FORM

Multi-Location Visit Institutional Report

Instructions

Send the completed report as a single electronic file (in PDF format) to HLC at accreditation@hlcommission.org, as well as to the peer reviewer assigned to conduct the visit. Brief evidentiary materials may be included if they are necessary to support information provided in the report. The report is due 30 days prior to the visit.

Overview Statement

1. Provide a brief overview statement about current additional locations, and about the institution's general approach to off-campus instruction. List the current approved active additional locations. Be sure to include with each location the full address and all academic programs offered at the location.

The college's approach to off-campus locations involves short- and long-range institutional planning that takes into account community and customer needs, demographic, psychographic, and geographic characteristics of the population base, the strategic goals of the institution, and the enrollment patterns and employment gaps in the region. Plans for facilities and additional locations are reviewed and assessed annually at the highest level of decision-making, the Executive Leadership Team (ELT), during the Campus Master Plan and Budgeting processes. Planning is aligned with institutional goals and systems in order to ensure that additional locations meet student needs and academic rigor in the same manner as the Downtown Campus, located in Lansing, meets these needs. In this way, the general approach taken by the college is one of alignment, continuous improvement, and "right-sizing" for the communities it serves at each location.

Lansing Community College (LCC) is a comprehensive community college serving a tax district funded by fifteen school districts in three counties: Ingham, Clinton, and Eaton. A small portion of three adjacent counties, Ionia, Shiawassee, and Livingston, support 1% of the college's tax revenue and have no other community college serving the region. LCC regularly receives students from those counties. Approximately one-third of the total college enrollment comes from students living outside of the taxing district. A critical component of planning for additional locations involves utilizing data regarding current and potential student populations.

LCC serves a region with a population base of approximately 250,000 in the greater Lansing area, and an additional 250,000 in surrounding suburban and rural communities. As a result, LCC's Fall 2017 enrollment of 12,793 students includes a mix of urban, suburban, and rural students. Because of Michigan State University's proximity, there is a large base of traditional college-aged students in the Lansing area. In order to address the demographic and geographic mix of the region, the college maintains five locations in addition to the Downtown Campus.

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Lansing Community College's approved additional locations and the programs and degrees currently offered at each location are as follows:

AIS Training Center

3600 N Grand River Avenue

Lansing, Michigan 48906

Program: Heavy Equipment Repair Technician CA & AAS

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Aviation Technology Center

Mason Jewett Field

661 Aviation Drive

Mason, MI 48854

Programs:

Airframe Maintenance Technology CA & AAS

Basic Aviation Technology CC

Powerplant Maintenance Technology CA & AAS

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Lansing Community College East

2827 Eyde Parkway

East Lansing, MI 48823

Program: General Associate Degree

Lansing Community College East offers a wide variety of transferrable general education courses that satisfy both the college's core requirements and the Michigan Transfer Agreement (MTA). Because of the center's proximity to Michigan State University, care is taken to include many courses that transfer to MSU. In addition to gateway courses in many programs, upper level courses in business and psychology are offered, as these are popular programs for students transferring to MSU. LCC East also offers Youth and Adult Enrichment non-credit courses.

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Livingston County Center

402 Wright Road

Howell, MI 48843

Program: General Associate Degree

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The Livingston County Center offers a wide variety of transferrable general education courses that satisfy the college's core requirements and the Michigan Transfer Agreement (MTA). The college also offers some health careers courses at this location.

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West Campus

5708 Cornerstone Drive

Lansing, MI 48917

Programs:

Architecture Technology, AAS

Automotive Technologies, CA & AAS

Automotive Technology: Advanced Electric Drive/Alternative Fuels, CA

Automotive Technology: Brakes & Suspension Systems Specialist, CC

Automotive Technology: Electrical & HVAC Diagnostic Specialist, CC

Automotive Technology: Engine & Transmission Overhaul Specialist, CC

Automotive Technology: Engine Performance & Drivability Specialist, CC

Building Construction, CC, CA & AAS

Computer Automated Design, CC, CA & AAS

Cisco Certified Network Associate Certification Preparation (CCNA), CC

Computer Networking & Cybersecurity, AB

Computer Programmer/Analyst, CC & AB

Computer Software Tester, CA

Computer Support Specialist, AB

Computer Support Technician, CA & AAS

Computer Technology Basics, CC

E-Business, CA & AB

Geospatial Science Technician, CA & AAS

Information Technology Foundations, CC

IoT Specialist, CA

Microsoft Office Specialist, CC

Mobile Application Developer, CA

Web Site Developer, CC

Construction Management, CA & AAS

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Correctional Officer, CC

Criminal Justice, AA

Criminal Justice - Corrections, AAS

Criminal Justice - Digital Evidence Specialist, CC & AAS

Criminal Justice - Juvenile Specialization, AAS

Criminal Justice - Law Enforcement, AAS

Juvenile Justice, CA

Mid Michigan Police Academy, CC

Alternative Energy Egineering Technology, CC

Energy Auditor, CA

Energy Management Specialist, AAS

Geothermal Technician, CA

Solar Energy Technician, CA

Fire Science Academy, CC

Fire Science/Basic EMT, AAS

Fire Science Technology, AAS

Building Maintenance, CA

Heat & Air Conditioning, CA & AAS

HVAC/R - Energy Management Engineering Technology, AAS

CNC Machine Technology, CC & CA

Industrial Manufacturing Engineering Technology, AAS

Machine Tool Technology, CA

Manufacturing Engineering Technology, AAS

Mechanical Systems, CA & AAS

Industrial Maintenance Technician, CA

Mechatronics - Multi-skilled Maintenance Technology, AAS

Robotics & Automated Technology, CC & CA

Control Panel Wiring, CC

Customer Energy Specialist, CA & AAS

Electrical Apprenticeship, CA

Electrical Machine Controls, CC

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Electrical Tech - Construction, CA

Electrical Technology, AAS

Electrical Technology Control/Maintenance, CA

Electrical Utility/Lineworker, CA & AAS

Electrical Industry Fundamentals, CC

Inside Wireman Apprenticeship, AAS

Welding Technology, CC, CA & AAS

Civil Technology, AAS

Electrical Wiring, CC

Paralegal, AB

Paralegal Post-Bachelor, CA

Survey and Material Tech, CC

2. What future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations?

Like many Michigan community colleges, LCC has experienced a decline in enrollment in recent years. This decline impacts all locations of LCC. As a result, an Extension Center Academic Course Scheduling Strategy was developed in December of 2015 and updated in January 2018 with thirteen specific strategies to improve communication with academic departments, reduce cancellations, and increase enrollment (or slow the decline).

LCC East is actively pursuing areas of growth according to its Recruiting Strategy developed in Summer 2016 and updated for Fall 2017. Three primary recruiting targets have been identified as current LCC East students, Michigan State students, and local high school students. To connect with our current students, staff make short presentations in classrooms to discuss registration dates and scholarship opportunities. Staff also identify students who have had recent contact with the center, but haven't completed the registration process for the upcoming semester. They reach out to these students to offer assistance with the registration process and schedule advising appointments.

In an effort to reach Michigan State University (MSU) students, the LCC East Coordinator makes periodic contact with MSU advisors, providing them with current information and responding to course requests. An example of how this collaboration has been impactful can be seen in the changes in courses offered to accommodate MSU student needs. LCC East is now offering the Calculus I, II, III series and is planning to offer Physics I, II in response to needs identified by MSU's Engineering College. In response to MSU's Office of International Students and Scholars, LCC East is actively supporting international students who have been recessed or dismissed from the University. A process is in place to help these international students efficiently apply to LCC and plans are in place to support these students' successful return to MSU.

To reach out to local high school students, the Coordinator has visited six local high schools and offered LCC East's assistance in registering dual enrollment students for the upcoming academic year.

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The Aviation Technology Center has witnessed a tremendous boost in enrollment and currently has a waiting list. In the next six months, Aviation expects student enrollment to be at facility capacity. In the next three years, Aviation anticipates the need to start planning for facility expansion should current increasing enrollment trends continue. Over the next 10-20 years, facility expansion will be a necessity based on industry forecasted demand for skilled aviation maintenance technicians.

LCC's partnership with Delta Airlines placed this program in the national spotlight which only increased the demand for the program and graduates. The industry is reporting a tremendous need for technicians over the next twenty years. The Aviation Technician Education Council (ATEC) compiles information regarding Federal Aviation Administration (FAA) airframe and powerplant mechanic certificate holders, the educational institutions who train these individuals and the businesses who employ them. Their December 2017 report noted that mechanics are retiring faster than they can be replaced. They report that 30% of the current workforce is at or near retirement age, while only 2% of the entire population are new entrants into the field. They project that the mechanic population will decrease 5% in the next 15 years. Additionally, the Boeing Technician Outlook (found here: https://www.boeing.com/commercial/market/pilot-technician-outlook/2018-technician-outlook/) reports an anticipated demand of 189,000 technicians in North America alone over the next twenty years.

Institutional Planning

1. How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

LCC's Information Technology Services maintains a five-year Technology Replacement Plan that guides resource allocation to support the college's efforts to stay on top of technology needs. This five-year plan includes computer and classroom technology needs for all divisions and all teaching facilities, including traditional classrooms, labs, support service areas, offices, conference rooms and specialized spaces.

To ascertain the needs of students at LCC East, the staff conducts a Future Course Survey with current students every Fall semester. The survey asks students to indicate their educational goal, field of study, and courses they anticipate taking at the extension center in the coming year. For anticipated courses, students are asked which days and times would be preferable. This data is aggregated and used to develop future course schedules and to increase or decrease the number of sections offered.

LCC East also conducts a Student Satisfaction Survey with current students every Spring. The survey includes questions about the quality of faculty and instruction, appearance and function of classrooms and equipment, appearance and function of study areas and building conveniences, availability and quality of technology, availability and quality of student services, and friendliness and helpfulness of the staff. Students are given the opportunity to add comments about specific building and service needs. The feedback from these surveys are shared with the physical plant, academic support, and student affairs departments and used for improvement.

To ascertain the needs of the curriculum, LCC East conducts a Faculty Satisfaction Survey with current faculty every Spring. The survey includes questions about availability and quality of classroom supplies, appearance and function of classrooms and equipment, availability and quality of technology, availability and quality of space for office hours, and friendliness and

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helpfulness of staff. Faculty may add comments about specific instructional needs. The feedback received from this survey are shared with academic support departments.

Aviation also takes into consideration current student enrollment trends, industry forecasts and employer needs, and FAA requirements to ensure that the program, equipment and facility continue to meet student and curriculum needs.

2. What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

The college assesses each location's funding and staffing annually. Any staffing and funding adjustments for additional locations takes into consideration enrollment patterns, demographic trends, employment opportunities, market penetration, and new program development. Funding and staffing recommendations for each additional location are typically made by the site administrator and are evaluated during the annual budget development process. The college budget is aligned with the college's strategic plan to prioritize additional location projects, initiatives, innovations, savings, and staffing.

The college follows a comprehensive, annual budget strategy to ensure that resource allocations are consistent with the strategic direction of the college and to address critical needs at all locations. The process begins by each division submitting budget request forms that require a narrative outlining how the request aligns with the college's strategic plan and initiatives. These requests are reviewed and vetted by the corresponding ELT member before submission to be included in the final budget. The overall budget goes through a final review by the Chief Financial Officer, Executive Vice President, Provost, and Executive Director of Human Resources. Budget decisions are prioritized by the strategic plan and how they support current goals for the college. The final budget recommendation is reviewed and approved by the Board of Trustees. (A more detailed explanation of the budget process may be found here: https://www.lcc.edu/about/documents/fy-2019-annual-budget.pdf)

With the oversight of the Director of Extension and Community Education, budgets for LCC East are established and monitored regularly. Funds exceeding expenditures are identified and reallocated to other areas within the division. At LCC East, a staffing model is followed to ensure safety and adequate coverage during all the hours that the building is open. For safety in emergencies, a minimum of two service desk staff are in the building at all times Monday through Thursday 8:00 am to 10:00 pm and Fridays 8:00 am to 5:00 pm. A third staff member is assigned during the high activity hours of 10:00 am to 6:00 pm Monday through Thursday. Administrative staff are available to help service desk staff 8:00 am - 5:00 pm Monday through Friday and on-call in the evenings. Staff is also scheduled on four Saturdays in the Fall and four in the Spring for the Youth program.

The Aviation program falls under strict instructor-student ratios as well as student-training asset ratios that are mandated under the FAA. Per the U.S. Department of Transportation Federal Aviation Administration Title 14 CFR Part 147, "the certificate holder (LCC) must continue to provide the number of intructors holding appropriate mechanic certificates and ratings that the Administrator determines necessary for adequate instruction and supervision of the students, including at least one such instructor for each 25 students in each shop class. However, the applicant may provide specialized instructors, who are not certificated mechanics, to teach mathematics, physics, basic electricity, basic hydraulics, drawing and similar subjects."

The Aviation program relies on tuition and course fees to fund consumables and training materials. These needs, cost analysis and budget are completed by the Director of the Aviation Maintenance Technology Program using the process outlined above.

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Facilities

1. How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

LCC has committed to strategically addressing the capital needs of the institution (including all locations) with a five-year Capital Outlay Plan. This plan is reviewed and updated on an annual basis and prioritizes the college's facility needs. The facility assessment includes analysis of:

 - general classroom utililization for each building that houses general classroom space with a break down of peak usage.

 - adequacy of existing facilities.

 - computer lab and student workstation utilization

 - parking needs at each location

 - status of fire suppression & accessibility systems for each building

 - fiscal resource needs to support maintenance, repair and update needs for each facility

The institution ensures that the facilities meet the needs of students and curriculum on an ongoing basis through the work of a site administrator. Due to the specialized nature and federal compliance component of the Aviation Center, the Director of the Aviation Maintenance Technology Program serves in this capacity in addition to providing oversight of the academic program. The site administrator is responsible for overseeing faculty, finance, instruction, student support services, community relations, marketing, human resources, and day-to-day operations. Throughout the course of the academic year, the site administrator reviews demographics, student trends, student success, market penetration, progress toward goals, community collaboration and monitors facility utilization and improvement. This oversight is done in collaboration with the college's Center for Data Science, the Director of Administrative Services, the Director of Extension and Community Education, the Dean of Community Education & Workforce Development, the Dean of Technical Careers, the Dean of Arts & Sciences, the Provost, the Dean of Student Affairs, and the Chief Financial Officer.

The site administrator communicates regularly with college administration and Executive Leadership Team. This information is used to update planning documents that address student and curricular needs, such as the Campus Master Plan, the five-year Technology Replacement Plan, and the Capital Outlay Plan. This ensures that activities and curricular offerings are tied to the Strategic Plan and the budget preparation cycle. At both the Aviation Center and LCC East appropriate administrators from academics and student affairs are involved with the decisions for each location.

Students in each additional location are regularly surveyed. Real-time workforce data, enrollment trends, and student success, retention and persistence trends are used to make programmatic recommendations and decisions.

In addition to the student and faculty surveys mentioned in Institutional Planning Question #1, the current five-year lease for LCC East includes a $210,000 reserve for building renovations and equipment upgrades. Each year, the LCC East Coordinator and the Director of Extension and Community Education evaluate student and faculty needs and initiate changes to the facility that will address those needs. Recent changes include moving student services out of a walled office into the open Commons areas to better serve students, updates to the restroom facilities, building

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a new computer closet to improve security of laptops, installing cameras in the testing room, updating building aesthetics that are similar to the Downtown Campus, procuring more comfortable furniture for the upstairs Commons, repairing broken table wheels, and purchasing Smart Boards for two mathematics classrooms.

The Aviation Center is required to comply with the U.S. Department of Transportation Federal Aviation Administration guidelines. The FAA's surveillance requirements provide for no-notice inspections of the facility, program and instruction provided to students. Records, training materials, classroom, and hangar instructional sessions all are monitored by the FAA for compliance with Federal Air Regulations, curriculum adherence, and subject mastery by students. Additionally, LCC's Technical Careers Division provides oversight for the Aviation program regarding facilities and attendant student needs. Updates to the facility allow for improved student learning spaces, lockers and lunch room accomodations and aesthetics that are similar to those found on the Downtown Campus. Student enrollment at the Aviation Center is dictated by classroom size and available hangar workspace.

Instructional Oversight

1. How does the institution ensure that promotion, marketing and enrollment for the additional location stay in balance with the institution's actual resources and technical capabilities?

The college ensures that promotion, marketing and enrollment stay in balance with resources and technical capabilities by tightly coupling decision-making and college processes. The admissions and recruitment team, site administrators, and the divisional deans are involved with the process of determining marketing activities for their respective locations. These plans guide budget recommendations that align with the college's strategic plan.

The college's approach to marketing and promotion is to focus on academic program. The marketing department works with each academic division to incorporate marketing strategies within their divisional plans. The divisional plans drive budget decisions regarding promotion and marketing needs. Additionally, the college's five-year Technology Replacement Plan is supported by the budget.

The college follows a comprehensive, annual budget strategy to ensure that resource allocations are consistent with the strategic direction of the college and to address critical needs at all locations. The process begins by each division submitting budget request forms that require a narrative outlining how the request aligns with the college's strategic plan and initiatives. These requests are reviewed and vetted by the corresponding Executive Leadership Team (ELT) member before submission to be included in the final budget. The overall budget goes through a final review by the Chief Financial Officer, Executive Vice President, Provost and Executive Director of Human Resources. Budget decisions are prioritized by the strategic plan and how they support current goals for the college. The final budget recommendation is reviewed and approved by the Board of Trustees. (A more detailed explanation of the budget process may be found here: https://www.lcc.edu/about/documents/fy-2019-annual-budget.pdf)

During the academic year, ELT members review budget variance reports each quarter. ELT members are required to report back to the CFO regarding any variances and the plan to address them. Additionally, variances are reviewed regularly by the entire ELT group at their team meetings. In addition to monitoring the budget, ELT members and administrators regularly monitor enrollment trends with a daily enrollment report prepared by the Center for Data Science.

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This report provides a snapshot of enrollment for the current semester by headcount, credit hour, seatcount, and bill hours. The report also compares those numbers with point-to-point previous year enrollments and provides a breakdown of enrollment numbers by location.

The Marketing Department will assist with promoting events at the college's additional locations as well. An example of this would be the "East Expo" that was hosted at LCC East. The marketing and promotional communications for this event are done through the Marketing Department in partnership with the administration who oversee the LCC East location.

Promotional and marketing materials are reviewed by site administrators and the Marketing Department. All activities supported by the Marketing Department are put into one project management system; this process ensures that resources, time, technical assistance, and support are available for the promotion of off-campus activities. This alignment ensures that communciations regarding additional locations are consistent with the college's marketing and branding strategy.

Like many Michigan community colleges, LCC has experienced a decline in enrollment in recent years. This decline impacts all locations of LCC. As a result, an Extension Center Academic Course Scheduling Strategy was developed in December of 2015 and updated in January 2018 with thirteen specific strategies to improve communication with academic departments, reduce cancellations, and increase enrollment (or slow the decline). As outlined in Overview Statement Question #2, LCC East is actively pursuing areas of growth according to its Recruiting Strategy developed in Summer 2016 and updated for Fall 2017. Three primary recruiting targets have been identified as current LCC East students, Michigan State students, and local high school students.

2. How does the institution effectively oversee instruction at an additional location?

The institution strives to have the same oversight for all instruction, regardless of location. Because each academic department oversees the selection, supervision, and training of faculty, instructors are selected in the same manner for all locations. That said, special recruitment fairs at remote locations help to ensure that faculty from local communities are included in the applicant pool. Academic unit supervisors provide supervision, evaluation, and training for all instructional staff in accordance with the labor contract. This process includes site visits and classroom evaluations.

Each faculty member assigned to an additional location receives an orientation that is tailored for the center. Moreover, the site administrator and support staff maintain continuous communication with the Downtown Campus to ensure that staff and faculty have up-to-date information. Faculty offices, mailboxes, phones, and administrative services are provided so that instructors receive information in a timely fashion.

Academic divisions and departments oversee instruction at extension centers using the same processes as the Downtown campus. All course proposals and revisions are approved through the Curriculum Committee. All course sections follow the same master syllabus with the same learning outcomes. Instructors are required to use the Desire2Learn course management system to post the syllabus and gradebook. All instructors are required to meet the same deadlines for submitting their section syllabus, enrollment verification, IDEA student evaluations, grades, and gradebooks.

The College conducts periodic reviews of all faculty members (regardless of teaching location) according to a schedule based on faculty status that is outlined in the labor contract (See Page 49 - 52 of labor contract for detailed schedule: https://internal.lcc.edu/hr/labor_contracts/MAHE/MAHE-Contract-2017-2020.pdf).

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Per the labor contract, the College has established a rotating schedule for periodic performance reviews of post-probationary bargaining unit members. Periodic reviews address professional development activities and plans, performance of professional responsibilities, adherence to professional standards and codes of ethics if applicable, relationships with peers and students, and other work-related criteria. Each faculty member's performance is periodically reviewed by the Supervising Administrator or designee. As part of the review, the Supervising Administrator or designee observes the faculty member's classroom/ workplace performance for a minimum of one hour on at least one day during the academic year for which the review is scheduled. A second observation is conducted if requested by the administrator or the faculty member. Written feedback about each faculty member's performance is also obtained from students and other clients of faculty services at least annually and may be sought more often at the College's discretion. Data or comments extracted from responses is shared with the faculty member before they are used for purposes of periodic performance reviews.

In addition to administrative review, each faculty member's performance is periodically reviewed by one peer, as outlined in the labor contract. The reviewing peer observes the faculty member's classroom/workplace performance for a minimum of one hour on at least one day during the academic year for which the review is scheduled. A second observation is conducted if requested by the reviewing peer or the faculty member. After each observation, the reviewing peer documents the strengths and weaknesses of the faculty member's performance, describes any recommendations for improvement, and meets with the faculty member to discuss the observations and recommendations.

The LCC East Coordinator provides additional support for faculty and students as needed. Oftentimes, the Coordinator may advise instructors on current college policy and procedures, problem-solve issues, and collaborate with the appropriate academic division Associate Dean or the Student Compliance office.

The Aviation program's course material is closely monitored by the FAA to ensure compliance with curriculum and syllabi requirements.

Faculty teaching at any location are expected to complete assessment of student learning. LCC has created a Committee for Assessing Student Learning (CASL). CASL is co-chaired by two faculty members and is comprised of voting faculty representatives and non-voting administrative representatives. To assist this committee's efforts, the College has bolstered its assessment related support with two director level positions, the Director of Assessment and the Director of Institutional Research – both of whom help to oversee the day-to-day process of college-wide assessment activities and work closely with CASL.

CASL follows a rolling three-year assessment plan (https://internal.lcc.edu/provost/senate/standing-committees/casl.aspx). This assessment framework applies a Balanced Scorecard approach and includes a strategy map that aligns four assessment strategic objectives:

 - Associated measures to identify what we are measuring at the course, program and institutional levels.

 - Targets to identify successful achievement of the strategic objectives.

 - Current performance results to identify gaps in performance.

 - A data collection plan that describes how the data are collected, the source of the data, the methods used to collect data, methods of analysis, and the ways in which the results are used to support continuous improvement.

A project plan was then developed to outline associated tasks, identify collaborators, and establish a timeline.

Each program of study is required to complete a comprehensive program review every four years. The program review process is an opportunity to review the current state of a program of study and to look for improvement and support opportunities that help the program of study facilitate student learning and success. The purpose of program review is to support ongoing program of study improvements that facilitate and are aligned with student success. To accomplish this, program's of study are required to consider any portion of their program that is offered at other LCC locations as part of their review.

All courses and programs operated at the college's additional locations are expected to comply with expectations outlined by CASL, undergo regular program reviews, and meet the standards of LCC's Essential Learning Outcomes (https://internal.lcc.edu/provost/documents/EssentialOutcomes_Chart.pdf).

Institutional Staffing and Faculty Support

1. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

The process for recruiting, hiring and orienting new faculty and staff is centralized through the human resource department for the college. All staff are hired to meet expectations outlined in pre-approved job descriptions. All faculty undergo a comprehensive screening process to ensure that they meet credential qualifications requirements. The selection of faculty takes place at the departmental level and credentials are reviewed according to academic program standards by the Academic Affairs office. Faculty are assigned to teach at LCC East using the same scheduling process as the Downtown campus. Faculty are assigned to sections based on appropriate credentials to teach the course. Faculty have the ability to specify at which locations they are willing to teach.

Administrative and support staff at LCC East follows a pattern that has proven to provide adequate coverage and support for the 65 hours per week the center is open. LCC East employs one full-time administrator, one full-time support staff, four part-time support staff members, and three student aides. The part-time support staff and student aides have primary responsibility for direct service to students and faculty, however, the administrator and full-time support are able to step into that role when activity is high or when front-line staff are absent.

For the Aviation program, all teaching faculty and laboratory assistants must be approved by the FAA prior to any student engagement, in addition to meeting the college's established minimum credential qualification requirements.

2. What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training and orienting faculty at the location.

The college's selection, supervision, orientation, and training of personnel is the same for all on- and off-campus personnel. Guidelines for hiring of staff are provided by the Human Resource Office and evaluation processes are mutually agreed upon through labor contracts.

Instructors are hired based on their professional qualifications, academic credentials, and work experiences. They receive appropriate training on instructional expectations from their academic divisional leadership, as well as, on the use of college support systems (D2L, Banner, etc.)

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through the Center for Teaching Excellence. The Center for Teaching Excellence (CTE) is a faculty led department that offers support and professional development for all LCC faculty and staff. All instructors have access to a detailed faculty handbook and other job aids through the Center for Teaching Excellence as well.

The Center for Teaching Excellence offers continuing education in a face-to-face format and through the Desire2Learn course management system. These professional development opportunities offer lessons on teaching techniques, support for college initiatives, and current educational issues and trends that instructors are faced with.

The eLearning Department provides both on-campus and online support, including a staffed "Live Chat" and virtual appointments, for using D2L in courses. The eLearning Department also offers numerous trainings and a comprehensive Instructor Resource Site for supporting D2L, educational technology, and accessibility. These services are available for all faculty, regardless of which location they are teaching at. For the Aviation program, Instructors are able to meet with eLearning Instructional Designers during set Academic Office Hours throughout the semester at the Aviation Center, scheduled around courses, to receive assistance with using D2L and integrating new educational technologies into D2L and the classroom.

The site administrator at LCC East provides additional orientation and training for instructors to orient them to the location. LCC East faculty are oriented to the center by a welcome letter from the Coordinator that gives information about extension center resources and procedures. Faculty are encouraged to ask staff for a tour of the facility and to talk with the Coordinator about any special needs. Aviation is part of the Technical Careers Division. As such, all division functions apply to Aviation including access to support staff, Division meetings, and Division communications. New Aviation faculty receive additional on-boarding and training tailored to support specific aviation requirements and new faculty are assigned a senior faculty member to shadow until they are acclimated.

Academic department meetings are typically scheduled on Fridays at the Downtown campus or West campus when most faculty are not in class, allowing all faculty from each location to participate.

As noted in Instructional Oversight Question #2, all faculty undergo an administrative review and peer review in accordance with the labor contract.

Student Support

1. What evidence demonstrates that the institution effectively delivers, supports and manages necessary academic and student services at off-campus locations?

The college's goal is that all students at any LCC location receive the same quality of service and support as they would receive at the Downtown Campus. While not every service is replicated, students have personal assistance from center staff, who act as advocates and provide personal assistance with college systems.

The LCC East Coordinator provides operational oversight for the center, schedules academic classes, supervises student services, develops support staff and student staff, and acts as liaison with the academic and services departments on the Downtown campus. The LCC East support staff and student staff provide student support services, faculty support, classroom technology support, and serve as liaison with building maintenance. The LCC East Coordinator and support service staff are trained by the Downtown campus Student Affairs departments in admissions processes, testing procedures, waiver requests, registration, records requests, and the Banner

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student system. Procedures and forms used to navigate processes are the same as those used on the Downtown campus.   Student services such as academic advising, tutoring, and supplemental instruction are provided at the center by employees from the Downtown campus. Library services are accessed through a dedicated computer located in the main service area. Students may also request that library books be delivered to the East campus.

In addition to the director of the Aviation program, the Mason campus also has a full-time program coordinator. The coordinator fulfills all services of the Registrar's office, the Financial Aid office, the Student Affairs office, recruiting, and other support services as required. Students in the Aviation program do not need to leave the Mason campus for any LCC required activities. Representatives from the Veteran's Affairs office, Academic Success office, placement testing, and tutoring come to the Mason Campus to assist students so that students do not need to travel to the Downtown campus to receive these supports. Similar to LCC East, students may access library services via computer and request that library materials be delivered directly to the Mason campus.

2. What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid and job placement services?

In addition to support services available directly at each campus, students may access assistance via telephone or computer. On-site personnel are available to assist students with making these connections when necessary.   All forms and procedures are web- or self-service-based, providing comprehensive access to academic advising, regardless of location. Academic advising is also available through e-Advising and chat functionality. Academic advising interactions are tracked within the student information system to build upon each successive interaction. Many student service interactions are recorded in order to provide consistent service to students.

The college implemented an Academic Success Coach System in Fall 2017. Even though the Academic Success Coaches are located on the Downtown campus, this support is available to all students at any location. If it is inconvenient for a student to attend a meeting with their Coach at the Downtown campus, the Coach will schedule a time to meet with them in person at their off-site location or they will coach them over the phone, via Webex, or through email. Coaches are also available to assist through text message. One coach maintains office hours at the Mason campus as the aviation students are organized into one cohort for academic success coaching assistance.

Beginning with Fall 2018, all students will be assigned a dedicated success coach upon admission to the college based on their Career Community or Undecided assignment.   Coaches will reach out with a "Welcome Call" to their assigned students. This contact will be presented to students as a regular step in the admissions process and will serve as a first point of contact in establishing an ongoing supportive relationship. The Academic Success Coach will provide students with information and guidance on next steps to getting started. Welcome calls will include an abbreviated intake to identify needs and assist the college in proactively providing necessary resources. Based on multiple measures, including high school GPA, Pell eligibility, Michigan's Tuition Incentive Program (TIP) eligibility, placement levels, and identified barriers, the student will be organized within a 3-Tier classification system. This classification will provide the coaches with contact frequency, service, and support recommendations. Additionally, students who are referred through the Early Alert process will be automatically assigned to a coach. Following assignment, the coach will reach out to the referred student to offer support. Whatever the outcome of the attempted engagement, the coach will reach out to the referral source. By

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going back to the referral source, the coaches are encouraging faculty to communicate with the student and foster student engagement.

A customized portal called myLCC provides each student with access to student and course management information.   Segmented messages are issued through myLCC to remind students about opportunities available to them. The institution also runs a comprehensive technology help desk for faculty, staff, and students to resolve technology concerns.

Academic support by means of the Library is available at all campus locations. The Library offers inter-library loan and delivery of materials to support all campus locations. The librarians also support chat functionality and provide electronic assistance to students seeking materials and resources.

Students at additional locations have access to financial aid information through a robust student system providing electronic forms for all required processes.

Assistance from the Career and Employment Services (CES) Department is available electronically. The department maintains a web site and a virtual "resume book" that links employers to students based on qualifications and interests. In addition, West Campus has on-site staff dedicated to work closely with Technology Career programs on work-based learning opportunities.

Although there are many opportunities for students to have access to services at additional locations, the college is committed to continuously improving student services for its off-campus students. LCC East staff and the Aviation Center staff are trained to handle admissions and course registration in person. They may also assist students with coordinating placement testing or obtaining waivers. Records requests, FAFSA applications, and student employment applications are done using dynamic website forms with the assistance of staff. Specific financial aid or international admissions questions are addressed by calling dedicated staff at the Main campus departments and assisting with the call until the question is resolved.

3. What evidence demonstrates that student concerns are addressed?

Student and stakeholder complaints can be received in multiple formats, including email, telephone, and online feedback forms. They may also be received in department and divisional offices, at the college's Help Desk, and by the President's Office. Every attempt is made to handle a concern at the initial point of contact.

LCC has undertaken a college-wide accessibility initiative that would allow inclusive access to all campus information and facilities to address college access concerns. The college has established a goal of completing accessibility updates by June 2019.

The college has made significant efforts to improve the tracking of student complaints. Student Affairs staff enter and review student comments in the student information system, which generates reports that help identify common concerns. The Director of Student Life/Ombudsman is instrumental in helping students address a wide range of problems. This role interacts with the Student Affairs dean and leadership team and has become an essential component of our continuous improvement efforts.

In most cases, feedback is provided directly to the student expressing a concern. The college may respond to recurring complaints by communicating to all students following a campus-wide communication plan. Work groups have been created to address common issues related to financial aid and student processes. Changes made as a result of the student or faculty

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satisfaction surveys, complaints or process review are reported to faculty and division administrators in a follow-up email .

Student problems or complaints are addressed immediately in person by the LCC East or Aviation Coordinator. Problems or complaints that are not immediately resolved are followed up by email until there is resolution. LCC strives to meet student needs in a timely and sufficient manner. The fact that students do not need to go to any other LCC campus for any service or assistance is evidence that the coordinators and site administrators are able to successfully address most student needs.

Evaluation and Assessment

1. How does the institution measure, document and analyze student academic performance sufficiently to maintain academic quality at a location?

In 2016, the Committee for Assessing Student Learning (CASL) finalized the Lansing Community College Three-Year Assessment Plan (https://internal.lcc.edu/provost/senate/standing-committees/casl.aspx). This plan outlines the purpose of student learning assessment and the expectations of assessment of student learning at all levels within the institution. This plan is published on the college's website. CASL monitors assessment efforts across the campus, provides guidance regarding best practices and reviews and publishes assessment results. This is accomplished with a one-page dashboard that has been developed to provide the current status of the college's assessment plan and each assessment strategy. This dashboard is updated each semester and results are shared with all appropriate stakeholders.

Programs of Study undergo a comprehensive program review every four years. The review is supported by data provided by LCC's Center for Data Science and Controller's office. The program's data packet will include awards and completion, enrollment and success rates, employment data, persistence and retention rates, faculty teaching loads, and revenue and expense ratio (RER).

Program Review is designed to explore multiple components of the Program of Study that will provide well-rounded insight into the strengths and opportunities for improvements. LCC's three guiding questions of Program Review are:

1. What are the key purposes/functions/goals of your program? In other words, why does LCC have your program?

2. How well is your program doing, and, how do you know?

3. What concrete, measurable steps need to be taken to strengthen your program?

A Program Review questionnaire was developed in collaboration with CASL and approved by the Academic Senate (May, 2015) to assist Programs of Study with thoughtful response to these three overarching questions and as an opportunity to encourage dialogue of how student learning evidence has an immediate use and value to faculty. As part of the program review process, faculty are required to address the following questions:

 - Discuss your program area's individual courses and programs of study and how they reflect currency and relevance. Provide supporting data. In addition:

 - Have teaching strategies changed based on course- and program-level assessments? Why or why not? What types of changes were made? In what ways do you monitor the changes?

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- What percentage of full-time or part-time faculty are actively engaged in curriculum and assessment work pertaining to the program?

The answer to these questions and resulting analysis leads to an annual action plan that will enforce follow-through, not only on assessing program outcomes, but also on the results of those assessments.

In addition to the college's comprehensive assessment plan, the college monitors student persistance, completion and transfer data on a regular basis. Data are collected and reviewed at the location level by the respective administrators and Executive Leadership Team members.

In addition to the standard college processes, Aviation students must also meet FAA requirements, be it minimum GPA for a given class, attending the required number of hours for a given class, passing all examinations to LCC and FAA standards for a given class, or successfully passing FAA post-graduation examinations in order to be licensed as an FAA Airframe and Powerplant mechanic.

2. How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

The college uses the same assessment process regardless of location or modality. Faculty are expected to follow the assessment plan and program review process as outlined in Evaluation and Assessment Question #1. The Aviation Center's assessment and evaluation process is more rigorous than the standard process found on the Downtown campus in that aviation students must meet FAA requirements, in addition to meeting LCC's learning outcomes.

Faculty teaching at LCC's additional locations participate in course- and program-level assessment related activities, including grade calibration, portfolio review, and continuous improvement of assessment tools. Instructors at additional locations are equal members of the faculty team in their program area, attending program meetings, collaborating in course and curriculum review, participating in Faculty Senate, and engaging in the improvement of teaching and learning within their discipline.

Continuous Improvement

1. How does the institution encourage and ensure continuous improvement at a location?

The college is committed to continuous improvement campus-wide. This is evidenced by the college's commitment to strategic planning, resource allocation, data analysis, and budgeting process. The college has created a cross-divisional Academic Procedures Advisory Committee (APAC). This team is charged with reviewing all academic standard operating procedures to ensure efficiency, relevancy, and compliance with federal expectations. The work of the APAC group impacts all campus locations.

Student and faculty surveys are conducted annually.   These surveys solicit feedback from faculty and students at each college location. The results and comments are reviewed to identify needs and to gauge the level of satisfaction of college stakeholders. Extension Center strategy documents are periodically reviewed and updated with revised goals and tactics.

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Each semester, the LCC East Operations Manual is reviewed by support staff and the Coordinator for updates and/or process revisions. The LCC East Coordinator also hosts weekly staff meetings to address any issues and identify areas of improvement.

The Aviation Center hosts internal staff meetings each month to ensure timely dissemination of information to all staff and faculty members and to gain feedback regarding potential program improvements. FAA surveillance visits are conducted at least quarterly. These visits are an opportunity to collect feedback regarding best practices from other institutions with similar programs under supervision of the FAA.

The aviation program is a member of the Aviation Technician Education Council (ATEC), the industry trade association for schools like LCC's that teach aviation maintenance technology. Best practices and innovative approaches to teaching are disseminated to all member schools regularly, and the association conducts an annual conference where numerous speakers present information regarding improvement of current practices and approaches to teaching.

Marketing and Recruiting Information

1. What controls are in place to ensure that the information presented to students in advertising, brochures and other communications is accurate?

In order to ensure that the information presented to students in advertising, brochures, and other communications is accurate, the college utilizes a process that encourages various proofing, reviews, and approval before information is released to the public. Site administrators, curriculum leaders, and the Marketing Department all review and sign off on any materials developed for the public. Marketing materials, website information, and communications are developed by marketing staff in collaboration with staff from each location, division, or department. For example, LCC East recently partnered with the Marketing Department to produce an informational rack card that presents information on the advantages of an extension center, its academic areas, student services, and contact information.

Social media is monitored by the college's Public Relations Director. Only authorized personnel have access to update and publish content on LCC sponsored social media platforms. This content is restricted to updates on activities and social interactive information. Advertising and promotional information may only be released via social media through the Marketing Department.

The Marketing Department will assist with promoting events at the college's additional locations as well. An example of this would be the "East Expo" that is hosted at LCC East each Fall. The marketing and promotional communications for this event are done through the Marketing Department in partnership with the administration who oversee the LCC East location.

All marketing materials for the Aviation Center are evaluated by the Aviation program director prior to publishing. Any changes are coordinated before implemented. In consideration of the LCC's partnership with Delta Air Lines, Delta also reviews marketing materials using their name and logo before publishing.

All outreach activities such as college nights, school fairs and recruiting visits are conducted by members of the Aviation program staff to ensure accuracy and currency of information provided to prospective students.

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