HIGHER LEARNING COMMISSION

FORM

Multi-Location Visit Institutional Report

Instructions

Submit the completed report as a single PDF file to the peer reviewer assigned to conduct the visit and to HLC at hlcommission.org/upload. Select "Visit Materials" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. 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

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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.

Lansing Community College (LCC) currently has seven additional locations, which can be divided into three types: centers hosting a variety of educational programs (West Campus, Livingston County Center, and LCC East), centers hosting a specialized program or set of programs (AIS Training Center and the Aviation Technology Center), and two consortium partners that qualify as additional locations under HLC's new guidelines (Mid Michigan College; Michigan State University).

West Campus houses most of the Technical Careers programs, with specialized programs in heavy equipment repair (AIS Training Center) and aviation maintenance technology (Aviation Technology Center) being at their own additional locations. Given its size, and the number and complexity of programs, West Campus has the Dean of Technical Careers and the divisional staff in residence, as well as a number of on-site student support services. The AIS Training Center is located at the AIS Construction Equipment facilities in Lansing, MI, where that company has its own service and training programs. The Aviation Technology Center is located at Mason Jewett Field, which provides for the hangar space they need to house numerous aircraft. These arrangements allow the College to provide excellent programs and support for our students, as well as for the industry/business partners seeking to employ the students trained in these programs.

LCC East and the Livingston County Center offer a wide variety of transferable, general education courses, including courses that satisfy requirements within the Michigan Transfer Agreement. LCC East is close to Michigan State University, so there are additional courses in business and psychology, as these are popular programs for students transferring to MSU. In addition, LCC East offers Youth and Adult enrichment non-credit courses. The Livingston County Center serves the western portion of Livingston County, which is not within a community

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 1

college district. In addition to general education courses, there is an emphasis on providing health careers courses at this location.

As for our consortium partners, Michigan State University offers programs in Veterinary Nursing and Agricultural Technology, partnering with a number of Michigan community colleges, while we offer the students their general education courses and Associate Degree. Mid Michigan College is one of our partners in a consortium for medical programs, and they are the host institution (and thus, teach the majority of the courses) for the MRI program. Per this HLC-approved consortium agreement (prior to HLC no longer tracking consortium agreements), the students' home colleges award their degrees.

LCC takes its responsibilities to our community seriously. Accordingly, we engage in both short- and long-term strategic planning that addresses stakeholder needs and desires, demographic and geographic characteristics of our population base, enrollment patterns, and employment gaps in the region. We have a formal Strategic Plan and a Five Year Capital Outlay Plan. The Strategic Plan calls for completing three new plans: a new Academic Master Plan, a Campus Master Plan, and a Financial Master Plan. In addition, as part of the work pertaining to our Perkins V grant, all occupational programs contribute to a Comprehensive Local Needs Assessment. All together, these plans guide our approach to serving the educational goals of our community stakeholders, at both our main campus and our additional locations.

The development of these plans included input from a wide variety of stakeholders, and was overseen by appropriate members of the Executive Leadership Team. The Academic Senate, which consists of a majority of faculty plus key administrators and staff, was directly involved in the development of the Academic Master Plan. Also, each plan is interwoven into the budget process, to ensure fiscal responsibility at each step. To the latter point, maintaining fiscal responsibility while still attempting to provide excellent services that best fit the needs of community stakeholders is a key consideration regarding the closing of additional locations.

Simply put, LCC ensures it is able to offer the same high-quality education at each of its additional locations, while maintaining focus on serving the needs of our community stakeholders in an effective and fiscally responsible manner.

<u>Current Approved/Active Additional Locations (7):</u>

West Campus, 5708 Cornerstone Drive, Lansing, MI 48917
    Architecture Technologist – AAS
    Architecture Technology – AAS
    Automotive Technologies – CA & AAS
    Automotive Technology: Advanced Electric Drive/Alternative Fuels – CA
    Automotive Technology: Brakes and Suspension Systems Specialist – CC
    Automotive Technology: Electrical and HVAC Diagnostic Specialist – CC
    Automotive Technology: Engine and Transmission Overhaul Specialist – CC
    Automotive Technology: Engine Performance and Drivability Specialist – CC
    Building Construction – CC & CA & AAS
    Building Maintenance – CA
    Cisco Certified Network Associate Certification Preparation (CCNA) – CC
    Civil Technology – AAS
    CNC Machine Technology – CC & CA
    Computer Automated Design – CC & CA & AAS
    Computer Networking Technology – AB
    Computer Programmer/Analyst – CC & AB
    Computer Security and Controls – CC
    Computer Software Tester – CA

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 2

Computer Support Specialist – AB
Computer Support Technician – AAS
Computer Technician – CA
Computer Technology Basics – CC
Construction Management – CA & AAS
Control Panel Wiring – CC
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
Customer Energy Specialist – CA & AAS
Cybersecurity – AAS
Cybersecurity Foundations – CC
Electrical Apprenticeship – CA
Electrical Machine Controls – CC
Electrical Technology – AAS
Electrical Technology/Construction – CA
Electrical Technology/Control Maintenance – CA
Electrical/Utility Lineworker – CA & AAS
Electrical Wiring – CC
Energy Auditor – CC
Energy Industry Fundamentals – CC
Energy Management Specialist – AAS
Fire Science Academy – CC
Fire Science Technology – AAS
Fire Science/Basic EMT – AAS
Geospatial Science – CC & CA
Geospatial Science Technician – AAS
Heating and Air Conditioning – CA & AAS
HVAC/R-Energy Management Engineering Technology – AAS
Industrial Maintenance Technician – CA
Industrial Manufacturing Engineering Technology – AAS
Information Technology Foundations – CC
Inside Wireman Apprenticeship – AAS
IoT Specialist – CA
Juvenile Justice – CA
Legal Studies – AB
Legal Studies Post-Bachelor – CA
Local Corrections Officer – CC
Machine Tool Technology – CA
Manufacturing Engineering Technology – AAS
Mechanical Systems – CA & AAS
Mechatronics/Multi-Skilled Maintenance Technology – AAS
Microsoft Office Specialist – CC
Mid Michigan Police Academy – CC

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 3

Mobile Application Developer – CA
Robotics and Automated Technology – CC & CA
Surveying and Materials Technology – CC
UAS Remote Pilot and Maintenance – CC
Web Site Developer – CC
Welding Technology – CC & CA & AAS

AIS Training Center, 3600 N Grand River Ave, Lansing, MI 48906
Heavy Equipment Repair Technician – CA & AAS

Aviation Technology Center, Mason Jewett Field, 661 Aviation Drive, Mason, MI 48854
Airframe Maintenance Technology – CA & AAS
Basic Aviation Technology – CC
Powerplant Maintenance Technology – CA & AAS

Livingston County Center, 402 Wright Road, Howell, MI 48843
General Associate Degree – GA
Transfer Studies – CA & AA & AS

*Note: The Livingston County Center offers a wide variety of transferable general education courses that satisfy the Michigan Transfer Agreement (MTA).

Lansing Community College East, 2827 Eyde Parkway, E. Lansing, MI 48823
Business – GA
Business Transfer Studies – AA
General Associate Degree – GA
Transfer Studies – CA & AA & AS

*Note: LCC East offers a wide variety of transferable general education courses that satisfy the Michigan Transfer Agreement (MTA). Due to the location's proximity to Michigan State University, attention is paid to scheduling courses that are popular for students transferring to MSU.

Michigan State University, Hannah Admin. Bldg., 426 Auditorium Road, E. Lansing, MI 48824
Agricultural Technology – AAS
Veterinary Nursing – AAS

Mid Michigan College, 1375 S Clare Avenue, Harrison, MI 48625
Magnetic Resonance Imaging Technology – CA & AAS

*Note: Michigan State University and Mid Michigan College are listed as additional locations, and approved by HLC as such, due to being consortium partners for the programs listed above.

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 community colleges in Michigan and across the nation, LCC has experienced declining enrollment for a number of years, and the COVID-19 pandemic has exacerbated that decline. However, here at LCC, the recent decline has been significantly less for occupational programs, such as those in the Technical Careers Division, as compared to the rest of the College. Simply put, long-term projections for enrollment growth are speculative. In the short term, the Technical Careers Division is focused on extensive recruitment efforts to bring in traditional and nontraditional occupational students.

Throughout the year, the Technical Careers Division hosts numerous activities and events to promote the programs offered at West Campus. In addition to tours for high school students, the Division has been hosting Tech Forward events specifically designed to attract underrepresented populations, and they are a host site for Manufacturing Day, Shop Rats, MAGIC Camp, and tours for high school counselors and teachers – including advisors affiliated with the Capital Area College Access Network. The Division is also targeting more non-public schools to broaden the range of students being recruited. If, indeed, these recruitment efforts are successful, enrollment projections for the next six months, and the next few academic years, are to at least bring an end to declining enrollment, and perhaps see some modest growth.

The Heavy Equipment Repair Technology (HERT) Program sees substantial opportunity for growth. Although their LCC enrollment is significantly lower than it was five years ago, based on contacts from companies seeking to hire new employees, the program cannot fill industry demand. The HERT Program faculty serve as the primary recruiters for this program. To increase the number of students, they have been working on a variety of initiatives, including:

- Connecting with High Schools – e.g., Eaton Regional Education Service Agency (ERESA) could provide a pipeline to college credit in LCC's HERT program
- Refocusing on Internships and Apprenticeships – some LCC students have worked at AIS Construction Equipment as interns
- Open House Events – past efforts recruited students into the high school programs, but recent efforts have focused on recruiting high school seniors into LCC's program
- MAGIC Camp Program and Recruiting Non-Traditional Students – one particular area for growth potential is the recruitment of women into technical trades
- Proactive Student Engagement – an important strategy for retaining students already enrolled

The HERT Program recently established an apprenticeship program with a major John Deere dealership, and additional companies are beginning to send technicians to the HERT Program for training. They are also working on new articulation agreements with area high school programs. The ERESA program brings high school students to the AIS Training Center for instruction, and their program is aligned with LCC courses. Once students have completed the high school program, they are afforded one opportunity to test for credit at LCC. If successful, they can earn 5 credits for the HERT 110 course (Equipment Introduction). These efforts should result in enrollment growth in the near-term, since the ERESA program currently has three full sections of 20 students each.

Institutional Planning

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

When considering additional locations, LCC considers a variety of factors, not the least of which is the purpose of the additional location. Specialized programs need specialized facilities. In addition to the specialized needs of technical careers programs, factors such as population demographics, community need, business and industry opportunity (i.e., potential employment), access to transportation routes, existing facilities, and opportunities for collaboration are all taken into account. Finally, enrollment projections are factored into determining the likelihood of an additional location proving to be financially sound.

Approximately 20 years ago, the College determined that the Technical Careers Division needed substantial new facilities to support their growing and changing programs. Rather than identifying an existing facility and then ascertaining whether or not it would be adequate, the decision was made to invest substantially

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 5

in the construction of a new building. The result was a 290,536-square-foot facility that opened in 2004 and has been designated West Campus. These facilities were intentionally designed for the Technical Careers programs that have been housed there since that time.

However, as industry has changed, and the needs of the Division have changed with industry, extensive renovations have been necessary. Approximately five years ago, a substantial re-investment led to the opening of a new Center for Manufacturing Excellence. Currently, we are very close to completing a new Academic Master Plan, and in the plans for the Technical Careers Division/West Campus the Division has identified needs for new renovations to support continuing changes. For example, there is a need for an indoor pole climbing facility for our Lineworker program, as well as an indoor flight facility for our new Unmanned Aerial Systems program. Interestingly, it has been suggested that these programs could share a renovated space in the greenhouse, since the utility poles can serve as obstacles for the drone pilots to maneuver around and, hopefully, avoid.

Ascertaining that the AIS Training Center was able to meet the needs of the HERT Program was relatively simple – AIS Construction Equipment provided training of their own at that location. Given that LCC's HERT Program faculty are also employees of AIS Construction Equipment, the faculty were already actively engaged in performing the necessary work on-site. Since entering into an agreement with LCC, and having those employees hired as LCC faculty as well, the HERT Program became one of only 30 programs in the United States accredited by Associated Equipment Distributors (AED), thus confirming the adequacy of the facilities and the quality of the program.

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

The College follows a comprehensive and collaborative budget strategy, on an annual basis, to ensure that resource allocations are consistent with the strategic direction of the college and that critical needs are addressed at all locations. West Campus is the primary location for the Technical Careers Division, and the HERT Program at the AIS Training Center is one of their responsibilities. All other additional locations (not counting our consortium partners) fall under the purview of the Community Education and Workforce Development Division. Thus, all additional locations are incorporated into the standard budget process, within their respective divisions.

The process begins with an official launch and financial briefings, and all College employees are invited to these sessions. All employees also have an opportunity to work within their respective programs, departments, and divisions to engage in budget planning. The Budget Committee of the Academic Senate has been working with MAHE (the LCC Chapter of the Michigan Association of Higher Education – our faculty union) to provide guidance to academic programs on incorporating the budget process into each program's annual operating plans, and vice versa. In addition, the Chief Financial Officer and the Financial Planning, Analysis, and Review (FPAR) team provide guidance to the Executive Leadership Team (ELT; which includes the Deans, the Sr. Vice President of Business Operations, and the Provost). ELT members submit savings recommendations as well as labor changes, services and supplies reallocations, professional development, and capital equipment requests to FPAR. All budget recommendations and requests must align with the College's Strategic Plan. Finally, the President and the Chief Financial Officer present the proposed budget to the Board of Trustees, who have the responsibility for final approval of the budget.

- Budget narrative – https://www.lcc.edu/about/documents/fy_2023_annual_budget.pdf
- Strategic Plan – https://www.lcc.edu/strategic-directions/

Each Division assesses their funding and staffing as appropriate to the nature of the services they provide. Again, the Technical Careers Division is nearly synonymous with West Campus, since they occupy the entire facility, with two of their programs being at additional locations – one of those being the HERT Program at the AIS

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 6

Training Center (the other being the Aviation Maintenance Program at Mason Jewett Field). Thus, funding and staffing for both of the additional locations subject to this Multi-Location Visit are part of the routine budget process for the Technical Careers Division, and as such, are no different than the process for any other academic division and its facilities at the College. Said assessment takes into consideration enrollment patterns, demographic trends, employment opportunities, market penetration, new program development, staffing, and potential savings.

The Dean of Technical Careers hosts *Tech Talk Live with Cathy*, providing an opportunity for anyone utilizing West Campus or the AIS Training Center to meet and talk with the Dean. The Dean also hosted a budget workshop for all faculty and staff in January to give a more in-depth presentation on the Technical Careers budget, as well as give employees the opportunity to ask questions about the budget. Academic programs participating in Perkins V funding, which is nearly every program at West Campus, are required to survey students, faculty, and advisory committee members. These surveys provide additional information regarding the status of academic programs and facilities at West Campus and the AIS Training Center.

In addition to the regular budget process, which anticipates routine expenses from year to year, there are additional means by which funding becomes available for special projects and equipment. As noted, West Campus and AIS Training Center programs are occupational programs linked to Perkins V funding. Within the Perkins V grant, there are funds available for special equipment requests. The College also has a Capital Equipment Process and a Five Year Capital Outlay Plan, the latter routinely including a facilities assessment piece. Finally, through collaborative partnerships with industry, other post-secondary institutions, and community partnerships, the Technical Careers Division seeks and receives grants to fund special projects and facilities expansions.

Facilities

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

Ensuring that any facility continues to meet the needs of students and curricula takes place at two levels: a higher level that looks at the structure of the facilities overall, and a more focused level that takes into account the suitability of the facilities and equipment for individual programs. LCC is required by the State of Michigan to annually update a Five Year Capital Outlay Plan, which includes a facilities assessment and an implementation plan for making improvements to our facilities. In addition, the College relies on an Academic Master Plan and a Campus Master Plan to guide and implement updates to curricula and the facilities necessary for those programs. As of this writing, we are finalizing a new Academic Master Plan, after which the new Campus Master Plan will be developed to guide and facilitate the implementation of those academic plans. Finally, the College also has a Technology Replacement Plan, to ensure that employees, students, and classrooms are equipped with up-to-date computers and related technology.

LCC's Five Year Capital Outlay Plan prioritizes the College's facility needs. The Facilities Assessment includes, among other items, analyses of:

- Structural and maintenance needs
- Utilities costs and a campus-wide energy plan
- Classroom space utilization for each building – including additional locations
- Availability of computer labs and portable computer stations
- The fiscal resources needed to implement the plan

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 7

The implementation plan within the Five Year Capital Outlay Plan includes two major projects that will impact West Campus. Utilizing HEERF Funds, on both the main campus and West Campus, most of the major buildings will be receiving upgrades to their HVAC systems in order to meet American Society of Heating, Refrigerating and Air-Conditioning as well as CDC guidelines for air filtration. West Campus will also be receiving a new roof, to improve both air quality and energy efficiency in the facility.

The new Academic Master Plan includes a number of proposed updates to facilities at West Campus, each of which is necessary in order to either expand a program or enhance the quality of a program(s). These proposals include:

- Creating an Unmanned Aerial Systems facility
- Upgrading the Automotive Lab for electric and electric fleet vehicle programs
- Establishing a permanent location for the Building and Construction programs
- Create a Public Safety Center with redesigned student spaces
- Provide space to expand the Lineworker Program

The Technology Replacement Plan calls for regularly replacing computers and AV systems throughout the College, including all additional locations. Laptop computers are replaced after 3.5 years, desktop computers, wireless access points, and classroom/laboratory AV systems after 5 years, meeting and conference room AV systems after 6 years, digital signage monitors after 7 years, and computer monitors after 8 years. Naturally, when any piece of equipment fails, it is replaced immediately. Information Technology Services (ITS) has also extended our wireless networking to cover the College's parking lots, so that students, and staff, have access to wireless connectivity outside of each building/location. Finally, ITS staff work with academic programs regularly to understand current and future needs, particularly in anticipation of the annual budget cycle. A recent example of these collaborations is the substantial expansion of lecture capture/hyflex classrooms across the College.

Nearly all of the programs housed at West Campus have advisory committees, and the Technical Careers Division often hosts tours for business and industry in addition to the advisory committees. These tours/visits provide opportunities for experts in the occupational fields to offer advice and recommendations to Technical Careers leadership regarding the quality of the facilities and, on occasion, coming trends that the Technical Careers Division should be anticipating. Also, a requirement of participation in Perkins V funding, which applies to nearly every program at West Campus, is the administration of surveys to students, faculty, and advisory committee members. Consequently, the Technical Careers Division leadership has yet another source of information regarding the quality of both the facilities and the programs at West Campus and the AIS Training Center.

In addition, Technical Careers Division programs have worked closely with the Educational Resource Development Department to develop case statements for grant strategic plans as well as provide input into the college's federal agenda. Case statements have been instrumental in helping the Cybersecurity program move forward with a dedicated training center and placing a new hangar for the Aviation Maintenance program as a facility request in the Capital Outlay report.

The AIS Training Center relies on several factors to ensure that their facilities are more than adequate to meets the needs of their students and the curriculum. Given the training center's close association with AIS Construction Equipment, they have access to emerging technology as it becomes available to the industry, and they have brand new construction equipment for the students to work on. The program hosts their advisory committee on site, and often provides tours to potential industry/dealership partners, thus providing multiple opportunities for industry experts to offer recommendations for improvements to the program. In addition, AED certification (noted above) includes reviewing academic standards for the HERT Program.

It is also important to note, as we continue to monitor the COVID-19 pandemic, that LCC seriously considers the health and safety of our students and staff. We have adopted the policy that anyone who is sick

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 8

should *not* come to campus. We continue to monitor MDHHS, MIOSHA, and CDC guidelines and recommendations, and we share current information on our website and via multiple internal communications systems (to employees and students). Throughout the College, including West Campus and the AIS Training Center, we continue to make Personal Protective Equipment available at entranceways and in classrooms and laboratories.

- LCC's Coronavirus Safety webpage – https://www.lcc.edu/coronavirus/

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 align with resources and technical capabilities with turn-key decision-making and efficient, process-driven oversight. The admissions and recruitment team, site administrators, and the divisional deans are involved in the process of determining marketing objectives, with the Technical Careers Division Dean focusing on West Campus and the AIS Training Center.

The College's approach to marketing and promotion is to focus on academic programming and brand awareness. The Marketing Department works with each academic division to incorporate marketing strategies within their divisional plans, which in turn drive budget decisions regarding promotion and marketing goals.

The Marketing Department also assists in promoting events at the college's additional locations. The Marketing Department partners with site administrators in the design and deployment of relevant, engaging, and accessible collateral material and paid media. All activities supported by the Marketing Department are factored into one project management system; this process ensures that resources and support are prioritized and allocated for the promotion of additional location initiatives. This alignment ensures that communications regarding additional locations consistently reflect the College's overall brand strategy.

The college adheres to a comprehensive, annual budget plan that ensures all resource allocations are consistent with the strategic directions of the college, and can address critical needs at all locations. The process begins with each division submitting budget request forms that require narratives 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 for inclusion in the final budget. The overall budget goes through a final review by the Chief Financial Officer, Senior 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. Included within the budget are funds for ongoing technology infrastructure costs and replacements – the Information Technology Master Plan is also included within the Five Year Capital Outlay Plan. The final budget recommendation is reviewed and approved by the Board of Trustees.

- For a more detailed explanation of the budget process: https://www.lcc.edu/about/documents/fy_2023_annual_budget.pdf
- Strategic Plan: https://www.lcc.edu/strategic-directions/

Throughout each academic year, ELT members review budget variance reports quarterly. ELT members are required to report back to the Chief Financial Officer regarding any variances with a plan on how they will address those variances. Additionally, variances are reviewed regularly by the entire ELT group at their team meetings, with general oversight provided by the Board of Trustees. In addition to monitoring the budget, ELT members and administrators regularly monitor enrollment trends with a daily enrollment report prepared by the

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 9

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

As preludes to the annual budgetary process, academic programs participate in ongoing program review (every 4 years) and they develop annual Program Operating Plans. Through the work of the Academic Senate's Budget Committee (a standing committee of the senate), the Program Operating Plans have been more intentionally tied to the College-wide annual budget process. Included in these plans are analyses of persistence, retention, course section size, and overall financial health. Thus, program enrollment, revenue, needs for personnel and technology, etc., all feed into a program's requests within their departments and their divisions during the budget process. These processes often lead to requests/recommendations for marketing support to advertise programs in general or specific events in support of increasing enrollment. In addition, the Program Operating Plans help to inform the ITS Division's Technology Replacement Plan.

With regard to the latter point, and as noted in the preceding question, ITS maintains a proactive collaboration with academic programs and Academic Affairs to ensure that technology needs are being met, and anticipated needs are being accounted for in the budget. For example, pursuant to ongoing changes precipitated by the COVID-19 pandemic, the College recognized a need for lecture capture/hyflex classrooms. ITS was able to outfit a limited number of classrooms, so only a limited number of hyflex sections were scheduled. Given significant interest in this pedagogical model, ITS has incorporated this new equipment into its budget requests, and the Center for Teaching Excellence has developed a training program for faculty who desire to teach hyflex sections. We are now offering more hyflex sections, and we anticipate continued growth in this area.

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

LCC strives to ensure the same level of oversight for all academic instruction, regardless of the location. Since West Campus houses nearly all of the Technical Careers Divisions, including divisional administration, oversight of instruction at this location is no different than it would be on the main campus in the Arts & Sciences Division or the Health and Human Services Division. Given that the HERT Program at the AIS Training Center is one of the programs in the Transportation Maintenance Technologies group, within the Technical Careers Division, their oversight is technically no different. The Director of Transportation Maintenance Technologies, the administrative supervisor overseeing the HERT Program, visits the site as needed, and contact is also available by appointment (f2f or Webex), phone, or email. On site, one faculty member within the HERT Program serves as the Lead Faculty, and the program faculty meet on a regular basis, emphasizing working as a team.

Having noted that instructional oversight is no different at these additional locations than on the main campus, how do we provide instructional oversight? This process precedes the presentation of a course, and follows through to the review of student evaluations and faculty performance evaluations. All courses at LCC have a master syllabus, which includes set learning outcomes and program-determined ranges (if ranges are allowed) for grading criteria. These master syllabi must be pre-approved by the Curriculum Committee, with input from the Committee for Assessing Student Learning (CASL) – both are standing committees of the Academic Senate.

- Curriculum Committee – https://www.lcc.edu/provost/senate/cc.html
- Committee for Assessing Student Learning – https://www.lcc.edu/provost/senate/casl.html

LCC uses Concourse as its standard course syllabus system. Standardized College-wide information, along with the course description and learning outcomes, are preset in each section syllabus. Faculty are then able to tailor the syllabus for their specific section(s), with regard to items such as contact information and office hours,

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 10

course materials (if not set by the program), specific grading criteria (if ranges are allowed), and the unique schedule of classes or scheduling guidelines/deadlines for asynchronous distance education courses.

The College uses D2L as its course management system. D2L automatically links each section to its Concourse syllabus, and all faculty are required to utilize the D2L gradebook. Standard Operating Procedures require faculty to reply to student contacts and post grades in the D2L gradebook in a timely fashion. Student evaluations are also presented to students within each D2L course section. The College uses Blue, by Explorance, and the Center for Data Sciences transmits the evaluations directly to the students.

CASL, in conjunction with the Director of Assessment, plays a variety of roles in supporting student success at LCC. In addition to approving individual course learning outcomes and advising on grading criteria, CASL has developed an overall assessment plan, a general education assessment plan, and a cocurricular assessment plan. As part of our earlier work with Guided Pathways, the College has ensured that all degree programs align their curricula from course learning outcomes, to program learning outcomes, and finally to our college-wide Essential Learning Outcomes (adopted from AAC&U).

- Essential Learning Outcomes – https://www.lcc.edu/provost/essential-learning-outcomes.html

As noted in the preceding question, all academic programs at LCC participate in standardized Program Review and develop annual Program Operating Plans. In addition, several factors enhance the review process for programs at West Campus and the AIS Training Center. Nearly every program in the Technical Careers Division, including the HERT Program specifically, has an advisory committee. In addition to meeting at least annually with the advisory committees, the Technical Careers staff do their best to get the advisory committee members on campus and into the teaching laboratories. Plus, the Dean, and others, are often giving tours to business and industry partners. These various tours often result in valuable two-way communication – the community stakeholders may make recommendations regarding new and important directions and equipment that the College should pursue, or those stakeholders realize that we already have in place programs and equipment they could take advantage of to provide additional training for their employees.

Almost every program in Technical Careers, again including the HERT Program specifically, participates in our Perkins V Grant. As per regulations, these programs have an added set of questions in Program Review. The added questions address Core Performance Indicators (retention, placement, completion, and non-traditional enrollment), enrollment metrics, completion and transfer data, and a comprehensive set of surveys (students, faculty, and advisory committee members). Thus, academic programs at West Campus and the AIS Training Center are subject to extensive oversight with regard to the quality of the education they deliver.

A number of the programs at West Campus, and the HERT Program at the AIS Training Center, are either certified or accredited with 3rd party agencies, adding yet another level of oversight for some programs.

- Program Accreditation – https://www.lcc.edu/about/accreditation/program.html

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 processes for recruiting, hiring, and orienting new staff and faculty are centralized within the College's Human Resources Department, and meet requirements established within the various bargaining unit contracts. Faculty qualifications are established by each academic program, in collaboration with Academic Affairs and the Accreditation Liaison Officer, to ensure compliance with HLC Assumed Practices. Faculty are allowed to

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 11

teach only those courses for which they meet the academic program's minimum faculty qualifications, and all potential faculty hires are reviewed to ensure the new faculty member meets those same qualifications. The College also assigns an Inclusion Advocate, trained by the Office of Diversity & Inclusion, to each search committee, in support of our commitment to inclusive hiring practices.

The hiring process for faculty adds specific steps outlined in the MAHE contract. This process includes requiring that the majority of a full-time faculty search committee consist of faculty recommended by MAHE. The hiring process for part-time faculty typically involves one or two faculty from the specific academic program, who may be identified by MAHE.

As with most community colleges, the majority of courses/sections are taught by part-time faculty. However, one of the consequences of declining enrollment, especially due to the COVID-19 pandemic and consequent conservative budget decisions, has been an increase in the percentage of courses/sections taught by full-time faculty. As the College continues to monitor enrollment, as well as addressing the return of many college functions to a face-to-face environment (which is ideal, or even required, for West Campus/AIS Training Center courses), Technical Careers leadership carefully monitors the sections being offered for both adequate enrollment and availability of faculty.

All staff are hired based on expectations outlined in pre-approved job descriptions. West Campus currently has 25 staff members, with additional searches ongoing. The Divisional Office is open from 8am-5pm, Monday-Thursday, and from 7:30am-4pm on Friday. Staff are well trained to support students in a variety of ways, and as noted below (see Student Support, Q1), Student Services – West is also available to assist students in a variety of ways (e.g., enrollment, advising, financial aid, academic success coaching, etc.). Student Services – West professional staff come from the Student Affairs Division, so they are qualified personnel in addition to the West Campus staff. Student Services – West is open M-Th 8am-5pm and F 8am-4pm.

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 preceding question addresses the processes for selecting faculty and staff. Unlike some additional locations, where a mixture of faculty teach a variety of general education courses, West Campus houses the Technical Careers Division. Accordingly, the faculty hired to teach in programs located at West Campus will typically teach at West Campus. This is not absolute, but most courses require the facilities that are only available at the West Campus. One notable exception is the HERT Program, in which courses are offered at the AIS Training Center.

New employees of the College receive a standard orientation to the College, and West Campus provides a divisional information website and mentoring within the Technical Careers Division. The AIS Training Center is somewhat unique, in that the LCC faculty teaching there are also employees of AIS Construction Equipment. Consequently, they are quite familiar with the site. Human Resources also requires all College employees to complete annual training covering topics such as LCC Board Policies, FERPA, Title IX, computer security, diversity and inclusion, and the College's performance review process. Additional College-wide required trainings, as they arise, are communicated to all personnel via email, with the deadline for their completion included in the email.

Professional development is supported in several ways. LCC's Center for Teaching Excellence (CTE) provides a wide range of courses and seminars, both f2f and online, on pedagogy and other educational topics of interest. For some 20 years, the CTE has offered a Teaching Online Certification course. When the pandemic struck, an abbreviated version of this course was implemented to quickly train all faculty in distance education, with experienced instructors serving as mentors for faculty new to distance education. Subsequently, the College has made it mandatory that all new faculty participate in this training. The College also has an active eLearning Department which provides training and support, both f2f and online, for faculty and students – there is a Student

Resource Site and an Instructor Resource Site. An eLearning instructional designer is on site at West Campus on Wednesdays and Thursdays, from 8am-5pm. eLearning also maintains a "Live Chat" line on their website.

- Center for Teaching Excellence – https://www.lcc.edu/cte/
- eLearning – https://www.lcc.edu/elearning/

In addition to our internal support and training, each academic division has professional development funds available for faculty and staff. West Campus faculty, as members of the Technical Careers Division, often travel to learn how to use new equipment and software, and to earn industry certifications necessary to remain on the cutting edge of their occupational fields. As members of the same division, the faculty at the AIS Training Center are included in these opportunities.

The College conducts periodic performance reviews of all employees in accordance with their appropriate labor contract. Faculty are covered under the MAHE contract, and their performance review process, in accordance with the possibility of earning Continuing Contract status, is detailed (see below).

- Human Resources Labor Contracts – https://www.lcc.edu/hr/labor-relations/contracts.html

Per the MAHE contract (which includes teaching faculty, laboratory instructors and assistants, professional tutors, academic advisors, and librarians), the College has established timelines for periodic reviews of probationary faculty (full- and part-time), followed by a rotating schedule for periodic performance reviews of post-probationary, aka Continuing Contract, faculty. Once Continuing Contract status has been attained, faculty are evaluated every 6th academic year, with the possibility of an ad hoc performance review should the need arise.

The standard performance review for faculty addresses 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. The review includes a self-assessment, a peer performance assessment, an administrator performance assessment, and student feedback. Once all the assessments are compiled, the responsible administrator completes a comprehensive report and then discusses that report with the faculty member. Should any deficiencies be identified, the administrator will work with the faculty member to develop an Individual Improvement Plan.

In each course section, every semester, the Center for Data Science makes available to students an online review, utilizing Blue by Explorance. In addition to the mandatory evaluations provided near the end of each semester, faculty have the option of utilizing Blue for formative assessments earlier in the semester. Faculty have access to their evaluations each semester, and those evaluations become part of the formal performance review process.

In addition to the individual performance evaluations, information useful for evaluating personnel at additional locations, as is the case at any location, can be gleaned from the Program Review and Program Operating Plan processes. Indeed, in anticipation of the annual Program Operating Plans, faculty prepare annual Professional Activities Plans and discuss them with their Director or Associate Dean. Each faculty member's Professional Activities Plan covers the 32 days of non-teaching assignments required under the MAHE contract and includes categories such as governance and academic leadership, contributing to the Program Operating Plan, curriculum development, professional development, and student support.

Student Support

Audience: Institutions
Form
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Process: Multi-location Visit
Contact:
Page 13

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

The College ensures that all students, regardless of location or modality, have access to the full range of resources and support services offered. Accordingly, the LCC website maintains a comprehensive list of services and resources on one page, with featured services and resources highlighted at the top of the page. The highlighted features, at this time, are Tutoring, Student Support Services, Counseling, and the Library.

- Services & Resources – www.lcc.edu/services/

Given the number of programs and the number of students served at West Campus, this location has on-site services available from the Student Affairs Division. As one walks into the main entrance at West Campus, Student Services – West is visible to the left, the West Campus Technology and Learning Center (WC-TLC; tutoring, library services and laptop computer checkout) is to the right, and a student lounge and self-serve cafeteria are directly ahead. Student Services – West is staffed every day by an Enrollment Support Specialist and an Academic Advisor (with 2 advisors on Monday and Wednesday). In addition, someone from the Center for Student Access (i.e., disability support services) is on site all day on Mondays, and someone from both Academic Success Coaching and Counseling Services is on site all day on Thursdays. Finally, the Adult Resource Center has a representative on site the 2nd Thursday of each month, from 1-4:30pm. As noted above, these services are also available at the main campus, online, and by phone, should these times not serve the needs of particular students. The WC-TLC is open from 11am-6pm, Monday-Thursday. The employees serving students in these areas are regular employees, who work in their respective departments on the main campus when not working at West Campus.

- Academic Advising – https://www.lcc.edu/services/advising/
- Center for Student Support (Center for Student Access; Counseling; Adult Resource Center; Global Student Services, Veteran and Military Affairs, and more) – www.lcc.edu/services/student-support-services/index.html
- Enrollment Support Specialists/StarZone – https://www.lcc.edu/services/student-support-services/starzone/
- Academic Success Coaching – https://www.lcc.edu/success-coaches/

The Academic Success Coaches (ASC) serve a multi-purpose role in support of students who need their services. Since fall 2018, all new students have been assigned a dedicated ASC upon admission to the college. ASCs reach out with a "Welcome Call" to their assigned students. This contact is presented to students as a regular step in the admissions process and serves as a first point of contact in establishing an ongoing supportive relationship. The ASCs provide students with information and guidance on next steps to getting started. Welcome calls include an abbreviated intake to identify needs and assist the college in proactively providing necessary resources. Based on multiple measures, including high school grade point average, Pell eligibility, Michigan's Tuition Incentive Program (TIP) eligibility, placement levels, and identified barriers, the students are organized within a 3-Tier classification system. This classification guides the ASCs regarding recommended contact frequency, service, and support recommendations. Additionally, when students are referred through the Early Alert process (a report filed by faculty when students appear to not be doing well – academically or socially) an ASC reaches out to the referred student to offer support. Whatever the outcome of the attempted engagement, the ASC will also reach out to the referral source. By going back to the referral source, the ASCs are encouraging faculty to communicate with the student and foster student engagement. As noted above, an ASC is located at West Campus on Thursdays, as well as available online or by phone.

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 14

The Learning Commons, the College's tutoring support services, also maintains an on-site presence at West Campus, with open hours from 11am-6pm. In addition, students can make online appointments with tutors, including after hours. Finally, the College also retains the services of Brainfuse, a 24/7 online tutoring and writing support service.

- Link for the Learning Commons – https://www.lcc.edu/services/tutoring/index.html

The library maintains a presence at West Campus in the WC-TLC, as well as a comprehensive website. In addition, the librarians are available to all students from any location (including at their homes) in real time via the library's chat functionality. The Library supports inter-library loan, and delivery of materials to all campus locations.

- LCC Library – https://www.lcc.edu/library/

The AIS Training Center serves one relatively small program (the HERT program), with a limited number of students. Although student support services personnel visit the site at the beginning of each semester, they do not maintain regular hours on-site. Nonetheless, these students have access to the full range of student support services online, by telephone, at West Campus, and at the Main Campus (which is actually closer to the AIS Training Center). Information directing students to these resources is available at the entrance of the training center and, of course, is provided as needed by the faculty teaching at the AIS Training Center.

Students in the HERT Program working toward the Associate Degree would be taking their general education classes at either West Campus or Main Campus, unless they do so through distance education. Thus, they are either on-campus, where student support services are available face-to-face, or they are familiar with accessing LCC services via the internet. The links for these services are the same as those above. In addition, given the small size and focus of the HERT Program, the faculty provide program-specific support for their students.

LCC has been offering distance education, including online courses, for over 25 years. Accordingly, we were well positioned to make the transition to nearly complete distance education during the COVID-19 pandemic. Our eLearning department has robust resources to support students available both in-person and online, including a real-time chat option. One of the instructional designers is available in person at West Campus on Wednesday/Thursday from 8am-5pm. This support focuses on the D2L learning management system. For more detailed computer system support, the LCC Technology Help Desk is also available by phone, online, or via real-time chat during a wide variety of days/hours.

- eLearning website – https://www.lcc.edu/elearning/
- LCC Technology Help Desk – https://www.lcc.edu/helpdesk/

Given the scale of activity at West Campus, ITS has dedicated on-site staff to address technological issues as they arise, and the ITS staff maintain flexible schedules should additional needs demand attention. In addition, all support or change requests flow through the Help Desk, regardless of location. The Help Desk records and monitors these requests until they are resolved, and a percentage of requestors are randomly asked to provide feedback. Improvements to ITS processes have been made as a result of this feedback process.

- LCC's Help Desk – https://www.lcc.edu/helpdesk/

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 15

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?

At the College's main campus, we have a one-stop location to help students called the StarZone. The StarZone staff includes Enrollment Support Specialists, who provide assistance with admissions, registration, contacting the Registrar's Office (for student records), and general financial aid questions. All students have access to these services via email, phone, or online chat. In addition, as noted in the preceding question, the desk for Student Services – West at West Campus is staffed by one of the Enrollment Support Specialists every day. Faculty at the AIS Training Center provide assistance on a regular basis to their students, and those students can access these services either when they are at West Campus or the main campus for their general education courses, or via phone or online.

- Enrollment Support Specialists/StarZone – https://www.lcc.edu/services/student-support-services/starzone/
- Admissions and Financial Aid – https://www.lcc.edu/admissions-financial-aid/

It should be noted the above link for Admissions and Financial Aid includes a Get Started tab, a tab for contacting the Admissions Team for 1 on 1 assistance, FAQs, a Free Application for Federal Student Aid (FAFSA) link, and a Calculate Your Tuition tab, along with additional information.

The Career and Employment Services (CES) Department maintains a robust website, and the CES Advisor contacts all faculty at the beginning of each semester offering to visit classes and discuss their services with students. They offer individual appointments, and can help students with career exploration, working on resumes and cover letters, developing a LinkedIn profile, improving interview skills, and starting an internship or job search. These appointments can be in person, on the phone, or on video. Additionally, the Technical Careers Division provides similar job search services through their work-based learning staff.

- Career and Employment Services – https://www.lcc.edu/services/ces/

In addition to the College-wide CES Department, the Technical Careers Division hosts a variety of events at West Campus throughout the year, including career exploration events focused on underrepresented populations (e.g., for men of color or women interested in industrial trades careers). These exploration events cover the full range of trades, information technology, and public service careers offered by the Technical Careers Division, and bring to campus a variety of corporations and governmental agencies. In addition, the Technical Careers Division, within its Trades Technology Services, has on-site staff dedicated to work closely with students pursuing an apprenticeship in a particular trade. The Apprenticeship Office works with companies that sponsor an apprenticeship program and employees of those companies seeking further education. The Trades Technology Services staff provide employment search services for students, assist employers in identifying talent among LCC's students, and collaborate with the College's CES Department.

- Technical Careers Division/West Campus Apprenticeship Office – https://www.lcc.edu/techcareers/apprenticeship-office.html

3. What evidence demonstrates that student concerns are addressed?

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 16

In order to facilitate access to both student appeals and student complaints, the College established a comprehensive webpage which provides students with the means of initiating any appeal or complaint they may have. In addition, they have the option of contacting the College by phone, email, or in person. Concerns received at department/divisional offices, the College's Help Desk, or by the President's Office are addressed with the same degree of attentiveness as those received via the website. Every attempt is made to handle a concern at the initial point of contact.

- LCC Student Appeals & Complaints – www.lcc.edu/appeals-complaints/

The College has made significant improvements in monitoring tracking of student complaints and appeals. General complaints are received in Student Affairs by the Executive Assistant to the Dean, who reviews the complaints and directs them to the appropriate department or division. If there is no indication that a complaint has been resolved within 15 days, they follow-up to determine the status of the complaint and that it is being addressed. If the complaint has not been resolved to the satisfaction of the complainant, they are informed of appeals processes, which follow a chain of command up to the appropriate Executive Leadership Team member (typically a Dean or the Provost). In addition, the Student and Academic Affairs Leadership Team (SAALT) receives annual reports on key student issues (e.g., Title IX complaints and student appeals). This committee, comprised of Deans, Associate Deans, Directors, and other key personnel (e.g., the ALO), is tasked with monitoring college-wide processes and trouble-shooting issues for the purpose of improving overall efficiency and effectiveness in those processes.

The College's Office of Student Life includes an Ombudsperson – Equity Advocate, who is instrumental in helping students address a wide range of problems, in addition to connecting students in positive ways with campus life. This Ombudsperson interacts with the Student Affairs Dean and leadership team and has become an essential component of our continuous improvement efforts. In their role as Equity Advocate, the Ombudsperson is expected to be an "agent of change," recommending modifications and improvements to a wide range of College operations and processes.

- Student Life and Ombudsperson – https://www.lcc.edu/campuslife/studentlife/index.html

As routine concerns arise, all West Campus staff are trained and encouraged to help students as quickly as possible, either immediately if it can be done or they will direct them to the appropriate support services. Even the Dean is involved in helping students on the spur of the moment. Approximately two dozen staff work in the Divisional Office, and they maintain significant informational material at the entrance to the Divisional Office.

The faculty teaching at the AIS Training Center address concerns to the best of their ability as those concerns are raised by students. The faculty also endeavor to bring an Academic Success Coach and a counselor to the site at least once a semester.

Evaluation and Assessment

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

Courses and programs offered at additional locations are treated no different than any other courses/programs at LCC, particularly since most courses/programs offered at West Campus and the AIS Training Center have their program leadership housed at those locations. All courses have standardized course learning outcomes. These learning outcomes are the same in every section of a course, whether face-to-face, distance

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 17

education, hybrid/hyflex, or dual enrollment. Also, each course has standardized assessment methods. Both learning outcomes and assessment methods are reviewed and must be approved by the Curriculum Committee (a standing committee of the Academic Senate).

- Link for the CC: https://www.lcc.edu/provost/senate/cc.html

When LCC established its Academic Senate in 2013, it also established another standing committee of the senate – the Committee for Assessing Student Learning (CASL). In addition, the College hired a Director of Assessment, who serves on and works closely with CASL. Since 2016 the College has had an ongoing Assessment Plan, a General Education Assessment Plan was put in place in 2018, and the College is currently completing a Cocurricular Assessment Plan (our HLC Quality Initiative). These plans outline the purpose of, and expectations for, assessing student learning. Annual Assessment Reports are provided to the Academic Senate, and maintained on the CASL website. The Assessment Plans, and the subsequent reports, focus on student learning within the context of course learning outcomes, program learning outcomes, and college-wide essential learning outcomes.

- Link for CASL: https://www.lcc.edu/provost/senate/casl.html
- Link for Essential Learning Outcomes (adopted from the AAC&U): https://www.lcc.edu/provost/essential-learning-outcomes.html

In addition to monitoring student success based on established learning outcomes, CASL provides guidance to faculty and programs on best practices. A recent initiative involves assigning assessment coordinators to various departments, in order to assist the faculty in developing and improving effective, authentic assessments. Although assessment coordinators have not yet been assigned for any of the West Campus programs, the first volunteer recently stepped forward. CASL also works with the Center for Data Science (CDS) and the faculty in coordinating the administration and review of student evaluations for each course section.

As noted above, each academic program undergoes a comprehensive program review every four years. All program reviews include an analysis of assessment data provided by CDS, including data from the milestone course(s) identified by each program. These data are provided by CDS in a dashboard format. This dashboard can also be shared with appropriate stakeholders overseeing a department's, or the College's, student success efforts. In addition, for occupational programs eligible for Perkins V funding, which is nearly every program at West Campus and the HERT Program at the AIS Training Center, program review includes an analysis of the program's Core Performance Indicators (CPIs). The Perkins V CPIs address retention, placement, completion, and non-traditional enrollment.

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?

Generally, the College uses the same assessment processes regardless of location or modality. Faculty are expected to follow master syllabi, which standardize the learning outcomes and assessment methods. In addition, all faculty and programs participate in the same program review process as noted above, and participate in similar annual improvement plans. Many of those annual improvement plans focus on assessment methods as they pertain to student success and, subsequently, persistence, retention, and completion.

However, the Technical Careers Division has been actively working to modularize the courses in certain programs, with an eye toward competency-based education. Although these programs have not yet reached the point of being ready to submit an application for HLC approval of our first CBE program, it is likely only a matter of

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 18

time before that happens. Since the programs in the Technical Careers Division, i.e., the programs at West Campus, naturally lend themselves to this pedagogical approach, making this transition would certainly be appropriate. Most likely, these would be hybrid, credit-based CBE programs, with the general education courses being regular face-to-face or distance education courses offered in the appropriate departments within the Arts & Sciences Division.

Continuous Improvement

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

LCC has been committed to continuous quality improvement since before we were an AQIP college (when AQIP was still an HLC pathway), and this commitment continues with our current Strategic Plan. Continuous improvement is embedded throughout the College's operations, and additional locations are no different. Indeed, our current Strategic Plan includes strategic objectives to "Optimize physical resources for mission alignment" and to "Increase alignment between college programs and employer needs for fulfillment of high-paying and in-demand jobs." These strategic objectives can only be met by continually improving all of our facilities, including additional locations, and the programs housed within those locations.

All academic programs, and soon all non-academic programs/units (development of this process is underway), undergo a comprehensive program review process. The academic program review follows a 4-year cycle, during which every program is reviewed once. The questions that must be addressed include a program overview, SWOT analysis, examination of persistence/retention/completion data, disciplinary currency and course transferability, the program's financial health, and a review of course/program learning outcomes and assessment data. The program review also requires the development of annual improvement plans, and an analysis of how successful the program has been in addressing its previous annual improvement plans. The annual improvement plans are a significant part of each Program Operating Plan. Annual Program Operating Plans also include an ongoing review of student success measures and budget requests.

In addition to the standard questions in program review, all occupational programs eligible for Perkins V funding, which is nearly every program at West Campus and the one program at the AIS Training Center, incorporates their Program Review of Occupational Education (PROE) questions into the regular program review process. The PROE questions address program Core Performance Indicators (CPIs), enrollment metrics, completion and transfer data, and survey results (surveys of students, faculty, and advisory committee members).

West Campus has a position funded by the Perkins V grant which is responsible for conducting student satisfaction surveys regarding the operations of West Campus. However, that position is currently unstaffed, and a search for a new staff member is underway. There is, however, an ongoing opportunity for anyone to talk with the Dean of the Technical Careers Division, whose office is on West Campus, called *TechTalk Live with Cathy*. Thus, there is an ongoing opportunity for stakeholders utilizing West Campus to meet and confer with the Dean who oversees both West Campus and the AIS Training Center.

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 19

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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 all information presented to students in printed, digital, and broadcast media is accurate, the college employs a process that requires multiple rounds of proofing prior to approval before information is released to the public. Site administrators, curriculum leaders, and the Marketing Department review and sign off on all materials presented to the public. Marketing materials, website information, and communications are developed by marketing staff in collaboration with college personnel from each location, department, or division, and the Marketing Department conducts routine fact-finding. On occasion, the Marketing Department will utilize 3rd party vendors to ensure the accuracy of information during the development of infographics intended for public display.

Social media is governed by the Public Relations department, and the College has hired a Digital Media Strategist. Only authorized personnel have access to update and publish content on LCC sponsored social media platforms. Advertising and promotional information may only be posted via social media through the Marketing Department.

Audience: Institutions
Form
Published: 2019 © Higher Learning Commission

Process: Multi-location Visit
Contact:
Page 20