multiple methods: GPA, college prep test scores, program requirements, and placement assessment results. The program review process includes an analysis of student demographic data to link the identification of student stakeholder groups and their needs to academic program design. To mature, LCC might report how, in its curriculum proposal and development process, it ensures that its academic programming is designed to meet the needs of its current and future students. Additionally, the college has the opportunity to identify and track data on some measure that it believes will indicate its effectiveness at identifying student stakeholder groups and providing academic programs that meet their needs.

- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

Systematic The needs assessment requirement of the Curriculum Committee suggests that LCC has begun to systematize its approach to ensuring that its academic programming is designed to meet the needs of other stakeholder groups. In addition, LCC also engages in many other activities to identify other stakeholder groups and determine their needs. Surveys, meetings and event attendance appear to be the chief methods employed to ascertain the needs of these stakeholders though it is unclear if the encounters occur as part of a strategic effort or if there is a coordination of the outreach effort. The college has the opportunity to identify and track data on some measure that it believes will indicate its effectiveness at identifying other stakeholder groups and providing academic programs that meet their needs.

- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

Systematic The needs assessment requirement of the Curriculum Committee suggests that LCC has begun to systematize**,** via its curriculum proposal and development process, its approach to developing and improving responsive programming that meets the needs of stakeholders. New programs are developed through a process that includes an in-depth needs assessment that identifies key stakeholders, collects stakeholder input, analyzes labor data, identifies resources needed, and establishes program learning outcomes. A program health review is conducted during year three of the program review 4-year cycle. The college may consider the opportunity to 1) identify and track data on some measure that it believes will indicate its effectiveness at providing academic programs that respond to stakeholder needs and 2) establish a mechanism that allows the college to ensure that its academic programs are meeting the needs of students by looking at such measures as, for example, student performance at transfer institutions or student performance on external exams.

- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

Systematic LCC's activities for selecting the tools, methods, and instruments used to assess the currency and effectiveness of academic programs incorporate relevant data analysis, stakeholder input, and cyclical comprehensive evaluations. Tools include institutional data such as enrollment, persistence, completion, and transfer trends; employment trends and projections from EMSI, the Bureau for Labor Statistics, the U.S. Department of Labor's O*Net database, and the Michigan Bureau of Labor Market Information; and industry expectations for education credentials for entry-level positions. The tools and methods used are embedded in the college's program review, Curriculum Committee, and program health evaluation processes. By incorporating all of these tools

and methods, the college has the opportunity to identify and track data on some measure that it believes will indicate its effectiveness at selecting such tools.

- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

Systematic The program health evaluation process is intended to guide leadership through a comprehensive, data-driven analysis of program viability before a program goes through the program review process. This process and the program review process both indicate that LCC has a systematic approach to reviewing the viability of programs and changing or discontinuing programs when necessary.

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)

Systematic Program review results included examples of stakeholder identification, student success, program currency, program relevancy, and the need for program improvement. By providing the results of program review, LCC has indicated that it is at the systematic level for its summary results. The college might mature by reporting similar aggregate results for its program health evaluation process.

- Comparison of results with internal targets and external benchmarks

Reacting LCC is reacting in its comparison of results as no comparisons with internal targets or external benchmarks were provided. The college plans to use data from its 2018-2019 program review cycle to form the baseline for program review metrics. LCC may mature by tracking student performance in a manner that yields trend data and lends itself to comparisons.

- Interpretation of results and insights gained

Reacting While the narrative provided a description of program development and discontinuation decisions, it contained only a minimal analysis of the program review results.

1I3 Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

LCC acknowledges that faculty understanding and use of data for program review is still variable and that the college is working on strategies to make such use more consistent. The Program Review Support Team now meets at the end of each program review cycle year to discuss process improvements. In 2019, the college documented an enhanced comprehensive, cyclical program health evaluation process, which includes the establishment of data, metrics, and targets. While these process improvements have the potential to benefit the college's program design efforts, it is unclear how or what data informed these decisions.

1.4: ACADEMIC PROGRAM QUALITY

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4 Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

Systematic LCC faculty assess a course's or program's prerequisite requirements through analysis of the reading, writing, math, and content knowledge necessary to succeed. Course pre-requisites, co-requisites, and minimum skill levels are reviewed and approved by the Curriculum Committee. Students may meet minimum skill level requirements via multiple measures. Requirements are communicated to students in the LCC Schedule Book, course descriptions, program pathways, course syllabi, and an assessment equivalency grid. These are made available on the college website, at mandatory student orientations, through DegreeWorks, and via advising. The college might mature by implementing some means of tracking the effectiveness of its approach for determining and communicating preparation requirements.

- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

Systematic LCC evaluates and ensures program rigor for all modalities, consortia, dual-credit, and locations through Curriculum Committee and program review processes. Faculty are provided disaggregated data by modalities, locations, consortia and dual-credit options to assess program rigor as part of the program review process. Instructors are required to use a standardized course syllabus template with specific items that cannot be modified. The syllabi for each course section, including sections offered for dual-enrollment, at additional locations, and online, are reviewed for the required syllabus components.

- Awarding prior learning and transfer credits (4.A.2, 4.A.3)

Systematic The college utilizes standard operating procedures for the acceptance and evaluation of transfer credits from other institutions; credit for military courses and/or training; credit by examination; credit for experiential learning; credits earned at foreign institutions; credit for professional licensure and/or certifications; and credit for nationally normed examinations. The college has the opportunity to track data on some measure in order to evaluate the effectiveness of its policies: for example, subsequent academic success of students having been awarded credit; completion rates of those students; etc.

- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

Systematic Factors for determining the pursuit of specialized accreditation include an assessment of how well the accreditation will support student success in the workforce, how well it will support student transfer success, the demands of the industry, the needs of the local community, input from program advisory boards, and national trends. The college might mature by 1) formalizing its external accreditation approval process, 2) determining more metrics for evaluating success and impact of external accreditations on such things, for example, as meeting institutional goals.

- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

Systematic LCC utilizes comprehensive assessment planning, student learning outcome mapping, common course assessments, general education assessment, curriculum development, and program review to assess the competency and outcomes attainment for students at all levels. While LCC appears to have in place a systematic comprehensive model for assessing student learning for students currently enrolled in courses and programs, what remains unclear from the narrative is how the college tracks the level of attainment by graduates. LCC provides data on graduate performance on external credentialing exams, but it does not identify in the narrative these pass rates as its measure. Additionally, no measures are reported for programs lacking an external exam; the college might benefit from reporting, for example, data on the performance of gradates at transfer institutions.

- Selecting the tools, methods and instruments used to assess program rigor across all modalities

Systematic Several aspects of LCC's approach to selecting the tools, methods and instruments used to assess program rigor across all modalities suggest that the college is poised to mature beyond its current level of systematic: faculty are provided assessment data in program review that is disaggregated by modality; all faculty are required to meet minimum qualifications; all sections share a common course syllabus and method of assessing program learning outcomes. What remains unclear is how the college selected this approach or how it, in an ongoing fashion, tracks data to evaluate the effectiveness of both the tools it has selected and its process for selecting them.

1R4 What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)

Systematic LCC provides results on multiple measures that it believes indicate the quality of its academic programs: employer survey results; program review data; IPEDS reports; and credentialing pass rates for those programs with external credentialing agencies. The use of data on such measures provides the college a rich context for understanding the quality of its programs.

- Comparison of results with internal targets and external benchmarks

Systematic   LCC is in the early stages of systematizing its approach to identifying and comparing results with internal targets and external benchmarks. The program review data are reported in a fashion that provides a comparison against internal targets (of 2.5 or 2.0), and IPEDS data and credentialing pass rates are reported with comparisons against external benchmarks. The use of such comparative data provides LCC with a context for understanding the meaning of the results it collects. What remains unclear is why the internal program review targets were set where they were. The college has an opportunity to develop explicit processes for identifying internal targets and external benchmarks.

- Interpretation of results and insights gained

Reacting LCC provides results on multiple measures that it believes indicate the quality of its academic programs. Employer survey results were positive, and IPEDS data indicate the college's graduation and transfer-out rate is higher than its comparison group. Data from programs that lead

to a third-party certificate or licensure demonstrate strong student performance and, in most cases, students meet or exceed national benchmarks. It is unclear, however, what insight these data provide for program quality improvement efforts.

1I4 Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

As a result of discussions with the workforce in the area, Lansing Community College added a Technology Services Team that, in part, monitors progress of students in technical programs. The use of 2018 program review benchmark data will allow comparisons of student learning and program effectiveness over time and the process for awarding of prior learning credit has been reviewed and updated. While LCC describes these changes, what remains unclear is how leaders have linked these improvements to an analysis or interpretation of data.

1.5: ACADEMIC INTEGRITY

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5 Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

Systematic LCC describes a set of policies and processes that ensure freedom of expression and academic integrity for students, faculty, and other employees. These include a statement on academic freedom commensurate with the American Association of University Professors. The college has a formal Institutional Review Board to protect human research subjects. By having in place clear policies, procedures, contracts, handbooks and review boards, the college might benefit from identifying--and then tracking data on--some measure it believes will act as an indicator of its effectiveness at ensuring academic freedom and integrity.

- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

Systematic The Student Code of Conduct prohibits acts of academic dishonesty. All course syllabi include a reference and link to the Student Code of Conduct and General Rules and Guidelines. LCC's Library website offers students guidance on conducting academic research, avoiding plagiarism, and citing materials in accordance with professional guidelines. These policies, syllabus guidelines, and assigned librarians reflect a systematized approach to ensuring ethical learning and research practices of students.

- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

Systematic The college has an Ethics and Standards of Conduct policy that applies to all employees, including faculty. Ethical behavior is further reinforced through performance evaluations. The new IRB will also support the college's processes for ensuring ethical teaching and research practices.

- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

Reacting While the college explained processes for ensuring academic integrity, it has an opportunity to describe more effectively what tools or methods are used to evaluate the effectiveness of its approach and how those might be selected.

1R5   What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)

Reacting   As evidence, LCC documents the number of library training sessions offered and the number of attendees, employee climate survey results, and the number of proposals reviewed by the IRB. However, these are all indirect measures; the college has an opportunity to report results on more direct measures that it believes will indicate ethical behavior.

- Comparison of results with internal targets and external benchmarks

Reacting LCC reported no comparative results for its ability to ensure academic integrity.

- Interpretation of results and insights gained

Reacting Minimal interpretation of results appears to be occurring.

1I5   Based on 1R6, what process improvements have been implemented or will be implemented in the next one to three years?

LCC describes as improvements to its academic integrity processes the changes it has made to IRB and the goals that the Library Instruction Team has identified to assist in helping students improve their information literacy. What remains unclear is how leaders may have linked these changes to an analysis or interpretation of the data garnered from these processes.

CATEGORY SUMMARY

Overall LCC appears to be at the **systematic** level for its ability to help students learn. Significant improvements have been engaged since the college's last Appraisal in 2013. Of particular note are the college's use of both curriculum mapping and program review in its approach to implementing a comprehensive approach to assessing student learning. While for many areas in this category, LCC has identified measures and tracks data on those measures in an attempt to evaluate its effectiveness, some processes appear to be lacking such measures. In particular, the college might benefit from tracking comparative data, which might provide both college leaders and outside reviewers a context for understanding and interpreting the data: how do the numbers provided compare against expectations and results at other institutions. Providing a richer context might enable LCC to report a more meaningful (and actionable) interpretation of its results. Lastly, LCC might benefit from closing the loop; that is, when actions taken to improve processes are described, LCC has the opportunity to explain how those actions were selected based on an analysis of the results reported.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

II - Meeting Student and Other Key Stakeholder Needs

Focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders, such as alumni and community partners.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Current and Prospective Student Needs, Retention, Persistence and Completion, Key Stakeholder Needs, Complaint Processes, and Building Collaborations and Partnerships.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the Systems Appraisal procedural document provided by HLC.

Evidence

CATEGORY 2: MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS

Category 2 focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders, such as alumni and community partners.

2.1: CURRENT AND PROSPECTIVE STUDENT NEED

Current and Prospective Student Need focuses on determining, understanding and meeting the non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1 Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

Systematic Lansing Community College has revised its student intake process to focus on student success and the needs of the individual student. Intake starts at the recruitment stage, where students are assigned an engagement coordinator, and through campus visits, where students meet with an advisor. To determine student readiness, the college utilizes multiple measures. Results assign students into three-tiers to provide distinct levels of support to address academic needs. Faculty

review student success data to determine the academic preparation required for each course. Continuing students may be assigned an Academic Success Coach (ASC) through faculty referral or by request.

Lansing Community College has an opportunity to clarify how it knows if its approach is having the desired effect. For example, incoming students receive targeted outreach materials to identify their potential needs and to assist the college in providing resources; however, the processes by which this is accomplished are not described. To move to the next level of maturity, the college is encouraged to identify a set of measures it believes will indicate the effectiveness of its processes and to collect and analyze data on those measures.

- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

Systematic Lansing Community College is engaged in the use of Guided Pathways and academic advisors to create a My Academic Pathway, along with tiered support levels, academic department support strategies, and traditional services for its students. In addition, support for developmental courses has been streamlined to help students move more quickly through course sequences. The Mathematics Program offers pre-college courses for students who need to build math skills, and the Integrated English Program provides instruction in English for non-native speakers and for those students needing development in reading and writing. Co-requisite developmental courses are also available for students as appropriate by their classification on Lansing Community College's three-tier system.

The college has an opportunity to advance in maturity by evaluating the effectiveness of its academic support services both to identify areas for potential improvements and to provide evidence that all students are receiving the necessary services. The college is encouraged to identify a set of measures it believes will indicate the effectiveness of its processes and to collect and analyze data on those measures.

- Ensuring faculty are available for student inquiry (3.C.5)

Systematic Lansing Community College requires faculty (in compliance with MAHE contract requirements) to hold and communicate office hours, thus ensuring that faculty are available for student inquiry.

Lansing Community College has an opportunity to identify a set of measures it believes will indicate the effectiveness of its processes and to collect and analyze data on those measures. In addition, there is an opportunity for the college to clarify the processes for ensuring part-time faculty are available for student inquiry.

- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Reacting Lansing Community College utilizes several activities to determine and address the support needs for both students and faculty. The methods include surveys, Help Desk tickets, eLearning data, Early Alert data, and informal feedback. Academic advisors hold monthly meetings with their academic partners to document program updates and changes. To identify program-specific needs, academic divisions use surveys, advising sessions, accreditation requirements, student interaction with division staff, special feedback sessions with student organizations, social media,

faculty classroom observations, and student success data.

The college is encouraged to put in place cyclical processes, to identify a set of measures it believes will indicate the effectiveness of its processes and to collect and analyze data on those measures. In addition, while the college provides examples of a wide range of support services, the narrative does not provide a description of a clearly defined process that integrates these activities into a systematic approach for determining and addressing learning support needs. The college may benefit from developing such a process as well as a description of how the process is to be evaluated for effectiveness and improvement**.**

- Determining new student groups to target for educational offerings and services

Reacting While Lansing Community College discusses its enrollment management and program review processes to help determine new student groups; it does not delineate how the processes assist the college in determining new student groups to target. In addition, the activities of the Recruitment and Outreach Team do not appear to be systematized, appearing to be neither on a regular schedule, nor measured and evaluated. For example, Recruitment and Marketing have responded to a reduced numbers of high school graduates by targeting adult students; however, it is unclear how appropriate targets are chosen, reached, and served. The college may benefit from developing such a process as well as a description of how the process is to be evaluated for effectiveness and improvement.

- Meeting changing student needs

Reacting While Lansing Community College describes an extensive set of activities for meeting student needs**,** it is not clear what strategies lead to a more global institutional awareness of changing student needs and actions that provide an environment for success as student needs shift. It is also unclear if the college has evidence to demonstrate if it is effective in meeting changing student needs. The narrative does not describe how the data are analyzed to make decisions to improve operational processes or how the college determines the impact of any adjustments.

- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

Reacting While Lansing Community College describes several subgroups of students with distinctive needs and support programs (for example programs are in place to support students with disabilities and veteran students and their families), strategies for identifying appropriate sub-populations and identifying and promoting specialized services to these groups are not readily apparent.

The institution might benefit from developing documented processes for identifying, assessing and supporting appropriate student groups in the future to assure that the college meets all student subgroup distinctive needs.

- Deploying non-academic support services to help students be successful (3.D.2)

Systematic At Lansing Community College, the Star Zone and the Center for Student Support provide non-academic support services to students, with support surveys in place to assess their effectiveness. Some examples include a food pantry and cafeteria gift cards that serve students with food insecurity. The ASC's also issue small, one-time emergency funds to students in need.

The college's chief assessment process in this area has Student Affairs staff reviewing survey data to

reallocate budgets and personnel. The college might apply such use of data to shape decisions to other areas and report what specific measures it continues to track in order to evaluate the ongoing impact of these efforts.

- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

Systematic Lansing Community College's process for ensuring that non-academic support staff are qualified is governed by the hiring process. All job descriptions are reviewed and updated before being used in the hiring process for new or replacement positions. Academic support staff and Student Affairs employees participate in regular in-service training, and financial support is available for professional development.

- Communicating the availability of non-academic support services (3.D.2)

Reacting Information about support services is communicated on the general college website, as well as in the learning management system. Students also receive information on services during the mandatory orientation program. Other communication tools, such as targeted e-mails, banners, and signs around campus, are also utilized.

It is unclear if these activities were identified as part of systematic process or if the college has evaluated the effectiveness of its communication. The college has an opportunity to advance in maturity by developing a process that is explicit, measurable and subject to improvement.

- Selecting the tools, methods and instruments to assess student needs

Systematic Lansing Community College describes processes for selecting internal and external survey tools and further discusses how college-wide committees and student leadership groups provide input to methods and tools.

While LCC seems to have selected surveys and methods for assessing student needs that are appropriate for the college, what remains unclear is what data the college reviewed to select these tools or how, on an ongoing basis, the college evaluates the effectiveness of the tools it has selected.

- Assessing the degree to which student needs are met

Systematic Lansing Community College correlates the effectiveness of services meeting students' needs to student retention and persistence, credits earned, GPA, student satisfaction and graduation rates. In addition, LCC has put in place other structures to assist the college in assessing the degree to which student needs are being met: requiring student members on the Academic Senate and avenues for students to provide input.

It is unclear how and when data are analyzed or how such an analysis may be used to assess the degree to which student needs are met.

2R1 What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic Lansing Community College appears to have begun to **systematize** its use of summary results. For example, the ASCs regularly collect and review data from students, and the college employs several surveys to gather data.

To further strengthen the college's understanding of its students and how well it is meeting their needs, it may want to consider developing more direct measures of performance outcomes that have the potential to provide trend data and facilitate the identification of internal goals and external benchmarks. As the institution is able to track consistently over time such efforts as the Pathways project, academic coaches and learning commons, valuable trends may emerge and lead to more direct changes and improvements.

- Comparison of results with internal targets and external benchmarks

Reacting While Lansing Community College does present results, there is an opportunity to develop internal targets and external benchmarks. Such points of comparison can be very helpful in providing a context for interpreting the actual data collected.

- Interpretation of results and insights gained

Systematic The interpretation of results and insights gained demonstrate how Lansing Community College is utilizing data to inform student support activities. The college has used its results to guide improvements in its Early Alert process, the use of the ASC's, wrap-around support services, improvements in its extension centers, and its process for attracting and retaining students.

While improvements are occurring at LCC, the college has an opportunity to demonstrate that data underwent interpretation and that the data were shared across the institution.

2I1 Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Lansing Community College appears to have made several improvements to processes for meeting student needs. The college notes the success of a number of its processes and identifies some areas of improvement, including ways to ensure more students see advisors, improve their information literacy, and receive counseling support. The college has implemented an Early Alert System and is currently revising the form to make it more useful. The coaching and embedded academic support systems are evolving from voluntary to mandatory, and the institution continues to revise the process. The Embedded Academic Support Team is leading the college's efforts to provide wrap-around support systems through its "Achieve 360" program, and academic advisors have increased appointment availability to encourage student use.

What remains unclear, however, is how the actions taken to improve processes resulted from an analysis of data on pre-selected measures. The college may mature by closing the loop: that is, by linking the actions it takes to improve processes to the data it collects and analyzes on the effectiveness of those processes. In addition, Lansing could benefit by comparing its results with similar institutions.

2.2: RETENTION, PERSISTENCE AND COMPLETION

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and

distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2 Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

Systematic Lansing Community College utilizes student retention, persistence and completion data from IPEDs, VFA, and AACC Guided Pathway metrics to frame its data conversations. These data are integrated into program review and utilized for targeted supports through the Carl D. Perkins Grant. Retention, persistence, and completion data in program review include an analysis of five-year trend data disaggregated by student demographics. In accordance with requirements for its Carl D. Perkins Grant, LCC monitors persistence and completion rates on core performance indicators of students enrolled in its career and technical education programs.

- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

Systematic The Board of Trustees set LCC's retention goals based on AACC's Guided Pathways measure for First Time Ever in College (FTEIC) trend data. Details for goals and strategies for attainment are outlined in the college's 2018-2021 Enrollment Management and Retention Plan. For example, targets for completion of college-level coursework in English and math in a student's first year were established using AACC Guided Pathways data. Overall completion targets were also set using the AACC Guided Pathways Milestone metrics, which focus on student success in the first academic year, credit momentum, gateway math and English completion, persistence, and college course completion.

The college has the opportunity to align its collection of data in this realm to other key processes and operations.

- Analyzing information on student retention, persistence and completion

Aligned Lansing Community College has aligned multiple processes to monitor and review information on student retention, persistence, and completion, starting at the Trustees' level and continuing through the operational level. The process for analyzing information on student retention, persistence and completion includes Embedded Academic Support team reviews, program review, board monitoring reports, and Perkins reports.

Analysis of the AACC Guided Pathways Milestone metrics indicates an upward trend in all areas for the first academic year under review. The greatest improvement, with an increase from 42% to 57%, is completion of college-level English in the first academic year. Recent Embedded Academic Support (EAS) initiatives, such as co-enrollment in English courses and the use of multiple measures to improve college-level placement, are identified as contributing factors to success in this area.

- Meeting targets for retention, persistence and completion (4.C.1)

Aligned Lansing Community College's processes for monitoring and tracking progress in meeting its retention, persistence, and completion targets are aligned and offer opportunity for multiple stakeholders to track outcomes. By having its Board of Trustees regularly review retention, persistence and completion data within a comparative context and by infusing such data into its program review process, the college has aligned its approach to determining how effectively it is

meeting its targets. For example, the college used results in developmental education to identify needed improvements. To further achieve alignment, program review serves as LCC's key process for meeting targets for retention, persistence and completion. The data are also embedded into the strategic plan, where KPIs are monitored.

- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

Systematic Lansing Community College's process for selecting tools, methods and instruments to assess retention, persistence and completion show a commitment to utilizing AACC Guided Pathways data best practices to understand student success patterns and improve student outcomes through targeted interventions. These goals are also woven into the college strategic plan, and data are disseminated via the program review process. The college is moving toward alignment in this area.

2R2 What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Aligned Lansing Community College provides evidence of its results in retention, persistence, and completion. Its trends over time are strong and remain above many national benchmarks in a number of areas. The college indicates it remains focused on improving these results. Program data are compared with institutional data and disaggregated by gender, race and ethnicity, and age. Summary results from the VFA and Guided Pathways scorecard were presented, and trend data were reported when available.

- Comparison of results with internal targets and external benchmarks

Systematic Lansing Community College's comparison of results with internal targets and external benchmarks, including VFA, Guided Pathways, and the AACC Pathways projects, allows for comparison of peer institution. By including trend and comparative data, including both internal targets and external benchmarks, LCC has **systemized** its use of comparative results for student retention, persistence and completion.

- Interpretation of results and insights gained

Aligned The Board of Trustees, by acting on an analysis of the data provided, have led Lansing Community College in using its interpretation of results to identify and target areas for improvement efforts in order to see continued growth on the measures being reviewed. According to the Guided Pathways trend data, the college has made significant improvements in the first credit momentum for students enrolled in English classes. This is deemed to be significant as it ties directly to the progress of the college's part-time students, who represent approximately two-thirds of the student population.

2I2 Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Lansing Community College has made strides in understanding and addressing retention, persistence, and completion through the AACC Guided Pathways Project. The Embedded Academic Support Initiative allows the college to utilize evidence-based decision-making to support student success. The college is continuing to promote student success through a focus on college-level math course success. In addition, the program review process allows faculty to target retention, persistence and completion strategies in their program.

Several individual programs have developed student success goals. Improved results in mathematics, which is a barrier to student success, is also a priority. An effort is underway to help faculty and staff better utilize data in decision-making. Results of the college-level math performance as measured on the Guided Pathways scorecard have prompted improvement efforts for the college's remedial sequences into college-level courses. Lansing Community College is demonstrating best practices and has an opportunity to apply them to other areas of the college.

2.3: KEY STAKEHOLDER NEEDS

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3 Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)

Systematic Lansing Community College makes use of a variety of processes, including environmental scans, advisory meetings, and surveys to determine key stakeholder groups. North American Industry Classification System (NAICS) data are also utilized.

It is unclear how the college uses such specific data points from such tools intentionally to identify its key external stakeholders or how the data are reviewed and analyzed in order to evaluate the effectiveness of the approach to determining key external groups.

- Determining new stakeholders to target for services or partnership

Systematic The Michigan Public Act 265 requires colleges to maintain best practices in economic development and business or industry partnerships, educational partnerships and community service. Lansing determines new stakeholders to target for services or partnership through open communication; data collection and analysis: and methodological outreach based on the Best Practices resolution. In addition, the Foundation coordinates alumni relations.

It is unclear how LCC leverages such tools in an intentional, measured and evaluated fashion. It is unclear what priorities the college employs in making decisions about new relationships and how leaders evaluate new partnerships for effectiveness and impact.

- Meeting the changing needs of key stakeholders

Reacting While Lansing Community College strives to meet the changing needs of key stakeholders through advisory committees and maintaining partnerships, it is unclear if these processes are effective in meeting changing stakeholder needs. It is also unclear how the college leverages these committees in an intentional fashion to identify stakeholders' changing needs and to evaluate whether the college is meeting those needs.

The college has an opportunity to develop and implement a formal process for determining if it is meeting the changing needs of its stakeholders.

- Selecting the tools, methods and instruments to assess key stakeholder needs

Reacting Lansing Community College notes that it utilizes the Community College Survey of Student Engagement (CCSSE) and customer needs surveys to assess key stakeholders' needs. The college is cautioned about its use of CCSSE data as a tool to measure how well it is meeting stakeholder needs as the instrument is designed to measure student engagement.

The college does not appear to have an overarching structure for the assessment of stakeholder needs and how tools are selected. In addition, it is unclear what data leaders are reviewing in deciding if these surveys are appropriate or sufficient to assess how well external stakeholder needs are being met.

- Assessing the degree to which key stakeholder needs are met

Systematic Lansing Community College's process for assessing the degree to which key stakeholder needs are met is through advisory committee participation, training satisfaction results, and graduate surveys.

The college has an opportunity to enhance its process by reporting which specific parties on the campus review the resulting data and the frequency of the review in order to evaluate the effectiveness the processes. The college also has an opportunity to examine the Child Development and Early Education program employer satisfaction survey, which is in development and may constitute a means of assessing stakeholders' needs.

2R3 What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic Lansing Community College uses results from the graduate survey, the BCI Employer Evaluation survey, and the older youth Condensed Item Analysis Report to demonstrate that it is meeting key stakeholder needs. The graduate survey shows positive results for students' being employed within six months of graduation and being satisfied with their LCC experience. The BCI survey and the Condensed Item Analysis Report for older youth both show high levels of satisfaction with the training/educational experience. In 2015 the college partnered with the Economic Modeling Specialists International (EMSI) to assess the impact of Lansing Community College on the local economy and the benefits it provides for students, society, and taxpayers. This report indicates the college has had a positive financial impact on the local region.

The college has the opportunity to mature by tracking data in a manner that allows it to align the results it collects on the effectiveness of its relationships with external stakeholders with its broader institutional strategic goals.

- Comparison of results with internal targets and external benchmarks

Reacting While Lansing Community College provides good examples of results, it could improve its analysis of its progress by comparing its current results with pre-set expectations, past results or the results of other institutions.

- Interpretation of results and insights gained

Reacting Other than noting that the results are positive and that it has determined it is meeting the needs of its stakeholders, Lansing Community College offers little interpretation. While positive results are encouraging, comparative results allow for contextualization, especially because data that do not meet expectations can help leaders identify areas to focus on for improvement. As a part of the evaluation, the college is also encouraged to find a means to apply the data to institutional decision-making.

2I3 Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

It is clear Lansing Community College has numerous external stakeholder groups and interacts with them in a variety of ways. Less clear are the processes and results for doing so. While the college has a strong focus on student outcomes, its effectiveness on tracking, measuring, and documenting outcomes in serving external stakeholders could be improved. The BCI's Customer Relationship Management Software and processes could provide an opportunity for doing so, and the college is commended for moving in this direction.

Lansing Community College appears to plan improvements to its customer relations and to its alumni outreach; trying to increase the response rate on the six-month graduate survey, in particular, is noteworthy because it is a planned improvement based on a review of existing data. In addition, Lansing is working to implement a customer relationship management (CRM) system which would help to inform stakeholder needs and planning.

2.4: COMPLAINT PROCESSES

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4 Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students

Systematic Lansing Community College formed the Academic Procedures Advisory Committee with the charge to develop standard practices for cataloging and reviewing student complaints on at least an annual basis. In addition, the committee enforces complaint procedures, addresses appeals and disputes, and established a process for formally documenting complaint information including appeals and their resolution. By categorizing the types of complaints, by having set guidelines, policies and forms, and by tracking resolutions, the college has begun to **systematize** its approach to collecting complaint information from students.

The college has an opportunity to advance in maturity by establishing a mechanism through which its current procedure can be evaluated for effectiveness and potential improvements.

- Collecting complaint information from other key stakeholders

Systematic Key stakeholders may submit complaints on the Lansing Community College website. In addition, stakeholder complaints can be submitted by contacting the President's Office, Board of Trustees Office, and Provost's Office, or through public comment at the Board of Trustee meetings. Grievances from collectives bargaining units follow a specified process defined in labor agreements.

The college has an opportunity to discuss how complaints received in these ways are tracked, monitored, and resolved. In addition, Lansing Community College has an opportunity to advance in maturity by establishing a mechanism through which its current procedure can be evaluated for effectiveness and potential improvements.

- Learning from complaint information and determining actions

Reacting The approach for learning from complaints and determining actions described by Lansing Community College appears to be departmentalized and informal. While resolving each individual complaint is beneficial, the college has an opportunity to learn from a review of complaints in the aggregate to identify patterns that either need to be addressed or can indicate effective means of resolving complaints. The document titled "Administrative Appeals Infographic" indicates that the college does indeed aggregate some complaint data, yet how this aggregation is used to promote learning remains unclear.

- Communicating actions to students and other key stakeholders

Systematic At Lansing Community College actions resulting from complaints are communicated to students and other stakeholders using confidential communication methods such as email and mail. Communication of timelines to staff and faculty are done in accordance with the complainant's collective bargaining agreement. The college is encouraged to establish reasonable timelines for responding to student complaints and including those in its formal processes.

The college has an opportunity to report, when possible, the aggregate results of complaints: to report patterns that have been identified and addressed. The document titled "Administrative Appeals Infographic" indicates that Lansing Community College does indeed report aggregate complaint data, yet how this report is communicated and to whom remains unclear.

- Selecting the tools, methods and instruments to evaluate complaint resolution

Reacting While Lansing Community College reports how it deals with complaints, the narrative does not describe how the college selects the tools, how the logging and categorizing of complaints occurs, or which methods and instruments it uses to evaluate complaint resolution.

2R4 What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Reacting Lansing Community College utilizes a complaint spreadsheet to analyze complaint trends. The college has an opportunity to summarize all its complaint data in tabular form, which would

provide direct evidence of tracking all categories of complaints.

- Comparison of results with internal targets and external benchmarks

Reacting Lansing Community College has not established internal targets or external benchmarks. The college has the opportunity both to set targets for itself in terms of complaints and to identify any external benchmarks it might track.

- Interpretation of results and insights gained

Reacting Based on the Excel tracking log, the Registrar's Office identified residency as a focus of student complaints. A working group was formed, and changes were made to the deadline requirements for establishing residency. The changes resulted in a decline in student complaints on this topic. This single example reflects a systematic approach, and the college is encouraged to replicate this approach within other departments.

2I4 Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Lansing Community College recognized the need to improve the process for tracking complaints, and in January 2019 formed a complaint task force. Its work has begun with some early improvements to process and tools. The college has formalized many of its complaint collection and analysis processes. The Administrative Appeals Annual Report provides valuable metrics on complaint process. Enhancements are being made to the college's website to improve ease of access and navigation, to ensure consistency in communication and language regarding complaints. The Registrar's Office and Student Affairs division have developed a new electronic tracking process for administrative appeals which will track types of complaints, appeals, and outcomes. The change will provide opportunities to analyze complaint data for patterns and to identify potential improvements.

2.5: BUILDING COLLABORATIONS AND PARTNERSHIPS

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5 Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

Systematic Lansing Community College uses a mission-driven process for identifying and selecting partners that support its programs. The college uses a variety of data points (including economic and labor data), collects stakeholder input, and reviews funding availability to determine new partnership opportunities. The college selects partners for collaboration based on the potential of the partnership to support student success and the alignment with the college's mission and values. Partnerships may be initiated internally or externally, and data regarding labor needs, potential financial impact, and facilities assessment inform the decision. The college identifies several existing partnerships, but the portfolio does not describe the process by which those were selected.

To mature, the college might identify and collect data on measures that it believes will indicate the effectiveness of its approach to selecting partners and align its method for selecting partners with

other key areas, especially the college's strategic goals. This process could be further formalized through use of an evaluative rubric for partnerships based on stated criteria.

- Building and maintaining relationships with partners

Systematic Lansing Community College provides examples of its processes for building and maintaining partnership relations. Its efforts include community outreach through events, articulation agreements, consortium agreements, apprenticeships, health fairs, and outreach to legislators. Board and cabinet members are actively involved with the community and advisory boards and other stakeholders are connected to appropriate staff.

The college has an opportunity to clarify how it measures and evaluates the effectiveness of its process and to formalize its process for managing partnerships.

- Selecting the tools, methods and instruments to assess partnership effectiveness

Reacting Lansing Community College uses surveys and advisory committee feedback as its primary sources of data. While these data can be viewed as indirect measures of partnerships, they are not measuring partnership *effectiveness.* The college is encouraged to identify other strategies for measuring its effectiveness in this area.

- Evaluating the degree to which collaborations and partnerships are effective

Reacting Lansing Community College evaluates collaborations and partnership effectiveness through a review of articulation agreements, surveys, and advisory committee feedback. The information presented does not provide a comprehensive evaluation of the effectiveness of such relationships. Most of the methods for evaluating the degree to which collaborations and partnerships are effective appear to be informal and indirect. The college might benefit from a regular review of data on direct measures for how well its partnerships and collaborations promote progress on its institutional goals and priorities, as well as satisfaction for its partners.

2R5 What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Reacting Survey results provide a method for departments to determine challenges and make changes, but the summary results are examples and do not strongly align with measurements of overall partnerships and collaboration effectiveness. The focus of the results presented were more on student outcomes than on partnerships.

Lansing Community College might benefit from reporting trend data on direct measures for more of its partnerships. The data can shed light on how well such collaborations promote progress on the college's institutional goals and priorities, as well as satisfaction for its partners.

- Comparison of results with internal targets and external benchmarks

Reacting Lansing Community College has the opportunity both to set targets for itself and to identify

any external benchmarks it might track.

- Interpretation of results and insights gained

Reacting Other than noting that many of the results are positive, Lansing Community College offers little interpretation. While positive results are encouraging, comparative results allow for contextualization, especially because data that do not meet expectations can help leaders identify areas to focus on for improvement.

2I5 Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Lansing Community College is exploring options for improvements. The college is contracting with EMSI to gather data to evaluate labor market trends and projected employment needs for the region. The college acknowledges the need for enhanced data collection regarding post-graduation job placement for students who participation in apprenticeships, articulation, and consortium agreements.

CATEGORY SUMMARY

Lansing Community College is primarily at the **systematic** level of maturity in its processes for understanding and acting upon stakeholder needs; while the use of results is at the **reacting** level. Retention, persistence and completion are priority areas, and the institution participates in the AACC Guided Pathways project to help student success. Processes are available and being followed; however, it is difficult to see data, strategies for interpretation, and changes resulting directly from an analysis of data.

Lansing Community College demonstrates strong processes and results in meeting student needs as evidenced by its discussion in 2.1 and 2.2. The embedded support team model is a best practice that provides proactive student support. The college uses multiple methods to determine college readiness, and new students are organized within a three-tier classification system to identify the level of support necessary for academic success. Articulation agreements are in place to provide a smooth transition for transferring students, and the college is a member of several consortia for specialized programs designed to serve the educational needs of the area. In addition, as stipulated in Public Act 265 of 2018, Section 230 of the Michigan Omnibus Public Education Act, the college must meet at least four of five best practice standards under each category of serving stakeholders. The Board of Trustees sets expectations and Lansing Community College developed processes for doing so.

In reporting the improvements it has engaged in, Lansing Community College has the opportunity to link its actions to an analysis of the data it has collected, rather than simply reporting actions taken to improve. The college might report how it decided to take certain steps based on an analysis of the data collected to show that its improvement actions have, indeed, closed the loop and had an impact on the data collected on its measures. In addition, the college has the opportunity to better leverage data to understand key stakeholder needs by implementing the CRM and then utilizing the data. Additionally, the college has the opportunity to advance in its understanding of the overall effectiveness of partnerships. Finally, while the college demonstrates it has positive partnerships with stakeholders and offers a wide range of student support services, it is challenged to provide strong data with targets and benchmarks that can be used for continuous improvement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

III - Valuing Employees

Explores the institution's commitment to the hiring, development, and evaluation of faculty, staff and administrators.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Hiring, Evaluation and Recognition and Development.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the Systems Appraisal procedural document provided by HLC.

Evidence

CATEGORY 3: VALUING EMPLOYEES

Category 3 explores the institution's commitment to the hiring, development and evaluation of faculty, staff and administrators.

3.1: HIRING

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1 Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

Systematic: LCC's processes for recruiting, hiring, and orienting faculty, staff, and administrators are generally systematic-to-aligned. The college makes use of technology tools, collective bargaining agreements, and hiring policies to coordinate, through HR, its processes with its mission, budget, and strategic planning. Prior to posting positions, the Vacancy Management Review Team reviews job descriptions, including minimum qualification requirements, with Academic Affairs. Job advertisements include required credentials, skills and values. To assure LCC hires qualified staff, the search committee members develop screening criteria, interview questions, and other assessment tools as needed.

All newly-hired administrators, support staff, and students attend a formal, mandatory orientation. The Center for Teaching Excellence (CTE) conducts a specialized orientation for all new faculty. LCC has an opportunity to advance in maturity in its recruiting, hiring and orienting processes by developing a process to evaluate the effectiveness of its current procedures and the Starboard orientation system.

- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)

Systematic: LCC's policy aligns with the HLC's faculty credentialing requirements and includes factors to be considered when utilizing tested experience other than academic credentials. A Faculty Minimum Qualification Recommendation Form is used to identify minimum qualifications for new and existing courses. In accordance with the Michigan Association for Higher Education (MAHE) faculty contract, current faculty have an opportunity to review the qualifications for all vacant faculty positions prior to the position's being posted. Professional certificate and licensure expiration dates are monitored at the department level to ensure required credentials are on file with the college. LCC has an opportunity to advance in maturity by developing a process to evaluate the effectiveness of its current procedures and to ensure its minimum qualifications process continues to meet HLC standards.

- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

Systematic: The LCC Academic Master Plan addresses instructional needs and planning, including staffing. Full-time faculty non-classroom duties are accounted for in their professional activities plans (PAP). Community Education and Workforce Development adjunct faculty sign non-teaching agreements or project agreements. The institution employees a significant number of adjunct faculty (1,018 or about 80% of total faculty headcount). It is unclear from the portfolio how the college determines an appropriate distribution of full to part-time faculty. LCC's IPEDS student-to-faculty ratio has ranged from 12:1 to 13:1 in the last three years. It was lower than three Michigan community colleges in the comparison group. While the process appears sound, it is not clear how the College makes overall decisions about appropriate staffing levels. There may also be an opportunity to expand peer comparisons to better identify staffing needs.

- Ensuring the acquisition of sufficient numbers of staff to provide student support services

Reacting: The process described to ensure adequate support staffing levels does not appear to be as robust as the those to determine faculty staffing levels. Beyond assessing the needs of staff and the unmet needs of students (via survey), the process appears to lack structure and does not appear to be data-informed.

- Tracking outcomes/measures utilizing appropriate tools

Reacting: LCC's methods for tracking outcomes/measures are poised to move beyond the current reacting level by leveraging the talent management system (TMS), excel spreadsheets, and surveys. The college maintains an electronic file in Excel to document the progress and status of its hiring processes. Surveys are used to collect impressions of and satisfaction with orientations from orientation participants. The Survey of Employee Engagement is administered every three years, though it is unclear how results from the survey are used to track outcomes of the college's processes for recruiting, hiring, and orienting faculty and staff. Bringing together all of the related activities

into a comprehensive set of processes and policy that are measurable and repeatable would help the institution improve.

3R1 What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic: LCC collects feedback from employees participating in new employee orientation, however, reported results did not identify the period covered or the participation rate for each survey. The Hiring Process Report tracks the number of applicants for advertised positions, the time to complete the hire and the percentage of positions filled. It is unclear how the results are shared, analyzed or used to inform college improvement efforts.

- Comparison of results with internal targets and external benchmarks

Reacting: The portfolio does not provide evidence that LCC has established internal targets or external benchmarks. The college has an opportunity to advance from the reacting level by establishing institutional goals, tracking performance against those goals, and analyzing trend data to identify potential improvements.

- Interpretation of results and insights gained

Reacting: LCC states that results from the new employee orientation survey show 66% to 96% of respondents were very much or extremely satisfied with the information provided. In addition, the new student employee survey indicated 74% to 97% were satisfied. While these numbers provide the college some information on employee perceptions, it is not clear how the institution uses these (and other) data to inform improvement. LCC has an opportunity to move beyond **reacting** by describing how results are used in this and other categories.

3I1 Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Lansing Community College conducted an external audit of the HR area and utilized results to make changes to the on-boarding process to reflect employee concerns and to create a more inclusive process. The HR department is working with the Data Information Communication for Employees committee to review processes, share best practices, and address other identified needs. The Student Affairs division has updated its interview questions to align with its newly identified core values and the Learning Commons has reclassified its supplemental instructors as learning assistants in an attempt to improve the timeliness of hiring new personnel. Less evident are the ways LCC uses benchmarks, targets, or longitudinal data to inform improvements.

3.2: EVALUATION AND RECOGNITION

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2 Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees

Systematic: LCC conducts performance evaluations for faculty, staff and administrators in accordance with the processes described in their respective collect bargaining agreements. Faculty performance reviews are based on assessments by administrators, student/client feedback, peer review, and self-evaluation. Observation training is provided through the Center for Teaching Excellence (CTE) for those individuals who volunteer to serve as peer reviewers. Modifications to performance review instruments or forms are negotiated with faculty association representatives. Administrator and staff performance reviews include a self-assessment, review by next-level supervisor, and input from relevant employees. Identified deficiencies in performance for all employee groups are addressed through the development of individual improvement plans (IIP). LCC has an opportunity to advance in maturity by developing a process to evaluate the effectiveness of its evaluation processes and using the result to inform its improvement efforts

- Soliciting input from and communicating expectations to faculty, staff and administrators

Systematic: Collective bargaining agreements delineate performance review expectations for each employee group, and copies of the agreements are available on the college website. Printed copies are distributed when new agreements are reached. Administrators are required to complete the performance evaluation training module annually. A climate survey is administered every few years. The last was done in 2017 and showed approximately 30% of the respondents felt communication was not what it should be, while 66% of employees agreed or strongly agreed that their supervisor evaluated their performance fairly. There is no information about how frequently the survey is administered, no description of additional tools and measures that might be used, nor how targets and benchmarks are considered in measuring employee satisfaction. Doing so might improve maturity level.

- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

Systematic: LCC states its evaluation system aligns with its guiding principles of maintaining a well-qualified faculty and staff. While the processes described are systematic, there is no indication how the college determines that the priority focus of the evaluation is followed or what quality standards are being measured. Additionally, the emphasis is on evaluation of individuals and less so on programs and services. LCC has an opportunity to more clearly describe how it aligns the evaluation system(s) and its objectives.

- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

Systematic: Evaluations for all employee groups are conducted in accordance with the schedules outlined in the college's collective bargaining agreements. Probationary periods are identified for administrators, part-time clerical/technical staff, and educational support personnel. Regular intervals for evaluations are identified for post-probationary employees. Ad hoc reviews may occur when deemed to be appropriate. The college has an opportunity to evaluate its evaluation system and processes for the purpose of continuous improvement.

- Establishing employee recognition, compensation and benefit systems to promote retention and high performance

Systematic: LCC reports systematically tracking wage and benefit information to ensure it remains competitive. However, in 2017 LCC conducted a Survey of Employee Engagement where employees rated items related to compensation and benefits at the lowest levels of satisfaction. The college has an opportunity to measure how well its employee recognition processes actually align with and support its goals and values by more clearly identifying metrics, benchmarks, targets, and outcomes for employee recognition.

- Promoting employee satisfaction and engagement

Reacting: LCC identifies a variety of activities designed to promote employee satisfaction and engagement. The Experience Starpower team hosts #starpower to communicate activities that are held throughout the year, and the library coordinates One Book One LCC, a shared community reading experience open to faculty, staff, and students. The LCC Foundation coordinates an Employee Development Fund that provides financial support for cultural events, professional development grants, and various employee recognition events. While LCC offers numerous opportunities, they appear to be more of a collection of activities than an integrated whole. It is unclear what processes were used to identify and develop these activities or how the institution knows if they actually promote employee satisfaction and engagement.

- Tracking outcomes/measures utilizing appropriate tools

Reacting: LCC uses a reporting dashboard in Cornerstone for administrators to monitor performance reviews. The Survey of Employment Engagement is used to collect feedback from employees on the college's performance evaluation systems. The Board of Trustees receives an annual report on the college's recognition, team building and professional development activities. The processes by which these tools were selected and identified are not described, and it is unclear how these tools have been linked to staff retention or to specific outcomes.

3R2 What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Reacting: The narrative in this section provides descriptions of processes for evaluation and superficial use of survey data. While LCC does track completed employee evaluations (which provides evidence of compliance with evaluation processes) and the 2017 Survey of Employee Engagement results provide an understanding of employees' perceptions of evaluation and supervisory relationships, the absence of clear benchmarks and an explanation of how data are utilized in decision-making keep the college at the reacting level.

- Comparison of results with internal targets and external benchmarks

Reacting: It is unclear if internal targets have been established or how external benchmarks are used. The college has an opportunity to advance in maturity by identifying institutional goals in this area

and using external benchmarks to measure progress in meeting its goals.

- Interpretation of results and insights gained

Reacting: The 2017 LCC Survey of Employee Engagement results indicate that most respondents agree or strongly agree that their evaluations are conducted fairly, that they have a clear understanding of their work responsibilities, that their supervisor recognizes good work, that administrators are consistent when administering policies concerning employees, and that colleagues respect one another. Unclear is how frequently the survey is administered and how the college interprets results and gains new insights to improve individual and institutional performance over time based on repeated administrations of the survey.

3I2 Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

LCC continues to automate employee evaluation processes, allowing HR and supervisors to use Cornerstone to track evaluations for administrators, faculty, and part-time clerical and technical staff. Plans are underway to include evaluation processes into the system for educational support personnel and facilities maintenance personnel.

The college's system provides opportunity to solicit anonymous input from employees in each administrator's area. These data may provide useful feedback to administrators to improve overall performance evaluation accountability. The college may also wish to look at how its results and outcomes compare to similar colleges and/or to track its results longitudinally in order to determine ways to improve individual and institutional performance.

3.3: DEVELOPMENT

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3 Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

Aligned: LCC provides and supports regular professional development for all employees through their annual budgeting process, which is linked to the strategic plan. Each department has dollars for professional development, and there are defined procedures for allocating funds. The institution reserves 10% of the fund for unexpected opportunities, and employees can apply to this fund. The college also sponsors internal workshops, courses, and activity days to foster professional development in specific areas. The college has a collaborative system for administrators to share common challenges and to build leadership skills. Appropriate national memberships are also maintained, allowing employees to access information and attend conferences and workshops. Based on responses to the employee engagement survey, employees appear generally satisfied with professional development opportunities.

- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

Aligned: LCC provides training in instructional content and pedagogical processes in numerous venues. CTE sponsors four Professional Activity Days, a 12-week "Transforming Learning Through Teaching" course, and an online teaching certification course to prepare faculty to teach hybrid and online courses. Online and technological support for faculty and support staff is provided by the college's eLearning department, which offers workshops on using the D2L course management system, from policies and standards to tips for effective teaching online. Annually, full-time faculty members document their professional activities plans, including professional development and professional organizational leadership to ensure currency in instructional content and pedagogical processes. In addition, the program review process and faculty performance evaluations address the quality of instruction. IDEA Course Evaluations are reviewed every semester to measure instructional effectiveness. It is not as clear how LCC ensures currency for its large number of part-time instructors.

- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

Systematic: In addition to having access to the training opportunities offered to all employees, Student Affairs employees participate in regular in-service trainings, attend conferences specific to their areas of student support, have training and mentoring opportunities from other staff, and have access to training documents. The college has an opportunity to track and monitor annual improvement plans for student support staff

- Aligning employee professional development activities with institutional objectives

Systematic: LCC's professional development processes are described as aligning with the college mission of providing "high-quality education," so students might achieve their educational goals and become "engaged global citizens." Activities are described as also aligning with guiding principles, as well as the strategic plan focus areas of Engaged Learning and Student Success and Community Engagement. The College has an opportunity to measure how well its professional development actually align with and support its goals and values by more clearly identifying metrics, benchmarks, targets, and outcomes for professional development.

- Tracking outcomes/measures utilizing appropriate tools

Systematic: The institution documents and tracks the number of employees participating in professional development activities and notes that it has spent $1.5M on professional development in the past two years. The college uses its talent management system, Cornerstone, to offer and track required and optional college training for all employees. Attendance in Center for Teaching Excellence and eLearning activities is tracked in Excel, and professional development for faculty is tracked through annual professional activities plans and performance evaluations. Employee responses to related questions on the Survey of Employee Engagement do indicate that they believe they have adequate professional development. The examples provided, however, suggest LCC's methods for tracking outcomes for its professional development activities are focused primarily on participation rates. The college has an opportunity to measure how employee participation in professional development enhances job performance or contributes to the college's mission and institutional goals.

3R3 What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results

should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Reacting: While LCC is committed to professional development and effectively tracks resource use and participation, it does not provide direct evidence of the ways professional development improves student or employee outcomes. The college has a high level of participation in professional development and has an opportunity to improve the ways it presents summary results linked to its goals and objectives.

- Comparison of results with internal targets and external benchmarks

Reacting: Neither internal targets nor external benchmarks were provided. Possible internal measures could include fund distribution by area, level of participation by employee group, and linkage to college goals. The college is encouraged to collect appropriate data to be used to track performance, yield trend data, and inform decisions.

- Interpretation of results and insights gained

Reacting: LCC has an opportunity to describe how results are used to make proactive change and/or to improve its professional development processes and outcomes.

3I3 Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

LCC devotes significant resources to professional development. The Center for Teaching Excellence and eLearning have development roles that are understood by staff and promote high participation in targeted training events. The collaboration in professional development activities between departments has provided opportunities for faculty and staff to not only grow in their expertise, but provides faculty and staff opportunities to share their expertise with others. LCC continues to work on professional development for the online environment and is beginning the discussion to provide leadership development for faculty. It is difficult for the reviewers to identify a linkage between results and planned improvements.

CATEGORY SUMMARY

The maturity level for processes in in this category are generally **systematic** with results at the **reacting-to-systematic** level. The institution could better use data, metrics, targets, and benchmarks to demonstrate how its processes produce results in support of continuous quality improvement. Doing so will better position LCC to move forward into a new Pathway.

LCC has processes in place to hire, orient, and evaluate new and current staff, faculty, and administrators. Its hiring process includes multiple checks and balances to ensure the college hires qualified individuals; the college also has a tracking process to ensure that professional licensures are maintained. LCC's orientation processes are well-defined. The college uses program operational plans and the faculty prioritization process to determine sufficiency of faculty staffing. The college also reviews the sufficiency of student support staff through tracking of services and student surveys. The employee evaluation processes are supported through technology tools and appear to be evolving and improving.

The 2017 LCC Survey of Employee Engagement showed employee dissatisfaction with compensation and benefits, which was not addressed in the portfolio. Comparison wage and benefit data were shared with no analysis of results or actions taken in light of this dissatisfaction. No measures of employee retention were shared. There exists an opportunity to identify targets and benchmarks.

LCC has dedicated significant resources to professional development for all employee groups. The offerings are diverse and provide for internal and external involvement. The portfolio does not clearly define the benefits and outcomes of these professional development processes. LCC has an opportunity to take a more systematic approach to gathering, analyzing and utilizing data regarding these efforts.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

IV - Planning and Leading

Focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Mission and Vision, Strategic Planning, Leadership and Integrity.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the Systems Appraisal procedural document provided by HLC.

Evidence

CATEGORY 4: PLANNING AND LEADING

Category 4 focuses on how the institution achieves its mission and vision through direction setting, goal development, strategic actions, threat mitigation and capitalizing on opportunities.

4.1: MISSION AND VISION

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1 Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

Systematic LCC describes having a three-year cycle for reviewing its Mission, Vision, and Values, which is collectively referred to as its Statement of Purpose. The most-recent review in 2016 focused on the Mission and engaged internal and external stakeholders. Themes that emerged from this process led to a revision that was reviewed by the Academic Senate and adopted by the Board of Trustees. In 2017 the Executive Leadership Team and Board reviewed the Statement of Purpose and determined it remained relevant with no revisions needed. As the college moves forward, it might benefit from reviewing data collected on measures it believes will indicate its effectiveness in this

area, for example, stakeholder satisfaction with the Statement of Purpose or with the process of establishing it.

- Ensuring that institutional actions reflect a commitment to its values

Systematic LCC strives to embed the achievement of college values across various operations of the college. These include budgeting, program review, applications for employment, and new student orientation. Program review specifically requests from faculty how their program is linked to the college mission, vision, values, and guiding principles. While the college describes a number of actions, lacking is an effort to close the loop; in other words, how does LCC document the effectiveness of its actions and use data to improve its effectiveness?

- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)

Systematic The Statements of Purpose are communicated through standard mechanisms, including the college website, the strategic plan, annual budget, job applications and orientation. The mission statement is included in the college signature block. The mechanism used to identify the appropriateness or effectiveness of these methods is not described; the college might benefit from assessing the effectiveness of its communication processes in order to learn and improve.

- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

Systematic LCC states that it ensures its academic programs and services are consistent with its mission through its program review process and strategic planning efforts. Faculty are required to reflect on the alignment of their academic program with the college's mission and strategic priorities. The strategic planning process focuses on the mission and includes environmental scanning and stakeholder input. However, what remains unclear is whether all programs and services follow a consistent process. In order to move to the next level of maturity, LCC may want to (1) describe a consistent process for all programs and services and (2) track data on some measure that will indicate the effectiveness of program review and strategic planning efforts in ensuring consistency with the mission.

- Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

Systematic The budget planning process at LCC is tied to operational plans and the strategic plan. The Financial Oversight and Monitoring Policy appears to be designed to achieve accountability to the Board. The institution might benefit from a more concrete approach to assessing its ability to ensure that the allocation of its resources does, indeed, advance its mission.

- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

Systematic Program review documents provide feedback from academic programs regarding alignment between programs and the college's mission and guiding principles. LCC states it also uses the employee climate survey to capture employees' perception of their role in the college and the college's mission, vision, and strategic plan. However, what remains unclear is how the college links specific items on the survey to specific planning processes. Likewise, the college has the opportunity to consider other, more direct measures, as well as feedback from a broader stakeholder

group (e.g., students, community, K-12, etc.).

4R1 What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic Results from the 2017 employee climate survey indicate 71% of the respondents agree they have a good understanding of the college's mission, vision, and strategic plan. Results for the Strategic Construct which captures employees' perceptions of their role in the organization and its mission, vision and strategic plan suggest that the majority of respondents feel that the college is known for the quality of work it provides, that it communicates effectively with the public, and that it develops services to match the needs of those it serves. The 2018/2019 Program Review Results rubric displays the average score for each program completing the review, but it does not provide evidence of how the program demonstrates support for the college's mission and vision and helps to advance the goals outlined in the strategic plan.

- Comparison of results with internal targets and external benchmarks

Reacting The portfolio does not provide evidence that LCC has established internal targets for comparisons. The 2017 employee climate survey results provide benchmarks, but it is unclear if the college utilizes those data for planning or improvement efforts.

- Interpretation of results and insights gained

Reacting While LCC indicates it is achieving its mission and the college describes improvements planned, it does not explicitly share interpretations of results and insights gained.

4I1 Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

LCC is developing a comprehensive plan to communicate its Statements of Purpose to all stakeholders, including to students as part of the new student orientation. While this improvement will provide a structure for communication in the future, it is unclear how the need for such a plan was identified.

4.2: STRATEGIC PLANNING

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2 Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)

Systematic The Strategic Planning Steering Committee (SPSC), comprised of faculty and

administrators, is responsible for the oversight and implementation of the college's strategic plan and for facilitating the engagement of the college's stakeholders. Each February the SPSC hosts forums with the college community to enhance engagement in the strategic planning process. Engagement is also facilitated through program advisory committees, the Academic Senate, and the Coalition for College and Career Readiness, which includes representative from secondary schools and organizations from the college's region. It is unclear how the SPSC understood the needs of stakeholders or how the needs would be addressed in the strategic plan.

- Aligning operations with the institution's mission, vision and values (5.C.2)

Systematic LCC has a three-year strategic plan that provides high-level goals for the college and aligns operations with the mission, vision, and guiding principles. The annual plans for technology infrastructure, facilities and maintenance, capital outlay, and academic operations are developed to align with the strategic plan. The program review process, which results in an improvement plan, requires faculty to reflect on how the program supports the college mission and strategic plan. The improvement plan is updated annually and is used to inform budget decisions. While data are gathered and utilized in various ways, LCC does not appear to have in place a mechanism to evaluate regularly and consistently the effectiveness of its efforts in this area.

- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

Systematic LCC uses a number of cross-discipline, college-wide teams to align efforts across departments and divisions and to enhance effectiveness and efficiency. Collective bargaining agreements provide a framework for participatory governance across the institution. The Academic Procedure Advisory Committee (APAC), comprised of faculty, student services personnel, and members of the Executive Leadership Team (ELT), provides oversight for the review of procedures that impact student success. What remains unclear is how LCC evaluates its approach to aligning its efforts, so that the college can determine if these approaches are having the desired impact.

- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

Systematic LCC's strategic plan is a culmination of environmental scanning and stakeholder input that identifies the strengths, weaknesses, opportunities, and threats (SWOT) of the institution.

- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

Systematic As evidence of creating and implementing strategies and action plans to maximize current resources and meet future needs, LCC describes its downward enrollment trend and the actions it has undertaken to mitigate the impact, including the use of a budget forecasting process, monitoring of enrollments, and processes for making mid-year adjustments. The college also has an emergency reserve and contingency funds.

- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

Systematic Progress on strategic planning activities is assessed annually. Focus area KPIs are monitored regularly. How well the community engages in the process is also assessed. To improve

its level of maturity, LCC is encouraged to document the relationships among the selected measures and the processes they are intended to shed light on.

4R2 What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic Results from the fall 2017 employee climate survey are used to report levels of engagement for all employee groups. LCC employees' level of engagement is 14% higher than the national average, and survey respondents indicate an overall satisfaction with the strategic direction of the college. Progress on meeting strategic goals and associated KPIs is monitored by the strategic planning committee. The college is encouraged to consider reporting results directly related to communicating, planning, implementing, and reviewing LCC's operational plans, as well as including a narrative as to how the college interpreted the results. In other words, how can LCC provide evidence to support its assertion that its strategic planning processes are effective?

- Comparison of results with internal targets and external benchmarks

Reacting While the employee climate survey provides benchmark data, it is unclear how LCC analyzes the comparison or if LCC has established internal targets or performance goals.

- Interpretation of results and insights gained

Reacting Interpretation was limited to the comparison of LCC results on the employee climate survey with those of the external benchmarks. No insights gained were presented.

4I2 Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

LCC has identified a number of activities to assist in the attainment of its strategic goals, and these are described in the Strategic Plan 2019 Progress Report. The report defines the goals, outcomes, and KPIs of each activity. While the college is to be commended for these efforts, it is unclear how they resulted from an analysis of the data provided. <>

4.3: LEADERSHIP

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3 Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

Systematic LCC is governed by an elected seven-member Board and operates according to

Michigan's Community College ACT of 1966. The Board delegates responsibility for the daily governance of the institution to the President through its policies and bylaws.

- Establishing oversight responsibilities and policies of the governing board

Aligned Board responsibilities are defined in the Michigan Community College Act of 1966 and in college governance policies. The Board follows the Carver Policy Governance Model, which separates purpose from other issues and requires the Board to establish strategic direction. The Board has two standing committees, the Executive Committee and the Audit Committee. Each committee has responsibilities as outlined in Board by-laws or policies.

- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

Systematic Board Policy BPR-401, Delegation to the President, delegates Board authority for staff to the president with the expectation that the president adheres to the policies outlined in the Executive Limitations section of the LCC Board of Trustees Governance Policies manual. Board policy assigns responsibility for the approval of new courses and programs, as well as program effectiveness to the Provost/Senior Vice President of Academic Affairs or his/her designee. The Curriculum Committee, a standing committee of the Academic Senate, provides leadership and support for matters related to academic courses and curricula. Membership includes representatives from student services departments and faculty, who represent at least 70% of the membership as stipulated in the Charter for the Curriculum Committee.

- Ensuring open communication between and among all colleges, divisions and departments

Systematic The college uses a variety of methods to communicate to staff, including a new weekly employee newsletter, The Star. Digital communication includes e-mail updates, the learning management system, and myLCC. The President has a communication strategy for the Board and the staff and other stakeholders. However, there is no evidence of a coordinated effort, beyond the Climate survey, to give a comprehensive view of the effectiveness of campus communication. Since communication is an improvement target raised in this narrative and acknowledged by the college, LCC has an opportunity to assess the effectiveness of its efforts at open communication.

- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

Systematic LCC uses it governance structure and numerous committees to facilitate **systematic** collaboration across all units. A recent addition is the Data Governance Committee, which will likely play an important role in helping the college provide appropriate evidence of meeting HLC Criteria, Core Components, and Subcomponents. A key question for this review is, "How do you measure effectiveness of all these collaborative efforts?" Answering that question could advance the maturity level.

- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

Reacting It is unclear, beyond a reference to governance policies, how the college provides effective leadership to all institutional stakeholders.

- Developing leaders at all levels within the institution

Systematic LCC provides opportunities for leadership development for administrators through its

professional development activities, including programs such as Starboard, Impressions, and Thrive. Faculty are required to complete an annual professional development plan that includes an assessment of their role in governance and academic leadership. Students have an opportunity to develop leadership skills through the Student Leadership Academy, a leadership development and scholarship program.

- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

Reacting LCC notes that its strategic plan includes one focus area on leadership, culture, and communication and another focus area on resource management and fiscal responsibility; the college also states that the goals established in these two focus areas help the college act in accordance with its mission and vision by developing strong leadership and ensuring resources are allocated appropriately. However, evidence to support these claims is not included, making it difficult to tell from the narrative how the institution ensures its ability to act in accordance with its mission.

- Tracking outcomes/measures utilizing appropriate tools

Systematic LCC uses multiple methods to track progress in meeting KPIs related to leadership, culture, and communication: improved ratings on employee climate surveys, stakeholder satisfaction rating from community impact surveys, number of employees trained in project management, and employee turnover rates. However, it is unclear how the number of employees trained in project management or employee turnover rates demonstrate leadership effectiveness.

4R3 What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic Results from the 2017 Survey of Employee Engagement suggest employees are satisfied with the leadership of the college. LCC also cites the longevity of the president, the presence of active contracts for all college bargaining units, the number of employees completing project management training, employee turnover rates, and the number of attendees at the strategic planning forums as evidence of effective leadership. LCC notes a high turnover rate of staff, especially part-time staff. Friday Forum session attendance is noted but appears to be declining. There appears to be an opportunity to evaluate the effectiveness of some initiatives (project management institutes, planning forums) and salary/benefit packages. In addition, student survey results may provide an opportunity to assess academic quality.

- Comparison of results with internal targets and external benchmarks

Reacting While some basic comparison has been done with the internal turnover rates and survey of employees, there does not appear to be a consistent and repeatable approach to using comparison data.

- Interpretation of results and insights gained

Reacting While LCC offers examples of how it has improved and/or plans to improve activities and processes related to leading and communicating, an opportunity exists for the college to link more

clearly the decisions it makes to an analysis of data resulting from targets, measures, and benchmarks. Presenting examples of closing the loop will strengthen LCC's work on its first Assurance Argument in a new Pathway.

4I3 Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Lansing Community College has, in response to survey concerns, started the process to develop a communication plan. The Academic Senate has made some changes in order to be more responsive to stakeholders. A new project management institute was added to provide training. There is no mention of any effort to coordinate data and its review in order to make more informed decisions about change. The institution might benefit from a more direct plan for identifying benchmarks and measuring success.

4.4: INTEGRITY

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4 Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards

Systematic LCC's processes for developing policies begins with the Board of Trustees, which recently conducted a policy review. The college develops procedures by assigning the task to the appropriate executive leader. The Academic Procedures Advisory Committee routinely reviews all procedures and processes related to academics. While Board policies are posted on the website and Board meetings are summarized in the Star, there appear to be opportunities to ensure that communication on standards is more broadly shared.

- Training employees and modeling for ethical and legal behavior across all levels of the institution

Systematic Training on ethical and legal standards/behavior occurs with new staff orientation and new administrators. Regular staff/faculty training is facilitated by Human Resources. LCC has an opportunity to evaluate the effectiveness of its efforts.

- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)

Systematic Board policy GP-307, Board Members' Code of Conduct, addresses expectations for ethical and professional conduct of members of the Board. The policy includes expectations for conflict of interest, confidentiality and the attempt to exercise individual authority over the organization. Board members in violation of the policy may be subject to sanction by the Board. Financial audits are completed annually by a third party to ensure compliance with generally accepted accounting principles and federal internal control requirements. While it is apparent that

LCC has policies in place, it is unclear what internal processes have been established to ensure policies are enforced. Also unclear is if the processes are assessed for their effectiveness and for the identification of areas to target for improvement; doing so may assist the college with moving to the next level of maturity.

- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

Systematic Home page links and specifics web pages offer access to current information on LCC programs, accreditation, costs, and student consumer and performance information.

4R4 What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic As evidence, LCC presents three examples of its results in ensuring institutional integrity – the 2017 Survey of Employee Engagement and the items related to integrity; the Certificate of Achievement for Excellence in Financial Reporting for its Comprehensive Annual Financial Report; and the purchasing's department's Annual Achievement of Excellence in Procurement. Additional evidence could include numbers of employees trained, evaluation of training, IRB results, and possibly student complaint resolution data.

- Comparison of results with internal targets and external benchmarks

Reacting No comparative information was provided.

- Interpretation of results and insights gained

Reacting The college does not address how they utilized gathered information to make informed decisions.

4I4 Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

The college documents its processes to demonstrate that its governing board, employees, students, and the community understand its standards and expectations. It also describes planned improvements for the student and stakeholder experience and for organizational excellence over the coming years. Evidence of how the college evaluates its processes and links results to goals will help LCC continue its CQI journey as it moves onto a new Pathway.

CATEGORY SUMMARY

Overall LCC appears to be at the **systematic** level for its planning and leading processes. The college has a strategic plan and systems in place to monitor attainment of its identified KPIs. The plan was developed through an inclusive process, allowing for input from both internal and external stakeholders. LCC administers the Survey of Employee Engagement at regular intervals. It is unclear if the college uses information from the survey to establish internal targets or external benchmarks for comparisons. Clearer evidence of results more directly related to processes might

help the college mature, as will the college's demonstration of its use of measures and metrics, targets and benchmarks, and comparative data to evaluate and improve its efficacy. Such an approach may allow the college to generate concrete evidence that can be used as LCC moves onto a new Pathway and develops its first Assurance Argument.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

V - Knowledge Management and Resource Stewardship

Addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Knowledge Management, Resource Management and Operational Effectiveness.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the Systems Appraisal procedural document provided by HLC.

Evidence

CATEGORY 5: KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP

Category 5 addresses management of the fiscal, physical, technological and information infrastructures designed to provide an environment in which learning can thrive.

5.1: KNOWLEDGE MANAGEMENT

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1 Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making

Systematic LCC uses data and performance information provided through its participation in VFA, IPEDS, the Guided Pathways Student Success Scorecard and Carl D. Perkins grant funding requirements. Data are available to end-users through the Center for Data Science (CDS). The college also uses qualitative data collected through the Community College Survey of Student Engagement (CCSSE) and the Noel Levitz Student Satisfaction Inventory (SSI) to track student engagement and satisfaction. Results from CCSSE and SSI are shared with the Provost's cabinet, the Student Affairs and Academic Affairs Leadership Team, and the Center for Teaching Excellence. Performance metrics, including fiscal data, are monitored monthly and reported to the Board of

Trustees. To mature, LCC is encouraged to track and report data on measures it believes will indicate the impact of data usage on campus efforts.

- Determining data, information and performance results that units and departments need to plan and manage effectively.

Systematic The college provides evidence of the ways these processes identify the data, information, and performance results needed for planning. Departments and operational units work directly with the Center for Data Sciences to identify their information and data needs based on input from stakeholders, as well as accreditation requirements and/or experiences. Data are available through the Banner student information system, Degree Works, and the learning management system (D2L). While the use of data to shape decisions in several key processes demonstrates a systematic approach, what remains unclear is how the college understands and provides evidence that its approach for determining data/information needs is effective.

- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements

Systematic The Data Governance Committee and the Center for Data Science are the key mechanisms deployed by LCC to share data with the college community and leaders to facilitate planning for improvement and to foster institutional effectiveness. The Data Governance Committee provides holistic policy, process and documentation. The Center for Data Science (CDS) provides relevant data for operational and planning decisions. Ongoing or scheduled data requests processed through CDS are verified for reliability. Commonly requested data elements are available to faculty and staff through the college website. Program faculty have access to program performance metrics upon request. To mature, the college might consider tracking results on some measure(s) it believes will indicate its effectiveness in this area (for example, number of complaints regarding data availability, average response time, stakeholder satisfaction, etc.).

- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes

Systematic LCC ensures the timeliness, accuracy, reliability and security of its knowledge management through Board policy and by compliance with Sarbanes-Oxley internal control requirements. LCC's Board defined methodologies for state and federal reports and approved a policy on information security and a procedure for review of data prior to distribution by the Director of Institutional Research and the Executive Director of the CDS. LCC might mature beyond systematic by reporting data on more measures that indicate its effectiveness in this area, such as the number of complaints regarding data, stakeholder satisfaction with the knowledge management system, and the ability of the knowledge management system to enable other areas to achieve progress on strategic goals.

- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

Systematic LCC's processes for tracking outcomes and measures are coordinated and multilayered to ensure system security. LCC uses the Center for Internet Security's Critical Security Controls framework as the metric to evaluate the maturity level of its IT practices. Information Technology Services (ITS) reports monthly the number of potential threats to security and progress on projects

and activities. Information from these reports is used to help increase employee awareness of the importance of data security. The college also utilizes a ticketing system through its help desk for submitting service and project requests and tracking trends. The narrative appears to focus primarily on system security versus tracking outcomes.

5R1 What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Reacting LCC describes a single dimension – system security and control – and missed the opportunity to share results related to the use of data, information, and performance results in decision-making across the institution. Details of the Baker Tilley evaluation were not presented in the narrative. The college could improve its maturity by discussing and providing additional evidence. While these results may be useful, they are both one-time sources of information. LCC is encouraged to report results on measures that it tracks on an ongoing basis. Such results will allow the college to report on the direct impact of its use of data, as well as on how its use of data has changed over time.

- Comparison of results with internal targets and external benchmarks

Reacting The Baker Tilley report indicated that the college is operating at a maturity level consistent with similar higher education institutions; however, it is unclear if the college has established internal targets, external benchmarks or comparisons from other data-related processes.

- Interpretation of results and insights gained

Reacting While the findings of both external reviews indicate that LCC is in compliance with Sarbanes-Oxley requirements and is adequately addressing threats to systems and data, the institution might benefit from clearly articulating how results are utilized to make informed decisions.

5I1 Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

LCC has made improvements to its knowledge management system and processes, including the establishment of a Data Governance Committee and external assessments. The college's Data Governance Committee and its Center for Data Science provide structure and support for gathering and deploying information to departments, divisions, and units. The Baker Tilley report recommended that the college focus on five of the controls considered most important, and LCC has developed a plan to identify tasks for each of the controls. The improvements planned as a result of the Baker Tilley report constitute an example of how the college used data to shape its improvement efforts. IT systems and security appear to be a strength. Improvements have been made to the monthly trend report for Help Desk tickets to ensure that each project status is reported properly and that projects are categorized appropriately. The college closed the loop by leveraging a review of data on the processes of the Help Desk in order to make changes that positively impacted results.

5.2: RESOURCE MANAGEMENT

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2 Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)

Aligned LCC processes for maintaining fiscal, physical and technological infrastructures sufficient to support operations are aligned with its Board policies and strategic plan. The college has five-year facility plans that are updated annually and are aligned with the strategic goals. An annual facility condition assessment is also completed. The ITS five-year master plan guides the technology environment. Both plans take into consideration such things as the college's strategic goals, current academic programming and anticipated changes in enrollment, staffing, and budget capacity. The college employs an annual budget process that uses the strategic plan to guide all budget decisions. LCC's budgeting process has been recognized as a best practice. The Executive Leadership Team (ELT) is responsible for ensuring all program, department, division and location needs are represented in the budget that is submitted to the college's Budget Committee. The final budget is approved by the Board of Trustees at a public meeting. The college maintains a 1% contingency reserve and emergency fund to support continuity.

- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

Systematic LCC describes a systematic, mission-driven goal-setting process based on its strategic and operational plans. All planning processes include a needs assessment and opportunities for stakeholder input. Institutional goals are established within the strategic plan, and operational goals must align with them. The environmental scan and stakeholder feedback help to inform the goal-setting process. The technology plan, however, shows an itemized list of replacements and upgrades, but there is no explanation as to how or why these expenditures are planned or what goals are being addressed. Likewise, the Academic Plan lists activities for various departments/operational units, but there is no explanation provided. The lack of detail provided in the narrative makes it difficult to determine if goals are being set in a consistent manner across the institution and how the college tracks its effectiveness.

- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

Systematic Key LCC areas are reflected in the budget, including operational plans by departments/division and strategic efforts in IT, facilities, and student and academic affairs. The budget is developed collaboratively with stakeholders and overseen by the Executive Leadership Team. The final budget is approved by the Board of Trustees. The budget Reallocation Request form requires the requestor to identify how the request will impact the mission, as well as to identify if it involves the termination of a course, program, or curriculum. The form also asks for an explanation of the impact on student success and learning. The college notes these processes provide objectivity to ensure student and educational goals are not adversely affected. The college might mature by

reporting evidence that indicates its effectiveness of resource allocation.

- Tracking outcomes/measures utilizing appropriate tools

Reacting LCC reports that it tracks data on several measures to evaluate its effectiveness at resource management but does not indicate the process utilized to do so. They also cite indirect measures utilized to assess satisfaction. The college is encouraged to report the results on each of these measures in its results section. The absence of such results keeps the college at the reacting level.

5R2 What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic LCC uses the climate survey to measure employee satisfaction with the college's technology infrastructure and overall workspace. LCC has received recognition for its budget development process. Some examples of utilizing data to make improvements are provided; including addressing student dissatisfaction with parking and closing the North Campus after reviewing budget and planning data. To mature, the college might include the results for the other measures it tracks for resource management, such as progress on operational plans and project completion. Additionally, the college has the opportunity to track how effectively its resource management impacts its ability to make progress on strategic priorities.

- Comparison of results with internal targets and external benchmarks

Systematic LCC compares its performance on the Ruffalo Noel Levitz Student Satisfaction Inventory survey with the national benchmarks provided in the report, though it is unclear what internal targets have been established. Likewise, the employee survey provides comparison data, but the narrative does not provide evidence that LCC is using those data to establish internal targets to monitor its progress in meeting institutional goals. Minimal comparative data were provided for employee satisfaction with technology. The institution has an important opportunity to document how it utilizes comparison data, targets and benchmarks to make decisions.

- Interpretation results and insights gained

Systematic LCC used the results of the Ruffalo Noel Levitz Student Satisfaction Inventory survey to identify the need to address parking concerns at one of its campuses. Findings from a study conducted by an external consulting group validated the student concerns. As a result, course scheduling changes were made to alleviate congestion at certain points of the day. A year after the change was implemented, a review of parking lot usage suggested the issue had been addressed with positive results. In January 2018, a campus was closed based upon trend data, market and fiscal analysis, and other data.

5I2 Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

LCC enhanced its budgeting process by changing the sequence in which it approves projected tuition rates and its budget. The Board now approves projected tuition rates prior to its budget adoption, thereby solidifying this revenue source. This approach allows the college to communicate tuition

costs to students in a timely manner and facilitates the processing of financial aid for those students utilizing Title IV funding. The college also changed its practices for resource allocation to allow funds to be reallocated across divisions to provide funding for unanticipated needs.

5.3: OPERATIONAL EFFECTIVENESS

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3 Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals

Systematic LCC operational plans inform the process, and the ELT is responsible for ensuring program, department, division and location needs are represented. As documented in 5P2 a and c, the college has a strong budget development process that is focused on strategic goals. The narrative throughout LCC's portfolio notes budgeting linkages with the strategic plan and mission. While LCC has throughout the portfolio described an involved budgeting process, what keeps this process from being fully aligned is lack of information on how the college tracks the impact of the budget on institutional goals. What metrics does the college track in order to gauge the effectiveness of its approach to budgeting in terms of its ability to accomplish institutional goals?

- Monitoring financial position and adjusting budgets (5.A.5)

Systematic LCC's processes for monitoring its financial position are multi-layered and include high-level oversight by its Board of Trustees and operational oversight by its leadership team and budget managers. As required by board policy, budget reports are provided monthly to the Board of Trustees. Quarterly reports are provided to the ELT, and the Financial Planning, Analysis and Review (FPAR) monitors budget fluctuations daily and works with the appropriate ELT member to address variances. Triggers (5% or greater increase in expenses or 2% or more decline in revenues) have been established that lead to additional monitoring. The college's new reallocation process is used to redistribute unused funds from one division to another to support the prioritization of unanticipated strategic projects. The institution might benefit from a documented process to consider long-term environmental and institutional projections that will impact the budget.

- Maintaining a technological infrastructure that is reliable, secure and user-friendly

Systematic LCC presents evidence of having systematic processes for its technological infrastructure, including a five-year plan and ITS master plan, as well as a process for reviewing project requests. The college Project Management Review Team reviews and approves project requests submitted to ITS to ensure alignment with strategic priorities and allocation of financial and human resources. The Information Security policy and associated procedures ensure the availability, integrity and confidentiality of the college's information assets. Security is a priority for the institution, and best practices have been utilized to assess and make improvements. The Center for Data Science provides expertise and support to those utilizing data.

- Maintaining a physical infrastructure that is reliable, secure and user-friendly

Systematic LCC's processes for maintaining its physical infrastructure are systematic and guided by the mission and strategic plan with oversight from the Board of Trustees. The college's five-year capital outlay plan, which is updated each year, includes an annual assessment of the physical infrastructure. A yearly facilities' condition assessment gauges the overall state of the infrastructure and develops a schedule for prioritized maintenance. Large projects are included in long-term planning efforts and require an environmental assessment, including a cost estimate. Capital improvement plans are submitted to the state of Michigan for consideration in its capital outlay budget allocations. The college presents evidence of using stakeholder feedback in its planning and decision-making and notes that students were a key voice in a recent parking improvement.

- Managing risks to ensure operational stability, including emergency preparedness

Systematic By establishing specific positions to address regulatory expectations and identify risks and by creating an emergency preparedness plan that is related to the strategic plan, LCC has begun to systematize its approach to managing risk. Assurance of risk management is also supported by strategic planning efforts and the resource allocation process. Risk for the technology infrastructure is mitigated through cyber-security procedures, back-up processes and disaster recovery plans. While the college appears to have plans and resources in place to manage potential risks, the plan for business continuity is not described in the narrative.

- Tracking outcomes/measures utilizing appropriate tools

Systematic The college tracks its institutional budget and a number of related measures, including its CFI ratios, bond ratings and audit results. Additional evidence of tracking other items, such as its facilities condition indices and IT security, is presented in other sections of Category Five. To mature, the college might identify more measures that LCC believes might act as direct indicators of its ability to ensure operational effectiveness.

5R3 What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic LCC presents evidence and results related to its finances, Title IX audit and emergency preparedness planning. LCC has maintained adequate funding levels as reflected on its CFIs, bond rating and annual audit findings. Eight members of the Emergency Preparedness Planning Team (EPPT) completed training in a FEMA class, Emergency Operation Planning for Higher Education. The college, using the services of its internal auditor, has also performed a comprehensive review of its Title IX policies, processes and controls for investigating and resolving Title IX complaints. There is an opportunity to improve communication once a Title IX complaint is filed and resolved.

- Comparison of results with internal targets and external benchmarks

Systematic The use of the CFI permits for external comparisons. These results are **systematic**. However, the college has opportunity to provide additional comparison data.

- Interpretation of results and insights gained

Systematic Throughout Category Five, LCC describes its insights and actions based on results of audits, self-assessments and data monitoring. The internal auditor noted some deficiencies with the college's Title IX processes and made recommendations for improvements. The report also identified several strengths including support by leadership to establish a culture of compliance, effective system controls and employee training. As a result of the FEMA training, the Emergency Preparedness Planning Team (EPPT) has developed a comprehensive risk and vulnerability assessment tool that was used to guide an internal assessment to identify potential areas of concern for the institution.

5I3 Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

The college presents evidence of its processes for managing and monitoring its operations. LCC identifies several improvements for this subcategory, including the creation of the director of compliance and the director of emergency management positions. The director of compliance is responsible for ensuring that the college meets all federal, state and local regulatory requirements, including the Clery and Violence Against Women acts. The director of emergency management position was created to enhance the college's ability to maintain operational stability and to provide leadership for the Emergency Preparedness Planning Team. Since the positions noted above involve relatively new hires, the college has an opportunity to assess the effectiveness of their efforts against established measures and outcomes for improvement. As a result of negative findings from the U.S. Department of Education regarding the college's compliance with Title IV requirements, LCC has formed a Financial Aid Workgroup to ensure the college is meeting established requirements. The group meets monthly to monitor compliance. With the exception of improvements noted for the Title IX internal audit recommendations, it is unclear how LCC identified the need for these improvements.

CATEGORY SUMMARY

LCC appears to be primarily **systematic** in its processes for knowledge management and resource stewardship. The recent emphasis on data-usage, as well as the implementation of clear processes, has helped LCC mature. The college provides evidence of linking planning, budgeting and oversight and ensuring that resource allocations and decisions are mission-driven and guided by Board policy. The college engages in strategic planning and has several operational plans in place to guide its work. Long-range planning provides a framework for resource allocation to meet both current and future needs, and the college monitors the majority of these plans on an annual basis. The budget planning process is aligned with the college's strategic plan and provides a comprehensive mechanism for budget development, monitoring and adjustment. Technology planning includes recognized assessments for security and data integrity and a technology plan that supports the college's budgeting and strategic planning efforts. Physical resources are assessed annually, and plans and resources are in place for annual renovations and longer-term capital outlays.

LCC appears to have hired new positions and established new committees to address issues in the implementation and management of key areas of the college's operations and resource allocation. LCC has an opportunity to assess the effectiveness of these positions and committees by closing the loop: define goals and outcomes; establish measures; put in place data collection tools; and review results. The positions/committees provide the college with an opportunity to align operations and planning and to fuel continuous improvement. The college has a number of strategies in place for assessing organizational effectiveness; however, developing a consistent and repeatable approach to

assessing all aspects of the institution will help to move the college to a higher level of maturity. It also has an opportunity to provide greater detail to describe the linkage between results and the improvements recently made for this category.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

VI - Quality Overview

Focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Quality Improvement Initiatives and Culture of Quality.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the Systems Appraisal procedural document provided by HLC.

Evidence

CATEGORY 6: QUALITY OVERVIEW

Category 6 focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated and how they contribute to improvement of the institution.

6.1: QUALITY IMPROVEMENT INITIATIVES

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1 Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

• Selecting, deploying and evaluating quality improvement initiatives

Systematic The college operationalizes the effort through its strategic planning, operational planning, and program review processes. A four-step process is utilized to explore potential CQI projects: the idea, research and review, the decision, implementation. Examples have been provided throughout the portfolio of how the college has identified and engaged an initiative based on the principles of CQI. All CQI projects associated with the 2017-2020 strategic plan were evaluated and reviewed by the Strategic Planning Committee. Monthly reports are given to the Board of Trustees. While the college notes that it monitors and evaluates progress, it has an opportunity to better

describe the metrics used to provide direct evidence, assessment and analysis of effectiveness.

- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

Reacting While LCC states that CQI is critical to its institutional progress, the narrative offers little evidence or examples of how the college leverages the various components of AQIP in an intentional manner to move the bar on any specific metric(s) that it tracks. The college has an opportunity to better explain how data and results inform its quality improvement actions and decisions.

6R1 What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

Systematic LCC has implemented 16 Action Projects, including the enhancement of the college's strategic planning process, the redesign of its developmental education program, and the implementation of the Guided Pathways model. The inclusion of the results on AQIP Action Projects, as well as the results of initiatives described throughout the portfolio (such as assessment of ELOs, program review, Guided Pathways, etc.), indicates that LCC has begun to systematize its use of summary results. To mature, the college is encouraged to report how it can leverage the results of its many CQI efforts to make informed decisions for change.

6I1 Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Lansing Community College reports on CQI initiatives within its strategic plan through an annual report that monitors goal attainment. CQI initiatives are broadly disseminated in venues such as the Strategic Planning Steering Committee, ELT meetings, annual strategic plan update forums, and at Board of Trustees meetings and to the public in monthly monitoring reports. The results for the guided pathways outcomes are pivotal in directing college improvements in student success outcomes. LCC plans to continue using CQI principles to guide its improvement efforts. To support that goal, the college has implemented a project management institute. As stated in Category 3, several employees have already completed the training.

6.2: CULTURE OF QUALITY

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2 Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality

Systematic LCC has developed an infrastructure to support a culture of quality as evidenced by adherence to the AQIP Pathway and the strategic planning process. Focus area 2a of the 2017-2020 strategic plan states, "LCC will be intentional and proactive in our planning process." The college leadership has adopted Deming's Plan-Do-Study-Act (PDSA) model as its approach for identifying and developing plans to address needs, implementing those plans, collecting data and analyzing results, and using those results to identify opportunities for improvement. The college has established

a project management training institute to assist in project implementation. The lack of consistent evidence and data used in decision-making impacts the college's level of maturity.

- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

Systematic LCC describes processes to ensure that CQI is understood and impactful on culture and operations. These processes include the types of communication used, the approach to planning, and professional development activities. The PDSA model is the college's means to provide structure to planning and to establish outcomes from which evaluation is based. Reporting trend data and other benchmarks will help the institution mature in its CQI efforts.

- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

Reacting LCC cites two examples for how the institution learns from its experiences with CQI initiatives. The first is the academic success coach initiative. The college used results from the initial project, which allowed students to participate in the program voluntarily, to make changes in the model. The second example cited is the college's use of Baker Tilley to conduct an internal audit of potential high-risk practices in college operations. Both examples demonstrate the college is engaging in quality improvement efforts, but they do not provide evidence that the college is learning from those experiences or consistently using strategies across the institution.

- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

Systematic As a transitioning institution, LCC may face challenges as the college moves toward another pathway. The college notes that it plans to retain the CQI perspective. It will be important as the institution moves forward to clearly define its quality journey and how it is assessed and affirmed.

6R2 What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

Reacting While the results of the Baker Tilly audit may have been insightful and helpful, the findings of a one-time audit do not constitute evidence of a culture of continuous improvement. Consistency and repeatable processes and matrices are crucial aspects of CQI. The college has an opportunity to report, as evidence of its CQI culture, both trend data on KPIs and progress on institutional strategic goals.

6I2 Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three year?

The Baker Tilley assessments represented a sound strategy for evaluating current status and considering best practices. It did not, however, provide the tools for ongoing continuous improvement analysis and action. Using Deming's Plan Do Study Act (PDSA) approach provides a sound basis for strategic actions. The project management institute provided managers with comprehensive training in how to effectively utilize the PDSA model.

CATEGORY SUMMARY

Lansing Community College is primarily **systematic** in its processes for ensuring a quality culture across the institution. LCC has demonstrated CQI strategies throughout the portfolio. The college has engaged in 16 Action Projects, and several of those have had long-term impact on operations and student success. The development of the project management institute supports the college's declared commitment to CQI principles and has the potential to contribute to its success in the future.

To mature, the college is encouraged to report how it is able to leverage the results of its many CQI efforts to move the bar at the highest institutional levels. Additionally, throughout the portfolio, the lack of a measure for a key process or the use of an analysis of data to shape decisions around improvement efforts suggest that the college has an opportunity to mature. As a transitioning AQIP college, LCC has an opportunity to use the new pathway to present evidence--in the form of benchmarked results, longitudinal and/or comparative data--and to provide results/evidence on both direct and indirect measures.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Clear

Evidence

1.A.1

LCC's mission statement, vision, and guiding principles are collectively referred to as the college's Statements of Purpose, which are reviewed every three years in conjunction with the strategic planning cycle and are approved by the Board of Trustees.

The mission statement was revised in 2016 through an inclusive process with input from both internal and external stakeholders. The college hosted several community conversations to facilitate input from the community. The mission statement was reviewed by the Academic Senate in May 2016 and approved by the Board of Trustees in December 2016. In 2017, the Executive Leadership Team and Board reviewed the Statement of Purpose and determined it remained relevant with no revisions needed.

1.A.2

LCC provided evidence that it ensures its academic programs and services are consistent with its mission through the program review process and strategic planning efforts. Faculty are required to reflect on the alignment of their academic program with the college's mission and strategic priorities. The strategic planning process focuses on the mission and includes environmental scanning and stakeholder input.

LCC's student demographics reflect the community it serves, as well as its mission to "ensure that all students successfully complete their educational goals."

1.A.3

The strategic plan ensures advancement of the college mission and serves as the driving force for resource allocation. Operational planning and assessment processes align with the strategic plan and are influential in budget allocation decisions, further advancing the college mission. The LCC Mission and Strategic Plan Crosswalk shows the alignment of mission with strategic plan.

The college's budgeting process is intended to ensure that resources are allocated in alignment with the strategic plan and institutional goals (see 5.C.1). The college's FY2019 Budget Executive Summary, Detail and Financial Information provides evidence that the college is committed to allocating resources to advance its mission and vision.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Clear

Evidence

1.B.1

The LCC Board of Trustees, President, and Executive Leadership Team communicate the Statements of Purpose through several channels:

- Prominently displaying them on the college website;
- Including them on public documents such as the annual budget and the campus outlay plan;
- Including them on the human resource web page, in performance evaluations of administrators, and on the job application;
- Communicating them through new employee orientation; and
- Including the mission on email signature blocks.

The FY 2018-2019 Annual Budget document includes a section on Strategic Planning & Budget.

The October 2018 Five Year Capital Outlay Plan includes Strategic Plan-Statements of Purpose/Mission Statement.

1.B.2

The college's mission statement, vision, and guiding principles (values) are collectively referred to as LCC's Statements of Purpose. The guiding principles articulate the college's emphasis on the various aspects of its mission: 1) to have an emphasis on careers and to maintain a technology-rich environment; 2) to be flexible, affordable, and accountable; 3) to serve the entire community in diverse ways; and 4) to prepare those it serves to thrive in a diverse world by reflecting that diversity in its student enrollment, staffing, planning and allocation of resources.

The mission statement is reviewed every three years and was reviewed by the Academic Senate in

May 2016 and approved by the Board of Trustees in December 2016. In 2017, the Board of Trustees and the Executive Leadership Team determined that the Statements of Purpose remain relevant and did not require revision.

1.B.3

LCC's Statements of Purpose emphasize the college's commitment to providing high-quality educational experiences for all students. LCC recognizes its role in supporting the community's diverse population and unique needs, including those of young adults, those from low-income households, and those requiring developmental academic or entry-level career skills.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Clear

Evidence

1.C.1

LCC has two Essential Learning Outcomes (ELOs) related to a multicultural society: ELO 1 (Knowledge of Human Cultures) and ELO 3 (Personal and Social Responsibility).

LCC's Mission addresses its ability to ensure that all students develop the "skills necessary for them to enrich and support . . . their community as engaged global citizens."

LCC's Guiding Principles state the following:

- LCC, within its broader purpose of serving its entire community in diverse ways, recognizes a special responsibility to young adults, those from lower income brackets, and those requiring developmental academic or entry-level career skills.
- LCC seeks cooperative relationships with both private and public organizations, pursuing growth not as an end but only when it best serves student and community needs.
- LCC will prepare those it serves to thrive in a diverse world by reflecting that diversity in its student enrollment, staffing, planning, and allocation of resources.

LCC is an open access institution.

LCC's Center for Data Science utilizes institutional, regional, state, and national data to identify student stakeholder groups. Students represent a wide range of socio-economic statuses, races and ethnicities, ages, employment statuses, and educational attainments and the student population is reflective of the demographic make-up of the community as evidenced by the LCC Student Profile document.

LCC partners with local business, educational institutions, and social entities and uses surveys to gather information on diverse needs.

1.C.2

LCC has two Common Learning Outcomes (called essential learning outcomes (ELOs) related to a multicultural society: ELO 1 (Knowledge of Human Cultures) and ELO 3 (Personal and Social

Responsibility). LCC reports that 78% of its programs of study address ELO 1 and 87% ELO 3. In 2016 testing of the ELOs began, with 1,391 students being assessed on ELO 1 and 5,211 on ELO 3. Results for both ELOs were also reported for 2019.

The Statements of Purpose, along with its strategic plan, organize the college's actions in a manner that seeks to promote institutional efforts that reflect a commitment to the college's values:

- to integrate the Statements of Purpose into new faculty and employee orientations,
- to incorporate the guiding principles in job applications,
- to develop divisional and departmental mission statements that align with the LCC mission,
- to use the strategic plan as the driving force in the budget process,
- to require programs of study to align program goals with the college mission and strategic plan as part of the program review process, and
- to ensure the strategic plan aligns with the LCC Statements of Purpose.

LCC students represent a wide range of socio-economic statuses, races and ethnicities, ages, employment statuses, and educational attainments, with the student population reflective of the demographic make-up of the community.

The program review process includes an analysis of demographic data and disparate impact at the program level. Programs are asked to identify the types of students they serve. The purpose of this question is to enforce the need to evaluate students' identities, their needs, and how the college meets those needs.

LCC monitors program and service needs of the business and industries and their employees in the area.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Clear

Evidence

1.D.1

LCC's Mission addresses its ability to ensure that all students develop the "skills necessary for them to enrich and support . . . their community as engaged global citizens."

LCC's Guiding Principles state the following:

- LCC, within its broader purpose of serving its entire community in diverse ways, recognizes a special responsibility to young adults, those from lower income brackets, and those requiring developmental academic or entry-level career skills.
- LCC will prepare those it serves to thrive in a diverse world by reflecting that diversity in its student enrollment, staffing, planning, and allocation of resources.

LCC students represent a wide range of socio-economic statuses, races and ethnicities, ages, employment statuses, and educational attainments, with the student population reflective of the demographic make-up of the community.

The Board of Trustee Financial Oversight and Monitoring Policy specifically noted that the budget is overseen by the Board of Trustees "on behalf of the students and public."

1.D.2

As a member of the Michigan State higher education system, LCC does not generate financial return for investors. The college articulates its primary responsibility of providing high quality educational opportunities in documents and processes that drive the planning, decision-making and resource allocation of the college.

Evidence to support their efforts to serve external interests is reflected in Board actions.

The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

As noted in the Statements of Purpose, the Executive Leadership Team (ELT) and Board of Trustees reaffirm the college's role to serve its community and students and to deploy college resources into programs and services that meet identified needs.

The Resource Management document outlines how the Strategic Plan feeds into the Academic Operating Plan, Capital Outlay Plan, Facilities Assessment, and IT Infrastructure Plan. Program Review/Program Operating Plans are integrated into the Academic Operating Plan. These plans/assessments are the key drivers of the budget process.

1.D.3

LCC's Guiding Principles state that "LCC seeks cooperative relationships with both private and public organizations, pursuing growth not as an end in itself but only when it best serves student and community needs."

The portfolio states that in 2017, the Board of Trustees and ELT determined that the Statements of Purpose remain relevant and recognized and verified that the college's role is to serve its community and students.

The institution provided evidence that the 2016 review of the mission was inclusive, involving internal and external stakeholders and appropriate approval at various levels, including the Academic Senate and Board of Trustees. In December 2016 the Board of Trustees approved the mission, vision, motto per Governance Policy E-100.

The Strategic Planning Steering Committee (SPSC), comprised of faculty and administrators, is responsible for the oversight and implementation of the college's strategic plan and for facilitating the engagement of the college's internal and external stakeholders in its processes. Each February the SPSC hosts forums with the college community to enhance engagement in the strategic planning process. Engagement is also facilitated through program advisory committees, the Academic Senate, and the Coalition for College and Career Readiness, which includes representatives from secondary schools and organizations from the college's region.

Administrative staff and members of the Board of Trustees stay abreast of trends in higher education through participation and leadership roles in national organizations. Additionally, the associate vice president of external affairs & development and K-12 operations meets regularly with state and federal legislators to keep apprised of changes that may have an impact on the college

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Clear

Evidence

Board policy GP-307, Board Members' Code of Conduct, addresses expectations for ethical and professional conduct by members of the Board. The policy includes expectations for conflict of interest, confidentiality and the attempt to exercise individual authority over the organization. The treasurer of the Board of Trustees, with the Finance and Audit committees, monitors and safeguards the financial condition of the college in partnership with the chief financial officer, who is responsible for implementing financial oversight and monitoring policy.

LCC has established policies covering a wide range of legal and ethical responsibilities, with administrative personnel assigned responsibility for overseeing the procedures implemented to ensure compliance.

New employees participate in an orientation that includes an introduction to college policy, and all allegations of policy violation are investigated and addressed in accordance with HR procedures.

The college's finances are audited annually by a third party to ensure compliance with generally accepted accounting principles and federal Sarbanes-Oxley internal control requirements. Internal controls are process standards that help to mitigate substantial errors or fraudulent activity impacting financial statements.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Clear

Evidence

LCC communicates information about its programs, requirements, costs, control and accreditation relationships, and faculty and staff via its catalog and website. The Consumer Information page discloses general information, financial aid and financial literacy specifics, catalog and textbook links, retention and graduation rates, athletics participation and diversity, safety/security information, and Title IX resources. Accreditation information is displayed on a separate webpage. Program information, degree pathways, and cost information are also available. Cost information includes a tuition cost estimator, as well as a net price calculator.

To facilitate communication with students and the public, the college has adapted its website to work with mobile devices. The homepage menus take visitors to information regarding academics, admissions, campus life, and community engagement.

Board of Trustee Policies are listed on the LCC website. In 2018 the board reconstituted a policy review committee to conduct a major review of policy. Academic policies are reviewed by the Academic Procedures Advisory Committee.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - 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.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Clear

Evidence

2.C.1

LCC is governed by a seven-member nonpartisan Board of Trustees elected at large by voters of the college's tax district.

The board operates according to published bylaws that are aligned to Michigan's Community College Act of 1966, which outlines the board's required composition and role.

In accordance with its governance policies, the board focuses on outward vision and strategic leadership. Although the Board of Trustees works collaboratively in many processes, trustees understand their autonomous role in preserving and enhancing the college mission.

Board policy GP-306 outlines the annual board planning calendar, which demonstrates that the board's deliberations reflect priorities to preserve and enhance the institution. Included in the plan is the requirement to review progress on a college strategic plan; a review of two-year projections for enrollment, revenue, expenditures; a budget preview; and a facilities master plan review.

Board bylaws dictate that the establishment of policy, the appointment of the president and vice presidents, the setting of tuition and fees, the oversight of fiscal matters, and the defining of strategic goals are the auspices of the board.

2.C.2

The Board of Trustees follows the Carver Governance Model, which separates institutional purpose from all other issues. The agendas and minutes reflect this standard.

The president communicates with the board through monthly update reports and through an annual

report and accomplishments summary. Board meetings are conducted in accordance with the open meetings act, and opportunities for public comment are available at each monthly meeting. As part of the strategic planning process, ten community forums to solicit input from community members, political leaders, business and industry leaders, and secondary schools were held, and a public website was created to inform discussions and to serve as a platform for virtual collaboration. Information from these sources was used in the development of the plan.

2.C.3

Board policy GP-307, Board Members' Code of Conduct, addresses expectations for ethical and professional conduct of members of the Board. The policy includes expectations for conflict of interest, confidentiality and the attempt to exercise individual authority over the organization. Board members in violation of the policy may be subject to sanction by the Board.

Members of LCC's Board of Trustees receive orientation and ongoing trainings on the board's role in preserving its autonomy and independence from undue influence.

LCC has processes in place to develop its mission, vision, values, and strategic plans in a manner inclusive of internal and external stakeholders. The nature of these processes and the focus on performance measures and strategic goals enable the college to act in accordance with its shared vision and mission. These actions occur at all levels, including the Board of Trustees, which has policies (E-100) in place to ensure that decisions are evidence-based, include input from all appropriate constituencies, are in the best interest of the college, and are free from undue influence.

2.C.4

Board Policy BPR-401, Delegation to the President, delegates authority to the president except for policies outlined in the Executive Limitations section of the LCC Board of Trustees Governance Policies manual. According to Board President Relationship 400, the board expects the president to serve as chief executive officer for the college and manage the general administration and operation of LCC. Board decisions focus on policy development and fiscal oversight, while operational issues are delegated to the president.

The board conducts a formal evaluation of the president annually. The president's performance is synonymous with monitoring organizational performance against board polices on ends and executive limitations.

Board policy assigns responsibility for the approval of new courses and programs, as well as program effectiveness, to the Provost/Senior Vice President of Academic Affairs or his/her designee. The Curriculum Committee, a standing committee of the Academic Senate, provides leadership and support for matters related to academic courses and curricula. Membership includes representatives from student services departments and faculty. Faculty represent at least 70% of the membership as stipulated in the Charter for the Curriculum Committee.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Clear

Evidence

The faculty contract has a statement on academic freedom that is compatible with that of the AAUP. The website and student handbook include information on freedom of expression for students.

LCC expresses its commitment to freedom of expression through the open meetings of the Board of Trustees and Academic Senate, meetings which include the opportunity for public comments.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Clear

Evidence

2.E.1

LCC's Library website offers students guidance on conducting academic research, avoiding plagiarism, and citing materials in accordance with professional guidelines. The Library also provides support for faculty in their research and scholarship pursuits.

Professional Activities Plans call for faculty to engage in peer review and/or faculty mentoring. In order to facilitate peer mentoring and evaluation, HR offers a course on the performance review process.

LCC established a formal Institutional Review Board to protect human research subjects. The IRB was developed in accordance with the National Research Act, Public Law 93-348, and consists of a diverse group of members, including at least one with expertise in science, one with expertise in nonscientific areas, and one community member not otherwise affiliated with the college.

Additional training is available to faculty through the Center for Teaching Excellence and includes courses on "Transforming Teaching Through Learning" and "Teaching Online Certification." IRB training is available for any member of the college through the Collaborative Institutional Training Initiative.

2.E.2

LCC's Library website offers students guidance on conducting academic research, avoiding plagiarism, and citing materials in accordance with professional guidelines.

Each academic area has an assigned librarian, who is available for classroom visits to teach students about ethical research practices and utilizing library services.

2.E.3

The Student Code of Conduct prohibits acts of academic dishonesty. Under Conduct – Rules and

Regulations, it states "any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in Article IV." All course syllabi include a reference and a link to the Student Code of Conduct and General Rules and Guidelines.

LCC has an Ethics and Standards of Conduct policy which applies to all employees, including faculty. This policy takes a positive approach in that it begins with a list of "ideal behaviors (positive role model)." In addition, a supplement specifically proscribes certain behaviors.

The faculty contract calls for periodic performance evaluations, including addressing "adherence to professional standards and codes of ethics ... (and) relationships with peers and students." In addition, the Professional Activities Plan calls for faculty to engage in peer review and/or faculty mentoring. In order to facilitate peer mentoring and evaluation, HR offers a course on the performance review process.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

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

Rating

Clear

Evidence

3.A.1

LCC's courses and programs go through regular review and are appropriate for the associate and certificate levels. The college evaluates and ensures program rigor through the Curriculum Committee and program review processes. The Curriculum Committee uses documented processes and forms to ensure recommendations for new courses or programs, and/or changes to courses or programs follow due diligence. Before new or changed curriculum proposals are received by the Curriculum Committee, they undergo a vetting process to ensure they align with program and college goals, support stakeholder needs, and are appropriate for the community college level and for all modes of potential delivery.

Program rigor is reinforced through transfer partnerships with four-year institutions, as well as business and industry partnerships, and through third-party accreditation standards.

Curricula are stacked by level of achievement, by level of learning progression throughout a curriculum, and by level of award. The level of achievement dictates which program-level learning outcomes must be achieved to earn an award. Associate degree awards must incorporate all program-level outcomes. Certificates include achievement of some of the program-level outcomes.

3.A.2

LCC has designed an integrated assessment system with eight guiding principles. The

comprehensive assessment plan for program-level and institutional-level student learning provides insight into the level of learning each graduate attains, regardless of program of study.

Curricula are stacked by level of achievement, by level of learning progression throughout a course of study, and by level of award. The level of achievement dictates which program-level learning outcomes must be achieved. Associate degree awards must incorporate all program-level outcomes. Certificates include achievement of some of the program-level outcomes.

3.A.3

LCC evaluates and ensures program rigor for all modalities, consortia, dual-credit, and locations through the Curriculum Committee and program review processes. The Curriculum Committee uses documented processes and forms to ensure recommendations for new courses or programs, and/or changes to courses or programs follow proper due diligence. See 3.A.1.

LCC has begun to systematize its approach to evaluating and ensuring program rigor across modalities and locations by requiring all instructors to follow a standardized course syllabus, to teach to approved learning outcomes, and to participate in program assessments and providing, as part of program review, disaggregated data that allow faculty to analyze student success across sections and modalities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - 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.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Clear

Evidence

3.B.1

All associate degree seeking students at LCC are required to complete a general education curriculum as part of degree requirements. Students pursuing applied degrees follow the college's general education core curriculum, which includes courses in communication, global perspectives and diversity, mathematics, science, and writing. Transfer degree students must complete the Michigan Transfer Agreement general education curriculum, which consists of a minimum of 30 credit hours in English composition, a second composition or communications course, humanities and fine arts, mathematics, natural sciences, and social sciences.

Both curricula align with LCC's essential learning outcomes (ELOs). The breadth of knowledge and intellectual concepts included in the general education curricula support LCC's mission of helping students, "…developing life skills necessary for them to enrich and support themselves, their families, and their community as engaged global citizens." The college assesses the ELOs at the program, course, and institutional level.

3.B.2

LCC adopted the American Association of Colleges & Universities' essential learning outcomes in October 2014. The ELOs are integrated into every program of study and LCC's general education

program. Alignment to ELOs is reviewed every four years by program faculty through program review or general education assessment. The college reviews relevancy of the ELOs every four years, with the next review taking place in 2019-2020. LCC's ELOs include 1) knowledge of human cultures and the physical and natural world, 2) intellectual and practical skills, 3) personal and social responsibility, and 4) integrative and applied learning.

General education assessment is completed on a regular rotation and overseen by the Center for Data Science. The annual assessment report includes an analysis of the learning outcomes. Departments use data to develop action plans for continuous improvement. General education programs are required to select and submit one ELO each cycle and to map alignment between outcome levels. Methodology applies to every section of a course regardless of modality. All faculty are required to report the method of assessment to ensure alignment.

3.B.3

As evidenced by its use of ELOs in its program curriculum maps as well as its program review process, LCC ensures each degree program engages students in mastering its essential learning outcomes. Every program has mapped which courses address each learning outcome, and students in every major or certificate are provided the opportunity to address each outcome. Levels of competency are defined for each course. The Committee for Assessing Student Learning is responsible for reviewing and insuring full coverage of the ELOs in each program.

Every associate degree has required general education coursework aligned with the Michigan Transfer Agreement or internal industry expectation (LCC core).

LCC's ELO of Intellectual and Practical Skills includes the competencies of 1) inquiry and analysis, 2) critical and creative thinking, 3) written and oral communication, () quantitative literacy, 5) information literacy, and (6) teamwork and problem-solving. ELOs are integrated into every program of study to ensure all students, regardless of major, have the opportunity to attain competency.

Beginning in the fall 2015 semester, LCC reviewed student learning outcome statements for every program of study, in all divisions. Using a standardized template, each program of study aligned all levels of student learning outcomes for associate-level awards. All completed templates were collected and reviewed by the Committee for Assessing Student Learning (CASL). A student learning outcomes rubric was developed and used to calibrate CASL member reviews. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

3.B.4

Throughout the portfolio, LCC speaks to diversity and inclusion and provides evidence incorporating these values in its curriculum, primarily through its essential learning outcomes. LCC offers learning opportunities reflective of the human and cultural diversity of the community through its essential learning outcomes that include knowledge of human cultures, civic knowledge and engagement, and intercultural knowledge and competence. These outcomes are incorporated throughout the curriculum, and all students are expected to attain proficiency in each of the outcomes as they progress through their academic programs. Every associate degree program requires general education curriculum that aligns with the ELOs and includes studies in global perspectives, social sciences, and humanities. Inclusion of and alignment to the ELOs is reviewed every year, with program faculty ensuring all associate degree programs align to all ELOs and are current to the

discipline.

The relevance and viability of the outcomes are reviewed every four years in alignment with the program review and general education assessment cycles. This review is conducted by faculty with input from discipline-specific community members, such as advisory boards and transfer partners.

3.B.5

LCC's use of essential learning outcomes and the evaluation of how well students are doing at the three levels of competency provides some evidence of students contributing to scholarship, creative work, and the discovery of knowledge. Additional evidence is provided in the institution's discussion of the Institutional Review Board and the number of research projects reviewed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Clear

Evidence

3.C.1

Lansing Community College states that it ensures that it has sufficient number of faculty to perform classroom and non-classroom activities via its master academic plan and via the clear expectations concerning the performance of non-classroom duties spelled out in the collective bargaining agreements and professional development activity plans. The college notes that it has 180 full-time faculty and 1,018 adjunct faculty. Community Education and Workforce Development adjunct faculty sign non-teaching or project agreements.

To identify appropriately qualified faculty, LCC Technical Careers and the Health and Human Services divisions also utilize professional networks and organization contacts, and Technical Careers organizes job fairs to locate and attract an adequate number of specialized faculty.

LCC's IPEDS student-to-faculty ratio has been consistent at 12:1 to 13:1 in the last three years. It is lower than three Michigan community colleges in the comparison group.

Full-time faculty non-classroom duties are accounted for in their professional activities plans (PAP), which are meant to align with program operating plans and must account for the equivalent of 32 full workdays of non-teaching assignments each academic year.

3.C.2

The college presents evidence of having processes for evaluating credentials for all faculty, including dual enrollment and other modalities that align with HLC expectations. LCC's policy includes provisions for determining tested experience in lieu of academic credentials.

Within the Standard Operating Procedures, instructor qualifications are defined at the course and college level. The assistant dean for Academic Affairs is responsible to ensure each applicant meets the required faculty minimum qualifications.

LCC's Faculty Minimum Qualification Recommendation Form documents the degree and credential requirements of faculty as well as tested experience requirements. As part of the curriculum development process, faculty complete a form to identify minimum qualifications to teach all new courses. The form also documents who reviewed qualifications.

The LCC HR department utilizes a standardized hiring process (Lansing Community College – FT & PT (non-Adjunct) Hiring Process) for full-and part-time employees, a process that outlines qualifications in the job description to ensure employees are appropriately qualified.

To assure LCC hires qualified staff, the search committee members develop screening criteria, interview questions, and other assessment tools as needed. Job advertisements include required credentials.

LCC monitors certificate and licensure expiration dates to ensure those who require current credentials to teach submit valid copies to the college. The Health & Human Services Division maintains a record of professional licensure for all faculty teaching in accredited programs.

The Center for Teaching Excellence (CTE) conducts a specialized orientation for all new faculty. The Faculty Guide to Resources and Services outlines Center for Teaching Excellence teaching and learning resources and services. LCC uses the Cornerstone Talent Management System (TMS) to assign online courses to all newly hired faculty.

3.C.4

Article XIV of the contract defines faculty performance review and professional development activities and plans, performance of professional responsibilities, adherence to professional standards and codes of ethics, relationships with peers and students, and other work-related criteria.

Performance reviews are based on assessments by an administrator and a peer, as well as student/client feedback and a self-assessment with curriculum vitae. Review frequency is defined by job title, probationary status, part- or full-time status, and rank. The review is summarized in a comprehensive report.

Before adopting any new performance review instrument(s) or form(s) applicable to bargaining unit members, college representatives negotiate with Association representatives concerning the design, content, implementation and administration of any approaches. Copies of new performance review instrument(s) or form(s) are made available prior to the review period in which they are used.

The program review process and faculty performance evaluations also address the quality of instruction. IDEA Course Evaluations are reviewed every semester to measure instructional effectiveness.

Faculty professional development is an important component of ongoing faculty evaluation processes. Annually, faculty establish their development plan, which is the basis for their yearly evaluation, along with results from the IDEA survey completed by students.

3.C.5

The LCC faculty contract includes a faculty office hours policy for full-time faculty, outlining requirements for face-to-face and online classes. The narrative states associate deans regularly check for office hour compliance. As further evidence the college notes the requirement for communicating availability in course syllabi.

The institution does not provide direct evidence of how it ensures part-time faculty are accessible.

3.C.6

The college's standard hiring procedures include a review of the job description to ensure position qualifications are identified. As an example, the job description for the Access Consultant included educational requirements, core competencies, and experiential requirements.

As a part of their role, managers are responsible for on-boarding, mentoring, team-building, and coordinating professional development for staff members. As additional evidence, LCC provided a summary of professional development expenditures by division for FY17 and FY18.

During monthly one-on-one meetings with academic success coaches, employees complete an updated form that includes the question, "How can leadership support you?"

All newly hired administrators, support staff, and students attend a formal, mandatory orientation. HR orientation is held on the first workday of every work week. General topics include payroll; benefits; college mission, vision, and guiding principles; and college policies and procedures, including employee support systems such as LCC Emergency Alerts and the Employee Assistance Program.

LCC uses the Cornerstone Talent Management System (TMS) to assign online courses to all newly hired faculty and staff. Starboard is LCC's new administrator two-day orientation, and all newly hired or newly promoted administrators must attend.

LCC determines Learning Commons tutoring and student learning assistant staffing based on an analysis of the previous years' performance.

To ensure support staff at extension centers are adequately trained, the site coordinators and center staff are trained by the Downtown Campus Student Affairs departments in admissions, testing procedures, waiver requests, registration, record requests and the Banner student system to supplement the staff resources provided by the Downtown Campus. The determination of sufficient numbers of support staff at extension center is based primarily on whether student needs are being met, with internal surveys serving as a validation tool.

The college invests $200,000 annually into college-wide professional development, in addition to departmental and divisional funding to ensure staff are qualified and trained. The college offers evidence of a wide variety of professional development opportunities for student support staff. Evidence was provided that a procedure exists for distribution of the college-wide dollars. It requires the applicant to tie the experience to the college's strategic plan.

The CTE offers support and professional development for all LCC faculty, support staff, and administrators via face-to-face workshops and courses:

- Ongoing support with a library of books and recorded workshops/webinars, one-to-one faculty consultations, and drop-in technical assistance.
- Four Professional Activity Days for full-time faculty, with part-time faculty being compensated for attendance if assigned.
- A 12-week course called "Transforming Learning Through Teaching," providing faculty an opportunity to connect across disciplines and apply newly learned techniques with the support of colleagues.

Online and technological support for faculty and support staff is provided by the college's eLearning department, including workshops on using the D2L course management system.

In addition to training opportunities offered to all employees, Student Affairs employees participate in regular in-service trainings, attend conferences specific to their areas of student support. Staff train and mentor student staff, and guiding documents are provided.

The 2017 Survey of Employee Engagement shows strong employee satisfaction with employee development opportunities. The college also provided attendance findings for professional development activities from 2017-18.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Clear

Evidence

3.D.1

LCC provided evidence that it has student services that support the needs of individuals and groups:

- Recent LCC improvements have led to processes for identifying and supporting underprepared and at-risk students.
- LCC students receive support starting at the recruitment stage (where they are assigned an engagement coordinator), through campus visits (where students meet with an advisor), and to orientation (where they are assigned an academic success coach (ASC)).
- The use of multiple measures and predictive analytics allows LCC to identify individual student support needs and to place individual students into the college's three-tier classification system.
- The academic success coaches have students complete a self-assessment of barriers (through a standardized questionnaire) to initially identify student needs. Students utilizing academic success coaching and advising sessions complete exit surveys. The Student Leadership Academy also seeks input from peers on ways to improve the student experience.
- LCC uses additional methods to identify student support service needs, including Help Desk tickets and eLearning data; interactions between students, faculty, and advisory committees; the Community College Survey of Student Engagement (CCSSE); and faculty responses to the Survey of Employee Engagement.
- The Placement Level Start Up Guide lists the multiple measures LLC has adopted for course placement

The Center for Student Support, StarZone, includes student support services for returning adults,

first-generation students, students with disabilities, international students, students needing emergency assistance, veterans, minorities, and students needing academic support. Extension centers also provide student services.

The college completed a food pantry needs assessment showing students struggled with food insecurity. The college opened a food pantry, and cafeteria gift cards are available for students needing additional assistance.

The LCC Foundation provides funding for small one-time emergency needs to assist students with financial challenges that might prevent them from completing their educational goals.

LCC is nearing completion of an initiative to ensure all college processes, materials, and courses are accessible. All buildings and classrooms are ADA compliant, and students requiring accommodations are encouraged to work with the Center for Student Access for services.

3.D.2

LCC has implemented the AACC Guided Pathways model to organize its academic programs.

Through the use of multiple measures and a tiered student classification system the college has improved how it helps students into the correct courses and pathways as early as possible.

LCC also offers academic support through the Learning Commons, including traditional tutoring and supplemental instruction. The library offers students research and technology support, textbooks and course reserves. Early Alerts often prompt referrals to the Learning Commons or Library.

To promote student success, the college offers student development courses on topics such as time management, setting and achieving career goals, and stress management. These are credit courses offered on weekends, evenings, and online.

The college used data to identify a need to improve developmental education, especially college-level math. Some students are enrolled in co-requisite developmental education courses, while others are enrolled in a new Social Science Skills Lab. The Mathematics Program offers pre-college courses for students who need to build math skills, and the Integrated English Program provides instruction in English for non-native speakers and for those students needing development in reading and writing. Co-requisite developmental courses are also available.

Prerequisites and course requirements are crafted based upon industry feedback and other key factors.

3.D.3

The Student Engagement and Embedded Academic Support teams provide key leadership in developing and deploying support and advising at every stage of the process. The use of Academic Success Coaches and tiered levels of support allow the college to deploy resources appropriately.

LCC organizes its academic programs around the Guided Pathways model. Students select a pathway based upon personal interest or through interactions with an engagement coordinator or advisor. Advisors are organized around career communities and students have access to advisors early in the intake process. Academic advisors guide students in the development of an academic plan based on their chosen pathway. Students also have access to advisors through the Center for

Academic & Career Pathways

Academic advisors have monthly meetings with their academic partners regarding program updates and changes. Full-time advisors serve as career community liaisons, fostering relationships with academic departments and sharing updates with the advising team members. Some faculty also serves as academic advisors. LCC has 10 full-time equivalent advisors with a headcount of approximately 13,000 students. The ratio of students to advisors exceeds 1300 to 1. This ratio could present a challenge to LCC in providing the depth of support needed for each student.

3.D.4

LCC resources include Library and Learning Commons spaces, tutoring, science, computer, and technical laboratories, as well as simulation labs, clinical and practicum sites, and online services. The LCC Help Desk and 5 Star Service Center provide technology assistance to students, faculty, and staff. Information on all resources is provided on the website and through orientation programs.

The appropriateness of these resources is evaluated as part of program review process, and, if additional resources are needed, requests are made during the annual budget cycle.

3.D.5

LCC assistance to students in appropriately researching and using information includes the statement on academic freedom, the student code of conduct, course syllabi, the college and library websites, and information literacy sessions for student in writing classes.

The Library provides support for faculty and students through a number of training workshops and activities each year. Academic programs have assigned library liaisons. Librarians also interact with writing faculty to assess information literacy in LCC's principle writing course.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Clear

Evidence

3.E.1

LCC defines its co-curricular programs as "activities and events that enhance and complement the education experience at LCC, relates [sic] to the essential learning outcomes, and connects [sic] student to the college and community."

Students have multiple opportunities to participate in co-curricular activities including clubs associated with professions such as the American Marketing Association, Information Technology Student Alliance (ITSA), and Student Nursing Association. Special interest groups are also available such as the Global Student Club, Japanese Club, Phi Theta Kappa, Soccer Club, Student Leaders Coalition, and the World Cinema Club.

The Office of Student Life sponsors on-campus events and serves as a resource for students seeking volunteer opportunities in the community. All student clubs are required to register with the Office of Student Life.

3.E.2

Academic programs have program learning goals that are aligned with the college's ELOs, the college mission, discipline-specific standards, and expectations appropriate for both transfer and non-transfer students. These learning outcomes are assessed and reported upon in the annual assessment plan. As part of program review, faculty and administrators consider the purpose of the program, how it supports student and stakeholder needs, and how the program aligns with the college mission and strategic plan.

Appropriate co-curricular activities are aligned with program level student learning outcomes whenever possible, and the college is in the process of incorporating co-curricular learning into the college-wide assessment system. A co-curricular leadership team comprised of the president of the Academic Senate, the chair of the Committee for Assessing Student Learning, the Assistant Dean of Academic Affairs, and the director of assessment, is responsible for the coordination and planning of

the process.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Clear

Evidence

4.A.1

Each program of study is required to complete a comprehensive program review every four years. The program review cycle aligns with program accreditation and the Carl D. Perkins Program Review of Occupational Effectiveness (PROE) process. A program review questionnaire was designed to assist faculty with thoughtful assessment of their program.

LCC utilizes a comprehensive program health evaluation process that includes an analysis of program enrollment, transfer, and completion trends along with regional employment needs and

labor projections. The process is intended to guide leadership through a comprehensive, data-driven analysis of program viability before a program goes through the program review process. The analysis results in one of three possible outcomes: 1) the program is healthy and will proceed with the program review process; 2) some concerns are identified, and an alternative quality improvement action plan will be pursued instead of program review; or 3) the program will be discontinued.

4.A.2

The college transfers credit from other regionally accredited institutions of higher education. When appropriate, the college allows students to demonstrate they can meet course learning outcomes and/or gain credit by examination. Evaluation decisions are guided by college policy.

The college uses multiple tools and measure to evaluate transfer credit, including military equivalences, credit by exam, professional licensure, national normed examination performance, international coursework, and experiential learning. These assessments are guided by Board Policy 3.009, Credit for Previously Acquired Knowledge and Learning Experience.

4.A.3

The college allows for the transfer and acceptance of credit from other regionally accredited institutions of higher education. When appropriate, the college allows students to demonstrate they can meet course learning outcomes and/or gain credit by examination.

LCC has several policies and standard operating procedures (SOP) that provide documented processes for the acceptance and evaluation of transfer credits from other institutions; credit for military courses and/or training; credit by examination; credit for experiential learning; credits earned at foreign institutions; credit for professional licensures and/or certifications; and credit for nationally normed examinations.

4.A.4

LCC provided evidence of its approach to evaluating and ensuring program rigor across modalities and locations by 1) requiring all instructors to follow a standardized course syllabus, to teach to approved learning outcomes, and to participate in program assessments and 2) providing, as part of program review, disaggregated data that allow faculty to analyze student success across sections and modalities.

LCC is a lead partner in the Coalition for College and Career Readiness (C3R), which brings together stakeholders from the local community, local secondary institutions, and LCC to address the growing number of students who are not college-ready when they graduate high school. Through C3R, LCC has been able to launch projects to address areas of concern and to increase communication of requirements at the high school level.

Faculty assess a course or program's prerequisite requirements through analysis of the reading, writing, math, and content knowledge necessary to succeed. Course pre-requisites, co-requisites, and minimum skill levels are reviewed and approved by the college's Curriculum Committee. Course prerequisites, co-requisites, or skill levels must be met before a student is permitted to enroll in those courses.

4.A.5

LCC faculty evaluate the availability and necessity of program-level accreditation. The determination to pursue specialized accreditation includes an assessment of how well the accreditation will support student success in the workforce, how well it will support student transfer success, the demands of the industry, the needs of the local community, input from program advisory boards, and national trends.

Evidence of the institution's commitment to specialized accreditation can be found in the comprehensive list of accreditations maintained. The college lists program accreditation, approval, certification, licensure or regulatory agencies along with the statement of accreditation standing on its website. Currently the Radiologic Technology program is on probation.

4.A.6

LCC offers transfer-oriented and career-focused associate degrees and certificates. The college participates in the Michigan Transfer Agreement, which serves to articulate general education learning competency requirements for transfer within the state of Michigan.

Course equivalency evaluations and the articulation agreement process align LCC course and program learning expectations with those of four-year partner institutions.

Success rates and pass rates of third-party licensure offer insights into student competency levels. These rates are monitored annually.

The college provided results on multiple measures that indicate the success of its graduates: employer survey results; program review data; IPEDS reports; and credentialing pass rates for those programs with external credentialing agencies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Clear

Evidence

4.B.1

LCC adopted the essential learning outcomes of the American Association of Colleges & Universities (AAC&U) as a means of ensuring that its common learning goals are appropriate for two-year college students. LCC requires every program of study and general education course to align to the ELOs. The Lansing Community College Assessment Plan 2018-2021 provides guidance and structure for the college's assessment of student learning outcomes. The college assesses learning outcomes across three levels: in the classroom (course-level), in the program curriculum (program-level) and across the college (institutional-level). Course-level outcomes link to program-level outcomes, which link to institutional-level (Essential Learning Outcomes) outcomes. Assessment plans are developed every three years. The Committee for Assessing Student Learning (CASL) provides leadership and support for the college's curricular and co-curricular assessment activities.

LCC has defined outcomes for each program and required curriculum maps to designate which ELO is addressed, as well as the appropriate level of achievement. These outcomes are assessed as a part of the student learning assessment, which is done annually. The institution's assessment plan was recently implemented at the college, and examples included the Social Sciences and Humanities Departments.

Capstone projects are deployed for some programs to provide a more comprehensive approach to assessment.

Assessment data are collected regularly, and program review and annual program plans are used to assess and improve student learning achievement.

4.B.2

LCC has a college-wide general education assessment plan to assess all four ELOs and their respective subcategories. The plan was fully implemented in the 2018-2019 academic year, beginning with all courses in the Social Science and Humanities department. Results are recorded in the college's learning management system to facilitate analysis. Courses use a common syllabus, standard faculty qualifications, and a common assessment method.

All programs have identified program-level learning outcomes aligned with the college's ELOs, and goals are documented on curriculum maps. The Curriculum Committee and CASL conduct regular reviews of the alignment of program-level outcomes and provide feedback to faculty. The director of assessment tracks assessment results and presents this information in the college's Annual Assessment Report.

Each program is required to complete a comprehensive program review every four years, and assessment results are included in this review. Assessment results are used to inform annual program operating plans, and a Program of Study Learning Outcomes template is used to identify and report program-level learning outcomes, assessment methods for each outcome, two-year mastery levels for each course and the alignment between program-level outcomes and ELOs.

LCC has a shared definition of co-curricular learning, the criteria for co-curricular program inclusion, and identification of the co-curricular areas to be scheduled for regular review. The college has developed a staged process for incorporating co-curricular learning into the college-wide assessment process. Co-curricular assessment metrics include demonstrating alignment to the ELOs, alignment between the method and learning outcomes, and a plan for ongoing assessment. A Co-curricular leadership committee is responsible for developing the template and oversight for co-curricular activities. When possible, co-curricular activities are aligned to specific program learning outcomes.

An online survey is distributed to students in the spring to assess perceptions on learning outcome progress.

4.B.3

Under the guidance of the new director and newly charged assessment committee, the college built upon the previous assessment framework to create a plan for institutional assessment of student learning at all levels within the college, including general education and co-curricular. Over the past five years, the college has improved the quality of assessment by scaling practices institutionally, refining the tools used, establishing targets, collecting and analyzing data, and adjusting where necessary:

- Interdisciplinary faculty were brought together according to the ELO being assessed. Faculty will create common assessments by outcome, but through various perspectives (e.g. a historian's perspective, a sociologist's perspective, etc.). This collaboration will be fully implemented in fall 2019.
- Annual assessment plans are required to track and monitor the quality and completeness of assessment practices.
- The program review questionnaire explicitly addresses the expectation of assessment planning.
- An assessment follow-up calendar has been implemented to monitor assessment plan progress, which will be done by the director of assessment.

The annual assessment results report includes an assessment scorecard that shows results by the

percentage that met the targets that have been established in accordance to benchmarks of AAC&U member institutions.

Using data from the program review process, each program of study is required to develop an annual improvement plan that outlines a strategy for program and student learning improvements. Results of the review are also used to inform the program's/department's operating plan, which is required to be submitted each fall to the program's respective associate dean.

4.B.4

LCC adopted the AAC&U four essential learning outcomes as its ELOs. Faculty determine the most appropriate methods of assessment for their discipline. Once identified, the method is vetted by the director of assessment and/or the CASL using the following criteria: must be aligned to the outcome according to Bloom's taxonomy; must provide direct evidence; and must be comprehensive (e.g. administered toward the end of a course for general education or curriculum for program review).

The college formed an AQIP action project to design the assessment systems for course, program, and institution-level assessment and processes as documented in the LCC assessment plan 2015-2018 and later updated for 2018-2021. All faculty are required to report the method of assessment to ensure alignment. Also included are references to appropriate tools and templates, curriculum mapping, and a glossary of assessment-related definitions and terminology. The assessment plan demonstrates LCC is following a best practices approach to the assessment of student learning.

Examples of the comprehensive assessment plan were recently implemented in the Social Sciences and Humanities Departments.

Data collection for assessment includes a questionnaire that gathers data on the outcome being measured, the assessment method, and method of administration. Assessment data are collected regular and program review and annual program plans are used to assess and improve student learning achievement.

The development of learning outcomes is faculty-driven and shared across disciplines.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - 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.

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

Rating

Clear

Evidence

4.C.1

LCC has defined goals for student retention, persistence, and completion in its Strategic Plan (informed by the Board of Trustee's student success goals), Enrollment Management and Retention Plans, as well as the targets delineated by the Embedded Academic Support team and individual programs.

The Board of Trustees sets institutional goals in the form of end statements that are reviewed and updated annually.

The Embedded Academic Support team reviews key success measures that are predictive of completion each year, comparing LCC's progress to other AACC institutions; this team also discusses current and planned activities and sets targets for credit momentum and college-level English and math completion in the first year.

Focus area one of the college's strategic plan, Engaged Learning and Student Success, identifies strategies for improving student retention, persistence, and completion, including Guided Pathways and Embedded Academic Support.

The 2018-2021 enrollment management and retention plan outlines the institution's goals to address enrollment declines, demographic trends, and the Board of Trustees' resolution to increase the number of students completing college-level math and English in their first year. Other objectives to

implement multiple measures for incoming student placement, increase credit momentum, and improve the college's intake and support system are also included in the plan.

4.C.2

LCC collects and analyzes data on student retention, persistence, and completion for various internal and external reports, including the Integrated Postsecondary Education Data System (IPEDS), Voluntary Framework of Accountability (VFA), and the American Association of Community College's (AACC) Guided Pathways Scorecard. Key student success measures from the AACC Guided Pathways metrics are provided to the Board of Trustees and are the primary metrics used by institutional leadership to track student success. The AACC Guided Pathways Project key performance indicators (KPIs) results are shared with LCC leadership, Board of Trustees, and Academic Senate.

Student enrollment, retention, persistence, and completion data are a primary component of the four-year program review process. Program review data collection includes five-year trend data on persistence, retention, and completion. Program faculty and academic leadership review these data which is disaggregated by demographics.

LCC monitors persistence and completion data for occupational programs and completion data for non-traditional gender enrollment in specific programs.

Baseline metrics were established by averaging scores from AACC Guided Pathways institutions, and the most improved college seven-year trends set a minimum threshold for each measure. High scores were used as a benchmark to establish an appropriate end-goal for LCC.

Metrics on persistence, retention and completion are reviewed on a regular basis by Perkins-eligible program faculty and administrators.

4.C.3

LCC provides evidence of making improvements based on its retention, persistence, and completion data. A key documented improvement is the move to AACC Guided Pathways and the resulting Embedded Academic Support initiative. The college provides historic and current data and discusses how these improvements have begun to have an impact.

The college utilized an external evaluator, who provided a road map to advance the college's retention, persistence, and completion work.

The college notes three examples of how program review data on retention, persistence, and completion informed improvements and actions in individual programs. The programs of human services, fire science and music were the pilot programs to incorporate consideration of these data.

LCC has used retention and completion trend data to facilitate the improvements of hiring academic success coaches and creating an early alert system.

4.C.4

Some of LCC's processes are linked to specific goals in order to improve the college's overall retention and completion rates. In addition to IPEDS data, the college also uses the Voluntary Framework of Accountability (VFA) and AACC's Guided Pathways Scorecard, as well as Perkins

Core Performance Indicators for its occupational programs.

LCC also utilizes internal measures appropriate to the college. It monitors persistence and completion data for occupational programs and completion data for non-traditional gender students. The board's plan outlines recruitment strategies and retention specific goals to improve the college's overall retention and completion rates. The Embedded Academic Support team reviews key success measures that are predictive of completion each year, comparing LCC's progress to other AACC institutions, and discusses current and planned activities while setting targets for credit momentum, college-level English and math completion in the first year.

The LCC director of institutional research regularly attends regional and national IPEDS workshops and conferences to clarify the intent of various data requirements. Representatives from all Michigan community colleges meet quarterly to discuss federal and state data collection and reporting requirements. Members of the LCC Center for Data Science participate in the Michigan Association of Institutional Research (MI-AIR) and the national AIR annual events, where data reporting and management best practices are shared

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - 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.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Clear

Evidence

5.A.1

LCC's fiscal oversight is governed by the Board of Trustees' financial oversight and monitoring policy, which delineates required monthly financial reporting elements to assure financial stability. Quarterly reports are provided to the ELT, and the Financial Planning, Analysis and Review (FPAR) committee monitors budget fluctuations daily and works with the appropriate ELT member to address variances.

The Government Finance Officers Association presented LCC with the Award for Best Practices in Community College Budgeting for incorporating the strategic plan as the guiding principle for all budget prioritization decisions.

The college maintains a contingency reserve equal to 1% of total revenue.

The Information Technology Services (ITS) and facilities areas are organized through five-year plans

that are updated annually. A Project Management Review Team approves requests submitted to ITS to prioritize projects.

An annual facilities condition assessment is completed to review overall condition of the infrastructure.

LCC failed to provide evidence as to the sufficiency of staff needed to provide services to students, faculty, and other auxiliary areas. While the college notes some stakeholder satisfaction with staff numbers, what remains unclear is what the staffing levels across non-academic departments are and how the sufficiency of staffing levels is determined.

The Vacancy Management Review Team reviewers request from divisions to either establish new positions or back fill vacant positions to assure adequate staffing.

5.A.2

LCC's Budget allocation process aligns with the strategic plan to ensure educational purposes are the primary focus. The budget planning and monitoring process are overseen by the Executive Leadership Team. Budget requests must align with the strategic goals. A Budget Committee advances budget recommendations to the Board of Trustees. At each stage of the budget allocation process budget items are evaluated in relation to college mission and strategic goals. In the portfolio the college notes these processes ensure that student and educational goals are not adversely affected.

LCC directs all its revenue to the goals of the institution. No finances are dedicated to third party entities.

5.A.3

LCC provided evidence of a mission-driven, goal-setting process based on the strategic and operational plans. Planning processes include a needs assessment and opportunities for stakeholder input. Institutional goals are established within the strategic plan, and operational goals must align with them. An environmental scan and stakeholder feedback help to inform the goal-setting process.

Planning processes use a similar format and structure and are linked to the overarching goals of the Strategic Plan, as well as the college budget. This approach includes operational plans by departments/division, and strategic efforts in IT, facilities, and academic affairs. The narrative throughout the portfolio notes planning and budgeting linkages with the strategic plan and mission of the college.

The capital outlay plan is comprehensive and incorporates the status of multiple operational units. The technology plan shows an itemized list of replacements and upgrades. The Academic Plan lists activities for departments and operational units.

The institution's capacity to improve is limited somewhat by the lack of evidence that 1) data gathered are generated from processes that include the appropriate selection of metrics and benchmarks (including, whenever possible, internal targets or eternally comparable benchmarks), 2) that such data are appropriately and regularly analyzed and interpreted, and 3) that any actions taken to improve future results are directly linked to that analysis. While this closing of the loop appears to be happening occasionally, evidence of its systematic use is not readily apparent.

5.A.4

LCC provides evidence of aligned processes for recruiting, hiring, and orienting faculty and staff. Its use of performance evaluation and professional development processes demonstrate its commitment to ongoing faculty and staff quality. LCC failed to provide evidence as to the sufficiency of staff needed to provide services to students, faculty, and other auxiliary areas. While noting some satisfaction, it was not clear what the staffing levels were across non-academic departments and how a sufficiency of staffing levels is determined.

The annual program operating plans address potential growth (including staffing) within a program or the need for new specialties in a program area. The Academic Master Plan addresses instructional need planning, including staffing.

The college invests $200,000 annually into college-wide professional development in addition to departmental and divisional funding to ensure staff are qualified and trained.

If college-wide professional development funds are desired, an ELT member must request a review by their vice president. This requires ELT members to outline a plan for the professional development request, including estimated cost, who will utilize the opportunity, and how the activity aligns with the strategic plan. Once approved, the budget review team prioritizes requests based on current college initiatives and the strategic plan.

The budget review team reserves 10% of the college-wide professional development fund for unanticipated professional development opportunities. Divisions have an opportunity to request use of these reserve funds through their vice president.

The CTE offers support and professional development for all LCC faculty, support staff, and administrators via face-to-face workshops and courses. The CTE provides ongoing support with its library of books and recorded workshops/webinars, one-to-one faculty consultations, and drop-in technical assistance.

HR conducts three programs supporting professional development for administrators: new administrator orientation, Impressions, and Thrive. Impressions is a new management academy developed offering administrators a chance to explore key challenges faced by many supervisors, such as staff performance issues, managing team time off requests, FMLA, ADA accommodations, and communication strategies. Thrive is LCC's leadership academy designed to support administrators preparing for the future at LCC.

The college maintains active membership in many third-party organizations and service firms that offer professional development for members.

In addition to training opportunities offered to all employees, Student Affairs employees participate in regular in-service trainings, attend conferences specific to their areas of student support such as Trends Conference, AHEAD, and veteran's affairs conferences. Academic advisors are afforded opportunities to maintain awareness of high impact practices through MIACADA and NACADA.

Staff train and mentor student employees and provide documents to support training.

5.A.5

LCC's budgeting process has been recognized as a best practice by the Government Finance Officer Association in June 2018. The college employs an annual budget process that uses the strategic plan to guide budget decisions. The budget is developed collaboratively with appropriate stakeholders and

overseen by the Executive Leadership Team. The Budget Committee reviews and submits the draft budget. The final budget is approved by the Board of Trustees.

LCC's fiscal oversight is governed by the Board of Trustees' financial oversight and monitoring policy, which delineates required monthly financial reporting elements to assure financial stability. Quarterly reports are provided to the ELT, and the Financial Planning, Analysis and Review (FPAR) committee monitors budget fluctuations daily and works with the appropriate ELT member to address variances.

The College maintains a 1% contingency reserve and emergency fund to support continuity.

The budget Reallocation Request form requires the requestor to identify how the request will impact the mission, as well as identify if it involves the termination of a course, program, or curriculum. The form also asks for an explanation of the impact on student success and learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - 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.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Clear

Evidence

5.B.1

LCC's seven-member elected Board of Trustees operates according to its bylaws, which are aligned to Michigan's Community College Act of 1966. The board has established policies and required monthly monitoring reports to ensure it is meeting its legal and fiduciary responsibility.

The institution sited its financial oversight and monitoring policy, the purpose of which is to exercise due diligence over college financial activities through planning and reporting based upon criteria established by the board, as well as other legal requirements and restrictions. An external auditor performs an annual audit of the financial records of the college and renders an opinion to the board regarding financial records conformance with applicable financial recording and reporting standards.

The Board of Trustees follows the Carver Governance Policy Model, which focuses the board on "end statements" and policies to guide the president and other college leaders in operational matters.

Newly elected trustees go through orientation in accordance with Section 1.1.7 of the bylaws. The orientation includes institutional information such as overviews of the union and collective bargaining landscape, academic programming, Academic Senate, student activities and groups, Student Affairs, workforce development, and board expectations. New trustees are also asked to participate in the Association of Community College Trustees' new trustee orientation.

5.B.2

The Carver Policy Governance Model is employed by LCC to define the roles of the Board and those of key college administrators. This approach is codified in Governing Policy – 304 Board Committee

Principles.

The president shares responsibility for carrying out board policy with the Executive Leadership Team (ELT). LCC has several cross-discipline committees to facilitate engagement of its internal constituents in the college's governance. One documented example is the Academic Procedure Advisory Committee (APAC), which is comprised of faculty, student services representatives, and administrators. This committee is co-chaired by a representative from Academic Affairs and the President of the Academic Senate. The purpose of the committee is to review procedures that impact student success, including those that cover the full scope of accreditation and regulatory requirements of the college.

5.B.3

Various leadership teams at LCC are involved in setting goals, policy, and process through a collaborative structure of regularly scheduled meetings. The teams include Executive Leadership Team (ELT), Student and Academic Affairs Leadership Team (SAALT) and Academic Procedure Advisory Committee (APAC). Cross-function collaboration and cooperation are achieved through these key groups, and include the Cabinet, Academic Senate, Student and Academic Affairs Leadership Team, and the Data Governance Committee.

The college notes that it facilitates participatory governance through a variety of facets of its collective bargaining agreements.

Board policy assigns responsibility for the approval of new courses and programs, as well as program effectiveness, to the Provost/Senior Vice President of Academic Affairs or his/her designee. The Curriculum Committee, a standing committee of the Academic Senate, provides leadership and support for matters related to academic courses and curricula. Membership includes representatives from student services departments and faculty. Faculty represent at least 70% of the membership as stipulated in the Charter for the Curriculum Committee.

The Provost's leadership team includes the provost, academic deans, executive director of the Center for Data Science, the dean of workforce development, and both the associate vice president and assistant dean of Academic Affairs. This group meets twice a month to discuss academic matters. Once each month, Academic Senate leadership is invited to the discussion. The Provost's Cabinet is specifically charged with providing academic leadership and creating an environment that ensures the strategic development and delivery of quality learning experiences to a diverse college community.

The Strategic Plan Steering Committee oversees the implementation of the strategic plan and works with the Executive Leadership Team (ELT) to prioritize strategic initiatives.

The Data Governance Committee supports effective management of the college's data resources through development of holistic policy, process, and documentation. This committee provides a venue for identifying and addressing issues with data collection, storage, retrieval, and use. This is a cross-institutional committee.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Clear

Evidence

5.C.1

The LCC strategic plan is intended to promote advancement of the college mission and serve as the driving force for resource allocation decisions. The Resource Management flowchart provides evidence of the role the mission and strategic goals play in overall planning. Planning processes for capital outlay, information technology, and academic operations mirror the strategic planning process, which includes needs assessment and opportunities for stakeholder input. All requests for budget approvals outline how the request will support advancement of the strategic plan.

LCC notes that its leadership uses multiple strategies to ensure the college maximizes its resources to meet current and future needs and that the college's strategic planning process, human resource needs, student learning assessment, and operational planning processes are the driving forces for resource allocation decisions.

The institution's capacity to improve is limited somewhat by the lack of evidence that 1) data gathered are generated from processes that include the appropriate selection of metrics and benchmarks (including, whenever possible, internal targets or eternally comparable benchmarks), 2) that such data are appropriately and regularly analyzed and interpreted, and 3) that any actions taken to improve future results are directly linked to that analysis. While this closing of the loop appears to be happening occasionally, evidence of its systematic use is not readily apparent.

5.C.2

The college's three-year strategic plan provides high-level goals for the institution and guides other planning efforts. The five areas of focus established in the plan by the Board of Trustees provide the

framework for the development of the plans for information technology, facilities and maintenance, capital outlay, and academic operational planning. In addition, each academic program is required to conduct a comprehensive program review and develop annual improvement and program/department operating plans.

The assessment of non-academic operations is the province of the ELT. LCC engages in consultative processes through the cross-divisional teams, such as Academic Senate, Student Affairs and Academic Affairs Leadership Team, Curriculum Committee, Financial Aid Workgroup, and Academic Procedures Advisory Committee. Committee recommendations are intended to keep the issue of college-wide assessment of operations in the forefront of planning.

5.C.3

The Strategic Planning Steering Committee (SPSC), comprised of faculty and administrators, is responsible for the oversight and implementation of the college's strategic plan and for facilitating the engagement of the college's stakeholders in its processes.

To inform the development of the 2013-2016 strategic plan, the SPSC completed an environmental scan and offered multiple opportunities for stakeholder input:

- Four full-day forums with college faculty, staff, administrators, and students
- Several small group discussions with mid-level management
- Bi-weekly meetings with the Executive Leadership Team
- Several facilitated focus group discussions with faculty
- 10 community forums to solicit input from community members, political leaders, business and industry leaders, and secondary schools.
- Program advisory committee input
- Input from the Coalition for College and Career Readiness
- A public website dedicated to presenting research to inform discussions and to serve as a platform for virtual collaboration.

These processes also provided information to inform the development of the 2017-2020 strategic plan which was adopted in November 2017

The SPSC coordinates with the Executive Leadership Team (ELT) to develop action plans to meet strategic goals. Execution of the strategic plan is done by the Cabinet (ELT).

The college webpage is a tool used to share college planning with external stakeholders. The college looks to the Board members involvement and connections in the community to gather feedback on the direction of the college.

5.C.4

LCC conducted an environmental scan and a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to inform its planning processes. Through participation and leadership roles in national organizations such as American Association of Community Colleges (AACC), Association of Community College Trustees (ACCT), and the Michigan Community College Association (MCCA), administrative staff and members of the Board of Trustees stay abreast of trends in higher education and the regulatory landscape that may impact the college.

In order to counter any unforeseen resource needs, the college maintains a contingency reserve equal

to 1% of total revenue and maintains a fund balance for emergencies, which is approximately 50% of the current allocation for the plant fund.

The chief financial officer maintains a two-year budget forecast based on projected enrollment declines. The forecast is closely monitored by both the Board of Trustees and Executive Leadership Team (ELT). Additionally, the ELT monitors enrollment on a daily basis, allowing the team to make mid-stream adjustments to address any unanticipated drops in enrollment and revenue.

Projected enrollment patterns are used to develop a two-year budget forecast.

5.C.5

LCC has a three-year strategic plan which provides high-level goals for the college and aligns operations with the mission, vision, and guiding principles. The annual plans for technology infrastructure, facilities and maintenance, capital outlay, and academic operations are developed to align with the strategic plan. The program review process, which results in an improvement plan, requires faculty to reflect on how the program supports the college mission and strategic plan. The improvement plan is updated annually and is used to inform budget decisions.

LCC has engaged a number of nationally recognized consultants to help college leadership understand current needs and trends in higher education. These efforts have led to strategic goals and budget priorities, such as a board resolution to redesign the college's developmental education and ensuing efforts to implement an embedded academic support model.

The college and the board stay abreast of dynamic changes related to enrollment, the economy, and state issues through their involvement in ACCT and MCCA workshops and institutes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Clear

Evidence

5.D.1

LCC develops and documents evidence of performance through its strategic and operational planning processes. Monthly monitoring reports are provided to the Board of Trustees at public meetings, and the Strategic Planning Steering Committee updates the Executive Leadership Team quarterly. The college continuously assesses operational effectiveness through the assessment of student learning processes, budget monitoring and budget development process, and both academic and non-academic program review.

5.D.2

LCC has integrated CQI principles into its operational processes. The college contracted with Baker Tilly to conduct an internal audit, which resulted in the development of several improvement initiatives in key operational areas: the college's cybersecurity and information policy, human resources, Title IX, and institutional data reporting and integrity (data governance).

Through the Plan-Do-Study-Act (PDSA) cycle, LCC learns from its operational experience and applies that learning to improve institutional effectiveness. The document "Examples of Quality Initiatives" lists LCC's major quality initiatives, including multiple measures (documented in the Placement Level Guides), Guided Pathways (documented in Action Project), embedded academic support (documented in Action Project), centralization of tutoring, and new deadline for enrollment.

The Center for Data Science created a central repository for student learning data, created and maintained a data dictionary, reviewed employee roles and data permissions, and created a centralized reporting template.

The academic success coach system constitutes an example of a CQI initiative in which the college piloted a project, checked the data and adjusted processes.

As part of LCC's academic program review process, faculty collect and analyze data on program health and student learning; they then receive feedback on these efforts.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Reflective Overview	
2	Strategic Challenges Analysis	
3	Accreditation Evidence Screening Summary	
4	Quality of Systems Portfolio	
5	AQIP Category Feedback	
I	Helping Students Learn	
II	Meeting Student and Other Key Stakeholder Needs	
III	Valuing Employees	
IV	Planning and Leading	
V	Knowledge Management and Resource Stewardship	
VI	Quality Overview	
1	Mission	
1.A	Core Component 1.A	Clear
1.B	Core Component 1.B	Clear
1.C	Core Component 1.C	Clear
1.D	Core Component 1.D	Clear
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Clear
2.B	Core Component 2.B	Clear
2.C	Core Component 2.C	Clear
2.D	Core Component 2.D	Clear
2.E	Core Component 2.E	Clear
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Clear
3.B	Core Component 3.B	Clear
3.C	Core Component 3.C	Clear
3.D	Core Component 3.D	Clear
3.E	Core Component 3.E	Clear
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Clear
4.B	Core Component 4.B	Clear
4.C	Core Component 4.C	Clear
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Clear

5.B	Core Component 5.B	Clear
5.C	Core Component 5.C	Clear
5.D	Core Component 5.D	Clear

Review Summary

Conclusion

Lansing Community College provided a strong well-developed systems portfolio and good evidence of the processes utilized to address the Core Components and evidence related to meeting the Criteria. The focus on quality enhancement is clear. They demonstrated that they used feedback from the last comprehensive visit to make strategic changes for the institution and have been focused on student success. The development of the Guided Pathways and a 360-degree approach to student support represents best practices and should result in increases in student persistence and completion. There is clear evidence of the connection from the Statements of Purpose to the Strategic Plan, to operational and unit plans. There appears to be significant involvement at all levels from the Board to faculty and staff and the external stakeholders served by the college.

LCC will be working to transition from the AQIP pathway to the Open or Standard pathway. In preparation, an important aspect to be considered will be how the college incorporates the use of data into its planning and decision-making processes. While the college gathers significant data, there are places where the tool(s) are limiting the college's ability to make comprehensive decisions about success or change, primarily because of the use of indirect measures. Survey data is helpful but should be supplemented with other strong metrics that can be assessed over time. The institution also needs to focus on documenting how it does internal and external comparisons and utilizes data to make informed decisions. All of this work will better prepare LCC to present evidence of meeting the Criteria, Core Components, and Sub-components.

Overall, LCC is well positioned to move forward into a new pathway and to address the challenges presented from looking at their institution through a slightly different lens when it comes to meeting HLC expectations.

Overall Recommendations

Criteria For Accreditation
Clear

Sanctions Recommendation
Not Set

Pathways Recommendation
Not Set

No Interim Monitoring Recommended.