



SYSTEMS PORTFOLIO 2013



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CONTENTS

LIST OF ABBREVIATIONS

INSTITUTIONAL OVERVIEW 1

OUR QUALITY IMPROVEMENT JOURNEY 3

CATEGORY ONE
HELPING STUDENTS LEARN 5

Introduction 5
Processes..... 5
Results 22
Improvement 28

CATEGORY TWO
ACCOMPLISHING OTHER
DISTINCTIVE OBJECTIVES 31

Introduction 31
Processes..... 31
Results 35
Improvement 37

CATEGORY THREE
UNDERSTANDING STUDENTS’ AND
OTHER STAKEHOLDERS’ NEEDS 39

Introduction 39
Processes..... 39
Results 43
Improvement 46

CATEGORY FOUR
VALUING PEOPLE 49

Introduction 49
Processes..... 49
Results 55
Improvement 57

CATEGORY FIVE
LEADING AND COMMUNICATING 59

Introduction 59
Processes..... 59
Results 64
Improvement 65

CATEGORY SIX
SUPPORTING INSTITUTIONAL
OPERATIONS 67

Introduction 67
Processes..... 67
Results 70
Improvement 72

CATEGORY SEVEN
MEASURING EFFECTIVENESS 75

Introduction 75
Processes..... 75
Results 79
Improvement 80

CATEGORY EIGHT
PLANNING CONTINUOUS IMPROVEMENT 81

Introduction..... 81
Processes 81
Results 83
Improvement 84

CATEGORY NINE
BUILDING COLLABORATIVE
RELATIONSHIPS 87

Introduction..... 87
Processes 87
Results 91
Improvement 92

ABBREVIATIONS

AAAG:	Academic Affairs Advisory Group	ELT:	Executive Leadership Team
AALC:	Academic Affairs Leadership Council	HHS:	Health and Human Services Division
AACRAO:	American Association of Collegiate Registrars and Admissions Officers	IDEA:	Individual Development and Educational Assessment
ACS:	Activities and Classifications Survey	IERP:	Office of Institutional Effectiveness, Research, and Planning
AtD:	Achieving the Dream	IPEDS:	Integrated Postsecondary Education Data System
ATF:	Academic Technology Forum	ITAC:	Information Technology Advisory Committee
BCI:	Business and Community Institute	MAHE:	Michigan Association for Higher Education
CCSSE:	Community College Survey of Student Engagement	MACRAO:	Michigan Association of Collegiate Registrars and Admissions Officers
CES:	Career and Employment Services	OD:	Organizational Development Office
CIC:	Curriculum and Instruction Council	PRESS:	Program Review Evaluation Self Study
CIMT:	Course Information Management Team	PROE:	Program Review of Occupational Education
CWAC:	College-Wide Assessment Committee	PQIP:	Program Quality Improvement Process
CRM:	Customer Relationship Management	SENSE:	Survey of Entering Student Engagement
CTE:	Center for Teaching Excellence	SSD:	Student Services Division
CTL:	Center for Transitional Learning	SOCC:	Systems Operations Coordinating Committee
EDP:	Educational Development Plan		
ELPS:	Extended Learning and Professional Studies Division		

FIGURES

CATEGORY ONE

HELPING STUDENTS LEARN

Fig. 1.1 — General Education Core Requirements	7
Fig. 1.2 — Process for New or Discontinued Curricula	9
Fig. 1.3 — Process for New Course Development ..	10
Fig. 1.4 — Communication of Preparation, Learning, and Development Objectives ..	14
Fig. 1.5 — Process for Curricula Revision.....	18
Fig. 1.6 — Process for Course Revision or Discontinuation	19
Fig. 1.7 — Independently Accredited and Reviewed Programs	22
Fig. 1.8 — Student Success Rates—All courses Fall 2007 through Fall 2012.....	23
Fig. 1.9 — Survey of Recent Graduates, Overall Satisfaction 2008 through 2012	23
Fig. 1.10 — Perkins Core Indicator Levels of Achievement.....	23
Fig. 1.11 — IDEA Survey Learning Objectives, Summer 2010 through Fall 2012, All Sections	24
Fig. 1.12 — Top Ten Transfer Institutions by Frequency, Fall 2008 through Fall 2012 ...	24
Fig. 1.13 — Graduate Satisfaction, Obtaining Current Employment Through Study at LCC, 2008 through 2012	25
Fig. 1.14 — External Certification and Licensure Results, Academic Year 2011-2012	25
Fig. 1.15 — Satisfaction with Student Services.....	25
Fig. 1.16 — Library Visitors, Total Annual, 2007-2011.....	25
Fig. 1.17 — Reference Questions by Type of Inquiry, 2007-2011	25
Fig. 1.18 — ARC Use, Total Hours By Week Of Semester, Fall 2008 through Fall 2012	26
Fig. 1.19 — Summary Evaluation of Course, Compared to the IDEA Database	26
Fig. 1.20 — Survey of Entering Student Engagement	27
Fig. 1.21 — IPEDS Cohort Data, Comparable Community Colleges, Academic Year 2011-2012	28

CATEGORY THREE

UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Fig. 3.1 — Student Success Category Overview	43
Fig. 3.2 — Fall Telephone Survey of Enrolled Students: Satisfaction with the Academic Experience, 2012	44
Fig. 3.2b — Fall Telephone Survey of Enrolled Students: Satisfaction with Support Services, 2012	44
Fig. 3.3 — SENSE Benchmark Data, 2009 and 2012, Entering Student Engagement	44
Fig. 3.4 — CCSSE Benchmark Data, 2009 and 2011, Student Engagement	45
Fig. 3.4b — CCSSE – Michigan Community Colleges, 2011	45
Fig. 3.4c — CCSSE – Achieving the Dream Leader Colleges, 2011.....	45

CATEGORY FOUR

VALUING PEOPLE

Fig. 4.1 — Michigan Community College Turnover Rates, 2010-2011	56
Fig. 4.2 — Michigan Community College Faculty Salaries, 2009-2012	56
Fig. 4.3 — Michigan Community College Average...	57

CATEGORY FIVE

LEADING AND COMMUNICATING

Fig. 5.1 — Mission Statement, Vision Statement, Motto, Guiding Principles	60
Fig. 5.2 — Board Members' Code of Conduct	62

CATEGORY SIX

SUPPORTING INSTITUTIONAL OPERATIONS

Fig. 6.1 — Key Support Service Areas and Performance Measures	70
Fig. 6.2 — Key Support Service Statistics, AY 2008-2009 through AY 2011-2012	71
Fig. 6.3 — Key Support Services, Comparative Data, 2011	72
Fig. 6.4 — IT Assessment Benchmarks	72

CATEGORY SEVEN

MEASURING EFFECTIVENESS

Fig. 7.1 — Achieving the Dream OLAP, Screen Capture	76
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CATEGORY NINE

BUILDING COLLABORATIVE RELATIONSHIPS

Fig. 9.1 — Collaborative Relationships	93
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INSTITUTIONAL OVERVIEW

Lansing Community College, founded in 1957, is the third-largest community college in Michigan, serving a six-county area and enrolling more than 20,000 students each year.

Mission

The mission of LCC is to provide learning and enrichment opportunities that improve the quality of life and standard of living of those it serves.

Numbers and types of students, faculty, and staff

LCC's enrollment in Fall 2012 was 19,372 students; of these, 7,093 attended full time, 12,278 attended part time. Women make up approximately 55 percent of the student body; men, approximately 45 percent. Forty percent of our students are between the ages of 18 and 21; 30 percent are between the ages of 22 and 29; 5.5 percent are 50 or over. Nearly 70 percent of our students are White; more than 11 percent are Black or African American; about three percent are Asian.

More than 400 international students from 56 countries attended LCC in 2012.

LCC employs 1,911 faculty (211 full time, 1700 adjunct) and 622 staff (331 full time and 291 part time).

Level and scope of academic offerings

The College offers more than 280 associate degree and certificate programs and nearly 2,000 courses in general education, career and workforce development, developmental education, and personal enrichment. More than 4,300 degrees, credentials, and certifications were awarded in 2011-12, more than any other year in the College's history.

Students interested in transferring to a university can earn general education credits from credentialed and experienced faculty, at a reasonable cost, at convenient times, and in small classes. To ensure a smooth transition to a university, the college has articulation agreements with more than 40 institutions.

Each year more than 2,500 LCC students transfer to universities to continue their education. The College has 3+1 agreements with ten universities in Michigan. Through the University Center at LCC, students can earn bachelor's and master's degrees from six partner universities without

leaving campus. More than 30 bachelor's degrees and several post-baccalaureate certificates and master's degrees are available.

Career and workforce programs at LCC are designed to prepare individuals for specific jobs and careers or to improve existing skills. Programs range from short-term certificates to two-year degrees.

Transitional and developmental education courses in reading, writing, mathematics, English as a second language, and student development help students at all levels of preparedness gain the skills they need to be successful in college.

Personal enrichment and community education courses enable students of all ages to brush up on skills or explore areas of interest. Youth programs, including enrichment programs for gifted and talented youth and summer camps, are also available.

Instructional locations; online learning; study abroad

Main Campus: Located at 500 S. Washington Square, Lansing, the main campus is situated on beautifully landscaped grounds just two blocks north of the historic State Capitol Building.

West Campus: Located in Delta Township at 5708 Cornerstone Drive, Lansing, West Campus consists of 50 acres and more than 290,000 square feet of building space. It houses the Michigan Technical Education Center, a state-of-the-art educational facility for business and industry.

East Campus: Located at 2827 Eyde Parkway, East Lansing, the campus offers a variety of courses designed to help students achieve their educational goals.

LCC operates two other learning centers: one in St. Johns (Clinton County Center) and one in Howell (Livingston County Center).

We offers more than 250 courses online; 26 associate degrees can be earned through online study.

Our study abroad programs offer 260 experiences on every continent through a partnership with Michigan State University; to date, more than 500 students have participated in the College's unique Japan Immersion program.

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OUR QUALITY IMPROVEMENT JOURNEY

Lansing Community College embraced the Academic Quality Improvement Program at its creation, submitting its first Systems Portfolio in 2005. However, by 2009, the ideas of quality and continuous improvement seemed distant. Action projects languished and the College submitted what one reviewer called a “dreadful” Systems Portfolio in 2009.

In 2010, the College, under the direction of its then Provost, Dr. Stephanie Shanblatt, began to engage in an honest assessment of the College’s strengths and weaknesses following receipt of the College’s Systems Appraisal. This discussion began with the Envision One LCC initiative that allowed the campus to engage constructively in a difficult and overdue discussion of the College’s collective strengths and opportunities, while clearly amplifying the need for quality systems and direction that a culture of continuous improvement provides.

Following that initiative, the Provost convened a working group comprising academic deans, administrators, and faculty who extensively analyzed both the Systems Portfolio and the Systems Appraisal. This group became the College’s core AQIP team. Although the institution has faced some significant challenges since this group has formed, these challenges have only reinforced the need for quality systems.

Despite the numerous Action Projects and initiatives that have taken place since the last Systems Portfolio, three illustrate the extent to which the College has tried to achieve its goal of becoming a quality institution that makes student success, comprehensive strategic planning, and shared governance core values.

The Program Quality Improvement Process (PQIP)

PQIP changed the way that programs evaluated their effectiveness by analyzing data to improve student success on an annual basis and reinforcing the College’s commitment to success for all students, a commitment the College reaffirmed as an Achieving the Dream institution. PQIP will be entering its third iteration during the 2013-2014 academic year.

Strategic Challenges and Strategic Planning

The College engaged in two distinct projects that allowed it to better understand itself and its relationship to the community. The first, Strategic Challenges, was a broad-based, research-driven approach to the challenges facing the College in a time of competing interests, declining resources, and remarkable changes facing higher education. This project allowed the College to engage both its internal and external stakeholders and expand upon the work that began as part of Envision One LCC. This became the foundation for the College’s Strategic Plan, which addresses the challenges the College faces moving forward in a constructive, honest, and forward-thinking manner.

Academic Senate

As part of the College’s desire to create a more transparent environment based on shared governance, the Provost charted and convened the College’s first Academic Senate. Comprising directly elected faculty, staff, and students, the Academic Senate is poised to become the most important institution on campus. With responsibility for the Academic Master Plan and oversight of numerous standing College committees, the Academic Senate will provide academic and intellectual leadership to the campus community and a legitimate avenue for faculty, staff, students, and administration to work collaboratively for the benefit of the institution, its staff, students, and community.

While these projects are significant, they represent only the beginning of Lansing Community College’s Quality Journey, one that experience informs us requires true commitment.

Learn more about Lansing Community College and its Quality Journey by viewing our 2013-16 Strategic Plan, “Learn Forward: Student Success and Institutional Growth.”

www.lcc.edu/learnforward

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CATEGORY 1 — HELPING STUDENTS LEARN

Introduction

Helping students learn stands at the heart of LCC's mission, vision, and commitment to those we serve. The systems and processes that direct our efforts toward helping students learn have been maturing at different rates; however, many are approaching the mid-point of the maturity spectrum – transitioning from having been largely systematic to becoming meaningfully and purposefully aligned.

Given the recent appointment of a new Provost/Senior Vice President for Academic Affairs, the inauguration of a college-wide Academic Senate, the pending expiration of LCC's Academic Master Plan (extended through the 2013-14 academic year), and forthcoming changes to the statewide Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) general education transfer agreement, the time is right for us to revisit and improve upon those policies, systems, and processes relating to the establishment and assessment of student learning outcomes at the institutional, program, and course levels.

While college-wide learning outcomes and cross-curricular skills are clearly defined and employed in a systematic fashion across all academic divisions, the assessment of institutional outcomes is still reacting (see responses to 1P1, 1P17, and 1P18). There is considerable room for improving the process by which the Core is regularly reviewed and kept current. On the other hand, in many disciplines, especially in the Health and Human Services and the Technical Careers divisions, the identification and measurement of program-specific learning outcomes are aligned both internally and externally, addressing requirements and meeting standards set by various accrediting agencies and/or advisory boards (see responses to 1P2 and 1P13). Strategies for improving assessment practices across the college were assessed in a 2012-13 AQIP Action Project. Assessment is also a focus in Year 3 of LCC's Program Quality Improvement Process (PQIP).

Processes regarding the design and development of new courses, curricula, and programs may still be systematic; yet, these are maturing as the college works increasingly to align them with its mission and guiding principles, institutional learning outcomes, budget and data-informed decision-making processes, and its deepening understanding of the needs and expectations of its students and other stakeholders (see responses to 1P3, 1P4, 1P5, 1P6, 1P7, 1P12, 1P13, and 1P14). Efforts to move

teaching effectiveness from a systematic to an aligned level is underscored by the continued success and popularity of LCC's Center for Teaching Excellence, adoption and implementation of Individual Development and Educational Assessment (IDEA) Student Feedback Reports, the introduction of a new system for faculty peer review, and opportunities for advancement among both full-time and adjunct faculty (see responses to 1P9 and 1P11). Likewise, systems and processes through which the College delivers and improves orientation, placement, advising, academic support, student services, and co-curricular activities are all progressing towards greater alignment (see responses to 1P8, 1P15, and 1P16). To this end, the college has launched an aggressive, comprehensive and future-focused AQIP Action Project to transform and improve our service to today's and, perhaps even more significantly, tomorrow's student body.

Processes

1P1. How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

Response addresses Core Component 3B

The College addresses common and shared objectives for learning and development of its students through three interrelated and mutually supportive academic processes:

- Determination and review of co-/cross-curricular competencies
- Determination and review of general education core requirements
- Adoption of and adherence to the MACRAO Transfer Agreement

A key component necessary for ensuring student success is the development and continuous improvement of a comprehensive system for clearly defining, communicating, and assessing student learning outcomes at multiple levels throughout the curricula and across the institution. These learning outcomes start with the identification of the competencies we expect all successful students to demonstrate ("Co-/Cross-Curricular Competencies") and also include learning outcomes in general education for those students seeking associate degrees ("General Education Core Requirements"), outcomes required to facilitate transfer to universities within the state of Michigan

("MACRAO Transfer Agreement"), as well as student learning outcomes that are program- and course-specific, which are more closely aligned with learning within a student's chosen field of study.

At the institutional level, co-/cross-curricular competencies together with learning outcomes for the General Education Core are framed within the College's *Academic Master Plan, 2006-2013*. We review and update the *Academic Master Plan* at least once during each seven-year period to coincide with the seven-year AQIP Reaffirmation of Accreditation cycle. The current *Academic Master Plan*, initially scheduled to have expired in December 2012, has been extended through the 2013-14 academic year in order to align its review, modification, and improvement with two important and ongoing College initiatives: strategic planning and the inauguration of an Academic Senate, both of which were successfully completed 2012-13 AQIP Action Projects.

Co-/Cross-Curricular Competencies

It is through the strategic planning process and the review of LCC's *Academic Master Plan* that the College determines and evaluates co-/cross-curricular competencies at the institutional level. These are currently articulated within five broad categories:

1. Competencies in literacy (listening, reading, writing, speaking, computation), critical reasoning skills, and the ability to apply skills in real- world contexts upon completion of courses/programs/degrees
2. Competencies in skills and knowledge specific to students' areas of study at levels required by employers, transfer institutions, and credentialing agencies
3. Competencies in using and adapting to changes in career-related technology
4. Competencies in relating to people with different points of view and different cultural backgrounds
5. The ability to work productively in independent and collaborative settings upon completion of a course/ program/degree or transfer to another college or university

Input and participation in identifying these institution-wide competencies is sought through a collaborative process involving faculty; academic administrators; the Board of Trustees; stakeholders from business, industry, and the community; university partners; current students; and alumni.

Faculty members assess courses within their programs to identify the extent to which they infuse learning objectives and outcomes associated with these co- and cross-curricular areas. In 2009-10, all programs were required to complete a Cross-Curricular Skills Matrix as part of the Program Review and Effectiveness Self Study (PRESS) process. PQIP, the College's still-evolving Program Quality Improvement Process, also includes the regular review of how programs embed and measure co-/cross-curricular competencies.

LCC General Education Core Requirements

The College believes that a common core of skills, knowledge, understanding, and reasoning is indispensable for all students granted an associate's degree. This background is essential to every person as a productive worker and citizen and is a foundation on which an individual can build a lifelong pursuit of knowledge. In keeping with these beliefs, the College has established General Education Core Requirements at the college level in the areas of communication, global perspectives and diversity, mathematics, science, and writing. The student outcomes expected for each of the core areas are presented in Figure 1.1.

Responsibility for determining the specific content of LCC's General Education Core Requirements, the expected student learning outcomes, and the degree to which students are achieving those outcomes lies with the faculty. When originally established in the early 1990s and again when formally reassessed in 1999-2001, a faculty-based Core Curriculum Review Committee was convened to study future skill needs, research general education requirements at other community colleges, gather input from the departments and divisions at the College, and report on their findings. Input from the campus community and principal stakeholders was used to draft new outcomes; feedback was sought on the draft outcomes; final agreement was reached as to the areas of study and learning outcomes that would form the Core; and approval was successfully obtained from Academic Affairs, the Executive Office, and the Board of Trustees.

Although the overall nature of LCC's General Education Core Requirements as defined above has not been significantly changed since 2001, a process for adjudicating new and additional courses that satisfy these Core requirements was developed, revised in 2006, and generally follows a two-year cycle. This process establishes that course(s) within which Core-area outcomes are embedded should adhere to the Higher Learning Commission's Statement on General Education as published on February 21, 2003:

Fig. 1.1 — General Education Core Requirements

Communication	<ul style="list-style-type: none"> • Define and explain the nature of the communication process • Use language and nonverbal behavior to express ideas and feelings clearly and responsibly • Participate constructively in group/team discussions/activities • Research, prepare, and present oral and/or visual information effectively • Listen/interpret, with both literal and critical comprehension, in a variety of communication situations
Global Perspectives and Diversity	<ul style="list-style-type: none"> • Describe and analyze the ways in which societies and/or world civilizations establish sociocultural order and the effects of these on individuals and the societies and/or world civilizations • Describe and analyze how different societies and/or world civilizations have searched for truth, justice, and an understanding of what it means to be human • Describe and analyze how major ideologies within societies and/or world civilizations have resulted in peaceful and/or violent solutions to conflicts • Describe and analyze how major ideas, issues, values, and institutions in societies and/or world civilizations have shaped cultures and the effects these have on individuals • Describe, analyze, and examine the impact of the inclusion and/or exclusion of diverse perspectives of gender and ethnicity by societies and/or world civilizations
Mathematics	<ul style="list-style-type: none"> • Use the strategies of arithmetic, geometry, and algebra to solve problems and effectively communicate the solutions in a variety of disciplines • Use, interpret, and produce one or more representations of a function, including graphs in one or more variables
Science	<ul style="list-style-type: none"> • Discuss and summarize basic knowledge of the nature, scope, purposes, and limitations of science and technology • Explain and apply the fundamental concepts of one of the sciences • Gather, analyze, interpret, and draw conclusions from empirical data • Use scientific knowledge and methods as tools to make decisions about contemporary issues involving science and technology
Writing	<ul style="list-style-type: none"> • Use reading, writing, and critical thinking skills to analyze, synthesize, and evaluate abstract concepts and concrete information • Use the stages of the writing process effectively • Properly locate, incorporate, and attribute sources of information • Produce effective writings that are targeted to various academic, community, and/or professional audiences • Conform to conventions of grammar, punctuation, and spelling

As understood by the Commission, general education is intended to impart common knowledge and intellectual concepts to students and to develop in them the skills and attitudes that an organization's faculty believe every educated person should possess. From an organization's general education, a student acquires a breadth of knowledge in the areas and proficiency in the skills that the organization identifies as hallmarks of being college educated. Moreover, effective general education helps students gain competence in the exercise of independent intellectual inquiry and also stimulates their examination and understanding of personal, social, and civic values.

The Core Course Adjudication Process requires submission of a Core Course Portfolio to an adjudication team comprising faculty members from various disciplines who serve as content experts and/or who have had experience in the specific Core area. This team judges the extent to which the student learning outcomes of the proposed course satisfy the Core-area outcomes as established by the College. A course portfolio submitted for Core adjudication must include the following elements, which are evaluated using a scoring rubric to determine whether a course is acceptable (meets all requirements), subject to improvement (additional clarification, materials, or relatively minor changes are needed), or unacceptable (extensive rework is needed to be acceptable). Materials required include:

- A course syllabus with appropriate reading, writing, and/or math levels listed as prerequisites
- A copy of the required text(s) if requested
- Narrative descriptions and specific examples to clearly demonstrate how the course is aligned with the Core-area definition. Examples can include citing particular portions of the syllabus, explaining course assignments, describing assessment tools, etc.
- Narrative descriptions and specific examples demonstrating how each Core-area outcome is incorporated into the course
- Narrative descriptions and specific examples illustrating the various instructional methods for each Core-area outcome (it is understood that instructional methodologies will vary across sections and instructors)
- Narrative descriptions and specific examples of the assessment tools and methodologies used to measure attainment of the learning outcomes for the Core area; multi-section courses are expected to show assessment consistency across all sections

- Identification of an artifact (a piece of student work from the assessment tools area) for Core-area assessment purposes (the artifact should be in alignment with other artifacts in the Core area) and an explanation of how the artifact(s) addresses the Core-area outcomes

Courses recommended for addition to a Core area by the adjudication teams are forwarded to the Coordinator of Assessment, and then for review and approval by the Curriculum and Instruction Council, the Provost/Senior Vice President of Academic Affairs, and finally, the President. An accurate, complete, and up-to-date listing of courses that satisfy each of the General Education Core Area Requirements is maintained by the Office of Academic Affairs and published on the College's website for use by students and faculty.

Beginning in Fall 2012, the College launched a new, streamlined design for curricula leading to Associate of Arts (AA) and Associate of Science (AS) degrees. For these restructured curricula, the requirements for satisfying the College's General Education Core Requirements were replaced by those outlined in the MACRAO Transfer Agreement.

MACRAO Transfer Agreement

The Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Transfer Agreement is designed to facilitate transfer from community colleges to baccalaureate degree-granting colleges and universities. It provides for transferability of up to 30 semester credits to meet many (in some cases all) of the general education requirements at participating Michigan four-year colleges and universities. Students may complete the MACRAO Transfer Agreement as part of an associate's degree or as a standalone curriculum for which a student may also earn a Certificate of Achievement in Transfer Studies.

Per the MACRAO Transfer Agreement, students must complete a minimum of 30 semester hours. Courses must be selected from each of the four categories below. In each category, except English Composition, courses must be taken in at least two academic disciplines. At least one laboratory science course is required.

- English Composition: 6 credit hours
- Science and Mathematics (one lab science required): 8 credit hours
- Social Science: 8 credit hours
- Humanities: 8 credit hours

The College determines which courses satisfy the four general education categories. Likewise, the College

establishes subject areas within each of the categories and determines the subject area into which each course is placed.

In addition, the College has defined the following parameters and practices when considering courses for inclusion on its MACRAO Transfer List:

- Courses selected to meet the four general education areas should represent academic areas across the college and should not be limited to traditional liberal arts and sciences. Nevertheless, courses that apply to the MACRAO Transfer Agreement should represent broad-based liberal educational experiences.
- Courses should transfer to at least three of the four state public universities: Michigan State University, Central Michigan University, Ferris State University, and Western Michigan University.
- High school and developmental level courses, as identified by ACS code 1.5 (Developmental Education and Basic Skills) will not be included. Also excluded are all courses that are designated "seminar," "field studies," "independent study," "special topics," or "internships" and those that are vocational, technical, or studio courses.
- The Academic Affairs Office will review any course that has been on the College's MACRAO Transfer List more than three years and not taught during the previous three calendar years. The course will be deleted from the MACRAO Transfer List unless there are compelling reasons for retaining it; any course removed from the MACRAO Transfer List must reapply for inclusion.

Faculty and programs may propose the addition of new courses to the MACRAO Transfer List on an annual basis. Such proposals are initially made to the Director of Instruction in the relevant academic division of the College. Recommended courses are then sent for review by the Academic Affairs Advisory Group and then by the Provost/Senior Vice President for Academic Affairs.

1P2. How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

Response addresses Core Component 3B and Core Component 4B

Program learning outcomes have been developed and are used to guide and measure student learning in some but not all academic programs at the College. The practice is most prevalent in technical and occupational programs, selective admissions programs, programs leading to

Fig. 1.2 — Process for New or Discontinued Curricula

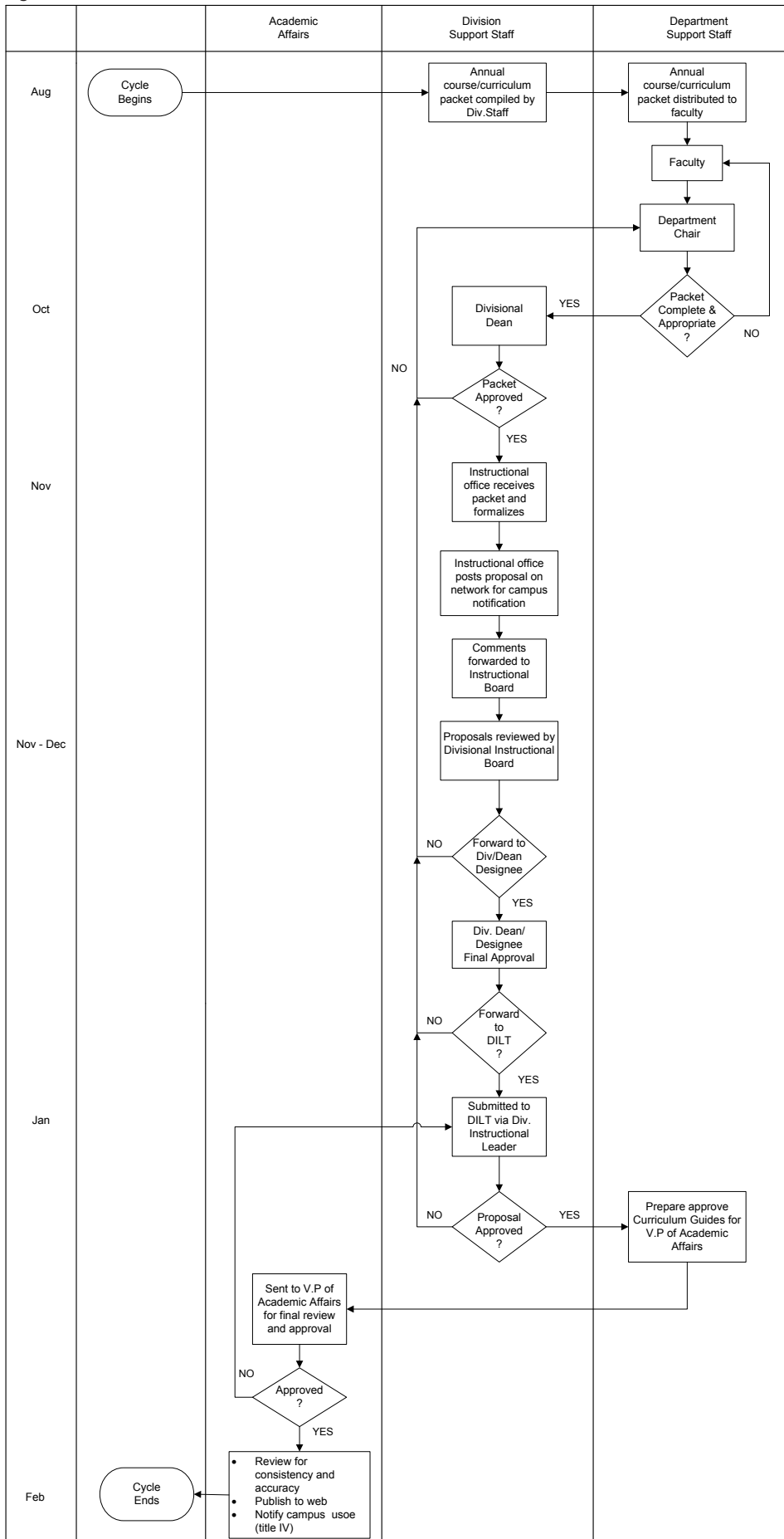
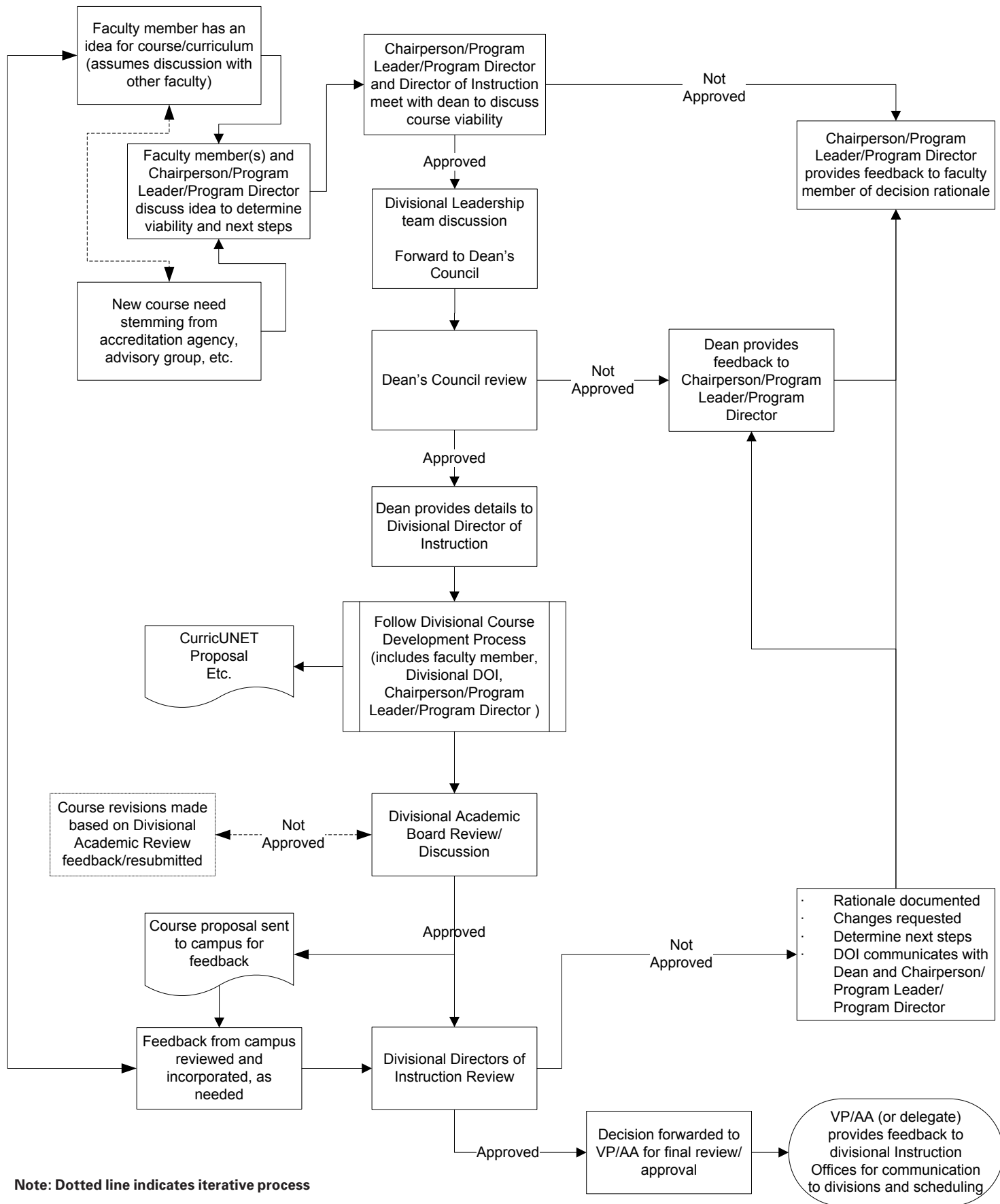


Fig. 1.3 — Process for New Course Development



professional licensure and/or certification, and programs of study for which third-party accreditation beyond that of the Higher Learning Commission is required. Programs that are more aligned with delivering general education and satisfying transfer requirements, such as many in the Arts and Sciences Division, have not identified or adopted student learning outcomes at the program level as of yet. However, in Arts and Sciences courses, a wide variety of measures of student learning is collected and analyzed in considerable detail at the course level in order to assess and improve outcomes and ensure that students' transferable credits are meaningful and valuable.

The College's "Process for New and Discontinued Curricula" begins with the submission of a form requiring, in addition to a rationale for the proposed curriculum, a listing of "Expected Curriculum Outcomes" that students should be able to demonstrate on successful completion of the program of study. These learning outcomes are usually derived in accordance with standards prescribed by external accrediting bodies, government and/or industry regulators, licensing agencies, advisory boards, and/or transfer institutions providing advanced degrees in the same or closely related program areas. Learning outcomes may also arise from activities undertaken as part of the curriculum design process.

The faculty plays a critical role in establishing learning outcomes at the program and course levels. All new curriculum and course proposals originate with the faculty, and faculty are responsible for posting new courses and curricula in the College's *CurricuNet* system. Faculty also provide leadership in assessing whether program learning outcomes have been met by their students. Assessment results regarding program and course learning outcomes are reported through the College's PRESS/PQIP and Program Review of Occupational Education (PROE) processes (see responses to 1P18 and 1R3 below).

1P3. How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

The development and design of new programs, curricula, and courses arise from the College's focused attention on emerging trends, innovations, challenges, and opportunities that confront its students and the world in which they will live and work. Faculty often lead such initiatives, but the impetus to create new courses and curricula might also come from advisory boards, business and community stakeholders, employers, area high schools, grant partners, baccalaureate institutions, and other stakeholders. It is

largely the College's faculty who provide leadership throughout both the curriculum and course development processes.

The Curriculum Proposal Form requires a clear statement of purpose as well as convincing evidence of the current and/or projected need for the curriculum, especially in terms of how it will impact employment opportunities for students. Faculty must also address the appropriateness of the curriculum with regard to the mission and goals of the College and corresponding academic division. It must be shown that the proposed curriculum differs from and avoids duplication of other current College curricula. The development of any new courses required by the proposed curriculum are vetted through the course proposal process. The curriculum development process is collaborative, and other faculty, academic programs, or stakeholders affected by the proposal are to be identified. Finally, the proposal must address the budget and resources required to successfully develop and deliver the curriculum.

The proposed curriculum will be shared with program faculty and may be reviewed by a curriculum committee at the department level. Following approval from the department chairperson, the proposed curriculum is reviewed by the respective divisional director of instruction and by the academic policy board. The proposed curriculum is also posted online for feedback and response from all interested faculty and staff. College-wide review is provided by the Academic Affairs Advisory Group, which makes a recommendation to the Deans Advisory Council. Final approval comes from the Provost/Senior Vice President for Academic Affairs. Following approval, the Office of Academic Affairs posts the curriculum to the college online catalog.

The process for developing and designing a new course is similar to that used to develop and design new curricula. This process is diagrammed in Fig. 1.3. As with curricula, proposals for new courses must demonstrate the following:

- Evidence of current/projected need for the course (community impact)
- Appropriateness of the course to the mission and goals of the College and academic division
- Curricula that will list the course as a requirement
- Curricula that will list the course as a limited choice requirement
- Statement of how this course relates to and avoids duplication of existing LCC courses
- Explanation of collaboration and/or consultation with other departments or stakeholders with an interest in the course

1P4. How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market?

*Response addresses Core Component 1C,
Core Component 3A, and Core Component 4A*

The impetus for developing new programs, curricula, and courses may originate from any number of sources. Faculty, academic administrators, and members of the Board of Trustees all pay particularly close attention to emerging economic, industrial, occupational/vocational, educational, social, and environmental trends in the greater Lansing area, across Michigan, throughout the Great Lakes/Midwest region, and within the national and global arenas.

Advisory Boards play a significant role in the development of new academic programming as well as the continuous improvement of current curricula. This is especially the case for most programs located in the Technical Careers Division, the Health and Human Services Division, and in such departments within the Arts and Sciences Division as Business and Economics; Science; and, Communication, Media, and the Arts. LCC maintains close relationships with the numerous business and community partners whose critical and useful resources assist us in our data-informed decision-making processes regarding correlations between academic programming, job market trends, employer needs, and student career interests. These include but are not limited to organizations such as the Michigan Economic Development Corporation; the Michigan Small Business and Technology Development Center; the Michigan Department of Technology, Management and Budget; Capital Area Michigan Works; the Lansing Economic Area Partnership; the Prima Civitas Foundation; and the Lansing Regional Chamber of Commerce.

LCC's Business and Community Institute builds partnerships and bridges between the academic classroom, business, and industry. Apprenticeships, internships, community and continuing learning opportunities, and customized learning experiences connect students with real-life on-the-job learning environments, career exploration, and job openings. Furthermore, LCC has begun to explore such emerging technologies and tools as Burning Glass: Careers in Focus to better inform its alignment of program design, expansion, and evaluation with real-time labor market data and trends.

As indicated previously (1P3), LCC's process for proposing new curricula requires that community impact as well as employment opportunities for students completing the

proposed degree or certificate be clearly addressed. Likewise, LCC considers community impact, employability, job market trends, and earning potential in its Program Analysis Process. This process assists us in determining the health and viability of the curricula's academic programming. Employability along with other important measures regarding enrollment trends, seat capacity, cost per credit, revenue generation, student success rates, student retention/persistence rates, transferability, and alignment with LCC's mission and vision – all contribute to a deep and honest assessment of a program's vitality and need. Recommendations stemming from Program Analysis may result in any one of a variety of outcomes for academic programs ranging from reinvestment for growth to elimination. It is through this rigorous and cyclical Program Analysis Process together with the annual PQIP Process that LCC consistently demonstrates responsibility for the quality of its educational programming and its commitment to continuous improvement. This is mirrored at a still higher level in our work related to accreditation, AQIP and Achieving the Dream.

The accreditation processes occurring at the College as well as program levels, also serve to ensure that LCC degree programs are appropriate to higher education at two-year colleges. This is reinforced through careful and comprehensive work with regard to establishing and maintaining equivalencies at four-year institutions as well as area high schools.

LCC participates in the Michigan Transfer Network sponsored by the Michigan Association of Collegiate Registrars and Admissions Officers and hosted by Michigan State University. All current courses taught at LCC may be searched via an online database to identify equivalents at most other two- and four-year colleges and universities across the state. LCC maintains an extensive repertory of transfer articulation agreements with most educational institutions in Michigan and many others nationwide. These are managed through the Academic Affairs Office. A comprehensive list of current articulation agreements may be found at <http://www.lcc.edu/articulation/agreements/>. Such transfer agreements also include many 2+2 and 3+1 programs, especially among partners in LCC's University College. As stated above (1P1), General Education courses approved for the MACRAO Transfer List must be transferable to at least three of the following universities: Michigan State University, Central Michigan University, Ferris State University, and Western Michigan University.

LCC partners with the various public school districts in each of the counties that we serve as well as the State of Michigan's Department of Education. In so doing, we remain well informed and current with regard to changes and expectations of teaching and learning in the K-12 arena. LCC takes care to analyze, assess, and review its own courses and curricula to avoid duplication with instruction that is being delivered in the high schools. Pre-college level or preparatory coursework, especially as delivered through LCC's Center for Transitional Learning, is properly coded according to the Activities Classification Structure (ACS) protocol established by the State of Michigan. Learning opportunities that are otherwise pre-developmental, where provided, are not offered for college credit. Likewise, community and personal enrichment programming are also generally offered as non-credit options.

Whether preparing students for career opportunities in America's rapidly changing work environment, facilitating their successful and seamless transfer to four-year colleges and universities nationwide, offering the preparatory skills necessary to succeed in college, or providing meaningful personal enrichment and vibrant cultural outreach to the community – LCC strives to live our mission in light of the diverse needs and interests of the society that we serve. This is reinforced in several of LCC's Guiding Principles:

Guiding Principle 1: LCC will be a "Comprehensive Community College," focused upon offering learning opportunities in four areas: career and workforce development, general education, developmental education, and personal enrichment.

Guiding Principle 8: LCC, within its broader purpose of serving its entire community in diverse ways, recognizes a special responsibility to young adults, those from lower income brackets, and those requiring developmental academic or entry-level career skills.

Guiding Principle 10: LCC will prepare those it serves to thrive in a diverse world by reflecting that diversity in its student enrollment, staffing, planning, and allocation of resources.

An appreciation for and recognition of the importance of diversity in our society is further reflected in LCC's Co-/Cross-Curricular Competencies, its General Education Core, and the MACRAO Transfer Agreement (see Fig.1.1).

Finally, LCC is currently engaged in the final draft and implementation of a college-wide Diversity Plan. In addition, we have embedded our commitment to diversity in our new strategic plan, Learn Forward: Student Success and Institutional Growth:

We will create and sustain a positive, engaging and inclusive environment. This includes:

- *Ensuring that all employees feel valued and able to perform at their best every day.*
- *Implementing the Diversity Plan so that the values it expresses become central to our culture.*
- *Making our physical plant, including buildings and grounds, accessible above and beyond ADA compliance.*

Fig. 1.4 — Communication of Preparation, Learning, and Development Objectives

Resource	Information Provided
www.lcc.edu	<ul style="list-style-type: none"> • Admission criteria • Application and registration dates • Ways to apply • Orientation • Basic skills testing (math, reading, writing tests) • Links to academic advising
Division websites	<ul style="list-style-type: none"> • Links to academic program areas within the division • Contact information of divisional staff
Academic program websites	<ul style="list-style-type: none"> • Program information • Admissions information (how and when to apply) • Accreditation information • Career information • Link to program Advising Guide • Link to program Curriculum Guide • Faculty and staff contacts • Frequently Asked Questions
Advising Guides (program-specific)	<ul style="list-style-type: none"> • Admissions information • Prerequisite courses and grades for program admission • Program costs • Career information
Academic Program Orientation	<ul style="list-style-type: none"> • Specific program admission requirements • Details of the application process • Program costs • Graduation requirements • Industry requirements
Mandatory LCC Student Orientation	<ul style="list-style-type: none"> • Support Services, including financial aid and advising • Campus tour • Technology overview • Course registration
LCC Advising Center	<ul style="list-style-type: none"> • Individual and group academic advising • Educational Development Plan assistance • Transfer information
Official Course Syllabus	<ul style="list-style-type: none"> • Course description, prerequisites, learning outcomes, methods of evaluation • Other course-specific information
LCC Employment Services Center	<ul style="list-style-type: none"> • Helps students identify their marketable skills, prepare resumes, and practice effective interviewing techniques • Web-based job posting system • Career fairs

1P5. How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

There is a two-part answer to this question: the first part addresses student preparation (establishing the math, reading, and writing levels required by specific curricula, programs, and courses); the second part addresses how we determine student readiness for enrollment.

Identifying Student Preparation Requirements

Faculty members in each academic program area determine the student preparation required for that program. This is done through review of college-tracked success data, faculty expertise, and discussion with program advisory committees that include faculty, program administrators, and industry experts and employers. Feedback from these advisory committees, combined with faculty research, guide program areas in creating course hierarchies that include mapping of prerequisites for each course; required math, reading, and writing levels; and program admission requirements. Programs are reviewed regularly to identify any changes that are needed to improve student success.

Determining Student Readiness

To determine student readiness, the College assesses an individual's basic skills levels and success in previous program courses. When developing a course, faculty teams identify the basic math, reading, and writing levels students need to be successful in the course. (These levels are included on the master course syllabus and course schedule for student review prior to enrollment.) The College uses Accuplacer tests to identify a student's proficiency in these areas, which is entered into the Banner system. This system allows students to register only for a course for which they meet the minimum basic skills level requirements.

A program's faculty members review an array of success data (student progress, grades received, and success in subsequent courses) to determine if changes are needed to course prerequisites. Program areas are engaged in the analysis of student success in program gateway courses to modify prerequisite/readiness, as needed, to better enable student success.

1P6. How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?

Response addresses Core Component 2B

The College uses several methods to communicate program and course information to students, including websites, course and section syllabi, and orientation programs. See Fig. 1.4.

The “Applying to LCC” link on the college’s home page provides information on applying for admission, testing, financial aid, and other topics. A required orientation program for new students includes sessions where students are advised on course, program, and degree requirements and the importance of correctly sequencing their courses for greatest success. The online schedule and course catalog clearly state prerequisites and other requirements for all course offerings. The College’s Banner system only allows students’ course registration if they have completed the prerequisites.

1P7. How do you help students select programs of study that match their needs, interests, and abilities?

Response addresses Core Component 3D

The College provides a range of resources to aid students in determining the program of study that matches their needs, interests, and abilities.

Career and Employment Services Center

The Career and Employment Services Center offers one-on-one advising, self-assessment tools, and career planning workshops that help students plan for life after LCC.

Academic Advising

Academic advisers guide each student through the process of creating an Educational Development Plan (EDP), which serves as a road map of courses needed and the efficient sequencing of those courses.

Program Websites and Advising Guides

Academic program areas provide information to their students on traditional and non-traditional career paths in their fields. Information may include specific career requirements (degree and/or licensure required, physical demands, etc), working conditions, and typical pay rates.

Program websites also include career information and internal and external links to online resources. Advising guides provide students with information specific to the program area, such as admission requirements, course costs and fees, and prerequisites for program entry.

Other resources available include introductory courses in a variety of program areas, college publications, and events open to all students (e.g., career days and transfer fairs). Mandatory orientations also help students understand how our programs match up with their needs, interests, and abilities.

1P8. How do you deal with students who are underprepared for the academic programs and courses you offer?

The College assists underprepared students through testing (to determine needs) and a variety of resources for students to prepare themselves for success in their programs of interest.

Placement Testing for Student Success

The College believes that strong basic academic skills are the student’s passport to achieving educational and job success. These include competencies in reading, writing, mathematics, computing, communicating, critical thinking, and study skills. Students must demonstrate skills in reading, writing, and math before enrollment; the exact skill levels required are listed with other prerequisites for each course. Students meet these skill prerequisites either by achieving the required scores on placement tests or successfully passing specific courses at LCC.

Center for Transitional Learning (CTL)

The Center for Transitional Learning helps underprepared students raise their basic skills to college level by providing support in developmental writing, English for speakers of other languages, reading, and student development.

- Developmental writing consists of courses ranging from basic skill instruction through pre-college, leading to college readiness in writing.
- The English for Speakers of Other Languages program is designed for students who grew up speaking a language other than English. Classes provide five levels of skill instruction, from basic to advanced, leading to college readiness.
- The reading program consists of courses ranging from basic skills through pre-college, leading to college readiness in reading. These courses offer skill instruction and practice in areas as comprehension and recall, vocabulary, and reading speed.

- Student development courses promote academic success and help students learn how to set and achieve career goals, manage time and stress, and perform at their best. They are generally one or two credits, with many offered on the weekend, in the evening, and online.

Tutoring Services

Tutoring Services helps students become independent learners who are able to set and achieve academic goals. Tutoring is offered in most subjects, free of charge, to currently enrolled students. A variety of programs are provided, including:

- Supplemental Instruction, a group tutoring session for particularly challenging courses that students can attend on a walk-in basis
- Scheduled and walk-in appointments – One-on-one tutoring and small group tutoring is math and writing
- Arithmetic BOOST – This is a noncredit self-study program designed to help students refresh their knowledge of whole numbers, fractions, and decimals before taking or retaking the College's math placement test
- Tutoring Help Now – Fifteen-minute, one-on-one tutoring sessions in a number of subjects.

Achieving the Dream

As an Achieving the Dream institution, the College has engaged faculty, staff, and administrators in a data-driven effort to identify gaps in student achievement and to implement and improve strategies for closing those gaps.

Late Enrollment Policy

The College has determined that late registration is detrimental to the academic success of students. Historically, we have found that students who arrive late into courses already in progress are less successful than those who begin on time. These students may also disrupt the classes they join, and, in order to catch up, may make unrealistic demands upon themselves and their instructors.

Open Labs

Several academic programs offer open labs for students to brush up on content presented during class time. The labs, often staffed by faculty members, provide the opportunity to ask for clarification or to practice skills presented during the course lectures.

1P9. How do you detect and address differences in students' learning styles?

The College does this in several ways. Most faculty come to us already well aware that students have different learning styles, and so design their courses to have a variety of instructional and learning activities to address that range. All new full-time faculty are required to take a twelve-week Center for Teaching Excellence (CTE) seminar on teaching and learning, which addresses instructional strategies to accommodate diverse learning styles. Faculty can take advantage of numerous CTE workshops each semester on learning styles, multiple intelligences, and working with students with disabilities. While neither the College nor the faculty systematically do individual assessments on learning styles, the faculty expect differences among their students and teach accordingly. In addition, many courses are offered in a variety of modes of delivery (face-to-face, online, hybrid), and with a variety of scheduling options.

1P10. How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?

Response addresses Core Component 1C

The needs of student subgroups are met in a variety of ways. All course syllabi contain a common statement directing students who believe they have a disability that might require accommodation to the Office of Disability Support Services (ODSS). Based on an ODSS assessment, faculty are informed of any accommodation required. All buildings and classrooms are ADA compliant. All of our students are commuters; extensive parking is available adjacent to classroom buildings and the downtown Lansing campus is on several city bus routes. A significant number of courses are taught at our extension centers (e.g., in St. Johns, Howell, and East Lansing); these provide convenient learning options for students located throughout our six-county service district and offer a full range of services to students. Most face-to-face courses are offered in a twice-weekly format, others in a once-weekly format. Many courses are offered in a variety of modes of delivery. In addition to for-credit college courses, there are a number of noncredit options, and some of the for-credit courses that might be of interest to community members are offered as a noncredit option (e.g. dance, music, and art courses). These are particularly popular with seniors.

1P11. How do you define, document, and communicate across your institution your expectations for effective teaching and learning?

Response addresses Core Component 2D and Core Component 2E

We define, document, and communicate our expectations for effective teaching and learning in a variety of ways. The College's Academic Master Plan aligns five strategic objectives for learning with AQIP standards. In addition, the Academic Master Plan establishes seven guidelines for quality instructional practices: 1) communicating well-defined student learning outcomes that are aligned with learning activities and assessments; 2) assessing student learning using professional and/or industrial standards and plans to improve upon that learning; 3) promoting relationships among faculty and students within a community of learners; 4) embracing different student learning styles; 5) promoting active student participation and reflection and connecting students' learning to their lives; 6) understanding and applying knowledge of the richness of human diversity; and 7) helping students persist toward pursuit of their goals.

Through our Center for Teaching Excellence (CTE), each new faculty member is required to attend a three-hour face-to-face orientation session that creates a welcoming transition for new instructors and connects them to College resources, services, and faculty. The CTE offers numerous professional development courses including a 12-week "Transforming Learning through Teaching" course that provides an opportunity for faculty to connect with other faculty across disciplines to share, explore, and reflect on current teaching and learning practices, experience various teaching and learning strategies from a student's perspective, and apply newly learned techniques with the support of colleagues. LCC faculty requesting to teach online are required to take the CTE's 16-week "Teaching Online" course, which is designed to certify the quality of online courses by instructing faculty on best practices and standards for online instruction.

The College's eLearning Department is committed to supporting faculty in the area of online education through the Master Course Project, which helps instructors across campus with existing online courses create a standard online structure and procedure based on best practices for subject matter, design quality, and sustainability.

LCC's peer performance assessment requires each faculty member's performance to be periodically reviewed by one or more peers. After each observation, the reviewing

peer(s) will write reports concerning the strengths and weaknesses of the faculty member's performance and will describe any recommendations for improvement.

At the end of each semester, students evaluate course faculty. In Spring 2010, the College instituted a new method of gathering student feedback: the course evaluation system (called IDEA) contains a Faculty Information Form specifically prepared for each section. LCC's master course syllabi ensure consistency across multiple sections of the same course by specifying objectives and assessments.

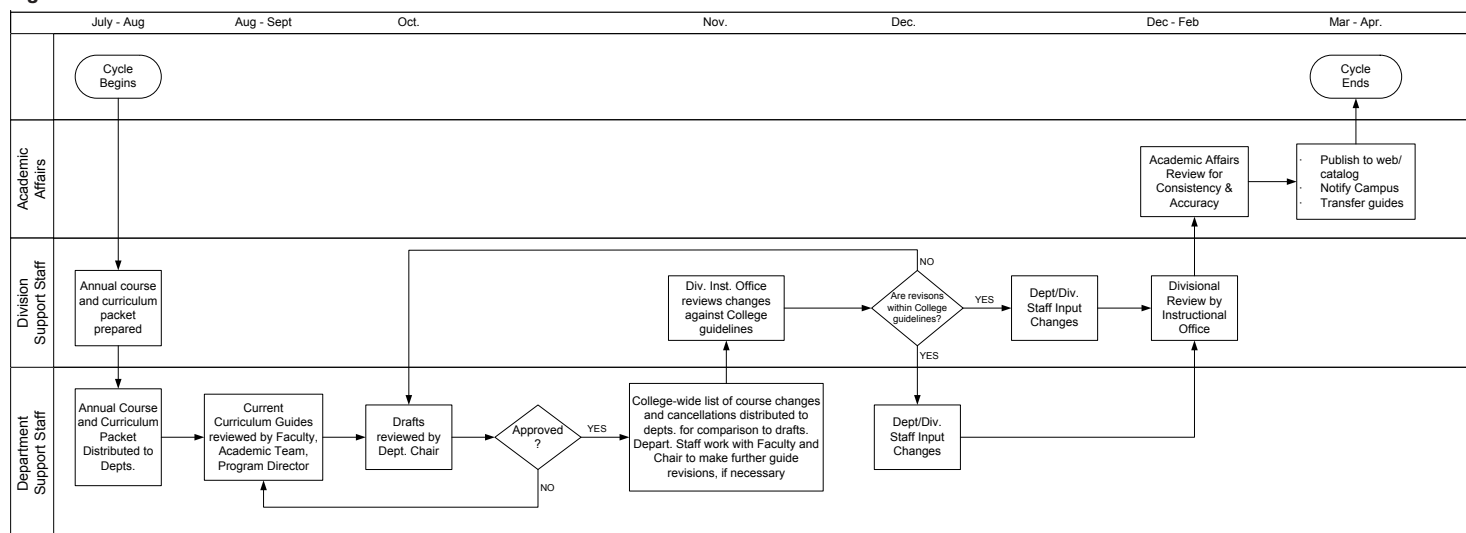
1P12. How do you build an effective and efficient course delivery system that addresses both students' needs and your institution's requirements?

Response addresses Core Component 3A

The College has an efficient and easy-to-use facility scheduling system as well as an effective course management/delivery system. Both address the College's requirements and student needs. As noted above, the College has a variety of course delivery modes including face-to-face, hybrid, and online, which are offered during the day, at night, and on the weekend. Our master course syllabi ensure consistency across multi-section courses. Through a combination of our space management software and Argos data tracking capability, we are able to monitor course demand and match it with appropriately appointed classrooms.

To ensure that course content is current and meets industry standards, we have advisory committees that include industry partners and curriculum committees that study their recommendations. Additionally, program accreditation helps ensure that course content meets the needs of employers and certification standards. When developing new courses or updating existing courses, we look at transferability and articulation to other higher education institutions. The Center for Teaching Excellence trains faculty in specific teaching methods and techniques that enhance the student learning experience.

Academic advisors meet with students to create an individual Educational Development Plan; each plan is unique to each student and helps that student complete his or her learning goals in a timely and efficient manner. All students are tracked through our Argos data management system to make sure they are moving toward completion.

Fig. 1.5 — Process for Curricula Revision

1P13. How do you ensure that your programs and courses are up-to-date and effective?

Response addresses Core Component 4A

We use a variety of means to ensure that our programs and courses are both current and effective, and have recently codified these efforts into a standardized course and curricula process. Faculty members are empowered through program-wide curriculum committees to modify and add courses and curricula based on demonstrated industry needs or the demands placed on professions by new social or economic developments.

The curriculum modification and development process relies on information collected from external processes, such as regularly scheduled advisory committee meetings that consider job market analyses and industry trends. Other external processes, such as program accreditation (the entire Health and Human Services Division has program accreditation in place and approximately 20 percent of Technical Careers Division programs are accredited) and Perkins Review of Occupational Education, provide opportunities for self-study and benchmarking of program requirements against industry requirements as part of the development or modification process. Industry need and performance data are included in the course and curricula review process and are used to inform the decision to approve or disapprove proposals by Division-wide committees, the Academic Affairs Advisory Group, and finally by the Deans' Council.

Our process for determining the effectiveness of courses and curricula uses four key types of information:

- Transferability of courses to key university partners in Michigan. This is particularly important since the

College must operate within numerous transfer and articulation agreements due to a lack of a centralized higher education system in Michigan.

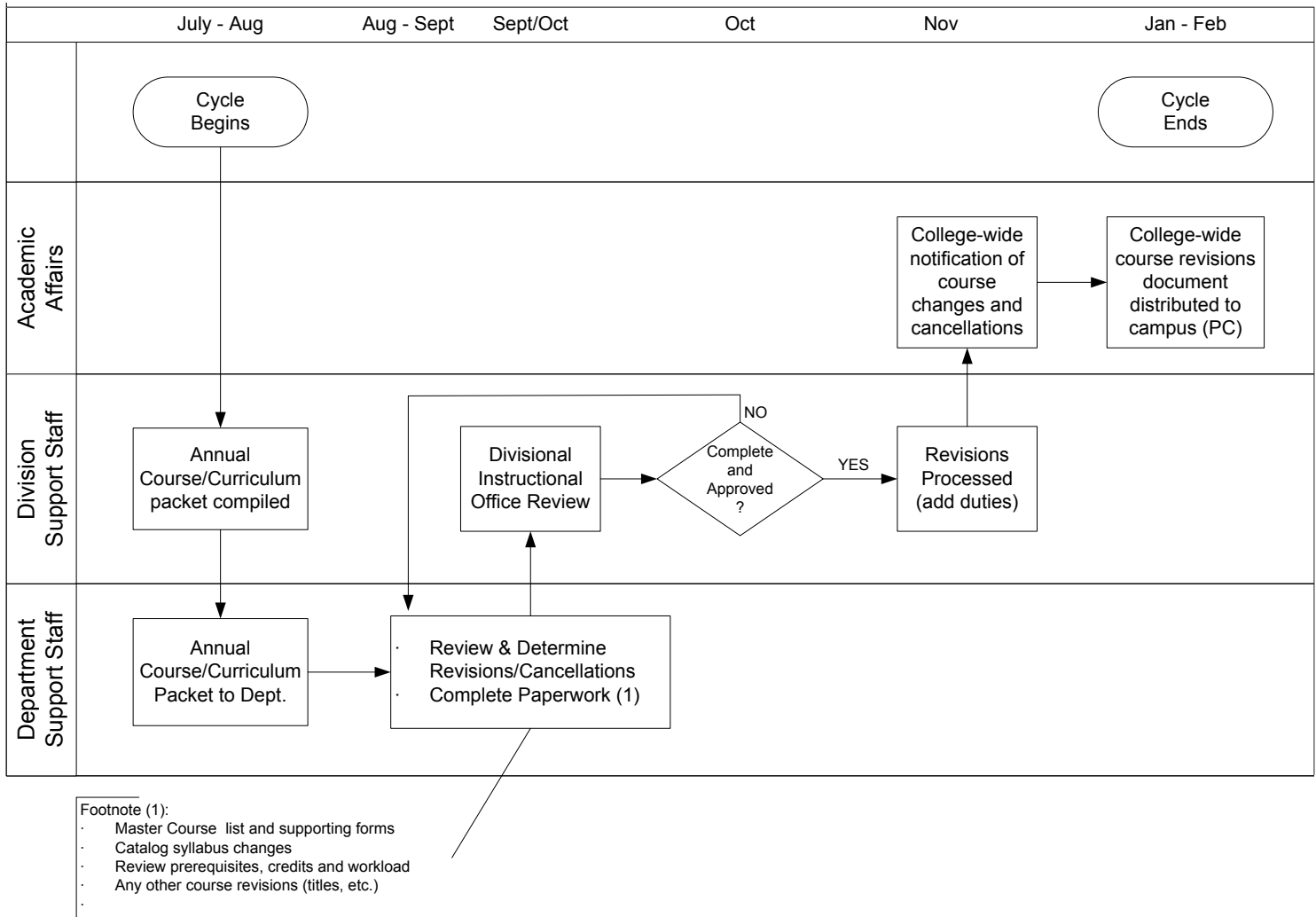
- Regular input from industry partners through advisory committees, program-level accreditation reviews, and surveys of recent graduates and employers of graduates.
- The LCC Program Quality Improvement Process (PQIP) is a multi-stage, data-driven process designed to improve student success in gateway courses.
- As an Achieving the Dream institution, the College sets annual student success improvement goals and action plans to attain those goals. Student success data is reviewed regularly and provided to the Board of Trustees monthly. Curriculum committees, directors of instruction, and deans use these data to monitor student performance.

1P14. How do you change or discontinue programs and courses?

Curriculum Discontinuation

A curriculum is discontinued using the following steps:

1. Recommendation from the Program Advisory Committee and/or Curriculum Committee.
2. Approval by chair/program director.
3. Curriculum Discontinuation form completed. This form includes a justification and a teach-out process for students following the curriculum.
4. Communication via email sent to entire campus for feedback.
5. Discontinuation approved or denied at Divisional Instructional Board meeting.

Fig. 1.6 — Process for Course Revision or Discontinuation

6. If approved, goes to Directors of Instruction.
If denied, goes back to program.
7. Approved/Denied by Directors of Instruction.
8. If approved, goes to Deans. If denied, goes back to program.
9. Approved/Denied by Deans.
10. If approved, goes to Provost. If denied, goes back to DOIs, then program.
11. Approved/Denied by Provost.
12. If approved, curriculum is discontinued. If denied, goes back to Deans.

Course Discontinuation

A course is discontinued using the following steps:

1. Recommendation from the Program Advisory Committee and/or Curriculum Committee.
2. Approval by chair/program director.
3. Faculty informs Divisional Instruction Office.
4. Divisional Instruction Office identifies curriculum guides that include the course.
5. Divisional Instruction Office informs programs listing the course in their curriculum guides of the course discontinuation.
6. Divisional Instruction Office includes course on a College-wide list of course revisions to inform other divisions that the course will be discontinued.
7. Course is cancelled in College systems (Banner and Curricunet).

1P15. How do you determine and address the learning support needs of your students and faculty in your student learning, development, and assessment processes?

Response addresses Core Component 3D

Determining Learning Support Needs

- *New Student Orientation*: Mandatory Student Orientation (available in person and online) provides students with information about available support services, including technology, financial aid, academic advising, and registration for classes. It is intended for new students as well as those returning to school after more than five years. Orientation sessions are also available for students with limited English language proficiency and dual-enrolled high school students. During these programs, the College seeks information from students about their learning support needs and endeavors to supply services.
- *Placement Testing*: Nearly all of our courses have prerequisites that represent the reading, writing, or math skills required for success in the course. The College offers placement testing in those three areas. Student proficiency levels may also be determined by ACT scores or prior degrees earned.
- *Core Proficiency Examination*: Students can satisfy the General Education Core requirements for the areas of communication, global perspectives and diversity, mathematics, science, and writing by passing a Core Area Proficiency Examination where appropriate and available. Each exam is specific to a single core area and is administered for a fee in the Assessment Center.
- *Academic Advising*: Academic advisors can be seen in person on campus or online.
- *Self Assessment*: Students may self assess their needs and use college resources to address those needs. An eLearning assessment tool helps students determine whether an online course is right for their learning style.
- *Course Content*: Faculty members meet with library staff to determine what materials (e.g., reference materials, electronic databases, journals) are needed to support student learning; faculty members have office hours during which they are accessible to students who would like to discuss their learning needs.

- *Counseling Services*: Counseling Services is staffed by state-licensed professional counselors who help students manage stress, career uncertainty, personal relationships, time management issues, substance abuse, separation from family, and a wide range of other issues.
- *Faculty Assessment*: Faculty members identify their professional development needs based on changes within their academic disciplines as well as through discussions with other faculty members and divisional administrators.

Addressing Learning Support Needs

- Student Services Support
 - o New Student Orientation is a key way that students learn about College resources that can help them reach their educational goals. These resources include tutoring services, advising, disability support services, library resources, computer resources, and student life organizations.
 - o The Office of Disability Support Services supports student success by providing appropriate accommodation and services to eligible individuals with disabilities, helping students take responsibility for their own learning, providing supportive services to help students with disabilities overcome barriers to success.
 - o The TRIO program is a federally funded set of support services provided to first-generation college students, students with academic potential who have a financial need that meets income guidelines, and students with documented physical, learning, or emotional disabilities.
 - o The Women's Resource Center / Returning Adult Program provides services for adults who may be considering returning to school, exploring career options, or needing support in life transitions.
- Academic Support
 - o The Academic Resource Center serves the academic needs of students by providing an environment that is conducive to studying and applied learning. The Center provides access to computers with course-specific software, physical models, lab equipment, tutorial services, and space for group and individual work.
 - o The Math Help Desk provides tutoring for a range of math courses.

- o The Writing Center provides writing assistance to students in all areas of the curriculum and at any level of experience or in any stage of the writing process. Peer Writing Assistants are LCC students who are experienced writers and who have been trained to assist students with their writing. Online assistance is also available.
- o Supplemental Instruction is a group tutoring session that is scheduled to support students enrolled in challenging courses. Students can walk in for any or all of the sessions.
- o Tutoring Services are available across the College curriculum.
- o LUCERO provides academic advising, career and personal counseling, and personalized tutoring to the College's Latino students.
- o The College maintains computer labs at its downtown and west campuses. Students, faculty, and staff have access to a number of software programs and applications used by academic program areas across campus.
- o The Center for Transitional Learning provides support in developmental writing, reading, and student development.
- o Student Development courses assist students with setting and achieving academic and career goals.
- o The Library links students to resources that support their learning goals.
- o The Early Learning Children's Community provides high-quality early education and childcare for the children of LCC students, staff, and the community.
- Career Employment Support
 - o The Career and Employment Services Department provides services designed to aid students in identifying careers based on their interests and abilities. Advisors help students identify their marketable skills, prepare resumes, and master effective interviewing techniques. The department also serves as a point of contact for employers interested in posting jobs, recruiting students, or participating in our advisory boards.
- Faculty Support
 - o The Center for Teaching Excellence provides faculty with professional development opportunities in the form of workshops, seminars, and one-on-one assistance. Previous topics have

included Desire2Learn, assessment techniques, and data collection, analysis, and application.

- o Faculty members may attend conferences related to their academic disciplines or those focusing on teaching and learning at community colleges.
- o The College's new Academic Senate provides faculty input and advice to the administration concerning issues of College-wide educational philosophy, academic policy, and priorities in the deployment of capital or financial resources, except as covered by the scope of collective bargaining.

1P16. How do you align your co-curricular development goals with your curricular learning objectives?

Response addresses Core Component 3E

The College sponsors a very wide range of co-curricular activities, including more than 30 registered student organizations, work-study and practicum opportunities, and leadership experiences. Faculty and students work together on service-learning programs and on Honors courses and options.

The Student Leadership Academy is a unique leadership development experience combining leadership theory with practice on campus and in community service settings. Members have an array of opportunities to develop a positive sense of leadership and service. The Academy is based on Phi Theta Kappa International Honor Society's Leadership Development Program.

The College encourages and supports service learning in order to enhance student learning outcomes and fulfill its commitment to strengthening the community. Service learning is a method by which students learn and develop through thoughtfully organized community service that (1) is conducted in and meets the needs of the community, (2) fosters civic responsibility, (3) enhances the academic curriculum of the students, and (4) includes structured time for students to reflect on the service experience.

Several academic programs include opportunities for students to work in jobs within their chosen field of study. Opportunities include internships, externships, practicums, and clinical assignments. Work experiences are arranged through the academic programs as well as through the Career and Employment Services Department.

The College is exploring the possibility of creating a co-curricular transcript that would verify students' experiences and involvement outside of the classroom.

1P17. How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

The determination of whether or not students to whom degrees and certificates have been awarded have met the College's learning and development expectations is through assessment. Indeed, it is the very purpose of assessment to make the determination whether or not students are learning what we think they should learn. If they are not, assessment points the way to improvement.

Particularly in regard to program-level learning outcomes, the recommendation is that students are assessed with a capstone tool toward the end of their studies. A capstone assessment tends to pull the important learning outcomes together. If students perform well on the assessment, then it is likely that they have met our expectations.

1P18. How do you design your processes for assessing student learning?

Response addresses Core Component 4B

Processes for assessing student learning vary across the College and are intentionally program-specific. For example, our Writing Program has determined that a portfolio-based assessment is beneficial. Discussion of assessment in that program focuses on the following factors.

1. The assessment process, and the basis of assessing student learning in writing courses, is informed by current literature and research in the field of composition and rhetoric.
2. Faculty take into account the resources that are available, the needs of the local student population, and the mission of the College.
3. Since many of our writing courses have multiple sections, communication is essential: faculty have multiple conversations with each other and continuously revisit the assessment of student learning — particularly how and whether current practices are sufficiently informing teaching and curriculum.
4. Faculty continuously study what peer institutions are doing with respect to assessing student learning in writing courses
5. As needed, faculty consult with the College's Office of Institutional Effectiveness, Research, and Planning to ensure that assessment practices are based on sound data and benchmarks.
6. Faculty continually revisit the assessment process during seminars and other formal meetings.

In some programs, accrediting bodies dictate the number of assessment tools used, the schedule and process of the assessments, and improvement plan schedule and results. In others, assessment is the responsibility of individual faculty.

Fig. 1.7 — Independently Accredited and Reviewed Programs

Program Name	Accrediting Institution/ Certification
Language Skills/CTL	NADE
Sign Language Interpreter	Michigan Dept. of Education
Paralegal	American Bar Association
Corrections	MCOTC Certification
Dental Hygiene	American Dental Assoc.
Diag. Med. Sonography	CAAHEP
Dietary Manager	Approved by the DMA
Fire Science	IFSAC
Therapeutic Massage	COMTA
Nurse Aide	State of MI certified
Nursing	NLNAC
Paramedic	CAAHEP
Police Academy	MCOLCS
Radiologic Technology	JRCERT
Surgical Technology	CAAHEP/ARC-ST
Child Development	NAEYC
Automotive / Collision Repair	NATEF

The Provost/Senior Vice President of Academic Affairs has charged the Coordinator of Assessment and the College-Wide Assessment Committee with creating a measurable and replicable institutional assessment process. In designing our process, the College is researching how other community colleges have approached this task, gathering information about assessment practices as they currently exist here, and connecting this new process with our PQIP process.

Results

1R1. What measures of your students' learning and development do you collect and analyze regularly?

The following measures of student learning and development are routinely collected by the College and analyzed:

- Student success rates
- Student persistence
- Student retention
- Graduation and transfer rates
- Pass rates for external licensing and certifications exams
- Survey of recent graduates
- IDEA, CCSSE, and SENSE survey instruments
- Perkins Core Indicators

This process is being constantly refined in an effort to further facilitate a culture of evidence and student success.

1R2. What are your performance results for your common student learning and development objectives?

The tables below illustrate the College's performance for each of the student learning and development measures cited in 1R1. Further results, with comparisons to comparable institutions, are presented in 1R6.

**Fig. 1.8 — Student Success Rates, All Courses
Fall 2007 through Fall 2012**

	Grade 2.0 or Greater	Grade 2.5 or Greater
Fall 2007	72.62%	61.39%
Spring 2008	72.80%	60.48%
Summer 2008	80.44%	64.69%
Fall 2008	73.77%	64.16%
Spring 2009	72.28%	62.43%
Summer 2009	78.23%	69.50%
Fall 2009	72.45%	62.89%
Spring 2010	70.46%	60.40%
Summer 2010	75.58%	66.47%
Fall 2010	72.02%	62.21%
Spring 2011	71.03%	60.85%
Summer 2011	78.68%	68.42%
Fall 2011	74.01%	63.97%
Spring 2012	75.14%	64.87%
Summer 2012	79.04%	69.23%
Fall 2012	75.46%	65.79%

1R3. What are your performance results for specific program learning objectives?

The key way in which the College measures specific learning outcomes is the Individual Development and Educational Assessment (IDEA) survey. The IDEA survey allows each faculty member to select the most relevant objectives for their course and as part of the course evaluation process, students rate each objective. The results from this allow both the faculty member and the institution to understand the gaps between what the faculty member believes is most important and what the student believes they learned in the course. This instrument is administered in each credit-bearing, college-level course each semester in addition to a series of localized assessment techniques.

Fig. 1.11 on the following page illustrates the students' responses to the instrument and degree of agreement with the faculty members' selection institutionally. One is the lowest possible score (no relationship) and five is the highest (perfect relationship).

**Fig. 1.9 — Survey of Recent Graduates, Overall Satisfaction
2008 through 2012**

	2008	2009	2010	2011	2012
Strongly Disagree or Disagree	7.46%	3.48%	6.03%	5.20%	6.65%
Strongly Agree or Agree	92.54%	96.23%	93.68%	94.54%	93.10%

Fig. 1.10 — Perkins Core Indicator Levels of Achievement

Indicator	LCC Level 2007-2008	State Expected Level 2007-2008	LCC Level 2008-2009	State Expected Level 2008-09	LCC Level 2009-2010	State Expected Level 2009-2010	LCC Level 2010-2011	State Expected Level 2010-11	LCC Level 2011-12	State Expected Level 2011-12
1P1 Technical Skills Attainment	91.76%	91%	94.15%	93.45%	91.26%	91.80%	92.03%	91.50%	94.15%	91.80%
2P1 Credential, Certificate, or Degree	25.47%	33.82%	23.99%	28.54%	19.57%	26.97%	20.55%	27.73%	28.22%	28%
3P1 Student Retention or Transfer	25.47%	65.52%	42.34%	73.14%	83.09%	71.43%	68.85%	65.55%	71.58%	70%
4P1 Student Placement	55.44%	44.59%	78.99%	77.34%	57.76%	71.56%	71.84%	62.27%	76.92%	70%
5P1 Nontraditional Participation	23.08%	21.38%	24.81%	23.67%	24.47%	23.53%	25.49%	23.60%	25.25%	23.62%
5P2 Nontraditional Completion	10.19%	17.96%	16.38%	20.72%	15.20%	23.37%	18.41%	20.60%	18.21%	20.65%

Fig. 1.11 — IDEA Survey Learning Objectives, Summer 2010 through Fall 2012, All Sections

	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Gaining factual knowledge (terminology, classifications, methods, trends)	4.11	3.97	4.14	4.13	4.16	4.17	4.20	4.18
Learning fundamental principles, generalizations, or theories	4.08	3.93	4.10	4.10	4.13	4.14	4.17	4.14
Learning to apply course material (to improve thinking, problem solving, and decisions)	4.10	3.96	4.13	4.12	4.16	4.16	4.18	4.18
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	4.06	3.91	4.09	4.07	4.11	4.12	4.14	4.13
Acquiring skills in working with others as a member of a team	3.62	3.54	3.70	3.71	3.76	3.76	3.74	3.76
Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	3.64	3.49	3.68	3.68	3.73	3.73	3.68	3.72
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	3.69	3.53	3.73	3.76	3.77	3.78	3.74	3.79
Developing skill in expressing myself orally or in writing	3.67	3.47	3.66	3.70	3.71	3.72	3.71	3.73
Learning how to find and use resources for answering questions or solving problems	3.89	3.73	3.91	3.92	3.96	3.96	3.97	3.98
Developing a clearer understanding of, and commitment to, personal values	3.76	3.61	3.80	3.82	3.85	3.86	3.84	3.87
Learning to analyze and critically evaluate ideas, arguments, and points of view	3.82	3.68	3.86	3.86	3.91	3.91	3.91	3.93
Acquiring an interest in learning more by asking my own questions and seeking answers	3.93	3.79	3.97	3.97	4.00	4.00	4.00	4.02

1R4. What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational organizations and employers)?

The primary evidence illustrating that students completing degrees and certificates have acquired the knowledge required to be successful in both the workforce and advanced study are:

- Transfer rates
- Survey of recent graduates
- External licensing and certification exams

The data below illustrate that the vast majority of LCC graduates believe that their training was integral to their current position, the College's largest transfer partner is Michigan State University, and that licensure pass rate are higher than the State of Michigan average.

Fig. 1.12 — Top Ten Transfer Institutions by Frequency, Fall 2008 through Fall 2012

	Unduplicated Headcount	Average Number of Terms at LCC Before Transfer	Average GPA
Michigan State University	4,721	3.7	3.10
Central Michigan University	1,276	5.4	3.10
Baker College - Flint	1,101	4.7	2.19
Davenport University	906	6.5	2.07
Ferris State University	782	8.7	3.10
University of Phoenix	649	4.1	1.58
Grand Valley State University	635	3.9	3.29
Western Michigan University	570	5.2	2.97
Eastern Michigan University	448	5.8	2.88
Northwood University	447	11.8	3.08

Fig. 1.13 — Graduate Satisfaction, Obtaining Current Employment Through Study at LCC, 2008 through 2012

	2008	2009	2010	2011	2012
Strongly Disagree or Disagree	34.20%	22.38%	26.29%	21.28%	23.61%
Strongly Agree or Agree	60.41%	45.31%	66.57%	74.66%	71.33%

Fig. 1.14 — External Certification and Licensure Results, Academic Year 2011-2012

Program	Number Passed	Number Who Tested	Percent Passed
Mid-Michigan Police Academy	34	34	100.00%
Fire Science Academy	78	82	95.12%
Dental Hygiene	20	21	95.24%
Paramedic	13	15	86.67%
Basic Emergency Medical Services	62	76	81.58%
Surgical Technology	22	22	100.00%
Radiologic Technology	47	51	92.16%
Histologic Technician	9	9	100.00%
Nursing Rn Option	164	170	96.47%
Nursing Pn Option	98	98	100.00%
Food Service Management	32	37	86.49%

1R5. What are your performance results for learning support processes?

The College prides itself on offering a variety of support services to students, from the extensive resources of the College's library to comprehensive academic advising to developmental instruction that includes on-site counseling services. The College has recently embedded supplemental instruction within online courses and offers some online tutoring. A few examples of our performance results for learning support processes include the following.

Fig. 1.15 — Satisfaction with Student Services

CCSEE Items 13.2a – 13.2k	LCC Mean	Ex-Large Colleges Mean	2012 Cohort Mean
Academic advising/planning	2.11	2.16	2.23
Career counseling	2.06	2.03	2.05
Job placement assistance	1.83	1.77	1.81
Peer or other tutoring	2.26	2.17	2.19
Skill labs (writing, math, etc.)	2.24	2.28	2.29
Child care	1.8	1.74	1.78
Financial aid advising	2.25	2.17	2.24
Computer lab	2.53	2.47	2.5
Student organizations	2	1.97	2.01
Transfer credit assistance	2.01	2.05	2.07
Services to students with disabilities	1.92	2.01	2.04

Library

The library has experienced a significant increase in student use as well as a substantial increase in the number of reference questions answered via the web, email, and chat.

- In 2011, College librarians taught 373 library instruction sessions attended by 6,051 students and fielded 9,940 reference questions, 13 percent of which were asked and answered online.
- Students in reading, student development, English as a Second Language, and Foundations for Success courses visited the library to complete a class project involving library research.

Fig. 1.16 — Library Visitors, Total Annual, 2007-2011

2007	2008	2009	2010	2011
234,757	261,395	273,928	261,126	271,850

Fig. 1.17 — Reference Questions by Type of Inquiry, 2007-2011

	2007	2008	2009	2010	2011	2011 to 2007 comparison
Telephone questions	553	621	721	553	535	.03% ↓
Web questions	95	92	101	223	274	188% ↑
Email questions	75	106	129	102	155	107% ↑
Chat questions	new service	384	745	750	766	99% ↑

- Students have access to research assistance in person at the library or through email, phone, instant messaging, and web chat. As a member of the Michigan Research Help Now collaborative, our students have access to research assistance 24 hours a day, seven days.
- Librarians have created a number of subject- and course-specific research guides (Web-based portals) to help students get started with their research. The library tracks the usage of each guide and makes modifications based on content and page views. Librarians have also developed handouts, video tutorials, and workshops to help faculty integrate library resources into their Desire2Learn course sites.

Academic Advising

Academic advising is an integral part of the College's student success efforts. In 2012-13 our advisors served more than 15,000 students. More than 1,600 students completed online orientation; 670 were advised via Web-based chat tools.

Academic Resource Center (ARC)

Use of the College's Academic Resource Center grew 32.5 percent between Fall 2008 and Fall 2012; a new student is served every 30 minutes. The table below illustrates frequency of use during Fall 2012.

Fig. 1.18 — ARC Use, Total Hours By Week Of Semester, Fall 2008 through Fall 2012

Fall 2012	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Week 1	270	360	306	590	453
Week 2	1677	1826	2111	2515	2643
Week 3	1645	2074	1998	2198	2619
Week 4	2239	2160	2887	2699	3121
Week 5	2262	2757	2827	2581	3312
Week 6	2162	2726	3219	2364	3125
Week 7	2457	2821	3435	2741	3252
Week 8	2383	2882	3440	2921	3232
Week 9	2257	2647	3136	2973	2802
Week 10	2467	2875	3394	2953	2937
Week 11	2453	2736	3242	3079	2904
Week 12	2244	2897	3158	2862	2723
Week 13	2402	2944	2901	3458	2973
Week 14	2504	2850	2307	1903	1864
Week 15	1550	1930	3132	3226	3126
Week 16	2440	2830	3336	3444	3018
Week 17	2872	3847	3886	4175	3275
Last Day	0	0	0	0	709
Total	36,284	43,162	48,715	46,682	48,088

Center for Transitional Learning and Math BOOST

The Center for Transitional Learning (CTL) was created in 2010 to help students who are unprepared for college-level coursework acquire basis skills in reading and math. The CTL also provides onsite counseling and advising services. The College's Math Boost program recently moved from the Math Department to the CTL to improve ease of access for students in need.

1R6. How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education institutions and, where appropriate, with results of institutions outside of higher education?

The College compares its results for this category in three key ways. It uses its IPEDS cohort of large, urban, comprehensive community colleges in the State of Michigan to compare graduation rates, transfer rates, total enrollment, as well as full-time and part-time retention. For student satisfaction with coursework and instruction, the College uses its IDEA cohort, and finally for both satisfaction, frequency of use, and importance, the College uses both CCSSE (for all students) and SENSE (for entering students) employing a cohort of extra-large community colleges nationally.

These results allow for thorough comparison and the data are presented in tabular form below.

Fig. 1.19 — Summary Evaluation of Course, Compared to the IDEA Database

Converted Score Category	Expected Distribution	Fall 2011		Spring 2012	
		Raw	Adjusted	Raw	Adjusted
Much Higher (63 or higher)	10%	17%	7%	18%	7%
Higher (56-62)	20%	39%	27%	37%	27%
Similar (45-55)	40%	31%	47%	33%	48%
Average or Better Performance	70%	87%	81%	88%	82%
Lower (38-44)	20%	7%	11%	8%	10%
Much Lower (37 or lower)	10%	6%	8%	5%	8%

Fig. 1.20 — Survey of Entering Student Engagement, 2012

	Lansing Community College		Ex-Large Colleges		2012 Cohort	
Item	N	Mean	N	Mean	N	Mean
Item 13.1: How often do you use the following services at this college? 1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)						
13.1a. Academic advising/planning	645	1.65	74,615	1.75	406,612	1.79
13.1b. Career counseling	557	1.42	65,458	1.46	350,551	1.44
13.1c. Job placement assistance	391	1.19	47,716	1.22	260,070	1.24
13.1d. Peer or other tutoring	490	1.44	60,414	1.5	328,641	1.49
13.1e. Skill labs (writing, math, etc.)	517	1.58	63,273	1.72	342,373	1.74
13.1f. Child care	305	1.12	34,722	1.14	189,201	1.18
13.1g. Financial aid advising	560	1.88	64,076	1.85	358,352	1.89
13.1h. Computer lab	596	2.1	69,661	2.03	383,793	2.09
13.1i. Student organizations	398	1.23	50,744	1.34	281,642	1.37
13.1j. Transfer credit assistance	459	1.44	54,156	1.52	284,611	1.53
13.1k. Services to students with disabilities	305	1.23	34,772	1.28	188,411	1.31

	Lansing Community College		Ex-Large Colleges		2012 Cohort	
Item	N	Mean	N	Mean	N	Mean
Item 13.2: How satisfied are you with the following services at this college? 1 = Not at all, 2 = Somewhat, 3 = Very (N.A. category not included in means calculations)						
13.2a. Academic advising/planning	539	2.11	65,578	2.16	363,560	2.23
13.2b. Career counseling	355	2.06	46,993	2.03	253,454	2.05
13.2c. Job placement assistance	209	1.83	27,906	1.77	161,873	1.81
13.2d. Peer or other tutoring	295	2.26	41,636	2.17	227,178	2.19
13.2e. Skill labs (writing, math, etc.)	337	2.24	46,782	2.28	256,696	2.29
13.2f. Child care	130	1.8	15,960	1.74	92,869	1.78
13.2g. Financial aid advising	453	2.25	52,801	2.17	305,004	2.24
13.2h. Computer lab	511	2.53	59,700	2.47	337,568	2.5
13.2i. Student organizations	206	2	31,156	1.97	182,141	2.01
13.2j. Transfer credit assistance	305	2.01	39,042	2.05	209,209	2.07
13.2k. Services to students with disabilities	159	1.92	19,381	2.01	110,978	2.04

	Lansing Community College		Ex-Large Colleges		2012 Cohort	
Item	N	Mean	N	Mean	N	Mean
Item 13.3: How important are the following services to you at this college? 1 = Not at all, 2 = Somewhat, 3 = Very						
13.3a. Academic advising/planning	651	2.52	77,683	2.57	422,093	2.56
13.3b. Career counseling	642	2.36	76,589	2.37	416,100	2.32
13.3c. Job placement assistance	619	2.1	75,591	2.08	410,480	2.09
13.3d. Peer or other tutoring	624	2.16	75,586	2.17	410,683	2.15
13.3e. Skill labs (writing, math, etc.)	624	2.23	75,343	2.25	409,016	2.23
13.3f. Child care	613	1.79	74,698	1.73	405,883	1.74
13.3g. Financial aid advising	627	2.5	75,634	2.45	411,452	2.48
13.3h. Computer lab	625	2.51	75,719	2.42	412,370	2.45
13.3i. Student organizations	608	1.87	74,515	1.87	405,304	1.87
13.3j. Transfer credit assistance	621	2.25	75,466	2.29	409,827	2.24
13.3k. Services to students with disabilities	621	2.05	75,075	2.04	408,086	2.05

Fig. 1.21 — IPEDS Cohort Data, Comparable Community Colleges, Academic Year 2011-2012

	Graduation Rate Total Cohort	Transfer-Out Rate Total Cohort	Total Enrollment	Full-Time Retention Rate	Part-Time Retention Rate
Oakland Community College	11	29	29158	57	44
Macomb Community College	13	30	23969	70	52
Lansing Community College	15	31	20640	51	38
Wayne County Community College District	10	24	20440	41	33
Henry Ford Community College	9	35	17650	48	35
Grand Rapids Community College	15	33	17575	55	38
State Average (All Community Colleges)	13.18	29.40	17251.55	57.09	44.18

Improvement

111. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?

Faculty and administration in all academic units together with the Student Services Division have been proactive and successful in making numerous improvements regarding teaching, learning, and student success. The Arts and Sciences Division spearheaded a systematic and comprehensive redesign of all AA and AS degrees in order to facilitate academic progress and degree completion. General education requirements were clarified and aligned more closely with expectations of transfer institutions, essential coursework within the majors were re-codified, and elective courses were introduced in order to provide students with greater flexibility and choice in pursuit of their personal and educational interests. The college's already strong Honors Program was amplified through the addition of "honors options" in many gateway, general education, and major-specific courses. Students may apply successful completion of "honors options" toward earning an Honors Diploma.

Challenges presented by a growing population of students requiring developmental and adult basic education was met head on through a series of new initiatives. Accelerated learning opportunities were developed, piloted, and scaled-up, providing bridges between developmental and college-level coursework in writing and mathematics. The Foundations for Success program – integrating reading, writing, and student development skills – was created to address the needs of those students whose placement testing does not enable them to enroll in even the entry-level developmental courses. This same program provides students with the opportunity to complete a GED.

Already in its second year, LCC's Early College profile for 2012-13 shows an enrollment of 142 students, 61 percent of

whom are classified as low income/first generation college students. Early College students complete their high school diplomas while simultaneously taking college-level coursework toward completion of an associate's degree at LCC. Attendance rates for the Early College have been as high as 98.7 percent. Of Early College students who took college classes in the Spring and Summer of 2012, 97.4 percent received a 2.0 or higher in each of their LCC college-level courses.

LCC underwent a systematic and comprehensive academic reorganization process in Academic Year 2010-11. Academic departments were realigned and/or merged to create new synergies and connections that better support students' educational interests and needs, career preparation, faculty collaboration, and opportunities for innovation in both curriculum and pedagogy. This reorganization was soon followed by a data-informed Program Analysis process that assessed the health and performance of all academic programs, recommending program growth, enhancement, merger, transformation, and elimination as appropriate. A revised and improved process for assessing course fees successfully addressed cost-effectiveness issues, especially where tuition revenue did not adequately cover the costs of instructional and equipment support in the classroom.

112. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?

In 2010, LCC became an Achieving the Dream (AtD) college. As a member institution, LCC has committed itself to AtD metrics that serve to define and direct the principles, practices, and processes it has adopted to improve student success, completion, and helping students learn. The AtD student-centered model for improvement is data-intensive. Thus, the College has constructed a sophisticated and comprehensive dashboard and network of searchable

databases to collect and analyze student success measures and to employ such results in the systematic and continuous improvement of teaching and learning. The College uses professional development days at the beginning of each semester and the end of the academic year to share and discuss data results as well as progress on student success initiatives. Through our PQIP process, strategies for addressing gaps in achievement, retention and persistence trends, and improvements in passing and completion rates are developed, implemented, and reported at the program and course levels.

Recommending specific processes for improvement and establishing benchmarks regarding student success may stem from the work of a number of College-wide committees and councils, including the Academic Senate and the Curriculum and Instruction Council, the Academic Affairs Advisory Group, the Academic Affairs Leadership Council, and the Deans' Council. In other cases, College-wide summits have been organized to consider challenges and opportunities focusing on specific needs or concerns that have far-reaching impacts on the greater learning community. For example, in June 2011, the Arts and Sciences Division together with the Office of the Provost sponsored two College-wide summits — one on Developmental Education and Adult Learning and another on Student Writing and Composition — that engaged more than 100 faculty, staff, and students. From these discussions arose strategies that eventually resulted in the design and development of accelerated learning opportunities in math and writing as well as the creation of the Foundations for Success program.

Finally, through its recently completed “Strategic Challenges” and “Strategic Planning” AQIP Action Projects, the College has targeted three broad areas for improvement, growth, and investment that are strongly tied to helping students learn. These are expressed as objectives under the strategic goals for learning, completion, and customer service.

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CATEGORY 2 — ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Introduction

Lansing Community College's "Other Distinctive Objectives" are aligned with our role as a comprehensive community college serving the needs of a diverse population and actively engaging with national and international individuals, schools, businesses, and cultures to broaden our reach, presence, and participation in the global community. Our major distinctive objective, one that sets us apart from our peers, is a mission-based focus on non-instructional programs and services.

While the College provides many non-instructional programs and services for both internal and external stakeholders, several key areas have been significantly strengthened or expanded in the last five years. These include our Extended Learning and Professional Studies Division (ELPS), television and radio stations, performing arts and dance programs, and the LCC Foundation and Alumni Association. None of these areas are new and all show high levels of maturity.

Programs and services offered by ELPS are mature, integrated, stable, and well designed. They are aligned with the College's strategic plan and departmental priorities, the economic climate, and student and community needs and interests.

Performing Arts outreach programs (theatre, dance, music) are mature and integrated. They are well established and known throughout the College and community.

LCC-TV (the College's public access channel) and WLNZ (the College's FM radio station) are growing programs that are aligned with institutional goals and priorities.

The College's Alumni Association, which is a program of the LCC Foundation, is well aligned with institutional goals and priorities. Its mission is to reach out to alumni and to promote their strong and ongoing connection with the College.

Because these programs address areas of campus and community need and enhance the College's reputation and visibility across its service area, they remain a priority even in a challenging economic climate.

LCC determines its distinctive objectives by engaging faculty and staff, board members, students, alumni, businesses, government, schools, community organizations, and area residents. Our processes are driven by a shared goal of continuous quality improvement. Quantitative and qualitative measures of program design and delivery, College and community participation, project outcomes,

and recommendations for future project delivery are collected and analyzed regularly to assess effectiveness.

Processes

2P1. How do you design and operate the key non-instructional processes through which you serve significant stakeholder groups?

Our non-instructional processes are based on continuous improvement principles and a commitment to the college's strategic plan. As a part of the continuous improvement cycle, we listen to the voice of the stakeholders, design processes that help serve the learning needs of the community, offer appropriate designs, then continue to evaluate and improve each process. Non-instructional processes are evaluated annually to determine their relevance to the college's strategic plan and their overall effectiveness and efficiency.

Lansing Community College's non-instructional processes fulfill our mission of offering educational and enrichment opportunities to all residents within our six-county service area. We maintain existing relationships and build new ones with internal and external stakeholders to meet the following objectives:

- Expand efforts to partner with business, education, and the community
- Develop a campus culture that embraces the arts and diversity
- Increase public awareness of LCC's wide range of higher education, workforce training, and career development programming

Expand efforts to partner with business, education, and the community

- The LCC Foundation is one of only a handful of Michigan community college foundations with an alumni relations office. The LCC Alumni Association is actively building its capacity to engage former students, alumni, their families, and their professional networks. The Foundation also works internally with faculty and staff through its Employee Development Fund, which provides grant funds for speakers, social events, and professional development.
- The Early Learning Children's Community (Early LCC), which opened in August 2010, provides high-quality early education and child care for infants, toddlers, and preschool children of LCC students, staff, and area residents. Low-income students can receive scholarship funds that partially underwrite costs.

Programs are play-based and provide engaging, developmentally appropriate activities that encourage children to be confident and competent learners.

- The Business and Community Institute (BCI) offers industry-specific training through credit, noncredit, and continuing education courses and seminars to meet the professional development needs of Lansing-area workers.

Develop a campus culture that embraces the arts and diversity

Experiencing and discussing the arts with others brings new insights and the pleasure of shared experiences. We are committed to providing opportunities to engage in the arts by offering high-quality, entertaining, and thought-provoking genres and formats. Our excellent broadcast avenues and lively performing arts offerings provide meaningful non-instructional experiences to a variety of internal and external audiences, and our commitment to diversity and inclusion provides many avenues to bring a wide world of creative exploration to the College.

- The College's television and radio stations extend LCC's reach into the community through a variety of programming available on a number of different platforms. LCC-TV, which reaches 80,000 households in Lansing and East Lansing through Comcast, has built a strong online presence through Facebook and YouTube. The radio station offers more local programming than any other Lansing area station; its broadcast area includes most of Ingham County and parts of Clinton, Livingston, Eaton, and Shiawassee counties.
- The College's performing arts program offers a wide range of theatre, dance, and music performances to the community, some of which feature nationally and internationally known artists. The program also coordinates community outreach events, including an elementary math and science expo and literary readings.
- The newly formed President's Advisory Council on Diversity and Inclusion builds on the work of the College's Closing the Gap Task Force to enhance diversity and inclusion on campus and to further the understanding of different cultures by all members of the College community. It seeks to build vibrant connections with internal and external stakeholders, including those who manage and participate in key non-institutional processes. The values expressed in the College's diversity plan will be integrated throughout the campus.

Increase public awareness of LCC's wide range of higher education, workforce training, and career development programming

The College is highly visible in the communities we serve. Television, radio, and online resources open doors to a world of information about our programs and services. Websites, publications, events, and earned media are among the many ways we raise public awareness of all that we have to offer.

The ELPS Division, which provides high-quality non-instructional courses and activities throughout the College's service area, is the focus of many of these efforts. Offerings include programs for the business community; people who are unemployed, underemployed, or in job transition; businesses seeking workers; seniors; and youth. Through these programs, ELPS creates and supports a highly educated community, fosters economic and workforce development, and increases community engagement and enrichment.

- The Business and Community Institute (BCI) offers industry-specific training through credit, noncredit, and continuing education courses and seminars to meet the professional development needs of Lansing-area workers.
- The Center for Workforce Transition helps adults moving into the workforce develop career planning, goal setting, and job-seeking skills. Our Jobs, Education, and Training Program (JET) is a grant-funded workforce development program that serves more than 300 welfare recipients in the downtown Lansing area.
- Our Continuing and Community Education (CCE) programs include noncredit courses that help participants develop or update job skills, gain certification in specific fields, explore areas of personal and professional interest, and enjoy lifelong learning opportunities.
- We are an affiliate of the American Association of Community College's Plus 50 Program, which offers workforce training and career transition guidance to mid-life students and community residents.
- Of particular note are our highly regarded programs for youth, including Early College, the High School Diploma Completion Initiative, the HOPE Scholarship Program, Gifted and Talented Education, the A+ Summer College Program, A+ Summer Sports Camps, youth academies, and science youth programs.
- Our Michigan Small Business and Technology Development Center has been selected to work with

the Michigan Economic Development Corporation and the Lansing Chamber of Commerce on the State Trade and Export Promotion program.

- Through the University Center at LCC, students can earn bachelor's and master's degrees from six partner universities without leaving campus. More than 30 bachelor's degrees and several post-baccalaureate certificates and master's degrees are available.
- Our three Extension Centers and eleven community based learning centers provide convenient locations for instructional and non-instructional courses and activities.
- Our processes for serving these stakeholders and establishing appropriate relationships are reviewed annually by the Executive Leadership Team during its annual budget and strategic planning process.

2P2. How do you determine your institution's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

LCC determines its major non-instructional objectives for external stakeholders, and decides whom to involve in setting these objectives, by engaging faculty and staff, board members, students, alumni, businesses, government, schools, community organizations, and area residents. Stakeholders are engaged through community forums, surveys and inventories. Recently over 500 community business, faculty, staff and student stakeholders identified key community priorities for the College's strategic plan. These stakeholders participate in planning groups and advisory committees to shape what is being offered, help deliver programs, and provide evaluative feedback on project success. The College models best practices for building and maintaining positive relationships throughout the community.

Our Executive Leadership Team (ELT), which includes the president, senior executive vice presidents, provost, deans, executive directors, and directors, directs the implementation of the College's strategic plan and provides leadership on external priorities and practices.

External boards and partners also play a key role in determining non-instructional objectives. These include representatives from business, government, nonprofits, faith-based groups, primary and secondary schools, community organizations, and others. The College is working toward a consistent, shared understanding of how external objectives should be determined and the

ELT has adopted a strategic communication process to reach out to and engage internal and external stakeholders more effectively.

- The Business and Community Institute promotes a highly educated community by partnering with local, state, and regional professional organizations such as the Advanced Manufacturing Technical Education Collaborative, the Midwest Community College HIT Consortium, e-Pathways, Capital Area Michigan Works, the Lansing Chamber of Commerce, and others.
- The LCC Foundation's Board of Directors is committed to ensuring that all people have education and enrichment opportunities to improve their quality of life and standard of living. Board members include business owners, bankers, artists, union leaders, community volunteers, health professionals, and others who advise the Foundation on fundraising for student scholarships and other programs and on providing LCC employees with enrichment opportunities through the Employee Development Fund.
- Continuing education courses are developed through a community-based planning process managed by our learning centers in Clinton County, Livingston County, and East Campus. Participants are asked what they need in terms of education, skills, and abilities, and are also asked to describe the types of jobs available in their communities. This information is used to decide which curricular areas to deliver in particular geographic regions.
- Each spring and fall, ELPS's Gifted and Talented Education enrichment program provides students in grades 2 through 8 with classes in the arts, sciences, and technology. The program is offered in partnership with the Ingham Intermediate School District, the Clinton County Regional Educational Service Agency, the Eaton Intermediate School District, and the Shiawassee Regional Educational Service District.

2P3. How do you communicate your expectations regarding these objectives?

The College's expectations regarding non-instructional objectives are communicated in the first instance through its Strategic Plan and unit operating plans. The Board of Trustees, the president, the senior vice presidents, and the Executive Leadership Team define goals, objectives, and expectations in collaboration with faculty and staff that are then shared through formal and informal communications, including policy statements, employment documents, publications, and meetings.

Expectations are set by measuring existing programs and projecting desired growth. Significant examples include:

- The LCC Alumni Association builds its membership and participation rates through target market outreach, market research strategies, online engagement, events and programs, and superior customer service and communicates through regular newsletter.
- Community and Continuing Education programs build the College's connections with the growing population of older adults by addressing its unique needs and inviting them to Campus for regular events.
- The Center for Workforce Transition increases job placement levels among underemployed and unemployed individuals by enhancing their basic career skills and communicates through weekly workshops.
- The Business and Community Institute improves its operations by using Toyota's internationally known A3 Process to look at systems, map areas for improvement, and set projections and goals. They communicate with monthly newsletters and visits.

2P4. How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

Assessing and reviewing the appropriateness and value of the College's non-instructional objectives draws on formal and informal input from community stakeholders as well as faculty, staff, and students. Project goals, activities, and outcomes are tracked using quantitative and qualitative measures, and reviewed internally and externally to assess project successes and needs.

LCC actively partners with Michigan Works to provide job search, retraining, and placement assistance to low-income, underemployed, and unemployed individuals at no cost. In collaboration with Capital Area Michigan Works, the College's Center for Workforce Transition offers assessment tests, financial aid workshops, and computer skills classes. It also works with local businesses to identify job candidates. A national study of community college workforce development programs identified Lansing Community College as one of only eleven colleges in the nation that are providing outstanding services in this area, a recognition that demonstrates the center's appropriateness and value.

The College's radio station has undertaken surveys of internal and external stakeholders to assess program appropriateness and value in terms of music genres, social commentary, national and world news, and local community programming.

The College also measures the appropriateness and value of non-instructional events. For example, the success of a day-long expo produced as part of our affiliation with AACC's Plus 50 Program was measured through attendance and participant feedback; the data will be used to plan future events. The performing arts area assesses community needs and seeks input from external stakeholders when developing its production schedule to ensure its appropriateness and value.

The appropriateness and value of Alumni Association programs is demonstrated by its growing membership and national reputation for excellence. The Council for Advancement and Support of Education frequently refers other community colleges to the LCC Foundation for guidance on alumni relations issues.

2P5. How do you determine faculty and staff needs relative to these objectives and operations?

The college uses both large group (Campus communities) and small group (departmental communities) strategies to discuss and review priorities related to objectives and operations. Faculty and staff are given opportunities to weigh in on the budget and priority processes at both the institutional level and departmental level. Faculty, in particular, has opportunities to help develop institutional priorities and operations because changes in priorities and objectives are communicated through meeting published at least two weeks prior to their discussion.

The college recently adopted a collaborative faculty contract that creates a participatory governance model.

Faculty and staff communicate needs relative to these objectives and operations through involvement in formal needs assessment processes or through informal communication across departments and programs. For example:

- The Business and Community Institute practices continuous improvement by mapping systems, documenting exceptions, and actively seeking feedback. This data helps capture faculty and staff needs as well as the education and training needs of the business community. BCI also uses an internal process to look for improvements that will benefit its clients. After visiting companies to assess their needs, members of BCI's sales team establish goals for meeting those needs and coordinating them with the needs of LCC faculty and staff.
- Members of the LCC Alumni Association Advisory Committee include several faculty members whose institutional knowledge helps shape programming decisions and the association's strategic plan.

- Performing arts area faculty and staff are closely involved in decisions concerning outreach activities and the annual production calendar. Community interest and preferences are assessed through the evaluation of previous performances.
- Faculty and staff input into the programs offered by the College's television and radio stations is an important part of the ongoing assessment of those programs and is a factor in determining how resources are allocated.

2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

Objectives and processes for non-instructional programs are discussed through careful review of faculty and staff feedback on current activities and recommendations for future activities. Feedback is sought regularly and broadly, and we actively look for new ways to increase faculty and staff participation in this area. Community and continuing education course planning is driven not only by assessments of community interests and needs, but also by input from faculty and staff on subject interest areas. LCC's television and radio stations encourage faculty requests for programming that addresses academic or community interests and needs. For example, LCC-TV has aired films and commercials produced by students taking courses offered by the Digital Media, Audio, and Cinema program. The academic needs of performing arts area faculty are routinely used to determine the mix of productions that are staged each semester. The Alumni Association works with faculty and staff across the college to solicit ideas for innovative and effective ways to reach out to our alumni.

Results

2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

All of the College's non-instructional programs have extensive and detailed quantitative and qualitative processes in place to measure accomplishments. These processes establish key performance indicators, track College and community enrollment and use, evaluate outcomes, and recommend appropriate action.

For example:

- ELPS tracks key strategic and operational goals. Tools such as ONET, Zip Skinny, and Census Bureau reports help identify markets for new and existing programs. Labor market statistics provided by the Michigan Department of Technology, Management, and Budget confirm that LCC's workforce development priorities are in line with the region's projected needs for manufacturing, health care, construction and repair, and information technology workers.
- The Work First Department/JET Program collects data through two CRM data centers to measure achievement by tracking program registrations, case management notes, and client updates.
- The College's television and radio stations collect audience data that have led to new program selection and delivery methods. LCC-TV uses Nielsen ratings to learn how viewers are connecting with its programming, Google Analytics to understand how the station's online presence expands its reach, and YouTube analytics to evaluate viewers' engagement and platform preferences. The radio station, WLNZ 89.7, uses listener surveys to measure the impact of current programming and the addition of new programs and delivery methods, including social media and texting.
- The LCC Foundation uses many measures to determine stakeholder satisfaction, including metrics and standards established by peer and professional organizations such as the Council for Advancement and Support of Education, the Association of Fundraising Professionals, and the Michigan Community College Association. The Foundation's Alumni Association also relies on analytics available on the Internet, such as Google Analytics and Facebook Insights, to measure how well their online presence is reaching and engaging alumni. Results are measured by attendance at events, statistical information on giving and memberships, and information gathered from donor/alumni visits.
- The performing arts area within the Communication, Media, and the Arts Department measures outreach performance through event attendance and audience surveys.

2R2. What are your performance results in accomplishing your other distinctive objectives?

Examples of performance results from a representative range of distinctive objectives and activities include the following:

- In 2012, LCC's Michigan New Jobs Training Partnership, an economic incentive program offering specialized workforce and labor market training for businesses creating new jobs, reached 1,735 participants, with more than 40,100 training hours received through 139 programs, with an average customer satisfaction rate of 98 percent. Enrollment in noncredit continuing and community education, Business and Community Institute, and Small Business and Technology Development Center programs totaled nearly 6,000.
- LCC-TV reaches nearly 80,000 Lansing-area households through Comcast. Following a thorough market analysis, the station acquired programming unique to the region, including national and international news in English from MH3 and Democracy Now. The station's YouTube presence has greatly increased its impact in recent years. From 2010 to 2013, the number of viewers who accessed the station's programming via YouTube rose from 13,027 to 28,167, an increase of 538 percent. An analysis of the audience of the College's radio station led to adding programs not previously available in the area and a new partnership with TED Talk, which presents global spoken-word programs and lectures on a broad range of topics. Lansing has an active TEDx program.
- The College's Alumni Association has innovated new programs intended to strengthen relationships with former students and friends. Alumni Family Time, which is available at no cost to all alumni parents and grandparents and children from newborns to age 16, has built alumni participation through family events such as trips to zoos, parks, museums, and indoor play centers, and also through discounts and coupons for businesses marketing to youth. Approximately 150 families have participated since the program's implementation in September 2012. In 2013, the Alumni Association hosted a sneak preview of the Walt Disney Pictures film *Oz: The Great and Powerful* that attracted a full house and substantial local media coverage. The event celebrated LCC's connection to the film, which was edited by an LCC alumnus and featured eight alumni in its cast.

- Theater, music, and dance performances attract large audiences in our culturally diverse community. Our performing arts area offers nearly 50 events during the academic year that attract approximately 11,000 patrons. Funds generated by ticket sales are used to provide student scholarships and underwrite the visits of nationally recognized artists and performers. Theater programs reach out to the community in meaningful ways. One audience member's response to a presentation of Tennessee Williams' *Cat on a Hot Tin Roof* noted that the "subject is of interest to me because of my work with the Ingham County Health Department. We regularly conduct workshops on health equity and social justice, during which we try to unpack modern forms of oppression based on race, class, gender, and other types of difference, and identify how they are detrimental to the public's health. A lot of the things we talked about in these workshops were rolling through my mind as I watched *Cat on a Hot Tin Roof*."

We are building a strong relationship with the area's large Chinese community. Michigan State University often directs their Chinese students to our English language classes; many of their spouses and partners take community classes. In addition, local companies are enrolling employees who will be conducting business in China into our Chinese language classes. In 2012 MSU's Confucius Institute held a Chinese New Year Spring Festival at LCC's Dart Auditorium, which featured a group of traveling dancers, singers, and instrumentalists from Jilin University in China. In February 2013 we co-hosted the largest Chinese New Year celebration ever held in mid-Michigan.

2R3. How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Lansing Community College enjoys a distinctive regional and national profile as a community college with exemplary non-instructional programs, faculty, and staff.

- In 2009, our Early Learning Children's Community received a four-year grant worth \$530,000 from the U.S. Department of Education to provide programs and services to the children of low-income students at no or low cost. The program received a perfect score of 100 from the grant's review panel of national education experts. The Center, which will soon be licensed by the State of Michigan, is also seeking accreditation by the National Association for the Education of Young Children, a voluntary process

that requires meeting national standards of quality in early learning education.

- The LCC Foundation's Alumni Relations Office, which is coordinated by a full-time alumni relations manager, is a leader in an emerging community college trend to build alumni support. A recent Council for Advancement and Support of Education survey showed that only 46 percent of community college participants had a full-time employee for alumni relations; 35 percent had only a part-time employee for alumni relations.
- In 2012, the Michigan Small Business and Technology Development Center, which is administered by our ELPS Division, served 1,485 clients and delivered 2,415 training hours to new and growing businesses in a six-county service area. Total capital formation that year amounted to \$14,488,387—almost 16 percent of total statewide SBTDC capital formation, and a consistent client satisfaction rate of more than 90 percent.
- LCC's performing arts and dance programs contribute to Ingham County's strong arts-centric business culture by providing performance space and visibility for local artists. A 2012 Americans for the Arts study shows 859 Ingham County arts-related businesses (4.43 percent of total businesses), which employ 2,713 people. By offering these programs, LCC builds the community's capacity to support artistic and economic development.
- Also in 2012, LCC joined the American Association of Community College's Plus 50 Program, which showcases the most current and innovative learning, training, and community service programs for students age 50 and older. As a Plus 50 Encore grant recipient, we provide intensive workshops and ongoing seminars with a focus on helping mature students complete degrees and earn career credentials in high-value occupations such as health care, education, and social services. In the coming year we will engage with ten other community college recipients of Plus 50 Encore grants.

2R4. How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

The performance results of LCC's many non-instructional processes strengthen the College as academic and support

units work together to design and deliver innovative programs that meet the needs and interests of the College and the community. Partnerships with schools, businesses, government, professional associations, and community organizations are identified, built, and sustained as mutual interests and needs are recognized. These activities help build a seamless path for participation for all sectors within our service area.

This creates a pathway between sending institutions such as K-12 institutions, and receiving institutions such as higher education or employers. This strengthens the overall institution by improving and enhancing student success.

Improvement

2I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?

Non-instructional processes are driven by a shared goal of continuous improvement. As previously noted, however, the College's departments and programs vary in their ability to assess performance results and in the availability of funds to implement improvements.

Systematic and comprehensive assessment of the College's readiness to strengthen partnerships with existing external stakeholders and to build new partnerships with others has led to the creation of three new community-focused positions in the last year: a director of veteran and military affairs, an admissions specialist for underserved populations, and a community engagement consultant.

The Director of Veteran and Military Affairs is the primary campus advisor on educational opportunities for veterans, active-duty service members, and their families. The position works with faculty and staff on the development, design, and integration of curricula and serves as a liaison to connect students with campus support services, to other community organizations and services, and to the federal Department of Military Affairs to U.S. Department of Veterans Affairs. LCC's outstanding commitment to veterans has been noted at the federal level by U.S. Senator Carl Levin, Chairman of the Senate Committee on Armed Services. The U.S. Secretary of Veterans Affairs, Eric Shinseki, has lauded Lansing Community College for its leadership in offering programs that help returning veterans transition into civilian careers.

The Admissions Specialist and Community Engagement Consultant provide leadership in the recruitment and retention of nontraditional and underserved students and

the College's relationships with external stakeholders, respectively.

Together, these three new positions significantly expand and strengthen the College's non-instructional processes and results.

A more comprehensive and systemic approach has been launched through our strategic planning process. The strategic planning process includes cycles of listening to the voice of the stakeholders, designing process solutions for learning gaps in the community, evaluating the effectiveness of the processes, then making appropriate adjustments.

2I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives?

LCC is committed to cultivating a diverse and inclusive culture. This commitment is supported by a flexible infrastructure that allows the College to adapt to changing needs. LCC's Board of Trustees, executive leadership, and faculty and staff actively identify and select processes that need improvement and use well-defined metrics to measure progress towards goals. They do so by participating on internal and external boards and committees, seeking new professional and collaborative relationships, nurturing existing relationships, seeking and listening closely to community input on non-instructional needs and interests, developing implementation processes, tracking performance data and benchmarking that data against our peers, and evaluating outcomes. This culture of inclusion opens doors for setting and achieving innovative, high-impact performance results.

Our culture also encourages data-informed, decision-making as demonstrated by our recent inclusion in "Achieving the Dream." College leadership is encouraged to use data and our Office of Institutional Effectiveness, Research, and Planning has made more data available through our Argos system. This allows us to set targets and to directly measure the impact of strategies and partnerships on student success and other outcomes.

CATEGORY 3 — UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Introduction

Understanding our students and other stakeholders is a core strategic principle and practice at Lansing Community College, and we are engaged in a number of activities focusing directly on the student experience. The “Standards of Service” work group was chartered within the Student Services Division and includes staff from across the College who recommend process improvements in response to student needs.

Student feedback is regularly sought and incorporated into College governance activities. Students have formal roles and responsibilities on a number of campus-wide committees, including the Student Advisory Committee to the President, the Student Services Committee, and the Student Conduct/Judicial Board. These provide a way for students to share concerns and suggest solutions. All core service areas within the Student Services Division share student feedback in order to respond to and anticipate student needs. Other feedback mechanisms include regular surveys, the ombudsman’s office, and social media.

Lansing Community College has implemented procedures, data analysis tools, and practices in support of student needs related to success and completion. The organization is moving toward more mature approaches, having moved away from reactive practices to systematic and aligned practices since the submission of our last Systems Portfolio. Examples include the implementation of mandatory orientation and the elimination of late registration. These efforts help provide a successful foundation for students as they begin their experience at LCC. They have been coupled with an increased campus understanding of our core performance measures and gaps as an Achieving the Dream college.

The College is now looking for ways to work more intentionally throughout a student’s academic experience. For example, a central component of academic advising includes the completion of an Educational Development Plan (EDP). This is currently used as a road map that can be updated with each successive advising appointment. In the future, the EDP will be incorporated into course planning and integrated academic scheduling. This will be supported by the upcoming deployment of DegreeWorks, an automated degree audit system, which will be used to link course offerings with student needs.

Over the past two years, the Student Services Division has facilitated multiple planning and assessment sessions with stakeholders across the organization to prepare for

facilities and organizational changes. We have also hosted focus groups with future students (current middle school students) to develop approaches to meeting their needs. Feedback from students has led to planning efforts that focus on collecting input and identifying student preferences in a much more strategic way than we have done in the past. The amount of information we have about our students presents tremendous opportunities for personalizing their experience and anticipating their needs. Projects are planned to provide a more consistent and comprehensive process by focusing on four core areas that lead to student success: academic planning, career planning, financial planning, and support planning. The division’s mission is to “provide personalized and intuitive services, support, and access to academic options independent of time or place.” These projects will move Lansing Community College to a more mature status as it strives to advance from aligned to integrated practices in support of student success and completion.

Processes

3P1. How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

Response addresses Core Component 4C

Lansing Community College engages students in formal and informal ways to identify areas needing attention and improvement.

Several College offices and programs are charged with addressing specific student needs and adapting as those needs change. These include our Veterans Services Office, the Office of Disability Support Services, TRIO (support services for first-generation college students), and the Women’s Resource Center/Returning Adult Program.

These efforts are supported by a data-rich environment that allows us to analyze enrollment, persistence, and retention trends. We also use data to identify students who may be in need of extra assistance. We regularly contact students who do not complete all steps in a process critical to their success. For example, we reach out to students who have applied for admission, completed placement testing, and requested financial aid but who have not yet attended orientation. The College also uses automated telephone messaging, email, and a customized student portal (myLCC) to communicate with specific student groups.

Registered student organizations and the Student Leadership Academy regularly provide feedback to Student Services staff. The Advisory Committee to the President is a student group that meets regularly with the president to share ideas. The Student Services Committee meets with the Dean of Student Services to provide feedback and suggest improvements.

The College also seeks formal input from external stakeholders. This includes advisory groups for academic programs, relationships with K-12 partners, and direct interaction with regional employers. This input provides the basis for forming new programs that respond to market conditions and student demand. For example, the College's Electrical Line Worker Training Program began as a partnership with the local power company to address labor needs of an aging workforce. The innovative Military Medic to Paramedic program responds to the job training needs of returning veterans.

In 2010, some Student Services transactions were standardized and staff were trained to record their interactions with students in our student information system. This permits future interactions to start from a base of familiarity. The College also repositioned the Director of Student Life position to include an ombudsman role. The core purpose of this role is to provide support for students who are working through a process (e.g., admissions registration). The ombudsman provides feedback to Student Services administrators to aid in process improvement.

One of the largest informal ways that we gauge the changing needs of our students is through the College's social media tools. These are managed through a communications strategy that involves staff in Student Services, Marketing, and Strategic Communications. Our Facebook page, which as of May 2013 has more than 20,000 "likes" (the most of any Michigan community college) is a useful tool that provides immediate feedback from students and a constant stream of information about their concerns.

Lansing Community College has had a longstanding commitment to student success and completion. Over the last three years, significant changes have been implemented that focus on retention and persistence.

The institution was named an Achieving the Dream college in 2010. As part of this affiliation, a robust dashboard for reporting core metrics was developed and implemented. This was coupled with efforts to identify gateway courses to student success. A dynamic drag and drop interface allows faculty and staff to examine persistence, retention,

completion, and course success rates. The information can be disaggregated by student demographics. Thus, campus stakeholders have gained access to and have begun to use a wider range of data to make academic and service improvements.

One of the foundational changes we have made since the submission of our last Systems Portfolio is in the area of determining each student's educational intent. We implemented program integrity procedures in 2010 to detect potential financial aid fraud after noticing a pattern of 0.0 and W grades (indicating that students were not actively participating in courses).

Also in 2010, we implemented student success deadlines. All "recommended" timelines for procedures such as admission, financial aid, and registration became "required" deadlines. The largest component of this initiative included the elimination of late registration.

Our Program Quality Improvement Process (PQIP) facilitated a critical review of course success and completion that engaged faculty across the College. This process included developing action plans for improving areas of concern, including the development of new course prerequisites that have improved student performance and completion.

New-student orientation became mandatory for all certificate-, degree-, and transfer- seeking students in 2011. Orientation sessions include information on college policies, financial aid, support resources, academic advising, and technology.

The Educational Development Plan has become a core programmatic requirement in academic advising. The EDP is developed by students with the assistance of their academic advisors and provides a road map of courses needed to complete educational goals. In 2013, the College will implement DegreeWorks, a real-time degree audit tool that empowers both students and staff in the program planning and goal-setting process.

The College's Strategic Plan sets out specific initiatives intended to support completion, retention, persistence, and success rates. Some examples include developing an ongoing and early alert system, providing well articulated plans and pathways to degrees, and utilizing Web-based and mobile applications that respond to and anticipate student needs. The College will develop specific persistence, retention, and goal completion targets each year as part of its annual planning process.

Considerable progress has been made in guiding students to degree and credential completion: the College awarded more than 3,700 degrees and credentials in 2013, more than any other year in our fifty-five-year history.

3P2. How do you build and maintain a relationship with your students?

LCC's average class size is 19, which allows for a very personal educational experience. Faculty serve as a key connection and resource for our students. The majority of courses include a Desire2Learn component, which affords connections and collaborations beyond the walls of the classroom.

The Recruitment and Outreach team members have specific territories, including high schools and other community-based sites allowing them to build and foster relationships with prospective students, high school counselors and teachers, and other education partners. The team provides programs on college preparedness, college choice, and financial aid resources. Their work is supported by regular visits, targeted calling, and informational campaigns that include a social media element. LCC has a strong regional presence; our yield is 28 percent of all regional high school graduates and more than 30 percent of all other market segments (young adults and adults). Our recruitment team participated in 215 high school, college night, and community events in 2011-12, interacting with 9,691 individuals.

The Academic Advising Department advises students using a cohort approach. Cohorts are based on general academic interest areas, such as business, STEM, technical careers, social sciences, and allied health. In this model, a group of advisors are assigned to each interest area cohort. Students interact with the same set of advisors who are expert in their academic and program interests.

Timing and location of courses are critical factors for students and the College works hard to provide maximum flexibility. LCC has three off-campus learning centers throughout our six-county service area that allow students to begin their college education in facilities close to home. In addition, the College offers a significant number of online courses that are coupled with e-support resources.

Social networking is an important tool in building and maintaining relationships with students. Segment-specific sites have been developed for recruitment and student organizations. The College deployed a new student portal (myLCC) in 2012 to better respond to student needs and communicate a wide range of announcements and messages of interest to students.

The College has a number of programs designed to serve the needs of specific student populations. Programs like LUCERO (for Latino students), TRIO (for first-generation college students), the Women's Resource Center/

Returning Adult Program (for female students and adults returning to college) and the Center for Workforce Transition (for clients of Capital Area Michigan Works) provide an environment that supports student success.

New-student orientation programs provide an opportunity for students and staff to connect. Some programs and units offer orientation programs for their specific student constituency, such as the Limited English Proficiency Program and Veteran Services Office. Students pursuing selective admission programs participate in seminars that aid in building and maintaining relationships with them.

Academic support resources provide additional opportunities to build relationships with students. The College offers a vast array of free tutoring and supplemental instruction services for students. Student employment, athletics, and registered student organizations develop and support student connection with the campus community.

Our faculty members engage with students in a number of traditional and non-traditional ways. These include regular office hours and assisting students before and after class as well as the use of innovative classroom and online learning practices. The College provides professional tutors in the Tutoring Center as well as faculty tutors in the Academic Resource Center. The renovation of the Arts and Sciences Building, the largest single classroom facility on our campus, will include new open spaces that encourage student collaboration and group work. The completed facility will feature a "Learning Commons" that will make it easier for students to access faculty and staff support. Library faculty members work closely with students individually (on specific classroom assignments) and collectively (during group instructional sessions). The Writing Center offers students the opportunity to receive feedback from peers and faculty. The College also has a number of institutional scholarships coordinated by faculty and staff that foster ongoing engagement in addition to providing financial support.

3P3. How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

Response addresses Core Component 1D

The College maintains partnerships with community organizations, businesses, advisory boards, employers, and related agencies. In addition, we work with a number of regional alliances to address industry trends and with faith-based partners in the Greater Lansing community. Specific initiatives are improving our ability to communicate with our stakeholders and respond to their needs. For

example, the College has deployed segmented Web content in response to information and service needs expressed by our stakeholder groups.

Examples of how we analyze the changing needs of our stakeholders and select courses of action to address those needs include the following.

- The College is a national leader in providing access to educational opportunities for military and veteran students. More veterans attend LCC than any other community college in Michigan. We expect the enrollment of veterans to increase as they return from active duty in the next two years. In response to this emerging group of student stakeholders, we created a Veterans Services Office to provide academic counseling, certification of enrollment, and advice on Department of Veterans Affairs regulations concerning curricula, course selection, and satisfactory progress. The College has also been a leader in developing fast track training programs for returning veterans; these recognize prior military experience by waiving certain program requirements. Our Military Medic to Paramedic Program has been hailed as a national model by the U.S. Department of Defense.
- Our annual “influencer event” is a key activity designed to promote information sharing and identification of community partner needs. The event brings together K-12, community agency, workforce, and college partners for an all-day exchange of programming and ideas.
- College access, participation, and graduation are key goals for the region and are viewed as an essential economic development strategy. At the same time there is a recognition that many desiring to attend college are underprepared for college-level academic work. The College’s Center for Transitional Learning helps these students build skills in reading and writing. The College also offers developmental math courses and accelerated learning paths that move students through a developmental course and a college-level course concurrently.
- Our high school recruiters and Assessment Center staff work with high school partners to offer early placement testing. This activity is part of the College’s participation in the Lansing College Access Network as well as a local initiative, Keep Lansing Learning.
- We work closely with the Lansing School District, the City of Lansing, Michigan State University, the Lansing Police Department, the YMCA, and other partners to administer the HOPE Scholarship Program.

Participants are identified in the sixth grade and provided with the support they need to complete high school and enroll at LCC with two-year scholarships.

- The College is located within a Michigan “Promise Zone” and is a full partner in the Lansing Promise Program, which provides scholarships to students interested in attending LCC.

3P4. How do you build and maintain relationships with your key stakeholders?

The College builds and maintains relationships with stakeholders through a variety of formal and informal activities. Formal activities include advisory boards as well as staff participation on community boards. The College enjoys cordial relationships with numerous governmental agencies and boards. Staff are encouraged to participate in professional organizations. Recent relationship-building activities with stakeholders include events that bring community, high school, and agency partners together to learn more about each other and how we can work together in support of students. The College has formal relationships with six partner institutions through The University Center, which provides seamless transfer opportunities for students wishing to complete a bachelor’s degree. Maintaining strong relationships with transfer institutions and working on reverse transfer agreements are key strategies for the College.

3P5. How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

Response addresses Core Component 1D

Annual program reviews are conducted to analyze our educational offerings in terms of enrollment trends, employment outlook, student success, and revenue to expense ratios. Analysis of the data can result in decisions to grow, reduce, or eliminate programs of study. (In 2010, this process resulted in the elimination of nine programs of study.) These actions result in a reallocation of College resources to support areas of need.

Our Center for Transitional Learning recently redesigned its course and program sequence in response to new stakeholder demands for higher accountability in the area of developmental education. In addition, the College’s “Foundations for Success” program was created to answer a community need for basic reading and writing courses.

The Student Services and Information Technology Divisions underwent extensive external reviews in 2012. The results of these reviews will guide the planning, prioritization, and implementation of services and support.

The Recruitment and Outreach team works closely with Marketing to develop strategies focused on new student enrollment. Recent efforts have focused on a “Start Here, Get There” theme. Given that the number of high school graduates are declining in our service area, more emphasis is being placed on recruiting adult students. These efforts are balanced with initiatives targeted at retaining and supporting current students. A comprehensive enrollment management approach and supporting strategies is being developed.

3P6. How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

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

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

In most cases, feedback is provided directly by the student expressing a concern. The College may respond to complaints by communicating to all students through myLCC or Facebook. The Student Services redesign will identify trends and address customer service process inefficiencies with a goal of improving our student experience.

Results

3R1. How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

The Office of Institutional Effectiveness, Research, and Planning (IERP) administers the Community College Survey of Student Engagement (CCSSE) every two years to provide benchmarks of overall student engagement. The College participates in the Survey of Entering Student Engagement (SENSE) to measure how well new students connect with academic and support services. The IERP staff also conducts regular telephone surveys with students who stop attending short of reaching their academic goal and with alumni.

The Individual Development and Educational Assessment (IDEA) process is facilitated by IERP in collaboration with faculty in all courses. The IDEA survey provides a measure of student learning and instructional effectiveness and is nationally benchmarked. The College also analyzes student success and completion rates (defined as a 2.0 or greater in a course). The information can be disaggregated by measures such as age, gender, attendance pattern, residency, and course delivery. Core retention and persistence measures are evaluated in the same manner.

External stakeholders provide feedback in a number of ways. University transfer partners provide regular reports on the performance of LCC transfer cohorts. Employers

Fig. 3.1 — Student Success Category Overview

Student Success Category Overview	
September	Recruitment Efforts – A summary of activities and results
October	Student Success Dashboard Updates – A report on course success, annual graduation and transfer rates, and developmental student success
November	IDEA – Student evaluation of faculty results from the previous fall and spring semesters with peer comparisons
December	Integrated Postsecondary Education Data Systems (IPEDS) data feedback with peer comparisons
January	Student Engagement – Overview of student life and activities
February	Student Success Dashboard Update – Fall course success rates and fall-to-fall retention
March	Survey results (alternate years) – Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE)
April	Achieving the Dream (AtD) update on activities and measures
May	Higher Learning Commission AQIP update and status of AQIP Action Projects
June	Student Success Dashboard Update – Spring course success rates and spring-to-spring persistence

**Fig. 3.2 — Fall Telephone Survey of Enrolled Students:
Satisfaction with the Academic Experience, 2012**

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
My instructors seem to care about my learning	69.04%	29.22%	1.22%	0.52%
My instructors are well prepared to teach their subjects	66.43%	31.46%	1.41%	0.70%
My courses at LCC challenge me to solve problems	53.39%	41.79%	3.75%	1.07%
Writing is emphasized in most of my classes	43.58%	38.16%	15.19%	3.07%
My instructors review the course syllabus or outline at the beginning of the semester	87.28%	11.31%	1.06%	0.35%
Textbooks are available at the beginning of the semester	69.18%	23.84%	4.84%	2.15%
I find my textbooks appropriate and valuable in my LCC classes	49.29%	38.26%	8.72%	3.74%
The courses at LCC challenge me to think	66.49%	31.17%	2.16%	0.18%
My courses and programs adequately prepare me to continue my academic work or meet my vocational goals after graduation	65.29%	33.09%	1.26%	0.36%
The classrooms, labs, and/or shops are adequately furnished and equipped	64.45%	31.75%	2.85%	0.95%
The costs at LCC are reasonable	52.79%	38.92%	5.77%	2.52%
Overall, I am satisfied with the quality of my LCC instruction	69.93%	28.23%	1.29%	0.55%

can indicate their levels of satisfaction with our graduates through the Center for Workforce Transition at Capital Area Michigan Works, through program advisory boards, and through the Career and Employment Services Office. Other advisory committees provide an index to community satisfaction with academic programs, services, and related offerings.

Student success data is reported monthly throughout the academic year. Categories reported to the Board of Trustees include those listed in Fig. 3.1.

**Fig. 3.2b — Fall Telephone Survey of Enrolled Students:
Satisfaction with Support Services, 2012**

	Strongly Agree	Somewhat Agrees	Somewhat Disagree	Strongly Disagree
Counseling, advising, and orientation	50.22%	38.31%	7.36%	4.11%
Financial Aid	54.57%	32.08%	9.37%	3.98%
Registration	66.18%	28.88%	3.47%	1.46%
Services for the physically and learning disabled	60.61%	30.30%	5.05%	4.04%
Tutoring	62.50%	30.21%	5.21%	2.08%
Library Services	71.88%	27.25%	0.29%	0.58%
Child Care Assistance Grants	59.26%	35.19%	3.70%	1.85%
Parking	33.57%	42.55%	12.06%	11.82%
Safety	71.43%	26.98%	1.13%	0.45%
Maintenance and cleanliness of buildings and grounds	73.36%	24.32%	1.16%	1.16%
Computer labs	71.21%	27.25%	1.03%	0.51%
Helpfulness of College staff	66.41%	31.08%	0.97%	1.54%

Fig. 3.3 — SENSE Benchmark Data, 2009 and 2012, Entering Student Engagement

	LCC Benchmark Score, 2009	LCC Benchmark Score, 2012	LCC Benchmark Score Difference From Cohort, 2009	LCC Benchmark Score Difference from Cohort, 2012	Change in Benchmark Score Difference, 2009-2012
Early Connections	47.0	46.1	-0.5	-0.3	0.2
High Expectations and Aspirations	48.3	53.2	-0.27	4.0	4.27
Clear Academic Plan and Pathway	44.3	46.0	-4.0	-2.1	1.9
Effective Track to College Readiness	57.8	55.4	5.9	5.6	-0.3
Engaged Learning	46.8	46.5	-4.5	-2.9	1.6
Academic and Social Support Network	50.2	51.4	0.7	2.5	1.8

Fig. 3.4 — CCSSE Benchmark Data, 2009 and 2011, Student Engagement

Benchmark	2011	2009	Change
Active and Collaborative Learning	49.7	49.0	+0.7
Student Effort	50.3	48.1	+2.2
Academic Challenge	46.8	44.6	+2.2
Student-Faculty Interaction	50.7	47.2	+3.5
Support for Learners	47.0	44.0	+3.0
Academic and Social Support Network	50.2	51.4	0.7

Fig. 3.4b — CCSSE – Michigan Community Colleges, 2011

Benchmark	GRCC	Macomb	Mott	Oakland	AVG (4)	Lansing
Active and Collaborative Learning	48.4	45.8	50.4	49.0	48.4	49.7
Student Effort	48.6	44.5	48.4	46.5	47.0	50.3
Academic Challenge	46.8	45.7	47.2	46.5	46.5	46.8
Student-Faculty Interaction	45.5	43.5	45.3	44.5	44.7	50.7
Support for Learners	46.1	46.0	46.2	48.1	46.6	47.0

3R2. What are your performance results for student satisfaction?

Every October, a statistically representative group of currently enrolled students is surveyed to gauge their satisfaction with their academic and service experiences at the College. In 2012, the survey group included 1,675 students (a random sample of ten percent of our currently enrolled students matching the race and gender profile of our total population). A telephone survey was completed, with 575 surveys providing a 95 percent confidence level with a 3.3 percent error rate. The responses shown in Figure 3.2 indicate that 98 percent of respondents “somewhat” or “strongly agree” that they are satisfied with the quality of their instruction. The “helpfulness” of the College was reported at a 97 percent rate of satisfaction at the “somewhat” or “strongly agree” level.

3R3. What are your performance results for building relationships with your students?

The College administers the Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE) on alternating years. These surveys provide information on student/faculty interaction and engagement with student stakeholders. They enable us to compare ourselves with peer as well as leader colleges to determine paths for improvement. Our most recent

Fig. 3.4c — CCSSE – Achieving the Dream Leader Colleges, 2011

Benchmark	Valencia	Guilford	Sinclair	Cuyahoga	AVG (4)	Lansing
Active and Collaborative Learning	52.6	54.5	50.2	54.1	52.8	49.7
Student Effort	54.2	54.0	51.0	53.4	53.1	50.3
Academic Challenge	53.7	54.4	51.2	55.4	53.0	46.8
Student-Faculty Interaction	51.1	54.5	51.5	52.8	52.5	50.7
Support for Learners	52.3	52.7	52.8	52.5	52.6	47.0

SENSE results are provided in Figure 3.2 as an illustration of performance data related to the experiences of students new to the College.

3R4. What are your performance results for stakeholder satisfaction?

Performance results for stakeholder satisfaction are measured in ways that are meaningful for specific stakeholders as well as for the College. For example, the College receives information from universities on the performance and success of LCC students who transferred to their institutions. Our students perform at, and in most cases above, the level of students who started their degrees at those universities. Levels of stakeholder satisfaction are high for the community services we offer. For example, client satisfaction with our Business and Community Institute, which provides customized training programs for regional businesses and industries, ran at 98 percent (trainer and course/content satisfaction) and 99 percent (learning objective demonstration) for the 2011-12 academic year.

3R5. What are your performance results for building relationships with your key stakeholders?

Our retention and persistence rates are indicators of how well we build relationships with students. Surveys of employers indicate their satisfaction with the education and training we provide and the soft skills that our graduates bring to the workplace. The community’s strong support of the LCC Foundation, as evidenced by the steadily increasing number and size of gifts to the College, demonstrates our close relationship with our alumni and friends, as does membership in the Alumni Association and attendance at campus events.

3R6. How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The College submits data to state and national organizations that perform benchmarking. The CCSSE and SENSE surveys allow for comparisons with other institutions. Annual submissions to the Integrated Postsecondary Education Data System (IPEDS) as well as the State of Michigan's Activity Classification Structure afford opportunities for comparing organizational and performance factors. The IDEA student evaluation of faculty performance as compared to faculty expectations provides a comparison to peer institutions. Lastly, as an Achieving the Dream school, the College is able to benchmark against top-performing leader colleges. The CCSSE results from 2009 and 2011 are shown in Figure 3.4 to illustrate our performance and progress as well as to provide a comparison with other institutions. CCSSE will be administered again in the Fall 2013.

Improvement

3I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Understanding Students' and Other Stakeholders' Needs?

The College has institutionalized Educational Development Plans, which provide students with a clear and concise road map of required courses. We were named an Achieving the Dream college in 2010 and have since created an accessible "data dashboard" allowing faculty and staff to track key student success measures and performance gaps. Mandatory orientation programs began in 2011. Financial aid program integrity requirements – including enrollment verification and disbursement procedures centered on student budgeting – were also implemented in 2011. Late registration has been eliminated. DegreeWorks, an automated degree audit system, which will be used to link course offerings with student needs beginning this year. Faculty conducted an analysis of each program's gateway course as part of the annual Program Quality Improvement Process and are now implementing action plans. Faculty have also made curricular changes in developmental education that include new strategies at the lower levels to boost skills in reading, writing, and math. We have also created new initiatives in accelerated

learning that inspire Honors students and those in gifted and talented programs. All improvements have focused on providing students with the right information, resources, and support to achieve success and goal completion.

3I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Understanding Students' and Other Stakeholders' Needs?

The College has made great strides in integrating campus planning across divisions. This includes completing external reviews in the Student Services and Information Technology areas to ensure that structures, staffing, and resources are appropriate to meet student and other stakeholder needs. The College's selection as an Achieving the Dream school has generated institution-wide discussions on student success and goal completion. The five core measures used by Achieving the Dream have provided a foundation for aligning processes within a culture of evidence and continuous improvement. They are central to all activities undertaken to improve performance in this category.

The College's Executive Leadership Team has been willing to make tough decisions centered on student success and completion. The implementation of new student success practices has required the cooperation of faculty and staff throughout the organization. The transition from a reactive approach to understanding student and stakeholder needs to one that is planned and intentional is already showing results.

The annual campus budget process has provided opportunities for reinvestments that align or realign resources to meet student service and academic needs. Recent examples include the creation of a position to coordinate services for international students and technology improvements like DegreeWorks.

In 2012, the Student Services Division led a visioning activity that engaged more than 50 College stakeholders — including students, faculty, staff, and external partners — in designing the ideal student services experience. This activity was informed by qualitative data gathered from focus groups with future students (today's middle school students). The ideas generated helped shape the College's Strategic Plan as well as operational directions for the Student Services Division.

The result of these efforts, made possible and nurtured by the College's culture and infrastructure, has been the creation of a Student Services Charter that will prioritize

projects that improve the overall student experience. The charter focuses largely on directions that embrace business process redesign and the implementation of technology that will increase our ability to collect and respond to student demands and preferences. Taken together, these efforts will assist the College in establishing a wider range of formal feedback options, allowing for a more strategic approach to understanding and responding to the needs of students and other stakeholders.

Finally, the Board of Trustees has focused on student success and the student experience. Monthly student success reports are provided to and discussed by the Board. Additionally, the Board has established performance objectives for customer service and learning for our students.

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CATEGORY 4 — VALUING PEOPLE

Introduction

A review of the processes associated with Category 4, Valuing People, reveals that they reflect a range of maturity levels. The processes related to the College's hiring, retention, training, and credentialing practices are generally considered to be at a systematic maturity level. Since the submission of our last Systems Portfolio, we have worked steadily to document our internal processes in an effort to develop consistent and efficient procedures in the recruitment area. For example, we have developed online training for search committee members and have also implemented labor contract training for administrators – all efforts aimed at supporting a common understanding of and approach to the hiring process. In addition, we now incorporate the College's mission, vision, values, and guiding principles directly into our job postings with the goal of attracting individuals whose vision and values align closely with ours. With respect to the hiring of adjunct faculty, the process is decentralized and currently at a reacting level of maturity. This hiring area is under evaluation this academic year as part of an AQIP Action Project with the expectation that improvements will be identified and implemented that enhance the hiring process for both applicants and the hiring manager.

Processes related to staffing changes are at a systematic maturity level. Our budget planning process has been increasingly refined and improved over the last several years and includes a thorough assessment by leadership of program needs and associated staffing impacts. With future improvements planned for tracking trends (turnover, employee demographics, etc.), we hope to move quickly toward the aligned level.

Employee-focused processes span the reacting to aligned levels as described below.

Considerable efforts have been undertaken to engage employees in process improvement activities. Employee feedback (through both formal and informal methods) indicates that we need to be more deliberate in our communication of results and outcomes, which is reflective of a reacting maturity level. With the implementation of a new College portal (myLCC) aimed at improved and targeted information sharing, we expect positive movement along the continuum in this area.

Our processes that support ethical practices are aligned. The College has well-defined policies that are reinforced through training, and there is coordination between the Audit Committee and the Finance Office, as well as

between the Human Resources Office and the academic divisions (including Judicial Affairs) in matters related to ethical conduct.

Training efforts are generally consistent with a systematic maturity level, with effective processes spanning the administrative and academic sides of the College. Training approaches are routinely evaluated, with improving delivery methods an area of focus for the near term.

The new faculty contract provides for a more rigorous evaluation process that presents an opportunity for the College to make improvements, and will require collaboration with unions in implementing effective approaches.

Our recognition, reward, compensation, and benefit systems are stable and evaluated regularly to ensure that they support student success. We coordinate compensation and benefits across the College and focus on providing employees with the tools needed to make informed choices. Our recognition program is well established and provides a platform for showcasing individual and group achievements that link to achieving the College's goals. Overall, these processes reflect an aligned maturity level.

Processes in the areas of employee motivation and wellbeing are generally at a reacting maturity level. The College has undertaken steps to improve in these areas: it has created a Risk Management Office and renewed efforts aimed at employee wellness. In addition, the exit interview process is currently under review with a goal of increasing participation.

Processes

4P1. How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

The College has six collective bargaining groups. Each collective bargaining agreement identifies how vacancies should be filled (more information about these agreements can be accessed online at www.lcc.edu/hr/labor_contracts). When filling a position, Human Resources seeks input from the unions and the hiring department regarding required credentials and skills. For faculty positions, Human Resources consults with faculty and content-expert administrators within each department to determine the appropriate credentials and experience necessary for each vacant position. If the vacancy is an existing position, Human Resources, the hiring department, and/or faculty members use this opportunity to review and update the job

description, thus ensuring that the document reflects the most current duties as well as the required credentials and experience. In addition, Human Resources assists divisional and departmental managers with identifying the skills, knowledge, and abilities that are both required and preferred in the ideal candidate.

The College's vision, mission, motto, and guiding principles are prominently positioned on all job postings in an effort to ensure alignment between applicants' values and those of the College.

4P2. How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

Response addresses Core Component 3C

We use an applicant tracking tool (PeopleAdmin) that screens applicants based on pre-approved criteria. Job postings contain detailed information regarding education, experience, and licensure requirements as well as job responsibilities and expectations. In addition, all job postings include the College's guiding principles. All applicants must answer the following question: "Please describe how you believe your employment with LCC will help to support our mission and guiding principles."

The College uses search committees comprising a combination of faculty and staff from within the hiring department as well as other employees across campus. Human Resources reviews the composition of proposed committees to ensure that they include qualified and diverse individuals who are well suited to evaluate and assess applicants. After receiving appropriate training, committee members screen candidates against criteria outlined in the job posting, and develop interview questions and various assessment tools (e.g., teaching demonstrations, written exercises, specialized presentations). These tools assist the committee in appropriately assessing candidates' credentials, skills, and values. All tools are reviewed by Human Resources before use in the search process.

After receiving the hiring recommendation, Human Resources conducts background checks and verifies credentials.

Per the new faculty contract, ratified in August 2012, a formal faculty evaluation system has been instituted and is scheduled to be implemented in Fall 2013. This system provides for colleague and supervisor input, recognizes student performance, and establishes appropriate feedback and improvement plans. Similarly, all probationary

administrators are scheduled to have six-, twelve-, and eighteen-month evaluations. Contract language is in place for both support units that will provide a basis for discussing the implementation of performance evaluations for non-probationary staff.

4P3. How do you recruit, hire, and retain employees?

The filling of new positions is centralized in Human Resources and coordinated closely with the requesting department. Currently, departments handle the hiring of part-time personnel and a college-wide standardized process is used for hiring full-time personnel. Both processes are subject to Human Resources review and approval at completion.

Once approval to fill a vacancy is granted, Human Resources collaborates with the hiring department to develop a recruitment strategy. The College's job posting website is a primary recruiting venue that is supplemented by additional advertising in targeted publications. The scope of advertising is based on the nature of the vacancy being filled (e.g., specialized faculty or staff positions may require national advertising while standard support vacancies will have a more local recruitment emphasis). Advertising efforts focus on job responsibilities and required credentials, as well as the College's mission, vision, guiding principles, the competitive benefits offered, and the dynamic community life found in Lansing and surrounding areas. Additional recruitment tools include Human Resource attendance at job fairs as well as networking opportunities with professional organizations.

Search committees develop screening criteria, interview questions, and other assessment tools in conjunction with Human Resources. The goal is to identify those applicants that are a "best fit" for the College – not only in terms of credentials and experience, but also in personal values. Depending on the nature of the position, single or multi-tiered interviews are conducted and then a hiring recommendation is forwarded to Human Resources, which conducts a final review to ensure compliance with hiring procedures.

Retention strategies include:

- Competitive wages and benefits
- Paid leave time
- Flexible work schedules
- On-site child daycare center
- Free parking
- Tuition waivers for eligible dependents

- An ongoing commitment to professional development, including orientation programs that introduce new employees to the College community; a Center for Teaching Excellence dedicated to supporting the teaching, learning, and instructional technology goals of LCC educators; and the Employee Development Fund, which offers educational improvement and professional development grants.

4P4. How do you orient all employees to your institution's history, mission, and values?

All job postings include the College's mission, vision, motto, and guiding principles. Job candidates are instructed to review these and to respond to a question asking how their employment with LCC would support them.

Human Resources offers a new employee orientation program during which the College's history, mission, and values are reviewed. Faculty members are also invited to attend an orientation program led by the Center for Teaching Excellence, which includes information on LCC's history, mission, and values.

4P5. How do you plan for changes in personnel?

Changes in personnel are planned in conjunction with the annual budget process. Deans and non-academic administrators project changes in program needs and staffing levels to support those needs.

To ensure alignment with the annual budgeting process, each job posting must be reviewed by the College's Financial Services Office. The Vacancy Management Review Team was established in 2012 to review all requests for full-time positions and postings. Team members include the senior vice president for administration, finance and advancement; the provost; and the executive director of human resources. Open positions are posted following the review process, which includes an assessment of budgetary support and organizational structure.

The College uses interim appointments to provide work experience opportunities for its employees, allowing them to develop new skills and expertise in anticipation of future openings. Similarly, the College's sabbatical process provides for the assignment of adjunct faculty to cover a full-time faculty member's course load, maximizing the learning opportunity for part-time faculty.

LCC labor agreements include a provision requiring employees to provide advance written notice to the College when resigning or, in some cases, forfeit payout of accrued time off. This requirement enables the College to respond to a vacancy before the employee leaves, reducing the length of time a position is vacant.

Human Resources is developing a dashboard to track trends in employment, including hires, separations, and employee demographics. Having easy access to this type of data will enable the College to more readily identify trends that have an impact on staffing and service levels.

4P6. How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

LCC's strategic plan articulates objectives that drive goal setting at the departmental level. Process owners identify projects and processes that will improve productivity; faculty and staff are empowered to contribute to improvement efforts, which increases satisfaction. When an initiative will have major impact across various stakeholder groups, efforts are made to include those groups throughout the process, communicating the necessity for change, benchmarking best practices in other departments and institutions, drafting new processes, and soliciting feedback. The Labor Coalition and Health Care Task Force are examples of processes established to encourage collaboration across bargaining units. The Academic Affairs Leadership Council is a group of college leaders who meet on a regular basis to facilitate discussion of challenges and solutions; multiple approaches to problem solving are welcome and encouraged.

LCC has replaced some face-to-face trainings with online trainings in an effort to increase productivity and employee satisfaction. Trainings that are technical in nature (e.g., how to complete or approve a time card, how to complete a purchase order) are now available to employees on demand. This reduces the lag time between hire and training and allows employees to complete the training as time permits at their own work location.

As each labor agreement is ratified, Human Resources conducts training for those who supervise bargaining unit members. This ensures that all supervisors can correctly and consistently administer the provisions of the agreements.

4P7. How do you ensure the ethical practices of all of your employees?

Response addresses Core Component 2A and Core Component 2E

LCC operates with the highest integrity in its financial, personnel, academic, and auxiliary functions. The treasurer of the Board of Trustees, in conjunction with the Finance and Audit committees, monitors and safeguards the financial condition of the College in partnership with the Chief Financial Officer. Ethical academic practices are outlined in the Academic Dishonesty Policy. Human Resources ensures compliance with a wide variety of college policies that speak to ethical standards and practices, including:

- Acceptable Use Policy
- Conflict of Interest with Vendors Policy
- Drug Free Workplace Policy
- Employment of Relatives Nepotism Policy
- Equal Opportunity and Nondiscrimination Policy Statement
- Ethics and Conduct Policy
- Harassment Prevention Policy
- Intellectual Property Policy
- Standard of Conduct in Our Workplace Policy
- Utilization of LCC Resources Off-Campus
- Workplace Consensual Relationships Policy

These policies are covered in our new-employee orientation program, which must be completed by new hires within their first thirty days of employment. The topic of ethics is also a key part of our orientation for new administrators. Every alleged policy violation is investigated and addressed.

4P8. How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

Employee training is provided by three areas: the Center for Teaching Excellence (administered by Academic Affairs) provides orientation and ongoing training aimed primarily at teaching faculty; Organizational Development (administered by Human Resources) provides training to all administrators, faculty, and staff; and the Business and Community Institute (administered by the Extended Learning and Professional Studies Division) provides training to external businesses as well as to employees.

Organizational Development (OD) training is provided in three core areas: leadership, technical skills, and policy/compliance. In 2012, OD began offering a two-day orientation program for new administrators designed to provide an overview of College departments and processes. The executive director of Human Resources is a member of the College's ELT and provides direction to the Human Resources/Organizational Development team, which creates and provides trainings generated by ELT initiatives. Collective bargaining training is provided to all leaders as labor agreements are ratified. All trainings are evaluated for content and facilitator performance as part of the College's commitment to continuous quality improvement.

The Center for Teaching Excellence (CTE) offers more than 30 training sessions every semester on topics related to teaching, learning, and instructional technology. In addition, the CTE website offers a wide array of learning opportunities and resources, including self-paced workshops, a certificate program for instructors wishing to learn how to teach online or hybrid courses, and teaching tips. The signature program of the CTE is "Transforming Learning through Teaching," a twelve-week face-to-face course offered twice a year.

4P9. How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your institution? How do you reinforce this training?

Employees are required to complete an orientation program administered by Human Resources within 30 days of their hire. This includes discussion of professional development opportunities that help keep employees fully engaged and motivated throughout their careers at LCC. New administrators also attend a two-day orientation program. The CTE offers an orientation program for new full- and part-time faculty members.

Mandatory training for new hires includes modules on administrative and academic policies, the handling of hazardous substances, and sexual misconduct. Job-specific trainings include modules on handling blood-borne pathogens, laboratory safety, and the Family Education Rights and Privacy Act.

The College offers sabbatical leaves to faculty and administrators. The leave must be of value to both the employee and the College and demonstrate a positive impact on the quality of instruction or service.

In 2011, Human Resources began offering a New Leader Assimilation program to all new supervisory administrators and their departments. Through this program, new

administrators and the employees they supervise learn more about each other and lay the groundwork for a productive work environment.

Training programs offered by Organizational Development provide leaders with the tools necessary to ensure compliance with policies and procedures and to develop employees who desire advancement or increased responsibilities.

The Probationary Administrator Performance Review incorporates a process for skill development and professional growth.

At the divisional level, employees participate in professional development days at the start of fall and spring semesters. Professional development is included in division budgets and supported by Human Resources.

Other ongoing professional development efforts include webinars, podcasts, and brownbag lunches. Employees also have access to books, digital resources, and other training material that support professional development.

In an effort to encourage lifelong learning, LCC offers tuition waivers for employees and their families.

As part of the College's annual budget review process, the academic divisions analyze staffing levels, enrollment trends, and program needs to determine appropriate faculty staffing levels. Human Resources undertakes targeted recruitment activities aimed at identified areas of need. The Center for Teaching Excellence, the Employee Development Fund, and access to sabbaticals provides staff with professional development opportunities. Job descriptions detail the expectation that staff will engage in these development opportunities. The collective bargaining agreement mandates that faculty be available for students via posted office hours. The agreement also provides for classroom observation and evaluation; peer review ensures that mandated advancement criteria are satisfied for progression to higher faculty classification tiers.

4P10. How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

Response addresses Core Component 3C

Human Resources authorizes and vets credentials at the time of hire. In areas that require periodic re-certification, that credentialing is conducted by the appropriate divisional staff subject to audit by Human Resources. Performance reviews of faculty are completed on a periodic basis based

on the faculty member's position as probationary or continuing contract status. The purpose of faculty performance reviews and professional development is to establish a continuous improvement process focused on improving service and student learning outcomes while supporting professional growth on a systematic basis. Faculty performance reviews address performance of professional responsibilities (tied to advancement of the mission of the College), adherence to professional standards and codes of ethics, relationships with peers and students, and other work-related criteria. Faculty reviews encompass peer, supervisory, self, and student components as part of the assessment.

The Faculty Review Process

- A faculty peer observes the faculty member's classroom/workplace performance for a minimum of one hour on at least two different days during the review period and an evaluation report is prepared.
- Each faculty member's performance is periodically reviewed by the responsible dean or an appropriately trained designee through classroom observation followed by a written evaluation.
- The faculty member being reviewed writes a self-assessment concerning the strengths and weaknesses of his or her performance and describes any plans for improvement. The self-assessment includes a written professional portfolio describing, at a minimum: curriculum vitae, participation in activities for professional growth, new teaching/learning/service methods adopted, statement of teaching/learning/service philosophy, and professional goals including any resources needed to achieve the goals.
- Written feedback about each faculty member's performance is obtained from students and other clients of faculty at least annually and may be sought more often at the administration's discretion. For example, student feedback obtained via the IDEA surveys are an integral part of the overall evaluation process. Data or comments extracted from responses will be shared with the faculty member before they are used for purposes of periodic performance reviews. Student/client feedback data will not be used as the sole source of information for periodic performance reviews.

After taking into consideration all available components of the review, the responsible dean or appropriately trained designee prepares a comprehensive written periodic performance review summarizing the relevant information and reports. The dean or appropriately trained designee meets with the faculty member to present and discuss

the summarized peer performance assessments, the administrator performance assessment, the self-assessment, the student/client feedback, and any recommendations for improvement. Such discussions are conducted confidentially.

In addition to scheduled reviews, a dean or appropriately trained designee may conduct an ad hoc performance review any time significantly weak or unsatisfactory performance is detected. An ad hoc performance review may be based on peer observation, administrator observation, and/or student/client feedback.

As part of the process, if a problem is identified and documented during a performance review of a probationary faculty member, the member is informed of the problem and a written Individual Improvement Plan may be prepared to identify actions the faculty member must take as well as actions the College will take to support the faculty member's efforts to improve. If it appears likely that mentoring will be of substantial benefit in solving the problem(s), the dean or designee will identify another faculty member to mentor and assist the probationary faculty member.

Likewise, where performance of a faculty member with continuing contract status is significantly weak and/or has not been improved despite past efforts, an Individual Improvement Plan will be prepared. The plan will include actions the faculty member must take as well as actions the College will take to support the faculty member's efforts to improve. If it appears likely that mentoring will be of substantial benefit, the dean or designee will identify a faculty member to mentor and assist the faculty member.

For non-instructional employees, a Staff Development Plan is used to identify objectives related to primary job skills, leadership and management skills, strategic goals and initiatives, and personal/professional development. This plan also provides for documented management support and regular follow-up to ensure that action plans are adhered to or other (corrective or disciplinary) actions are engaged.

In terms of offering the professional development opportunities that support excellent performance, each department/program is responsible for providing the necessary resources. In regard to instructors' accessibility for student inquiry, all faculty are required to establish regular office hours and to communicate those hours via the course syllabus.

4P11. How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

LCC's primary objective is student success. Our employment philosophy is to compensate fairly, provide benefit options that meet the employee's needs, and reward or acknowledge the time and effort that faculty and staff put forward to foster an engaging environment that will guide and lead students to academic success.

Compensation

Human Resources partners with bargaining unit leaders to evaluate and modify salary schedules as part of the collective bargaining process. This occurs approximately every three years and efforts are made to maintain a competitive and responsible pay structure that reflects market demand for positions and job responsibilities.

Benefits

Affordable health, dental, vision, life, and disability insurance benefits are available to full-time employees. Additionally, LCC offers optional supplemental benefits for part-time employees. College administrators and a task force that includes employee members of bargaining units review benefit plans and negotiate agreements, ensuring as far as possible that comprehensive and appropriate benefit offerings are available for employees in all classifications.

Total Compensation

Faculty and staff can view salary information, benefit plans, and enrollment status on the Human Resources website and are able to change their benefit options annually. Human Resources also receives and monitors documentation of eligible qualifying life events that may allow employees to change their benefits outside of the annual enrollment period.

Recognition

LCC values the dedication of its employees and recognizes them for years of service. The recently adopted Strategic Plan has generated several AQIP Action Projects related to leadership, culture, and communication. Key among these are projects that focus on recognizing employees and ensuring that they feel valued and able to perform at their best every day.

4P12. How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?

Generally speaking, Human Resources is notified of motivational issues as a form of feedback from the various union presidents, from LCC administrators, and from individual faculty and staff. The forums noted below are a few of the ways we learn of issues that might be of concern.

Human Resources staff meet once a week with leaders of the faculty union; this meeting is attended once a month by the provost. There are biweekly meetings of Human Resources staff with the union representing part-time support staff and monthly meetings of the labor coalition. The Health Care Task Force is a group of labor representatives and Human Resources staff who work on issues related to employee health care. The Academic Affairs Leadership Council meets once a week and includes deans, chairs, program directors, the provost, and others to discuss academic initiatives. Primary support staff from all areas of the College attend the monthly Data Information for Communication Employees meeting. The president has an open door policy and holds meetings with union presidents prior to the monthly Board of Trustee meetings.

Exit interviews are conducted with faculty and staff leaving the college. These sometimes provide information about key issues related to motivation. The results of these exit interviews are tabulated and reviewed. Any extraordinary results are discussed and appropriate actions are taken when needed.

4P13. How do you provide for and evaluate employee satisfaction, health and safety, and well being?

LCC has a well-established safety and risk management team. This team develops policies and programs (e.g., emergency and disaster recovery training) and conducts an annual safety walk-through. Safety or cleanliness issues discovered during this walk-through are corrected immediately.

Individual safety training is required of all new employees, who must complete an online tutorial in hazard communications. For those whose jobs involve direct physical contact with others, training in the handling of blood-borne pathogens is also required.

The new-employee orientation program includes modules that address the importance of safety and security on campus. Information is provided on parking escort services and other safety practices.

LCC fosters and supports employee wellness by sponsoring programs with its health care benefits provider. The College also provides access to financial advising and planning services through regularly scheduled on-site visits from a variety of financial planning consultants.

The Choosing Health Initiative is a cross-disciplinary team consisting of faculty, staff, students and community members with a goal of addressing innovative approaches to the health issues of the community. The group is working in conjunction with the Capital Area Health Alliance in areas including environment, nutrition, education, and communication with the goal of improving the health status of members of the community.

One method of gauging employee satisfaction is through exit interviews; issues raised during these interviews are explored and aggregate data are forwarded quarterly to LCC leaders.

Results

4R1. What measures of valuing people do you collect and analyze regularly?

Human Resources surveys all new employees after they complete orientation. Questions relate to the hiring, orientation, and on boarding processes. Hiring managers are also surveyed about their experience with the hiring process.

Organizational Development surveys participants in its face-to-face training sessions. This information is used to make improvements to current offerings and to collect ideas for future offerings.

We are currently planning an employee engagement survey as part of the newly adopted Strategic Plan.

4R2. What are your performance results in valuing people?

The results of the surveys conducted after trainings have been overwhelmingly positive. Participants express appreciation for the information provided and make suggestions about the types of future training that should be offered.

4R3. What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

The College does not currently have a methodology to determine the productivity and effectiveness of our faculty, staff, and administrators. As part of implementing the College's new Strategic Plan, it is expected that specific Action Projects will develop and implement the relevant evaluation tools.

4R4. How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

One measure of results related to Valuing People involves turnover of employees. Comparison of our turnover rates with those of other Michigan community colleges indicates that we do well in this area.

Fig. 4.1 — Michigan Community College Personnel Turnover Rates, 2010-2011

School	ACS Group count	Total number employees	Number who left during the 12 month period (not including retirements)	Number of retirements	Turnover rate (includes retirements)	Percent who left due to retirements	Percent above or below the overall average turnover
Bay de Noc	1	134	8	2	7.46%	20.00%	0.24%
Gogebic	1	74	1	2	4.05%	66.67%	-3.17%
Kirtland	1	110	10	4	12.73%	28.57%	5.50%
Mid-Michigan	1	158	6	2	5.06%	25.00%	-2.16%
Montcalm	1	94	5	3	8.51%	37.50%	1.28%
Jackson	2	279	24	4	10.04%	14.29%	2.81%
Kellogg	2	263	12	8	7.60%	40.00%	0.38%
Lake Michigan	2	275	10	2	4.36%	16.67%	-2.86%
Northwestern	2	314	6	9	4.78%	60.00%	-2.45%
Delta College	3	535	40	15	10.28%	27.27%	3.05%
Grand Rapids	3	674	26	37	9.35%	58.73%	2.12%
Schoolcraft	3	387	8	11	4.91%	57.89%	-2.32%
Washtenaw	3	568	24	7	5.46%	22.58%	-1.77%
Lansing	4	563	30	7	6.57%	18.92%	-0.65%
Average turnover					7.23%	35.29%	

Fig. 4.2 — Michigan Community College Faculty Salaries, 2009-2012

School	ACS Group count	Total number employees	Number who left during the 12 month period (not including retirements)	Number of retirements	Turnover rate (includes retirements)	Percent who left due to retirements	Percent above or below the overall average turnover
Gogebic	1	72	2	6	11.11%	75.00%	2.57%
Kirtland	1	110	1	8	8.18%	88.89%	-0.36%
Southwestern	1	157	4	4	5.10%	50.00%	-3.45%
Jackson	2	275	17	17	12.36%	50.00%	3.82%
Kellogg	2	230	14	8	9.57%	36.36%	1.02%
Lake Michigan	2	288	29	9	13.19%	23.68%	4.65%
Delta College	3	446	5	45	11.21%	90.00%	2.67%
Grand Rapids	3	670	18	28	6.87%	60.87%	-1.68%
Henry Ford	3	399	4	15	4.76%	78.95%	-3.78%
Mott	3	416	13	30	10.34%	69.77%	1.80%
Schoolcraft	3	378	7	24	8.20%	77.42%	-0.34%
Lansing	4	563	18	16	6.04%	47.06%	-2.50%
Average turnover		4004	132	210	8.54%		

LCC also benchmarks faculty salaries with other Michigan community colleges and we compare favorably in this area, as well.

Fig. 4.3 — Michigan Community College Average Salaries

Year	1	5	10	15	20
2011-2012	\$45,232	\$55,160	\$68,254	\$77,717	\$78,914

Lansing Community College

Year	1	5	10	15	20
2009-2010	\$48,535	\$60,792	\$76,111	\$82,240	\$82,240

LCC Difference from Average

	7.30%	10.21%	11.51%	5.82%	4.21%
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Improvement

4I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?

LCC recently began making total compensation statements available online to provide real-time information to faculty and staff about their benefits and wages.

The College is in the process of revising job descriptions for all employees to clarify expectations and to comply with the Americans with Disabilities Act. Information from these job descriptions is used to ensure more accurate job postings as positions become vacant.

Improved relationships between Human Resources and other College units has improved the accuracy of labor distribution cost allocation, reducing the number of manual calculations and increasing time for more critical tasks. Communication between the College's administration and the labor coalition has improved, as evidenced by the costs savings realized by the Health Care Task Force. The College has also formed a committee of division and departmental support staff with experience in human resources data entry. Members of this group meet regularly with Human Resources to improve the effectiveness of human resource processes and to ensure that communication is clear and transparent.

Surveys conducted after training sessions guide our investment in professional development to the areas of greatest need and interest.

Other methods that the College is using to demonstrate how employees are valued include: annual retirees' luncheon; annual service awards; CTE "Apple-gram" program geared toward faculty; additional employee training opportunities; support staff recognition day; and employee discount programs.

4I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?

The primary cultural element that supports our improvement efforts is the open and collaborative nature of employee/management relations. Six labor unions represent approximately 95 percent of employees. Representatives of each union meet on a regular basis with various levels of management, including Human Resources and the President. These meetings allow the College to share information on administrative and operational changes and labor leaders to provide insight into employee-identified issues and opportunities for improvement.

In addition to providing these ongoing opportunities for input, the College makes significant efforts to solicit feedback from employees and to involve them in planning processes. In 2009, College-wide sessions were held to identify:

- What would LCC look like at its very best?
- How can LCC attract, nurture, and retain people?
- What do our people need to be successful?
- How can LCC be more efficient, effective, and resilient?

Responses to these sessions helped form the framework in which the College has approached both strategic and operational planning.

Recent strategic planning activities have involved faculty and staff from across campus. In response to feedback from the various employee groups, key strategic plan projects related to such areas as customer service, employee development, leadership development, diversity, and employee recognition are slated for development and implementation within the next one to three years.

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CATEGORY 5 — LEADING AND COMMUNICATING

Introduction

Lansing Community College's Board of Trustees recently adopted a new three-year strategic plan developed over an eighteen-month period that included significant faculty, staff, student, and community outreach and input.

The Board and Executive Leadership Team listened intently to these stakeholders through an AQIP Action Project titled "Strategic Challenges," which gathered more than 5,000 discrete comments. This input was shared with, and synthesized by, the entire campus community through a second AQIP Action Project, "Strategic Planning." During the strategic planning process, a brief review of the College's mission, vision, and guiding principles was conducted and a determination made to embrace the current mission as stated, with a more thorough review to be conducted within the three-year strategic planning period. For now, we believe that the College's strategic plan and budget are completely aligned and integrated with our mission, vision, and guiding principles; and overall leadership and communication strategies are moving toward alignment.

The College's new strategic plan has six areas of focus: Competitiveness and Innovation; Learning; Student Success; Community Engagement; Leadership, Culture, and Communication; and Resource Management and Fiscal Responsibility. The objectives of each area will be planned and implemented as separate AQIP Action Projects, and then monitored, measured, and reported to the campus and community at large. The robust communication and input process established a positive framework and practice for increased engagement, transparency, and accountability on campus. Additionally, the entire campus community has been invited to demonstrate their interest in becoming members of AQIP Action Project teams in their respective areas of interest. For example, the newly formed Academic Senate has enthusiastically taken on Learning, which includes rewriting our Academic Master Plan.

This is an exciting time of change and evolution in the higher education sector, and we believe our new strategic plan points us in a positive direction, using engagement and input processes that harness the talent on campus and leverages it to collectively benefit students, the community, and the College.

Processes

5P1. How are your institution's mission and values defined and reviewed? When and by whom?

Response addresses Core Component 1A

Lansing Community College has a mission statement, a vision statement, a motto, and a set of guiding principles (values) that inform its activities and provide a framework in which the College makes decisions that further its purpose of helping all students reach their educational and career goals. The College's Board of Trustees and Executive Leadership Team ensure that planning and budgeting priorities align with the institution's mission and values. Those who propose new or continuing programs and budget initiatives must state how they meet one (or preferably several) strategic goals linked to the College's mission. The institution's enrollment profile is accurately described in the guiding principles: as a comprehensive community college we serve all who wish to further their education and professional training; we also explicitly recognize a special responsibility to young adults, those from lower-income brackets, and those requiring developmental academic or entry-level career skills.

The mission statement, vision statement, motto, and guiding principles were adopted by and are periodically reviewed by the College's Board of Trustees. The adoption of a new three-year Strategic Plan in 2013 has prompted the creation of an AQIP Action Project to determine whether changes should be made to any of these statements. This project will solicit the involvement of all members of the campus community and key external stakeholders.

5P2. How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

Response addresses Core Component 1A, Core Component 2C, and Core Component 5C

Leaders at all levels set the institution's direction using the College's planning and budgeting process, which is an iterative process of discussion, decision making, and communication. A variety of committees and work groups meet regularly to determine viability, accountability, and alignment of programs with institutional mission and goals.

A major component of this process is the biannual academic program review that takes into account stakeholder needs and creates a strong focus on students

and learning; this will be a key responsibility of the College's new Academic Senate.

Lansing Community College operates under Public Act 331 of 1996. It is governed by an autonomous seven-member Board of Trustees elected by the voters of the College's tax district. The Board meets monthly and conducts its business in accordance with the Open Meetings Act and the Michigan Community College Act. It operates according to a written and published governance policy, last reviewed in 2010, that sets out the governance commitment, governing style, the board's role, the chair's role, committee structure, and annual board planning cycle. The responsibility of the Board to deliberate in a manner that reflects priorities to preserve and enhance the College is explicitly stated in the governance policy: "The Board, on

behalf of residents, now and in the future, of the Lansing Community College district, will lead LCC with a strategic perspective, rigorously attending to its leadership role and the continuous improvement of its capability as a body to define values and vision."

The Board is actively committed to reviewing and considering the interests of internal and external constituencies during its decision-making deliberations. It does this by including time for public comment at its meetings and by welcoming contact from these constituencies.

The Board Members' Code of Conduct addresses conflict of interest and the delegation of day-to-day management of the institution to the administration.

Fig. 5.1 — Mission Statement, Vision Statement, Motto, Guiding Principles

Mission Statement LCC exists so that the people it serves have learning and enrichment opportunities to improve their quality of life and standard of living.	Vision Statement Serving the learning needs of a changing community.	Motto Where Success Begins
<div data-bbox="680 940 914 972">Guiding Principles</div> <div data-bbox="110 989 503 1224"> Lansing Community College is a comprehensive community college that offers learning opportunities in four areas: career and workforce development, general education, developmental education, and personal enrichment. </div> <div data-bbox="110 1272 509 1476"> Lansing Community College has a careers emphasis and, in support of this, maintains a technology-rich environment that fosters "user-" vs. classroom-level information technology skills. </div> <div data-bbox="110 1524 537 1764"> Lansing Community College maintains and supports a well-qualified, committed, and competitively compensated faculty and staff who use both proven traditional and progressive student-centered learning approaches. </div> <div data-bbox="110 1810 545 1976"> Lansing Community College is committed to continuous improvement in its programs and services and maintains high expectations of its students. </div> <div data-bbox="583 989 990 1188"> Lansing Community College is flexible, affordable, and accountable, continuously improving student learning and support services through the assessment of measurable outcomes. </div> <div data-bbox="583 1239 1008 1371"> Lansing Community College strives to be "state of the art" in all that it does while pursuing a select number of cutting-edge initiatives. </div> <div data-bbox="583 1421 1003 1587"> Lansing Community College will have a local emphasis in allocating its resources while maintaining vital connections to the world, culturally and technologically. </div> <div data-bbox="583 1635 1018 1873"> Lansing Community College, within its broader purpose of serving its entire community in diverse ways, recognizes a special responsibility to young adults, those from lower-income brackets, and those requiring developmental academic or entry-level career skills. </div> <div data-bbox="1057 989 1485 1188"> Lansing Community College seeks cooperative relationships with both private and public organizations, pursuing growth not as an end in itself but only when it best serves student and community needs. </div> <div data-bbox="1057 1239 1445 1440"> Lansing Community College will prepare those it serves to thrive in a diverse world by reflecting that diversity in its student enrollment, staffing, planning, and allocation of resources. </div> <div data-bbox="1057 1488 1494 1690"> Lansing Community College manages its finances in a responsible manner, allocating resources and achieving efficiencies to best serve the priority needs of its students and the taxpayers who support its operation. </div> <div data-bbox="1057 1738 1424 1837"> Lansing Community College is a dedicated community member working for the betterment of all. </div>		

5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

Response addresses Core Component 1B

The College is committed to seeking the input of its current students, prospective students, and key stakeholder groups, all of whom take part in surveys, focus groups, and face-to-face discussions with College leadership on a regular basis. Information gathered is used to develop institution-wide plans that drive divisional and department planning. The College's Office of Institutional Effectiveness, Research, and Planning ensures the validity of data gathered, prepares reports, and provides benchmarking information.

The College's mission statement is articulated publicly on the institution's website, on public documents, on materials produced by and for the Board of Trustees, on print publications, on stationery, and on internal and external campus signage. It is reflected throughout the College's planning documents, including the Strategic Plan, the Academic Master Plan and the Campus Master Plan. In 2013, the College adopted a new graphic identity system that formalizes the use of the mission statement in materials representing the College. The mission statement and related documents identify the nature, scope, and constituents of the College's educational programs and services; please see the answer to 5P1 above.

5P4. How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?

The College's Executive Leadership Team has recently taken a more proactive role in analyzing future trends impacting higher education as a whole. This is evidenced by the College's placement of "Competitiveness and Innovation" at the forefront of the College's new strategic plan. The College views new techniques, technologies, or modes of delivery as competitive opportunities to improve the College's core business.

5P5. How do you make decisions in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?

Response addresses Core Component 5B

Decisions at Lansing Community College are made through the Executive Leadership Team (ELT) and presented to the Board of Trustees for review and action. The foundation for ELT-decision making is broad based and relies on internal and external teams and committees with representation from diverse constituencies. Input and feedback is regularly sought from employees, students, unions, community members, and businesses. These teams and committees include the Academic Senate, the Information Technology Advisory Council (ITAC), the Curriculum and Instruction Council (CIC), and the President's Advisory Council. This input, along with regulatory requirements, safety and security considerations, the expectations of accrediting agencies, and internal controls, drives the creation and revision of Board policies and College procedures.

The Board receives input through detailed information packets (e.g., student success metrics and comprehensive financial reports provided by College administrators); monthly presentations (with a regular focus on student success and achievement); public comment solicited at Board meetings; attendance at workshops; and professional development opportunities. Board members also engage the community through their personal participation in local and regional events. In addition, Board members participate on a variety of subcommittees focused on specific topics, including workforce development, finance, and advancement. These activities form the foundation of the Board's oversight of the College and result in informed decision making.

5P6. How do you use data, information, and your own performance results in your decision-making processes?

Response addresses Core Component 5C

All employees have access to the College's data and reporting tool, Argos, through which academic and operational data can be easily retrieved and used for individual and unit performance improvement. For example, faculty can access "Success Rate by CRN," a section analysis report that illustrates by faculty member and course the number and percent of students who achieved a 2.0 grade or better. Argos data, in addition to student

Fig. 5-2 — Board Members' Code of Conduct**Board Members' Code of Conduct**

The Board commits itself and its members to ethical and professional conduct. This commitment includes proper use of authority and appropriate decorum when acting as Board members.

1. Board members must present non conflicting loyalty to the best interests of the college, its students and the taxpayers. This loyalty must supersede any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs. This accountability supersedes the personal interest of any Board member acting as an individual consumer of the organization's services.
2. Board members must avoid any conflict of interest with respect to their fiduciary responsibility.
 - a. There must be no self-dealing or any conduct of private business or personal services between any Board member and the organization except as procedurally controlled to assure openness, competitive opportunity, and equal access to "inside" information.

- b. When the Board is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall absent herself or himself without comment from not only the vote, but also from the deliberation.
- c. Board members must not use their position to obtain employment in the organization for themselves, family members or close associates. Should a Board member desire employment, he or she must first resign.
- d. Board members will disclose, annually or as necessary, their involvement with other organizations, with vendors, or with any other associations which might produce a conflict. Members shall also disclose in writing at the regular September Board meeting each year any existing or potential conflict of interest. Each Board member shall receive a disclosure form in advance of the September Board meeting upon which disclosures shall be made.

3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.
 - a. Board members' interaction with the President or with staff must recognize the lack of authority vested in individuals except when explicitly Board-authorized.
 - b. Board members' interaction with the public, press or other entities must recognize the same limitation and the similar inability of any Board member to speak for the Board.
 - c. Board members will make no disparaging statements regarding the President or staff performance except as that performance is assessed against explicit Board policies by the official process.
 - d. Board members will respect the confidentiality appropriate to issues of a sensitive nature.
4. Any violation of the above standards by any trustee shall be deemed not to be authorized or condoned by the Board and may be subject to sanctions by the Board.

evaluations of faculty instruction conducted in each course, each semester, are used as part of our Program Quality Improvement Process. Local survey data is also collected; for example, the Fall Survey, conducted by telephone each year with approximately 2,200 students, provides the College with information on student satisfaction that is shared with the dean of the Student Services Division and used for service improvement.

5P7. How does communication occur between and among the levels and units of your institution?

At the highest level, the Board of Trustees and president communicate with each other through face-to-face meetings, by email, by phone, and through the presentation

and discussion of information and proposals. The president meets weekly with the College's senior vice presidents and at least monthly with the ELT. The president also communicates with the entire campus at monthly Board meetings, at regular meetings with labor leaders and students, through an annual report and accomplishments summary, and via periodic campus-wide emails. Summaries of actions taken at Board meetings are shared with the campus community the day after each meeting. The ELT meets biweekly and information generated there is communicated throughout the organization. Human Resources regularly distributes notifications about job openings, benefits, professional development opportunities, and policy updates to all employees. Periodic emails containing critical information are distributed to all faculty, staff, and students.

5P8. How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

Response addresses Core Component 1B

The Board of Trustees, the president, and the ELT take an active role in communicating the mission, vision, and values of the institution, which were recently reaffirmed as part of a strategic planning process. These cornerstones of the College's enterprise are prominent on our website, intranet, and social media sites; major institutional publications; internal and external signage; and intra-office communications. As discussed in 5P1, our planning and budgeting processes are fully integrated with our mission, vision, and values, which enhances our ability to drive high performance across the institution. The AQIP Action Projects that are being created to implement the Strategic Plan will have status checkpoints (reported publicly on our website) that track progress toward mission-specific goals. Accountability for this process rests with the provost and the senior vice president of finance, administration, and advancement, although all employees recognize their role in continuous quality improvement. Other internal and external messaging related to our mission, vision, and values is managed by our Strategic Communications Office, which uses an integrated set of branding, marketing, and public relations tools to share information about the College in ways that are relevant to its key audiences. This messaging, based squarely on our mission, focuses on quality, accessibility, value, and service to community.

5P9. How are leadership abilities encouraged, developed, and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your institution?

Response addresses Core Component 5B

The new faculty contract promotes leadership development in the form of participation in the newly created Academic Senate, strengthened performance standards for full-time faculty, and skill development programs for adjunct faculty. The College now requires all new hires to participate in an employee orientation program. The New Administrator Orientation Program implemented last year provides new leaders with a better understanding of their administrative responsibilities and the College offices that support those functions (e.g., Public Safety, Human Resources, Labor Relations, Marketing). To supplement this training, our

New Leader Assimilation Program helps those new to campus identify and navigate department dynamics. Department chairpersons are invited to attend the Chairs Academy, a two-week training sequence that occurs over a two year period that also incorporates on-going mentoring. The College makes budgetary allowances in support of professional development in the form of conferences, sabbaticals, and training. The Employee Development Fund also supports professional development at the College. Training provided by Human Resources includes sessions on sexual harassment, Title IX, and technology-related acceptable use policies. The College offers a tuition benefit to employees, which permits them to further their skills and knowledge. In addition, staff members are provided with opportunities to grow personally and professionally through participation in regional and national higher education associations and organizations.

In terms of communication strategies, the Academic Affairs Leadership Council (AALC) identifies and shares best practices with College leaders and with faculty. Members of the Deans Council share leadership knowledge, skills, and best practices at weekly meetings, highlighting what is working well within their respective divisions. In 2012, members of the ELT participated in a retreat that focused on leadership development and strategic planning, with the outcomes shared at a variety of faculty, staff, and student forums.

5P10. How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

The College's approach to leadership succession has been rather ad hoc in nature. The College's strategies to ensure the organization's continued high performance in the event of a leadership change include the following:

- During leadership transitions, the College has successfully used interim appointments to ensure continuity. In selecting individuals to serve in an interim capacity, the focus is on identifying seasoned, proven staff members who have a breadth of institutional knowledge and demonstrated ability to lead organizations during times of change.
- The College has incorporated into its collective bargaining agreements the ability to award "responsibility dollars" to individuals who assume duties beyond the normal scope of their regular

positions. This enables us to provide staff with growth opportunities while benefiting from their skills and competencies during the special assignment.

- Across the institution, the employment of students is strongly encouraged. This provides students with practical job experience and permits mentoring and development of students for potential hire into regular College positions.
- The President has championed professional development opportunities for his senior vice presidents and executive leaders, including their enrollment in highly selective graduate degree programs.
- The College has recently begun requiring executive leaders to provide specific notice of resignation. In addition, the departing executive is required to develop a transition plan before his or her separation from the College to ensure continuity of operations.
- Final candidates for senior executive positions participate in open forums where campus and community members can ask questions concerning their education or management philosophies; assess how they align with the College's mission, vision, and guiding principles; and provide feedback on the candidates to College leaders.
- During the most recent presidential search, the Board explicitly linked the competencies, skills, and attributes required of the president to the College's mission and strategic goals.

Results

5R1. What performance measures of Leading and Communicating do you collect and analyze regularly?

One key measure relating to leading and communicating is the annual review of the president's performance conducted by the Board of Trustees. A significant part of this evaluation centers on how successfully the president has executed the College's strategic plan.

Measures of external communication efforts related to this category include:

- EPIC-MRA survey of public opinion (last conducted in 2008; will be conducted again in 2013)
- Phinney Bischoff analysis of brand positioning (2009; will be conducted again in 2013)
- An external communications audit that will be conducted as part of an AQIP Action Project arising from the strategic plan

- Website use: number of unique visitors, time spent at the site, paths users take through the site, search terms, tracking of marketing campaign micro-sites (reported monthly)
- Social media: Facebook "likes" and interactions; Twitter followers, interactions, and mentions; YouTube hits and followers

Measures of internal communication efforts related to this category include:

- Noel-Levitz College Employee Satisfaction Survey (to be conducted in 2013), which will measure and provide national benchmark data related to campus culture and policies, institutional goals, planning and decision making, and work environment
- An internal communications audit that will be conducted as part of an AQIP Action Project arising from the strategic plan
- "STAR Alert" emails: open rate and click-throughs

5R2. What are your results for leading and communicating processes and systems?

The College will be placing increased emphasis on collecting and communicating quantitative performance measures in this category.

The EPIC-MRA and Phinney Bischoff surveys listed in 5R1 confirm that the College enjoys high ratings when it comes to awareness, understanding of our mission, and importance to the local and regional economy.

- 98 percent of those surveyed agree that LCC is an affordable education option (EPIC-MRA).
- 96 percent of those surveyed agree that LCC offers quality educational programs (EPIC-MRA).
- 95 percent of those surveyed agree that LCC helps the Lansing region's economy (EPIC-MRA).
- 93 percent of those surveyed agree that LCC prepares students for good-paying jobs (EPIC-MRA).
- 84 percent of those surveyed agree that LCC courses are taught by experienced and educated professionals who have real-world experience (EPIC-MRA).
- 80 percent of those surveyed strongly or very strongly agree that the following statement describes LCC: "Lansing Community College provides quality educational programs that are affordable and accessible to students from diverse backgrounds and skill levels so everyone can have an opportunity for a more rewarding life." (Phinney Bischoff)

The LCC website (lcc.edu) is by far the most highly accessed communications channel; between September 2012 and April 2013 it was visited by more than 1,288,000 unique visitors who spent an average of just over three minutes on the site (accessing an average of 2.1 pages per visit). As of May 2013, our Facebook page has more than 21,000 “likes,” making it the most popular community college Facebook page in Michigan and one of the top-ranking pages nationally.

5R3. How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

To date, the College has not compared itself with other higher education institutions in the category of Leading and Communicating. We recognize this as an important area of improvement and have established an AQIP Action Project that will enable us to establish and track benchmark measures.

Improvement

5I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Leading and Communicating?

The College places such high emphasis on improvement in this category that “Leadership, Culture, and Communication” is one of six areas of focus in the College’s new three-year strategic plan. In that plan, the institution aspires to the following vision: “Lansing Community College is an organization in which personal responsibility, trust, respect for others, openness, and excellent customer service are core values. All employees model the values of integrity, honesty, transparency, accountability, and good stewardship. The College affirms its commitment to participatory governance.”

To achieve that vision, new AQIP Action Projects have been established to: 1) develop leaders and encourage exemplary leadership behaviors at all levels of the organization through professional development and growth opportunities consistent with academic excellence, 2) improve organizational climate through focused communications that inform and engage all members of the campus community and provide meaningful opportunities for feedback and dialogue, and 3) create and sustain a positive, engaging, and inclusive environment.

A Noel Levitz survey of faculty and staff in Fall 2013 will provide baseline information about campus leadership and communication issues that will be used to guide these projects; follow-up surveys will assess performance.

Together, these projects will result in leading and communicating practices that are systematic and comprehensive.

5I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?

The strategic planning process completed in Spring 2013 capitalized on the College’s culture by connecting to the campus community’s desire for significant improvement in this category. A series of open forums provided opportunities for active engagement that went well beyond those usually available. Faculty, staff, students, and community stakeholders were eager to help, and the College’s leadership was able to draw on their interest and enthusiasm to identify processes that need improvement and to develop specific performance measures. The College’s infrastructure provides additional ways that improvements related to this category can be identified, acted on, and measured; these include Board of Trustee committees, Executive Leadership Team initiatives, Academic Senate projects, and a wide range of College, divisional, department, and program committees that provide opportunities for participatory governance and leadership development.

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CATEGORY 6 — SUPPORTING INSTITUTIONAL OPERATIONS

Introduction

Lansing Community College uses a broad range of data-driven processes to identify, evaluate, and improve administrative services that support institutional operations. The College's Strategic Plan, Academic Master Plan, and Campus Master Plan ensure that these services are aligned with the institution's mission and vision. Unit operating plans set out specific strategies that enable the College to create an environment in which teaching and learning can thrive. Key inputs into these plans include executive team leadership, operational team meetings, the annual budget review process, surveys, and data collection. Analysis of these inputs permits the College to identify trends, establish strategic priorities, and explore opportunities for improvement.

In 2012, two LCC divisions (Student Services and Information Technology Services) underwent extensive operational assessments by outside third parties. In both cases, input was gathered from a broad range of stakeholders. The recommendations resulting from these assessments are being reviewed; AQIP Action Plans will be developed to guide the implementation of improvements.

Category 6 processes are systematic and moving toward aligned.

Processes

6P1. How do you identify the support service needs of your students and other key stakeholder groups?

Lansing Community College uses many methods to identify the support service needs of its students and key stakeholders, including, but not limited to, student satisfaction surveys; Help Desk data; LCC Foundation reports; and academic division interactions with key stakeholders.

Student surveys

LCC has used Iowa-based consulting firm Noel-Levitz in the past to measure student satisfaction with support services but now conducts an annual in-house telephone survey to gauge student needs.

Help Desk

The LCC Help Desk is a one-stop resource for students and employees needing assistance with technology-related issues. Incident/service request data is analyzed monthly; services are developed or refined when a common issue is identified. In July 2012, for example, LCC implemented the Luminis portal "myLCC" to address a password reset

issue that users were encountering while using Banner, our student administration system. The new portal has single sign-on technology, reducing the need for students to input their password multiple times to access their student records. As a result, password reset requests — and the student frustration that often accompanies them — were down 30 percent in July, August, and September of this year compared to the same period in 2011.

Student Services Division

Identifying and responding to student support service needs is a primary function of the Student Services Division, whose staff works directly with students and other members of the campus community. Participants in the College's Student Leadership Academy seek input from their peers on ways to improve the student experience. Support Services and Career and Employment Services benefit from the input of active advisory boards. The College's Executive Leadership Team regularly reviews academic success data and the results of institutional surveys. The College also uses the Community College Survey of Student Engagement (CCSSE) administered by the University of Texas to assess support service needs.

The LCC Foundation

The Lansing Community College Foundation is advised by a 24-member board comprising business and community leaders who meet six times a year to discuss the needs of stakeholders. Through a new initiative called the Philanthropic Workshop for College Leaders, the Foundation connects LCC administrators with donors and with student recipients of donor-established scholarships. The LCC Alumni Association works with a committee of 14 community members who are also graduates of the College. Feedback is continually sought from donors and alumni through print and digital communications (including occasional surveys) as well as social media. In this way, the Foundation can ensure that the needs of these key stakeholders are met.

Health and Human Services Division

In the Health and Human Services (HHS) Division, student needs surface through one-on-one advising sessions with program directors and faculty. Needs expressed at these sessions are brought forward through the program and department to the division leadership to determine what adjustments are necessary to meet student needs (e.g., additional computer availability, changes in what students need to purchase for class through Medical Locked Storage, additional one-on-one lab sessions, tutoring, etc).

Most HHS programs answer to accrediting bodies that require specific types of student support services focused on student success in the classroom and beyond. Many also have advisory boards comprised of working professionals who provide input to the Division on students' career preparation needs.

HHS students, faculty, and graduates, along with employers in related fields, are surveyed once a year to assess ongoing needs. As these needs are addressed, information is shared with those stakeholders through advising sessions, print and digital communications, and supplemental instruction.

Technical Careers Division

The Technical Careers Division (TC) identifies support needs of students through their interactions with faculty and staff. Surveys and special feedback sessions with student organizations are also used. Other means of determining student support needs include program websites, print and digital communications, social media, professional advisory councils, curriculum committees, and comments received by staff in the Division's Academic Resource Center.

Arts and Sciences Division

Student support service needs are identified primarily through faculty classroom observations and the use of student success data. Data is collected and analyzed by faculty sub-groups within each department as part of our PQIP process and also created and shared by administration at the divisional and College levels. Faculty are part of the tutoring scheduling process for the Division's Academic Resource Center and their shared observations help determine students' changing needs; for example, tutoring hours for specific courses can be added or reduced based on student feedback. Departments accommodate the changing service needs of students by informing Tutoring Services on an annual basis of new instructional requirements.

6P2. How do you identify the administrative support service needs of your faculty, staff, and administrators?

Administrative support service needs are continually assessed and addressed through the work of standing groups such as the Facility Operations Work Group, the Systems Operations Coordinating Committee, and the eLearning Steering Committee. Tactics used to identify the current and future needs of faculty, staff, and administrators include:

- Open forums such as those related to the AQIP Strategic Challenges Project and the AQIP Strategic Plan Project
- Sessions sponsored by the Center for Teaching Excellence
- Surveys conducted by Human Resources
- Materials prepared as part of the College's annual budget process
- Work orders submitted to the facilities management team
- Help Desk service requests and follow-up

Analysis of the information gathered through these methods permits the College to identify opportunities to improve administrative support services. For example, when Information Technology Services became aware that the wide range of audio/visual systems in classrooms was creating confusion among faculty, the Media Services Department created podcast tutorials demonstrating the operation of each system and posted them online for faculty to view.

The Help Desk routinely reviews the nature of service desk tickets looking for trends or themes. From this analysis, the Help Desk has created a "KnowledgeBase" database for students and employees, accessible from the College's website, that provides quick answers to common questions. This has been developed based on past service requests. A survey available to users at the end of each session with the database enables Information Services to trace its use and develop answers to new questions as they arise.

Similarly, the Facilities Management team reviews work orders and other maintenance tasks to develop preventive maintenance schedules in order to anticipate and avoid incidents that require urgent attention.

In the academic divisions, one-on-one conversations, division forums, staff meetings, and email communications are some of the ways used to determine if the needs of employees are being met, and, if not, how new processes can be developed and implemented or current processes improved.

6P3. How do you design, maintain, and communicate the key support processes that contribute to everyone's physical safety and security?

Lansing Community College is committed to providing a safe and secure environment for its students, employees, and visitors and communicates its expectations through print and digital communications as well as through employee training and student orientation programs.

The College prohibits all persons from participating in unlawful or unsafe behavior while in buildings or on grounds owned and/or controlled by the College.

Administrative Services ensures that all facilities are designed, constructed, and maintained in strict accordance with building codes and all relevant regulations.

In compliance with Michigan's "Right to Know" law, the College has established guidelines that protect employees who may be exposed to hazardous substances during the course of routine work.

LCC's Police and Public Safety Department provides 24-hour patrols of the campus and surrounding areas. Security cameras monitor building entrances. Emergency call boxes are located throughout the campus and in parking lots. Classrooms, laboratories, and other student-occupied spaces are equipped with emergency phones and posted emergency information. Automated external defibrillators have been installed in all classroom buildings. In the event of a campus-wide emergency, the College uses public address announcements, a text messaging system, lobby monitors, its website, and its radio station to alert the community and provide instructions.

The College's public safety officers attend training sessions on policies and procedures offered by the Public Agency Training Council, which also provides weekly legal updates. They also receive updates from the Michigan State Police and from Graham Research Consultants. The director of the Police and Public Safety Department is a member of the International Association of Chiefs of Police and of the International Association of Campus Law Enforcement Administrators. These organizations provide resources that assist with the design, maintenance, and communication of policies.

An emergency procedures manual and an annual campus safety report are prepared and distributed to employees and students in print and digital formats. In addition, a daily crime log, historical crime statistics, crime prevention tips, and a form to report criminal activity are available on the College's website.

Information Technology Services ensures the security of LCC computer systems and data and monitors compliance with the College's Acceptable Use Policy.

In 2009, the College created a Behavior Intervention Team (BIT) that includes representatives from Counseling, Student Compliance, and Police and Public Safety. BIT eases the sharing of information and the implementation of a coordinated response when a potential threat to the health and safety of the campus community is identified.

LCC recently formed an Employee Behavior Intervention Team that includes representatives from Human Resources, the Employee Assistance Program, and Police and Public Safety.

6P4. How do you manage your key student, administrative, and institutional support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

The college manages key student, administrative, and organizational support service processes through the use of administrative oversight that includes the analysis of data and the monitoring of critical functions.

College-wide teams review and plan key aspects of the student experience, including academic policies, systems, and staffing, to ensure the alignment of programs and services. This collaboration has resulted in a new requirement that student attendance be verified as well as new pre-semester deadlines intended to enhance student success. Department managers analyze data to determine peak times of service demand and then deploy staffing and resources to accommodate that demand. For example, additional times and locations for placement testing are created as the need arises. The college has developed a priority registration system and a plan to provide online registration for schedule adjustments during the first week of the semester.

Enrollment Services has cross-trained front line staff to answer general questions about admissions, financial aid, records, registration, and orientation. These customer service representatives are also able to support records processing or answer phone inquiries in many of these areas in the event of need for additional support.

In 2012, the Student Services Division underwent an external assessment, participated in a visioning activity, and trained staff in business process analysis and redesign. It has also made adjustments to its advising service model: by moving to a cohort system, our advisors now specialize in specific academic subject areas. This has allowed them to deliver more detailed information to students.

The College uses social media to encourage two-way sharing of information. Our Facebook page, which is a growing community of more than 20,000, is monitored by a small group of campus communicators who post informational items, photos, and links and respond to questions and comments.

In 2010, a survey of LCC faculty was conducted to determine an appropriate level of classroom educational technology. A campus-wide Educational Technology Committee was formed to analyze the results and prioritize current and future needs. The committee included faculty representation from programs across the College along with leadership from Information Technology, Media Services, Library Services, and the Center for Teaching Excellence. As part of this effort, an outside consultant was engaged to evaluate the College's media content delivery infrastructure. A two-year project to upgrade the infrastructure from analog/standard definition to digital/high definition capability was developed. This project will result in state-of-the-art media content creation and classroom delivery capabilities. The end result will be better day-to-day management of a key administrative support service.

6P5. How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

Many student and administrative support departments follow ISO documentation standards for key processes. Processes are shared in division and department meetings and in training programs. Feedback is used to make support processes more efficient and user friendly.

The College's public files system is the primary tool used for sharing process documents with employees. All divisions have their own private and public work spaces and provide process documentation to their employees and to the College. The College is moving to SharePoint for file storage and collaboration under the guidance of a newly hired records management coordinator, who will review documentation and retrieval standards. College employees are encouraged to review process documentation and provide input to administrators.

Processes used by students are explained thoroughly on the College's website. Board policies and processes are also publicly available on the website.

The College's portal (myLCC), which is integrated with Banner self-service, features news, information, and important links and has separate sections for students and employees. Students are able to register, check financial aid, pay for courses, and access information about available resources. Employees are able to update their personnel records, check on leave balances, and view pay and benefits information.

Technology process documentation is available on the College's website and is easily accessible through myLCC.

Results

6R1. What measures of student, administrative, and institutional support service processes do you collect and analyze regularly?

Several of the measures used to assess student, administrative, and institutional support service processes are listed below.

Fig. 6.1 — Key Support Service Areas and Performance Measures

Groups Supported	Support Service Areas	Performance Measures
Students	<ul style="list-style-type: none"> Disability services Veterans services Counseling and advising Computer labs LCC Foundation Athletics Student Life/Ombudsman 	<ul style="list-style-type: none"> Fall Survey of student satisfaction Community College Survey of Student Engagement Student Satisfaction Inventory Computer Lab surveys/suggestion box Student success data Cisco phone data and reporting Number of scholarships Dollar amount of scholarships
Faculty and Staff	<ul style="list-style-type: none"> Professional development Center for Teaching Excellence (CTE) Organizational development 	<ul style="list-style-type: none"> Human Resources surveys CTE data (surveys and usage statistics) IDEA survey
Institutional	<ul style="list-style-type: none"> Help Desk Campus dining IT services Department of Public Safety Facilities Documentation 	<ul style="list-style-type: none"> Altiris (Help Desk) Information security Email surveys Clery Act statistics

6R2. What are your performance results for student support service processes?

Several results are listed in Figure 6.2. The in-house student satisfaction survey conducted every fall and the national CCSSE survey represent significant measures of performance. Additionally, student forums conducted as part of the AQIP Strategic Challenges Project provided important qualitative information about how well the College is meeting the support service needs of students.

6R3. What are your performance results for administrative support service processes?

Faculty, staff, and community forums conducted as part of the AQIP Strategic Challenges Project and the AQIP Strategic Plan Project were used to collect information for evaluating administrative support service performance. Performance results are listed in Fig. 6.2.

6R4. How do your key student, administrative, and institutional support areas use information and results to improve their services?

Performance results are reviewed and evaluated as part of regular operations monitoring activities at various levels of the organization, including the Board of Trustees, the Executive Leadership Team, the Deans Council, divisions, and departments. Opportunities for improving support services are identified and action plans are developed and implemented.

6R5. How do your results for the performance of your processes for Supporting Institutional Operations compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The College has not conducted extensive benchmarking in this area but recognizes the value of doing so. Fig. 6.3 shows CCSSE survey comparisons between LCC, fifteen peer institutions, and the national 2011 cohort. The Information Technology assessment conducted in 2012 included comparisons with a number of peer institutions and with data collected in the Educause Core Data Survey. See Fig. 6.4.

Fig. 6.2 — Key Support Service Statistics, Academic Year 2008-2009 through Academic Year 2011-2012

Help Desk stats	2008/2009	2009/2010	2010/2011	2011/2012
Help Desk – Average calls per month	6,698	8,022	8,640	7,787
Help Desk – Incident Resolution Rate	Not available	75.3%	78.9%	80.2%
Fall Survey (percent of students who "Somewhat" or "Strongly" Agree" that they are satisfied with the following aspects of their experience	2008	2009	2010	2011
Classrooms	96.6%	95.9%	94.6%	96.3%
Counseling/advising/registration	87.8%	90.1%	86.3%	88.3%
Services for the disabled	91.2%	94.4%	76.9%	83.3%
Tutoring services	93.6%	92.7%	83.8%	89.6%
Library services	98.4%	98.9%	96.5%	98.6%
Campus parking	N/A	68.9%	70.1%	75.5%
Campus safety	N/A	96.7%	97.9%	98.0%
Campus building/grounds maintenance	65.9%	98.0%	96.6%	97.7%
Campus Labs	97.8%	97.2%	96.3%	98.0%
CCSSE (student satisfaction with the specified service; 1 = not at all, 2 = somewhat, 3 = very)	2008	2009	2010	2011
Academic advising/planning	Not Administered	2.03	Not Administered	2.11
Career counseling		1.93		2.06
Job placement assistance		1.66		1.83
Peer or other tutoring		2.16		2.26
Skill labs (writing, math, etc.)		2.22		2.24
Child care		1.67		1.80
Financial aid advising		2.12		2.25
Computer labs		2.41		2.53
Student organizations		1.89		2.00
Transfer credit assistance		1.93		2.01
Services to students with disabilities		1.84		1.92

Improvement

611. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Institutional Operations?

In 2012 the College implemented the Accruent FAMIS capital asset and facilities maintenance management program, which has enabled it to integrate facilities maintenance processes, simplify work orders, automate preventive maintenance, manage inventory, and assess facility conditions. FAMIS's space and occupancy management program helps the College track space allocations, integrate and consolidate space and facility data, create visual space representations, and prepare the Campus Master Plan and other planning documents.

The American Association of Collegiate Registrars and Admissions Officers conducted a systematic assessment of the Student Services Division in 2012 and recommended a set of nine comprehensive projects and more than two dozen "quick win" initiatives to deliver improved services to students. The recommended projects include implementation of a more fully integrated CRM solution, the development of mobile apps, the reengineering of the student payment process, and a comprehensive online student services access point that would include real-time live services and dynamic FAQs. The recommendations also included using a wider range of features and functions within the Banner ERP System. Many of these recommendations will become AQIP Action Projects in the coming year.

During 2012 the College embarked on a major capital initiative to upgrade its classrooms, labs, and infrastructure. Over the next 30 months, the following major renovations will be completed.

Arts and Sciences Building

The renovation of the Arts and Sciences Building will increase the number of the College's science classrooms, general education classrooms, and chemistry and biology laboratories, resulting in a facility that will be equal to or better than any in the nation for the teaching of science at the freshman and sophomore levels. From a building designed to serve students in the 1960s, it will become a flexible, learner-centered space that encourages both formal and informal interaction between students, faculty, and academic areas. It will be an active, engaging, immersive place of teaching, learning, and personal growth that meets the college's current needs and anticipates future needs. Those needs include supporting students in the Center for Transitional Learning, which helps adult

Fig. 6.3 — Key Support Services, Comparative Data, 2011

Fall 2011 CCSSE (student satisfaction with the specified service; 1 = not at all, 2 = somewhat, 3 = very)	LCC	15 Peer Institutions	National Cohort
Academic advising/planning	2.11	2.17	2.23
Career counseling	2.06	2.02	2.05
Job placement assistance	1.83	1.77	1.81
Peer or other tutoring	2.26	2.13	2.18
Skill labs (writing, math, etc.)	2.24	2.26	2.27
Child care	1.80	1.74	1.78
Financial aid advising	2.25	2.16	2.23
Computer lab	2.53	2.47	2.49
Student organizations	2.00	1.96	1.99
Transfer credit assistance	2.01	2.06	2.07
Services to students with disabilities	1.92	2.00	2.03

Fig. 6.4 — IT Assessment Benchmarks

IT Spend	LCC	Educause	Community College of Baltimore County	Harrisburg Area Community College	Seattle Community College District
IT spend per student	\$459.59		\$422.99	\$308.02	\$378.11
IT spend per FTE	\$7,241.19		\$6,767.63	\$6,659.58	\$4,348.07
IT spend as a percentage of institutional spend	8.85%	6.00%	6.38%	4.96%	6.50%
IT FTEs as a percentage of institutional FTEs	7.45%	4.00%	7.12%	6.19%	3.84%
Staffing Allocation by Function (Percentage)	LCC	Educause			
Educational technology	24%	17%			
Infrastructure service	9%	24%			
Planning and administration	14%	9%			
Application service	17%	16%			
Customer service	36%	34%			

learners acquire the basic literacy and numeracy skills that enable them to pursue further training or educational pathways to employment. The renovation will also consolidate student academic support areas into a single convenient location and add new office space for faculty and departments within the Arts and Sciences Division.

Gannon Building

The College is renovating the Gannon Building to create open, inviting spaces for students that connect them with the resources and support they need to achieve their learning goals. The project includes an updated student services center for admissions, enrollment, registration, academic advising, and counseling resources. The building infrastructure is a major part of the renovation and includes replacement of elevators, a glass wall/roof system, heating and cooling systems, and electrical and life safety systems. When completed, the second floor student services area will significantly improve the College's ability to align student support service processes.

Mackinaw Building

The College will renovate the Mackinaw Building to increase and enlarge classrooms for The Early College and the High School Diploma Completion Initiative. Improvements to be made to the building's infrastructure include the replacement of HVAC systems, plumbing, electrical, and life safety systems. Also included in the renovation are new IT/media systems and furniture.

West Campus

The College will renovate the West Campus building to improve learning facilities for its programs in computer technology, commercial heating, ventilation and air conditioning, and welding and building trades. HVAC systems, plumbing, electrical, and life safety systems will be updated and new IT/media systems provided.

6I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Institutional Operations?

Communication on campus has improved over the last year with the implementation of a new Web portal that includes a news and announcements page. Much of the information previously communicated through emails is now found on the entry page of the portal and divided into separate categories for employees and students. This allows for more targeted communication that is stored and accessible indefinitely in one place. Information of an emergency or critical nature is still communicated through campus-wide email to attract immediate attention.

For the last several months, the LCC community has been engaged in a strategic planning process that included forums in which employees and students provided input on the challenges facing the College and recommendations on how the College should identify and prioritize solutions. Academic divisions regularly hold meetings to gather input from stakeholders on various issues. The campus climate is conducive to participation and open discussion resulting in a wide range of campus opinion.

Administrative discussions are preparing to seek feedback on prioritization of the implementation of service level agreements in the areas of grant development.

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CATEGORY 7 — MEASURING EFFECTIVENESS

Introduction

The College uses a data-informed decision-making model driven by the College's Executive Leadership Team and implemented throughout the organization. In 2009, we launched a dynamic, Web-based reporting tool called Argos, which gives all faculty and staff access to real-time data securely from any Internet-enabled personal computer. The easy availability of reliable, accurate data has improved many of the College's processes, including program- and course-level evaluation. Currently, all employees can access more than 300 predefined reports with variable parameters.

The College has made financial data, with emphasis on value to students and other stakeholders, a key part of its comprehensive review of process efficiency and efficacy. The College's Financial Services Division publishes an annual revenue-to-expense ratio report that helps programs understand their total direct costs and net revenue. This, when integrated with Achieving the Dream student success metrics and other data described below, allows key decision makers to evaluate the vitality of each program during a biannual review process.

To further measure its effectiveness, the College continues to administer several nationally benchmarked survey instruments to provide comparative data, beginning at the classroom level. Each year, the College administers more than 120,000 IDEA surveys, enabling each student in each course to evaluate the effectiveness of their instruction as compared with the stated learning objectives of their instructors. These data are used as part of the College's Program Quality Improvement Process, which integrates student success and satisfaction data to improve program quality and student success. National IDEA data, in concert with other nationally benchmarked instruments such as SENSE and CCSSE, help the College compare the effectiveness of institutional services and evaluate student engagement. These data, along with internally developed telephone surveys, help to further improve student support services.

In addition to nationally benchmarked survey instruments, the College uses both IPEDS and ACS data to benchmark cohort graduation rates and financial metrics with other community colleges. The College is actively seeking additional external benchmarks, especially from outside higher education. While the College's data processes are aligned, they are integrated most fully at the senior levels of the organization. We understand that for these processes to become more fully integrated across the College, they

must be collaboratively used to create a more robust culture of evidence.

Processes

7P1. How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

The Office of Institutional Effectiveness, Research, and Planning (IERP), in concert with program chairs, academic deans, and the College's Executive Leadership Team, define both the operational and academic data requirements for the College. Institutional data are managed through the College's student information system, Banner, and longitudinal reporting is facilitated through both an Operational Data Store and an Enterprise Data Warehouse. The College's Information Technology Division manages the systems, while IERP is responsible for data integrity, data reporting, and analysis through a centralized report development process that allows end-users to define their needs in accordance with their goals and business processes. To date, more than 300 reports have been developed using this process and end-users are now able to access reports remotely from any Internet-enabled personal computer.

In addition to routine institutional reporting, the College has a robust system in place to address ad hoc reporting needs. Data required for unit-level operations can be easily obtained by business analysts in each division and more complex queries can be readily developed by IERP staff.

The College leveraged its Achieving the Dream dataset to further improve program quality and student success by creating dynamic OLAP cubes that allow all faculty and staff in all programs, transfer as well as career and technical, access to student success data such as course success rates, retention and persistence rates, and program completion rates for each program through a simple drag and drop interface. The College believes that these data provide the necessary information at both the program and institutional levels to establish baseline benchmarks, facilitate forecasting, and define future goals.

The College initiated a Program Quality Improvement Process (PQIP) as an AQIP Action Project in Fall 2011 with the goal of improving student success and program efficacy by focusing on data and engaging faculty. The aims of PQIP are to involve as many faculty as possible in the process, from the gathering of data to the presentation of

Fig. 7.1 — Achieving the Dream OLAP, Screen Capture

The screenshot shows the Achieving the Dream OLAP interface. At the top, there are two rows of dimension filters: 'Term', 'Level', 'Dyprmtl Course', 'Subject', 'Course Title', 'CRN', 'Campus', 'Sched Type', 'Part of Term' in the first row, and 'Grade', 'Major Code', 'Major', 'Award Seeking', 'Occupational M', 'Time Status', 'Age', 'Sex', 'Race' in the second row. Below these are 'Columns' and 'Measures' sections. The main area displays a pivot table with 'Division', 'Department', and 'Course' as row dimensions. The column dimensions are 'Seat Count', 'Attempted', '2.0 or Better', and 'Pct 2.0 or Better'. The measures are 'Value', 'Value', 'Value', and 'Value'. The table shows data for 'Arts and Sciences' and 'Business and Economics' departments, with a 'Total by COLUMNS' row at the bottom.

Division	Department	Course	Seat Count	Attempted	2.0 or Better	Pct 2.0 or Better
Arts and Sciences	Arts and Sciences Instruction		135	135	118	87.4
Business and Economics	Business and Economics Instruction		38	38	24	63.2
		ACCG101	53	53	32	60.4
		ACCG102	17	17	10	58.8
		ACCG160	22	22	15	68.2
		ACCG161	41	40	36	90.0
		ACCG210	424	424	300	70.8
		ACCG211	148	148	119	80.4
		ACCG220	48	48	38	79.2
		ACCG221	22	22	18	81.8
		ACCG230	23	23	23	100.0
		ACCG240	43	42	31	73.8
		ACCG241	13	13	12	92.3
		ACCG245	1	1	1	100.0
		ACCG260	31	31	24	77.4
		ACCG271	75	75	71	94.7
Total by COLUMNS			51,365	51,011	38,494	75.5

data; to focus on gateway course analysis; and to develop improvement action plans. Each year, faculty teams for each program analyze data from reports provided by IERP. Data are gathered and submitted to the Provost for review through a series of online questionnaires.

The goal of PQIP for the last two years has been to improve success rates at the course section level, using the Achieving the Dream measure of student success (a grade of 2.0 or better). The Year One process established benchmark data for gateway courses. Year Two began with the implementation of localized program improvement projects based on the analysis of data from Year One. PQIP will be expanded during the 2013-2014 academic year to place greater emphasis on course and program assessment and program completion. Additionally, using Achieving the Dream's methodology, PQIP data are disaggregated by race, gender, age, and Pell status with the goal of further minimizing achievement gaps. The College believes that this approach will have the most dramatic impact on improving student success.

Other analysis is performed as required by the College's Board of Trustees and the College's administration. This includes monthly financial data comparing actual performance to budgeted projections and monthly student success reporting. All of these data are available to the entire campus community.

7P2. How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

Response addresses Core Component 5D

Since the submission of our last Systems Portfolio in 2009, the College has developed processes to develop appropriate data and analysis for planning and improvement. This process was thoroughly tested during the development of the College's new Strategic Plan.

As data needs arise during the course of strategic planning and improvement activities, College administrators, faculty, and staff request specialized reports from IERP. These activities include:

- Implementation of the College's Strategic Plan
- Implementation of the College's Academic Master Plan
- Determination of annual budget priorities
- Enterprise Resource Planning (ERP) and business process analysis
- The work of several College-wide committees
- The work of Board of Trustees committees
- The compilation of accreditation data
- The gathering of student and system performance data
- Grant reviews

The Office of Institutional Effectiveness, Research, and Planning is responsible for managing data requests, access to data and performance measures, and the data reporting tool Argos. The Office of Information Technology manages Banner, the management information solution used by the College. Data integrity, as defined by our Data Standards Policy, is the responsibility of each Banner module data owner, and Information Technology system analysts work with unit-level business analysts to ensure data integrity and thus support strategic planning and improvement processes. Data requests can be made by anyone at the College and are managed by service requests submitted through eLearning (our learning management system) or the Help Desk (Banner). Enrollment management, fiscal analysis, college-wide committees, audits, and federal and state reporting requirements facilitate data and performance awareness.

Data and performance information are made available to employees through Argos, the College's reporting tool described in 7P1. Data and performance information is also made available on the institution's website, on internal networks, and in publications such as the Comprehensive Annual Financial Report and the Institutional Data Book and Atlas. Such wide availability of institutional data has generated numerous ideas for improvement and has laid the foundation for sustained institutional effectiveness, planning, and forecasting.

7P3. How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

As a matter of institutional policy, the College's reporting software, Argos, can be accessed both on and off campus by all faculty and staff members. Data and performance information is collected based on the needs of departments and units. Ongoing needs include faculty assessment, enrollment management, information technology processes and policies, and operational business process analysis. In addition, state and federal regulations require the collection, storage, and accessibility of data.

A group of key stakeholders, representing system users throughout campus, meets weekly as the Systems Operations Coordinating Committee. This group coordinates the operation of the applications systems and serves the College community by integrating and maximizing system resources. To that end, data collection, storage, and accessibility requirements have been brought to the group for review.

In order for data and performance measures to be truly understood, they must be easily accessible and available for comparison purposes. To accomplish this, several data dashboards have been developed; these are accessible through Argos to all employees. To enhance the accessibility of data still further, LCC has implemented an Enterprise Data Warehouse, which improved the collection, storage, and accessibility of meaningful data as well as performance information based on an events schedule determined by campus units. Snapshots of predefined data are archived and maintained, providing access to historical and longitudinal data for improved business intelligence and decision making.

7P4. How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution?

Response addresses Core Component 5D

In the current economic climate it is imperative that LCC gather and analyze data regarding performance on several levels. Making this data available to leadership and staff provides a platform for strategic thinking and decision making.

The Office of Institutional Effectiveness, Research and Planning analyzes all non-financial data, collects and publishes comparative data for benchmarking, and conducts enrollment forecasting for budget development. The results of this analysis are shared with the College's Executive Leadership Team and with the College's Enrollment Management Group to facilitate intermediate-range planning. Long-term planning, as part of a three-year cycle, is conducted as part of the College's strategic planning process.

LCC also performs an annual revenue and expense analysis to measure fiscal sustainability of academic programs. This process allows us to compare tuition, fees, and other revenues by academic program to expenses by academic program. These data are combined with other measures of student success to determine program viability as described in 7P1 and 7P2.

Analyses of data are shared widely in a variety of ways, including IERP reports; Argos dashboards; the College's website; public meetings of the Board of Trustees; community forums with members of the College's Executive Leadership Team; College publications, including the Annual Report, the Academic Master Plan, the Popular Annual Financial Report, the Comprehensive Annual

Financial Report, and the Campus Facilities Master Plan; professional development events with faculty and staff; and other communications, such as myLCC, the online portal.

7P5. How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

Needs for comparative data and information are driven primarily by operational needs, which are aligned with the College's new strategic plan. Other drivers include AQIP Action Projects; grant development, monitoring, and reporting; state and federal compliance; and inquiries from the Board of Trustees, employees, students, and labor organizations.

The College currently employs several sources of comparative data for benchmarking and quality improvement purposes. For example, the College uses the IDEA system for student evaluation of faculty instruction and relies on the comparable data sets provided by IDEA to benchmark the quality of teaching and learning. The institution relies heavily on IPEDS and ACS to provide comparable state-wide community college data for facilities, enrollment, and cost analysis. The evaluation of comparative data and information was especially important in the recent third-party assessments of the Information Technology and Student Services divisions. Having a comprehensive picture of what peer institutions are doing in both of those areas has been extremely helpful to the College in modifying processes and conducting service improvements.

To address suggestions from our last Systems Portfolio, the College has actively sought out organizations, such as Achieving the Dream, that can provide comparative data in areas central to our mission. We also receive comparative data as part of our own reporting from federal and state agencies such as IPEDS, Perkins Grant Core Performance Indicators, ACS, CCSSE, and CCFSE

7P6. How do you ensure department and unit analysis of data and information aligns with your institutional goals for instructional and non-instructional programs and services? How is this analysis shared?

Academic and program improvement goals at the program level are achieved and monitored through PQIP, with data access provided through Argos. Non-instructional data, such as the results of recent third-party assessments of

Information Technology and Student Services, were presented to the relevant units with recommendations for improvement. The alignment of these instructional and non-instructional assessments is vetted against the goals of the College's Strategic Plan by divisional leadership and the College's Executive Leadership Team. Furthermore, the results of institutional surveys and national benchmarked instruments are shared at both the unit and institutional levels to improve service delivery and student success outcomes.

The College has worked extremely hard to create a centralized reporting system that allows for the consistent use of institutional data for decision making at all levels of the organization. For example, as an Achieving the Dream school, the College has integrated its student success data into dashboards and OLAP cubes that all employees can access. Such clearly defined data elements have allowed us to focus on our primary goal: student success. Additionally, routine data reports are generated that are aligned with and support performance and monitoring of instructional and non-instructional programs and services.

7P7. How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?

The College ensures the timeliness, accuracy, and reliability of its information systems and related processes through regularly implemented hardware and software upgrades. The Systems Operating Coordinating Committee includes subject matter experts from administrative services and student services; this group sets the schedule for upgrades of Banner, Banner applications, and all other supported enterprise applications. We ensure the security of our information systems and related processes by maintaining a sophisticated security program that assesses major risks and implements security controls to safeguard data. The College's information technology network is closely monitored and protected by a chief information security officer and staff, augmented by information security and monitoring software and firewalls. Network access is limited to authorized personnel and authenticated by security access measures.

Results

7R1. What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

Lansing Community College measures many aspects of its information and knowledge management systems to evaluate the performance and effectiveness of those systems.

The underlying technologies used to deliver the services of these systems are monitored for their utilization and performance. The network bandwidth is measured to proactively manage access to information. The use of the servers in our data centers is monitored for performance metrics such as processor use, memory use, disk space utilization, and application availability. These monitoring systems will alert when thresholds are reached and are also used to look at trends to plan hardware upgrades.

The College's technology Help Desk is used to discover issues with the performance and effectiveness of the College's information and knowledge systems, including the Desire2Learn online course management system. The Help Desk and computer labs also use a satisfaction survey to measure how well they are meeting the needs of their clients, which includes students and employees.

The College uses a Web-based reporting system (Argos) to share data with administrators, faculty, and staff. By making data available so widely to the campus community, we invite individuals to assess the effectiveness and performance of College programs and processes.

An example of how we have used data to improve performance and effectiveness is our effort to identify students who enroll in courses without intending to complete them. Now, using the new data tools available to them, faculty can identify students who have enrolled but not attended class within the first two weeks of each semester. This process has significantly reduced the number of 0.0 and W grades.

7R2. What is the evidence that your system for Measuring Effectiveness meets your institution's needs in accomplishing its mission and goals?

We are confident that our information and knowledge systems meet our needs and provide a full and robust range of operational data essential to decision making across the College.

Measures of student success reported in Argos are used to compare our progress in accomplishing our mission and goals against previously established benchmarks. We also collect student success data through IPEDS, CCSSE, and SENSE reports.

Our measures for financial effectiveness include comparisons of actual expenses to existing budgets. Each quarter our Board of Trustees reviews these comparisons and budgetary adjustments are made by the Financial Services Division. The Board also reviews monthly financial statements, trend analyses, and revenue/expense ratio data. Evidence that our system for measuring effectiveness is meeting our needs in accomplishing our mission and goals includes College budgeting and financial management processes that are predictable, repeatable, robust, and inclusive, resulting in strong financial reporting and health.

7R3. How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education institutions and, if appropriate, of organizations outside of higher education?

LCC's Information Technology Department has used internal and external assessments of its structure and processes to benchmark itself against other higher education organizations. The Educause Core Data Survey and specialized surveys of peer institutions were recently used by a third-party company to evaluate the performance of the College's Information Technology functions and to develop recommendations for improvement. The Student Services Division was also evaluated against peer institutions to identify opportunities to increase student satisfaction with its programs and processes. Faculty and students participate in the IDEA rating of Instruction system, which is used by hundreds of colleges and universities across the country to evaluate the match of student expectations and learning outcomes with faculty teaching objectives. For the past three years, the College has received the Government Finance Officers Association's Distinguished Budget Presentation Award and the Popular Annual Financial Reporting Award; these important recognitions provide external validation of our processes for measuring effectiveness in operations. As stated in the Introduction to this category, comparisons outside of higher education are still limited.

Improvement

711. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

Since the last Systems Portfolio, the College has implemented a new management information system; new dynamic, real-time reporting systems that all faculty and staff can access; and a robust program quality improvement process informed by reliable data and competent analysis. In addition, with the implementation of centralized reporting, data consistency and quality have improved and a culture of evidence is developing as a result of reliable data. In addition, the implementation of the Operational Data Store and Enterprise Data Warehouse, as well as the integration of legacy system data with current systems, has broadened our ability to generate and use meaningful longitudinal data. Comparative academic, student success, and student engagement data as provided through the numerous instruments previously discussed also afford the College greater opportunity for improvement.

712. How do your culture and infrastructure help you to select specific process to improve and to set targets for improved performance results in Measuring Effectiveness?

The College has sophisticated data and reporting systems that allow for both monitoring and process improvement. These data are managed by several cross-functional institutional committees that are charged with improving the way we measure our effectiveness according to their areas of responsibility, including academic policies, (Academic Senate, CIC), academic operations (AAAG, CIMT, CWAC), and information technology (ITAC, SOCC, ATF). Academic divisions hold year-end planning retreats that include discussions of performance metrics. Technical programs use external advisory committees as sounding boards on data collection, management, and distribution. These groups identify unit-level processes that need to be improved and, depending on the resources required to make improvements, recommends actions to the Executive Leadership Team.

CATEGORY 8 — PLANNING CONTINUOUS IMPROVEMENT

Introduction

Since the submission of our last Systems Portfolio, the College's planning processes, which have always been aligned, have taken significant steps toward becoming fully integrated. Capping off this progress is "Learn Forward: Student Success and Institutional Growth," our new three-year strategic plan, which was adopted by the Board of Trustees in March 2013.

The plan's foundation is a commitment to continuous improvement: to prioritizing student success, to maintaining the integrity of our programs, to innovating teaching and learning, and to meeting the needs of our community.

The College now turns to:

- Establishing the implementation of the plan as a formal AQIP Action Project
- Creating a Strategic Plan Implementation Team led by the Executive Leadership Team
- Developing and executing operational plans that will, in turn, become AQIP Action Projects with specific objectives that include provision for continuous process improvement
- Creating an annual implementation plan and timeline that is shared with the College's stakeholders
- Posting regular updates on the implementation status of all initiatives on the College's Learn Forward website

As part of our annual planning cycle, we will identify improvement projects to further the strategies described in the plan. We will coordinate our planning and budget processes to ensure that the initiatives and improvement projects outlined in the plan determine priorities for the annual budget. To stay on course, we will maintain an annual budget planning cycle but extend the first year operating budget with a rolling second-year projected financial plan.

As we move forward, we will monitor our progress with regular updates on our Learn Forward website. We will review the strategic plan to maintain its relevance, vitality, and responsiveness to our students, our community, and a changing environment.

Processes

8P1. What are your key planning processes?

The College's planning processes are coordinated through the College's Executive Leadership Team (ELT) and aligned

with the College's Strategic Plan, as approved by the Board of Trustees. The Strategic Plan outlines the College's priorities for a three-year period.

Strategic initiatives, AQIP Action Plans, and operational activities are aligned through the College's annual budget process and are implemented at the divisional level through a series of annually reviewed operational plans, which include the Technology Master Plan, the Facilities Master Plan, and the Academic Master Plan. Academic programs are reviewed annually through our Program Quality Improvement Process, which integrates student success data, assessment data, and financial data to determine programmatic and budgetary priorities.

8P2. How do you select short- and long-term strategies?

Long-term strategies are defined through the College's strategic planning process. Through a series of public forums, all key stakeholders, including faculty, staff, students, and community members, had the opportunity to help develop strategies regarding the future of the College. The results of these forums, together with financial, student success, demographic, and regional economic data, were compiled by the Executive Leadership Team and became the foundation of the Strategic Plan. Following the Board's approval of the plan, it was shared with the campus community and cross-functional implementation teams were formed. These teams are responsible for creating short-term AQIP Action Projects and other institutional projects.

The Program Quality Improvement Process (PQIP) mentioned in 8P1 originated from a need to integrate student success and assessment data to improve program quality (Phase One and Phase Two of this initiative have been presented as AQIP Action Projects). The long-term strategy behind PQIP is to replace our academic program review process with a three-year cycle of annual planning and analysis. Academic programs began reviewing their introductory courses in Year 1, expanded that review to all courses in Year 2, and will look at student completion data in Year 3. Each phase of PQIP allows program faculty and administrators to benchmark student success data and to create strategies for improvement. We believe that this short-term, phased-in approach complements our culture and will have the most dramatic impact on improving student success.

8P3. How do you develop key action plans to support your organizational strategies?

Key action plans are determined based on priorities surfaced during the College's strategic planning process. They are then developed by AQIP Action teams representing all segments of the campus community and interested stakeholders. Each of these teams is led by a member of the Executive Leadership Team; plans are coordinated through the AQIP Steering Committee, a group appointed by the College's senior vice presidents.

8P4. How do you coordinate and align your planning processes, organizational strategies, and action plans across your institution's various levels?

The coordination and alignment of all institutional planning processes, organizational strategies, and action plans are key responsibilities of the ELT. Each member of the ELT is responsible for an academic or operational division of the College. Initiatives generated by these divisions are discussed by the ELT as a whole and vetted to ensure alignment with institutional mission and strategies. The implementation of plans takes place through a series of operational workgroups throughout the institution, as described in 8P2, that is overseen by the ELT.

8P5. How do you define objectives, select measures, and set performance targets for your organizational strategies and action plans?

Key objectives were developed during the College's strategic planning process. AQIP Action Teams will determine the appropriate measures to be used to achieve key performance targets/indicators.

As an Achieving the Dream institution, the College uses Achieving the Dream objectives, measures, and performance targets in the mission-critical areas of student success, retention, persistence, and graduation rates.

8P6. How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

Response addresses Core Component 5A

The College's budget process has been refined over the last few years to include savings and reinvestment proposals that align with the College's strategic plan and divisional operating goals. This process includes budget

development, ongoing financial monitoring, and compliance with budgetary parameters, including tuition and fees as determined by the College's Board of Trustees. Expenses are monitored monthly by the Board.

The College's Strategic Plan provides guidance and alignment for implementation of goals and activities. Each strategic area of focus contains several objectives that drive resource allocation decisions.

The allocation of resources is determined through a collaborative College-wide budget process. The College's sound financial position is evidenced in its most recent Annual Institutional Data Update to the Higher Learning Commission. The College possesses the financial resources to execute its mission and has adapted to change without compromising that mission. Furthermore, its technological infrastructure and eLearning Department support current on-campus technology needs (for example, teaching stations in each classroom and wireless services at all locations), and those predicted for the future (for example, increased enrollment in asynchronous online courses).

The College's fiscal health is strong. We've deliberately managed to hold tuition rates low, increasing accessibility to all students in our community, while continuing to invest in educational programming, physical plant, technology and people. Our fund balance remains strong, at 15 percent of our operating budget, even as we've maintained the fourth lowest in-district tuition rate in the state and undertaken a \$67 million capital project.

An important objective of our current \$67 million campus renovation capital projects is student success. Our two largest classroom buildings, Arts and Sciences and Gannon, are undergoing significant renovation to improve student learning, collaboration, and gathering spaces. Our science labs and classrooms will easily compete as one of the best learning spaces for freshman and sophomores in higher education. Each building's original design was fairly utilitarian and lacked sufficient faculty-to-student and student-to-student collaboration and gathering spaces. Both building renovation designs incorporate these important student engagement concepts.

As a public entity, the College operates under the authority of the Michigan Community College Act, which provides for state authority and local control. The majority of institutional resources come from State of Michigan allocations, tuition and fees, and property taxes. The institution also receives revenue from federal, state, and city grants and from the contracted and corporate training services it provides through the Business and Community

Institute. The State of Michigan has recently provided nearly \$10 million in capital outlay funding for campus renovation projects. To minimize cost and increase quality, some campus services such as dining and custodial are provided through contractors.

To further ensure quality, the Human Resources Department and unit-level selection committees review job responsibilities and identify the core competencies, knowledge, and skills essential for successful job performance. During the initial hiring process, applicants' credentials, including official transcripts, licenses, and relevant certifications, are assessed and verified. For example, faculty hired to teach in occupational programs must have two years of content-related job experience and faculty in all transfer programs are required to have at least master's degrees. Industry certifications are required and verified where mandated by law, regulation, or accreditation.

To ensure that the College's mission and values are communicated to all employees, especially those recently hired, the Human Resources Department provides mandatory new leader orientation, new employee orientation, and Title IX training. The Center for Teaching Excellence provides workshops and seminars that enhance faculty professional development in teaching and learning pedagogies and technology. In addition, professional development days are held each year for faculty and academic administrators. Support is available for faculty and staff who wish to attend conferences and workshops. Sabbatical leaves are encouraged and supported through a well-defined process that includes peer review. The College also offers training support for faculty and staff through the Provost's Office and the Employee Development Fund.

8P7. How do you assess and address risk in your planning process?

Global risk is evaluated through SWOT analyses conducted as part of the College's strategic planning process. In addition, the Board of Trustees requires the College's leadership to provide a basic risk assessment for each initiative it presents to the Board for approval.

The College takes into account all federal and state regulatory requirements when assessing and addressing risk. It has formalized a "risk management" approach and the Director of Risk Management and Legal Services provides oversight on all procedures and policies.

The College also uses its internal audit procedures to address risk; regularly scheduled audits provide guidance and mitigate risks in campus planning.

The comprehensive budget planning process and regular reconciliation procedures minimize risk with respect to expenditures. Two regular budget amendments are completed each fiscal year to ensure that college revenues and spending remain on target.

8P8. How do you ensure that you will develop and nurture faculty, staff and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

Employees have a variety of professional development and training opportunities, many of which are described in 8P6 and in Category 4. The College's new strategic plan calls for the creation of additional professional development and training opportunities related to the implementation of the plan. Faculty receive mentoring and can attend College-wide professional activity sessions, events at the Center for Teaching Excellence, and academic conferences. Staff and administrators can avail themselves of ongoing training opportunities provided by Human Resources, including several directly related to the strategic plan and the College's AQIP Action Plans.

Results

8R1. What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

To measure the effectiveness of academic planning processes and systems, the College collects data in a wide range of categories through its PQIP process at the program and institutional levels; these include data on student success, retention, persistence, and graduation rates. Achieving the Dream metrics, State Activities and Classification Reporting, and the Integrated Postsecondary Education Survey (IPEDS) provide excellent comparative data that help evaluate the effectiveness of our planning in this area. Metrics defined by the Higher Learning Commission are used to evaluate the effectiveness of financial planning as it relates to the overall health of the College. Additionally, the College employs data from the CCSSE and IDEA to evaluate student engagement and quality of instruction, two areas of planning focus.

8R2. What are your performance results for accomplishing your organizational strategies and action plans?

Three AQIP Action Projects related to organizational strategies were successfully completed last year: 1) the College fully implemented its Program Quality Improvement Process, 2) strategic challenges and opportunities were identified and a plan developed to address them, 3) an Academic Senate was established to provide a new framework for participatory governance and role for faculty in institutional planning.

8R3. What are your projections or targets for performance of your strategies and action plans over the next one to three years?

All strategic goals outlined in our Strategic Plan should be implemented within the next three years, using the AQIP continuous improvement framework to accomplish our objectives in the form of AQIP Action Projects. Our six strategic areas of focus are competitiveness and innovation; learning; student success; community engagement; leadership, culture, and communication; and resource management and fiscal responsibility.

The strategic plan has an implementation time frame of three years. Perhaps the most important immediate target for performance is the stabilization of enrollment, which has declined approximately 7 percent during the last three years. While most of this decline can be attributed to demographic and regulatory changes in the local market, the need to maximize the market, find new markets, and modify programs and student services has become pressing. To that end, the College held a three-day summit last fall to redesign the student experience. The College is also taking a more proactive approach to enrollment and section management, and to the marketing of its programs to prospective and continuing students.

8R4. How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education institutions, and, if appropriate, of organizations outside of higher education?

The College has not yet developed data comparing our planning process to those of our peers or organizations outside of higher education. As the new Strategic Plan is implemented, those measures will be identified so that we can learn from best practices elsewhere.

8R5. What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

An analysis of the status of previous AQIP Action Projects as well as projects included in our Academic Master Plan, Facilities Master Plan, and Technology Master Plan demonstrate that the College has an excellent track record of successfully completing mission-critical initiatives. This speaks to the effectiveness of the planning process behind them. The intentionally inclusive process used to develop our new Strategic Plan promises to be even more effective, since a wider range of stakeholders has an interest in its success. The implementation process envisioned by the plan includes the measurement and evaluation of our efforts at continuous improvement, and we look forward to reporting the results in our next Systems Portfolio.

Improvement

8I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?

The College took a big step forward this past year when it created and adopted a new three-year strategic plan. The plan was developed following an extensive series of discussions with faculty, students, staff, trustees, and community members. More than 500 people shared their ideas on ways the College can address internal and external challenges while ensuring that our students have access to relevant and rigorous curricula that will help them reach their educational and career goals. The plan describes how the College will position itself for the future and focuses on six Areas of Strategic Focus: competitiveness and innovation; learning; student success; community engagement; leadership, culture, and communication; and resource management and fiscal responsibility. Within each of these areas, specific strategies are described that will help us prioritize student success, maintain the integrity of our programs, innovate teaching and learning, and meet the needs of our community. Next steps include creating implementation plans for each Area of Strategic Focus.

Another recent improvement is the adoption of a program analysis framework for all academic programs that considers enrollment trends, success rates, job opportunities and wages for graduates, cost, revenue, and capital investment requirements. The benefits of this process improvement include better alignment of courses

and programs with the needs of our students and, in fiscal year 2011-12, a budget savings of approximately \$771,000.

Our participation in Achieving the Dream has also allowed us to realize improvements in this category. The College now uses cohort analysis to track and answer key questions related to the initiative's main student success performance measures: outcomes in developmental courses, gateway courses, persistence, and graduation. Better tracking of this data has helped us identify patterns of student progression and provided directions for improvements. Also, the College has implemented a more rigorous vacancy management process. All requests for full-time positions are reviewed by the Vacancy Management Review Team, whose members include the Senior Vice President for Academic Affairs, the Senior Vice President for Finance, Administration and Advancement, the Executive Director of Human Resources, the Chief Financial Officer, and the Budget Officer. This process ensures that staffing resources are effectively allocated across the College.

College have undertaken assessments to look at formal organizational structures, policy and procedures, and technology; in the last year these have included external reviews of our Student Services and Information Technology Divisions.

The institution's culture is one that encourages and rewards innovative thinking about continuous improvement. An important step forward was taken this past year when hundreds of campus and community stakeholders came together to discuss the strategic challenges facing the College and then to develop and prioritize process improvements to address those challenges.

8I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement?

The College's culture and infrastructure lend themselves to formal and informal continuous improvement practices. For example, the College has a robust data and reporting infrastructure that provides end users with access to the five core Achieving the Dream measures including success in developmental courses, success in gateway courses, success in overall courses, student enrollment from one semester to the next (persistence) and student completion (degree and certificates). By identifying achievement gaps the College is better positioned to select processes for improvement and set performance targets.

Academic programs participate in a number of regular reviews, including the PQIP process, which provides a framework for course evaluation and improvement. To date, these efforts have generated changes in prerequisites, course sequences, and strategies to identify struggling students more quickly. Each academic program also participates in an annual review of its revenue and expenses to determine financial viability.

The campus also conducts regular reviews as part of an internal audit schedule. Efforts have included an extensive review of grants, financial aid, and athletics. The resulting reports reinforce best practices and serve as action plans for areas needing improvement. Specific areas of the

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CATEGORY 9 — BUILDING COLLABORATIVE RELATIONSHIPS

Introduction

The College's capacity for building collaborative relationships is manifested in a variety of activities with different maturity levels. Some processes, such as building and maintaining relationships with the schools from which we receive our students, are well integrated into the College's culture. Other processes are less mature and require improvement.

We consider relationships with sending institutions (9P1) well integrated because of the depth, breadth, and success of those programs. Several well-established models are funded by K-12 partners, such as the High School Degree Completion Initiative, The Early College, and Clinton Regional Service Delivery and prepare students for successful college careers. These programs focus on the STEM areas and are designed to assist students in underrepresented groups. The College also shares facilities with several sending institutions and has branch locations with partners at Livingston County Public Schools, the Clinton Regional Educational Service Agency, and Capitol Area Michigan Works. These facility agreements are cultural and contractual, thus providing seamless access for students. The college success rates of students participating in these programs are extremely high. About 40 percent of college-bound seniors from local high schools choose to attend Lansing Community College.

Relationships with universities and employers who receive our students (9P2) are aligned. We have well-articulated relationships with all Michigan colleges and universities and a University Center where students can access the courses and degree programs of six major universities. The College is currently reviewing transfer, articulation, and MACRAO agreements with other higher education institutions and would like to see further refinement of these agreements.

The college is also aligning and strengthening community relationships through the External Affairs and Development Office.

Processes for relationships with organizations that provide services to our students (9P3) are embedded and systematic. Providing students with a one-stop shop for services has been a major goal of the College's renovation efforts. Improvements are being made that will increase access to student services and provide spaces for informal interaction. Relationships with vendors that provide services to the College (9P4) are well-integrated as evidenced by the many and regular awards received by the Purchasing Department.

One process that is still in the reacting phase is the way we communicate and share the status of collaborative projects and grants through the Banner system. This will be the subject of an AQIP Action Project in 2013-14.

The college's process for building relationships between and among departments (9P7) is aligned and is being improved through internal committees, the creation of an Academic Senate, and improvements in college technology.

Processes

9P1. How do you create, prioritize, and build relationships with the educational institutions and other organizations from which you receive your students?

The College creates, prioritizes, and builds relationships with the educational institutions and other organizations from which we receive our students through a variety of outreach activities. Links with local educational institutions are considered a priority. These activities include collaborative relationships that provide K-12 students with a direct pathway to college and visits to area schools and agencies by our recruiters. The College's purpose is to create a clear pathway from K-12 to college and to ensure student success.

Several special initiatives that promote early connections between K-12 institutions and LCC are described below.

- The Early College is a unique opportunity for mid-Michigan high school students interested in transitioning to the college environment while earning their high school diploma.
- The High School Diploma Completion Initiative is designed to provide high school dropouts with the tools they need to be successful.
- The HOPE Scholarship Program is a collaboration between the Lansing School District, the City of Lansing, Lansing Community College, Michigan State University, the Lansing Police Department, YMCA, local businesses, and private citizens. Students in the Lansing School District are initiated into the program as sixth graders and promise to finish high school in exchange for two years of free tuition at LCC.
- The mission of the College's Office of K-12 Relations is to support student recruitment, success, and retention by providing post-secondary education and career preparation (workforce development) options. The goal is to make the transition from high school to college a seamless and rewarding process for

students. Partners include Eaton Intermediate School District, Ingham Intermediate School District, and Clinton Regional Educational Service Agency.

- The Gifted and Talented Education (GATE) program is offered to students in grades 2 through 6. They meet for five consecutive Saturdays twice a year for classes in science, math, technology, and the arts. Instructors are selected for their passion for the subject matter and their experience in teaching younger students.
- The A+ Summer College Program offers classes that are designed to incorporate hands-on activities for motivated students entering grades 2 through 8. The goal is to provide students with experiences that will enrich their lives as they develop special interests in an atmosphere where they can apply classroom learning to real-life situations.

Along with K-12 Initiatives, several programs help adults transition into college. Our Center for Workforce Transition partners directly with Capital Area Michigan Works and provides services to dislocated and unemployed workers seeking jobs or further education. LCC's Jobs, Education and Training program is one of five designated JET programs in the tri-county area. Its goals include helping participants secure and maintain employment and reach self-sufficiency.

In addition, LCC hosts a variety of on-campus events in which community organizations showcase their programs and services.

These relationships are prioritized based on how they support the College's Strategic Plan. Together, they foster a clear pathway to higher education for K-12 and adult students. As an Achieving the Dream school, collaborative relationships focus on student retention, persistence, and success.

9P2. How do you create, prioritize, and build relationships with the educational institutions and employers that depend on the supply of your students and graduates that meet those organizations' requirements?

When creating, prioritizing, and building relationships with educational institutions and employers, the College focuses on the ways those relationships will provide enhanced opportunities for students planning to transfer to a university or for those preparing to join the workforce immediately after graduation.

The College's Transfer Initiatives Office manages our transfer relationships and articulation agreements. We have agreements with more than 50 universities and 219 program-specific agreements that are created and evaluated by the Transfer Articulation Work Group. The Work Group is chartered to focus on the following projects:

- Creating a positive transfer in and transfer out experience
- Maximizing the number of articulation agreements
- Increasing the number of students transferring
- Simplifying and aligning the articulation process

The University Center, located on LCC's downtown Lansing campus, is a collaboration between the College and six universities that offer junior- and senior-level courses leading to more than 30 bachelor's degrees and several post-baccalaureate certificates and master's degrees. Our partners are Ferris State University, Lawrence Technological University, Northwood University, Siena Heights University, University of Michigan-Flint, and Western Michigan University.

The College is also an active member of the Michigan Association of Collegiate Registrars and Admissions, the Michigan Transfer Network, and the Capital Area Higher Education Network.

Relationships with employers are created and maintained through a variety of strategies, including:

- College advisory boards that include area business and industry leaders
- Membership in trade-related professional organizations
- Connections with community-based organizations such as local chambers of commerce and Rotary clubs
- Placements of College faculty and staff through the College's Speakers Bureau
- College websites that provide access to programs and services for area employers
- Direct contact with employers
- Collaborations with Capital Area Michigan Works

LCC's Office of Career and Employment Services (CES) helps students identify marketable skills, prepare a resume, and practice effective interviewing techniques. CES also maintains a Web-based job posting system for employers seeking well-qualified students for open positions. CES also helps pair students with local internship and apprenticeship opportunities in technology, manufacturing, and health careers. LCC's Business and Community Institute (BCI) administers the College's innovative "Get a Skill, Get a

Job” program, which is a collaborative relationship between BCI and local employers that trains students for high-demand occupations and then assists with job placement.

The College’s relationships with employers are informed by regional employment data and trends.

9P3. How do you create, prioritize, and build relationships with the organizations that provide services to your students?

The College creates, prioritizes, and builds relationships with organizations that enhance our students’ academic success and those that help create a welcoming and supportive learning environment.

To determine needed services, the College solicits feedback from students through:

- Student organizations and clubs
- The IDEA Survey, which measures student satisfaction and learning
- The Community College Survey of Student Engagement (CCSSE), which focuses on exemplary education practices and areas where programs and services for students can be improved
- Student forums; student government; meetings between students and College leadership, including the President; online feedback forms; monitoring of social media

Organizations that provide services to our students (selective list)

- The LCC Foundation is a nonprofit, tax-exempt organization governed by a 27-member board of community leaders. The LCC Foundation supports Lansing Community College and its students through scholarships, program improvements, technological advancements, staff development, and capital expansion. Through the generosity of individuals, businesses, and organizations, the LCC Foundation awards hundreds of scholarships each year.
- Through the College’s partnership with Capital Area Transportation Authority, students enjoy a 50 percent discount on bus fares. The College also works collaboratively with Gibson’s Bookstore, which sells textbooks and other student supplies, and food service provider Aramark.
- The LCC Women’s Resource Center connects students with various community resources including:
 - o The United Way
 - o Closing the Gap

- o EVE’s House (domestic violence prevention and support services)
- o Michigan Works
- o The Michigan Office for Young Children
- o Women’s Center of Greater Lansing

- HigherOne is an online bank that is partnering with Lansing Community College to help our students receive financial aid refunds quickly and securely.
- Capital Area Michigan Works partners with LCC to provide employment services to students including job placement and resume and job search assistance.
- The Lansing Economic Area Partnership (LEAP) is a coalition of area leaders committed to building a prosperous and vibrant region where business can thrive. The College’s president serves on the Board of Directors, the College is written into LEAP’s industry recruitment plans, and information about mutual stakeholders is shared.
- The Turning Point of Lansing, a faith-based organization, partners with the College to provide meeting space. This organization provides African American children and youth with a mentoring experience that helps prepare them for success in their lives, schools, and communities.

9P4. How do you create, prioritize, and build relationships with the organizations that supply materials and services to your institution?

The College creates, prioritizes, and builds relationships with organizations that supply materials and services based on a comprehensive Purchasing Policy adopted by the Board of Trustees.

The Purchasing Department implemented the policy to ensure a continuous supply of quality goods and services in the desired amounts, delivered at the proper times, from responsible vendors at fair and reasonable prices necessary to support student learning, instructional support, and college administration.

The Purchasing Department works with all areas of the College to ensure that requirements are clearly defined, so that needs are communicated effectively to vendors. Vendor performance is evaluated annually through a Vendor Report Card that measures product quality, delivery performance, cost performance, cooperation, and quantity. The Director of Purchasing also works closely with minority-owned businesses to increase opportunities.

Purchases can be made in a number of different ways, including collaborative contracts with the State of Michigan, the Education and Institutional Cooperative, and U.S. Communities. The Board of Trustees approves all purchases of \$100,000 or more. The Purchasing Department provides monthly, quarterly, and annual reports to the Board of Trustees and monthly reports to the Board's Audit Committee.

The Purchasing Department was a recipient of the Achievement of Excellence in Procurement Award for nine consecutive years, 2003-2011. This award program recognizes organizational excellence in procurement and measures innovation, professionalism, e-procurement services, productivity, and leadership.

The Purchasing Department hosts a monthly "How to Do Business with LCC" event where potential vendors can meet with our staff. In addition, we sponsor an annual networking event that provides an opportunity for vendors to network with the College and with other Lansing and mid-Michigan businesses.

9P5. How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

The College creates, prioritizes, and builds these kinds of relationships through the implementation of its "Partnership Policy."

LCC Partnership Policy

I. Purpose

Lansing Community College is committed to forging formal educational partnerships and alliances which

- lead to the betterment of educational possibilities for our students and for the community;
- enrich our own institutional and individual learning and development;
- share mutually agreed upon goals;
- can be shown to be mutually beneficial to all partners;
- can be projected to succeed, and
- can be adequately supported by College fiscal and human resources

II. Scope

This policy applies to all College partnerships with academic institutions as well as business and industry.

III. General

The College will engage in such partnerships only with organizations which maintain the standards of quality and service to which we hold ourselves. The College should develop general guidelines to guide decision making in the establishment of formal partnerships and review partnerships regularly to be sure that they are meeting the criteria described above.

IV. Responsibility

The College's Provost is responsible for the monitoring and implementation of this policy.

The College also maintains memberships in the Michigan Community College Association, the American Association of Community Colleges, regional economic development teams, program accreditation agencies, and a number of other educational associations. A complete memberships list is maintained by the Purchasing Department.

The College's Business and Community Institute creates and builds rapport with the community in the areas of educational and job advancement, general interest knowledge, and learning support. The College understands the value of input from industry stakeholders and is engaged with numerous and diverse regional business and industry advisory members and partners. The BCI actively participates in business and industry functions to promote the services offered by the College. The BCI also actively pursues grant funding in the areas of health care, manufacturing, and technology while partnering with local employers.

The College partners with the Michigan State University Hubert H. Humphrey Fellowship program each year to provide its Fellows with academic and research discussions, professional development activities and events, community service projects, and cultural activities. The Humphrey Fellows program brings accomplished mid-career professionals from developing countries to the United States for a year of study and related professional experiences. Its aim is to foster knowledge, mutual understanding, and a basis for long-lasting relationships between citizens of the United States and their professional counterparts in other countries.

Each year, every LCC division completes a detailed questionnaire that prioritizes and summarizes its federal funding assistance needs. These questionnaires are used internally and by an external advocacy group to help locate federal grants and other funding sources and to inform federal legislators of the important role that LCC plays in its six-county service area.

9P6. How do you ensure that your partnership relationships are meeting the varying needs of those involved?

The College ensures that our partnerships are meeting the needs of those involved by listening to the voices of our stakeholders, which include students, community members, businesses, faculty and staff, and the Board of Trustees. Numerous forums are held to discuss current needs, issues, and ideas.

- Relationships with K-12 schools are evaluated on the number of students who come from each district, placement test scores, and percentage of transfer students.
- Relationships with organizations that depend on the supply of LCC students are evaluated on the number of student referrals, student transfer data, grant dollars awarded, employer surveys, and student job placement data.
- Relationships with organizations that provide materials or services to our students are evaluated by a Vendor Report Card, IDEA evaluations, and CCSSE.

9P7. How do you create and build relationships between and among departments and units within your institution? How do you assure integration and communication across these relationships?

The College creates and builds relationships between and among departments through the formation of leadership teams and committees. Key decision makers are identified to ensure there is appropriate representation within the group and to promote integration and communication across the college.

The College charters a number of committees to meet the objectives of its Strategic Plan. These include:

- The Executive Leadership Team, which provides direction in support of the College's vision, mission, and guiding principles
- The Academic Quality Improvement Program (AQIP) Strategy Team, which provides leadership for Higher Learning Commission accreditation
- The Academic Affairs Advisory Group, which makes recommendations to the Provost to ensure that academic policies, processes, and procedures are developed, implemented, and communicated in a consistent manner within and across divisions

- The Academic Affairs Leadership Council, which provides academic and administrative leadership with respect to College goals and initiatives
- The Curriculum and Instruction Council, which reviews and recommends proposed policies and procedures related to academic programs and teaching practices

Results

9R1. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

The College measures its collaborative relationships according to the metrics outlined in Fig. 9-1, on page 93.

9R2. What are your performance results in building your key collaborative relationships, external and internal?

Performance results for a few of our collaborative relationships are provided here. The College recognizes this is an area for improvement, and the Executive Leadership Team (ELT) is currently developing a new model that will focus on measuring key collaborative relationships.

The College maintains 35 active advisory committees in a range of academic programs, from Accounting to Sign Language to Welding. These committees are evaluated in part by how effectively they identify future industry trends and employment.

LCC's Early Learning Children's Community ("Early LCC") opened in 2010 to provide high-quality early education and childcare for the children of LCC students, employees, and the community. It is operated by Gretchen's House Child Development Centers of Ann Arbor and serves as a lab for students in the Child Development and Early Education program, which is accredited by the National Association for the Education of Young Children. Early LCC was named a "5 Star Program" by Michigan's Great Start to Quality initiative.

The College's Customer Relationship Management (CRM) system, Intelliworks, includes more than 600 organizational contacts and approximately 210,000 individual contacts. Intelliworks assists the College in tracking and maintaining relationships by providing a historical overview of partnerships and communications with business and community stakeholders.

LCC's Facebook page measures how regularly students and other stakeholders connect to the College and provides another forum through which it can collect feedback on

the performance of its collaborative relationships. The feedback is analyzed and used to facilitate change within the institution.

9R3. How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The College does not currently collect and analyze benchmark data related to processes in this category. It focuses on the number and quality of collaborative relationships and the level of engagement of community stakeholders. The College is currently moving toward the goal of gathering and using benchmark data to inform its strategies related to collaborative relationships.

Improvement

9I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?

The College has made several improvements in this category since the submission of its last Systems Portfolio.

- The provost communicates to faculty, staff, students, and community members using video podcasts and has initiated a series of walk-in brown bag discussions. These focus on teaching, learning, and building better collaborative relationships on campus and in the community.
- Technology improvements include Desire to Learn (D2L), an online learning tool; MyLCC, a new employee and student portal for sharing information; and the adoption of Microsoft 365 software, which will improve internal and external connectivity.
- New online tools including the Learn Forward and Build Forward blogs provide additional ways for students and stakeholders to provide feedback.
- The College reaches out to students and other stakeholders through e-newsletters distributed through the Intelliworks system.
- Third-party survey providers, such as Survey Monkey, are also used to collect customer satisfaction surveys.
- The College recently conducted a series of in-depth discussions with community-based stakeholders in an effort to better understand their expectations and needs. The information gained from these discussions

was used extensively during the College's strategic planning process. A total of ten forums were held with 189 participants offering more than 4,500 comments and suggestions.

- The College is currently developing a new procedure for creating college-wide advisory boards and determining their membership.

9I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?

The College's Strategic Plan and Guiding Principles help it select specific processes to improve and ensure that targets for improved performance align with its mission.

Guiding Principle Nine states: "LCC seeks cooperative relationships with both private and public organizations, pursuing growth not as an end in itself but only when it best serves student and community needs."

Our current culture includes centralized and decentralized ability to identify collaborative relationships. Potential relationships may be identified at a departmental or instructional level, or may be identified by the College leadership team. Once a potential collaborative relationship is identified, its value and potential outcomes are discussed and it may be subject to departmental or leadership team approval. The College looks for opportunities to create collaborative relationships that support the College's mission while enhancing its resource base and ability to promote the common good.

Fig. 9-1 — Collaborative Relationships

Collaborative Relationship Type	Examples of Existing Relationships	Performance Measures
Educational institutions that provide supply of students	<ul style="list-style-type: none"> • K-12 programs • Early College • Gifted and Talented Education programs • A+ Summer Camps • High School Diploma Completion Initiative • High School recruiters • Extension locations at area high schools • Dual Enrollment agreements • Capital Area Michigan Works; Jobs, Education, and Training 	Articulation agreements, number of high school students enrolled in dual-credit courses, percent of transfer students, number of students enrolling from high schools, percentage of faculty engaged with public schools, number of students placed in employment or continued education
Educational institutions that depend on supply of students	<ul style="list-style-type: none"> • University Center • University MACRAO agreements • Historically Black Colleges and Universities/Atlanta Transfer Consortium • All other university partners 	Stakeholder surveys, transfer agreements, HBCU agreements, articulation agreements
Employers that depend on supply of students	<ul style="list-style-type: none"> • Local employers • Local economic development councils • Local employment trends/specialized training 	Stakeholder surveys, CES data measures, number and type of customized and public programs providing workforce development training, percent of completed internships/apprenticeships
Organizations providing services to students	<ul style="list-style-type: none"> • LCC Foundation • Capital Area Transportation Authority • LCC Women's Resource Center • Higher One • Lansing Economic Area Partnership • Community faith-based organizations 	Stakeholder surveys, CAMW surveys, Foundation reports, ratings from student satisfaction surveys, number of enhanced student services
Organizations that supply materials and services	<ul style="list-style-type: none"> • Purchasing vendors • Suppliers • Service providers 	Stakeholder surveys, awards, vendor report card
Relationships with education associations, external agencies, consortia partners, and general community	<ul style="list-style-type: none"> • AACC • MCCA • Prima Civitas • Rotary • Economic development councils • Service clubs • Hubert H. Humphrey Fellowship Program • Advisory committees • International relationships • Government relationships • College/program accreditation agencies • Higher Learning Commission • Intelliworks (CRM) • Social media 	Stakeholder surveys, grant information, number of faculty/staff serving on boards of not-for-profit agencies, number of accredited external agencies/programs, ratings, number of contacts, social media engagement
Relationships with internal departments and integration	<ul style="list-style-type: none"> • Committees and councils that serve student and public relationships • ELT • Deans Council • Academic Senate • AAAG • AALC • CIC • Health Care Task force 	Internal surveys, committee evaluations

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