



Comprehensive Quality Review Report

To

Institution: Lansing Community College

City, State: Lansing, Michigan

Date of CQR Visit: 04/25/2016

For

Higher Learning Commission

Evaluation Team

Indicate Chair

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Background and Purpose of Visit

A. Overview of CQR

A Comprehensive Quality Review (CQR) is required during the final year of the AQIP Pathway cycle and may also occur in the fourth year based upon institutional request or Commission determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting Commission's Criteria for Accreditation. (With respect to the optional mid-cycle CQR, alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements (eighth year only).
- Facilitate the institution's continuing quality improvement commitment, confirming that a developing or established Continuous Quality Improvement (CQI) culture and infrastructure exist that advances organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Feedback Reports, Systems Appraisals or Commission actions.
- Validate process level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress including how Action Projects are integrated into an institution's overall performance improvement strategy.
- Review distance and/or correspondence education delivery if applicable (eighth year only).
- Evaluate distributed education (multiple campuses) if applicable (eighth year only).
- Develop an initial recommendation regarding Pathway eligibility (eighth year only).

B. Purpose of Visit and Institutional Context

Include a statement that indicates the primary purpose of the evaluation. You should reflect all the elements in the visit description. Example: The team conducted a comprehensive evaluation visit that included a multi-campus review and an embedded change review.

For Institutional Context provide a statement of the basic characteristics of the institution. Example: mission of the institution, any special comments on changes to the institution since its last comprehensive evaluation including new administrative team members, anything notable about the institution's strategic plan, and so on.

The Higher Learning Commission visiting team conducted a comprehensive quality review visit at Lansing Community College (LCC) beginning on April 25, 2016. LCC is a publicly supported, not-for-profit, college located in Lansing, Michigan. The College campus is located in downtown Lansing and was founded in 1957. LCC is the third largest community college in the state of Michigan and serves students in both credit and non-credit courses. LCC offers more than 230 Associate Degree and Certificate Programs.

The College encompasses a service area of 6 counties and serves approximately 20,000 students each year. LCC's mission is to provide learning and enrichment opportunities that improve the quality of life and standard of living of those it serves. The College serves students at the Main Campus, East Campus, West Campus, North Campus, and two learning centers. The College was the first College in the State of Michigan to offer online degrees. LCC offers more than 250 courses online and 26 associate degrees and certificates can be earned through online study.

Recently, new leadership at LCC has reaffirmed a culture of Continuous Quality Improvement. This is most notably demonstrated through Operation 100%. This bold plan is focused on student persistence, retention, and completion. Campus wide engagement in Operation 100% demonstrates LCC's commitment to creating an experience that promotes each student achieving his/her stated goal. This call to action by all employees aligns this publically articulated campus goal to its strategic plan and provides the foundation for engaging the campus in moving forward in considering its current resources and creating future direction.

C. Unique Aspects or Additions to the Visit

List the specific additional evaluations conducted as part of the visit. These may include an embedded change request, additional location confirmation visit, campus evaluation visit, etc. Separate documents are included with this report packet.

Also list any unique aspects to the review, such as met with high school instructors, met virtually with overseas faculty, met with contractual partner for new distance education offerings. Simply provide a list in this section, as the topics will be elaborated on below or in separate documents.

LCC is located in the heart of downtown Lansing, Michigan, just blocks away from the State Capitol. Recently, LCC Initiated new opportunities that met the needs of students. Because the campus is land-locked, parking and green space are limited. LCC embraced an opportunity to provide parking, engagement, and a student-centered green space. The College transitioned from metered, pay-as-you go student parking to campus parking available to all students. At the same time, the College updated buildings and green space on campus to be student-friendly which promoted students staying on campus to engage in campus activities and student collaboration.

To do this, the College created green space referred to as WAVES which is an outside area where students can enjoy nature and enjoy spending time creating music or just enjoying the warm Michigan sun while overlooking a beautifully manicured public space. The students can also enjoy an in-door commons area which offers multiple campus restaurants and snacks and seating for more than 150 students. This intentional effort to create a welcoming and engaging campus aesthetic promotes students staying on-campus versus just being a commuter campus where students come only for class. The entire campus appears to be a hub of co-curricular learning and engagement.

The common area is also displays a world clock and map demonstrating that LCC welcomes students from all cultures and all parts of the globe. LCC continues to promote diversity and inclusion and values creating classroom and co-curricular space for students.

D. Additional Locations or Branch Campuses Visited (if applicable)

Not Applicable. None assigned.

E. Distance Delivery Reviewed

If applicable, summarize the distance and correspondence education reviewed as part of this evaluation. Reviewers are required to evaluate an institution's distance and correspondence education as part of the comprehensive evaluation and to ensure that the institution's stipulations on distance and correspondence education are accurate. The "Protocol for Reviewing Distance Education and Correspondence Education" is included with this report packet. Do not include the team's commentary or evaluation findings in this section; these belong in the Criterion section. See the Criterion section for more information.

LCC's distance education program was reviewed by the Peer Review Team. The team's commentary and evaluation are incorporated into the appropriate Criteria.

F. Notification Related to Third Party Comments

The institution identified appropriate stakeholders and placed an ad for four days in the Lansing State Journal. Additional communication included a press release.

Prior to the site visit, the CQR Team was notified that 2 public comments were received. The team investigated these concerns through conversations and meetings. The team found evidence that the concerns noted in these 2 unrelated public comments were isolated concerns and not validated through open, public conversations and other meetings that were held during the teams 2 ½ days, totaling 27 hours, on campus.

II. Compliance with Federal Requirements

See the separate Federal Compliance packet, “Documents Supporting the Preparation of Institutional and Team Materials to Address the Federal Compliance Requirements,” in preparing this section. The team’s worksheet should be included with the report as an appendix.

III. Fulfillment of the Criteria for Accreditation

Determining a Core Component is Met, Met with Concerns, and Not Met

The team conducts its review and determines whether the Core Component is Met, Met with Concerns, or Not Met. The team incorporates its review of the Sub-components into the review of the related Core Component. Beneath each Core Component, the team provides its findings in evidence statements. Evidence statements are typically 2-3 sentences in length and include the context, the evidence, and the finding of team. Some evidence statements may need further support with bulleted evidence sentences that address the Core Component and include the subcomponents as appropriate to the institution. Each evidence statement should address only one topic.

The evidence statements should present an accurate assessment of the institution in relation to the Core Component, including both positive and negative findings. However, the balance of the statements should support the overall determination of the team for that Core Component and for the Criterion. The statements in total must lead to and support the team determination on the Core Component and Criterion. Note: In some cases, a single area may be of such concern that it alone shifts the balance to a Core Component being Met with Concerns or Not Met.

The word “concern” needs some definition. The Commission assumes that institutions that meet the Criteria and Core Components can always improve and that evaluation teams will routinely identify issues and comment on ways an institution might or even should improve in relationship to the Criteria. These are not accreditation concerns.

Concerns, as defined in relationship to the Criteria, are accreditation issues that require the Commission to intervene and monitor the institution to ensure that issues have been resolved. When a team determines that a Core Component is met, improvements may be indicated, but no monitoring should be recommended.

However, when a team determines that a Core Component is met, but identifies an issue that must be improved and requires Commission monitoring at the level of a monitoring report or focused visit, the team should indicate that the Core Component is “Met with Concerns” and recommend the appropriate monitoring. Often such issues are more pervasive or chronic; they may have been cited in previous evaluations and improvements have not been made or the improvements made are not sufficient.

If there are multiple issues that indicate deep, systemic problems at the institution or the evidence is so lacking that it fails to demonstrate that the institution fulfills the Core Component, the team will indicate that the Core Component is “Not Met.” Evidence for Each Core Component. Following the determination of each Core Component, the team presents evidence that supports its determination. Evidence should be provided in evidence statements as defined above.

Determining a Criterion is Met, Met with Concerns, and Not Met

Criterion Is **Met**. If all of the Core Components are met, the Criterion is met.

Criterion Is **Met with Concerns**. If any Core Component is met with concerns, the team must find that the Criterion is met with concerns. In Part V of the team report, the team will recommend monitoring appropriate to the concerns. If the team identifies serious concerns with one or more Core Components or finds that multiple Core Components are met with concerns, the team chair should consult with the Commission staff liaison to determine whether the team should recommend that the institution be on Notice.

A note on recommendations for monitoring. Institutions in the Standard or Open Pathway will have a review within four years of the current comprehensive evaluation. Institutions in AQIP have frequently interactions with the Commission as a part of this Pathway. Therefore, the past practice of monitoring institutions through progress reports is not useful in this new approach to reaffirmation and the progress report option has been eliminated. Monitoring options are limited to monitoring reports and focused visits.

Criterion Is **Not Met**. If any Core Component is not met, the Criterion is not met. In these instances, the team will recommend either probation or withdrawal of accreditation.

Summary Statement on Each Criterion. Following the determination of each Criterion, the team summarizes its findings and observations on the overall Criterion, including strengths, opportunities for improvement, and advice. If the Criterion is met with concerns or the Criterion is not met, the team summarizes its rationale and evidence. The team's recommendation is made in Part VI of the team report.

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

Core Component 1A: The institution's mission is broadly understood within the institution and guides its operations.

Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Subcomponent 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution's planning and budgeting priorities align with and support the mission.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Provide evidence statements that address institutional strengths, needed institutional improvements, and accreditation concerns. The statements in total must lead to and support the team recommendation on the Core Component and Criterion.

Evidence:

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.

Lansing Community College's Board of Trustees adopted a three-year strategic plan that included significant faculty, staff, student, and community outreach and input.

A standing Strategic Planning Team, AQIP Leadership Team, the Board and Executive Leadership Team used stakeholder input through an AQIP Action Project titled "Strategic Challenges," which gathered more than 5,000 discrete comments.

Findings were shared with, and synthesized by, the entire campus community through an AQIP Action Project, "Strategic Planning."

During the strategic planning process in 2013, 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.

The Strategic Planning Team is currently in the process of assessing the strategic plan and reestablishing the next three-year values. The mission has been reaffirmed.

The institution's enrollment profile is accurately described in the guiding principles: as a comprehensive community college Lansing Community College serves all who wish to further their education and professional training.

LCC also explicitly recognizes a special responsibility to young adults, veterans and their families, those from lower-income brackets, and those requiring developmental academic or entry-level career skills.

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.

Key inputs into these plans include executive team leadership, operational team meetings, the annual budget review process, surveys, and data collection.

Continuous analysis of these inputs permits the College to identify trends, establish strategic priorities, and explore opportunities for improvement.

The foundation for Executive Leadership (ELT) decision making is broad based and relies on internal and external teams and committees with representation from diverse constituencies.

Decisions at Lansing Community College are made through various college committees, vetted through the ELT, and presented to the Board of Trustees for review and action.

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 Committee, Committee for Assessing Student Learning (CASL), Strategic Planning Team, AQIP Leadership Team, 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.

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.

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 CFO reconfirmed that all initiatives and expenditures are required to be tied to one of the strategic plan goals, before consideration for funding.

The mission and six strategic goals were addressed in all meetings by attendees during the CQR site visit.

Core Component 1B: The mission is articulated publicly.

Subcomponent 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Subcomponent 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

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 printed brochures and publications, on stationery, and on internal and external campus signage.

The mission is reflected throughout the College's planning documents, including the Strategic Plan, the Academic Master Plan and the Campus Master Plan. The mission statement and related documents identify the nature, scope, and constituents of the College's educational programs and services.

Voicing evidence provided in focused CQR meetings supported that all proposals and reports provided to the

monthly Board of Trustees meetings are clearly aligned with the six strategic planning areas of focus.

The mission statement is appropriate for the programs, certificates, and workforce training programs offered by LCC.

The mission statement is posted on campus and employees align their work to the mission statement.

The mission of the institution is shared with new employees upon hiring and with students during new student orientation.

Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

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.

The College has established the Center for Data Science which provides support for effective planning through assessment, forecasting, program review and analysis, and institutional benchmarking. Information gathered is used to inform and develop institution-wide plans that drive divisional and department planning.

The College's 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 implemented as separate AQIP Action Projects, and then monitored, measured, and reported to the campus and community at large. The Center for Data Science that is charged with supporting LCC with comprehensive data for informed decision making.

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.

Voicing evidence at multiple CQR meetings support the mission of the College to work with career and workforce programming, transitional and developmental education, veteran's education resources and programming.

Voicing evidence demonstrated that Lansing Community College has made a strong commitment to its role in a multicultural society by redesigning student services that are accessible for all students and the implementation of Operation 100%.

Voicing evidence through CQR meetings supported a strong inter-relation between divisions and departments at all levels and services such as the implementation of Customer Service Reps as a first stop in the student services building. These Customer Service Reps are cross trained on services to provide immediate engagement with students.

The Advising Department has developed on-line advising service and aligned it with Financial Aid to monitor the on-line chats for immediate assistance to students with financial aid questions.

Tutoring has developed multiple levels of support access such as course embedded tutors, active outreach program tutoring, as well as the drop in tutoring.

Core Component 1D: The institution's mission demonstrates commitment to the public good.

Subcomponent 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Subcomponent 2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

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.

The Board receives input through detailed information packets (e.g., student success metrics and comprehensive financial reports provided by College administrators) and monthly presentations (with a regular focus on student success and achievement).

Regular and frequent public comment is solicited. Faculty, Administration, and the Board actively attend professional development opportunities, and solicit inputs through environmental scanning from employers, focus groups, national benchmarks, and community forums.

Board members also engage the community through their personal participation in local and regional events.

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.

Team Determination on Criterion One:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

In review of the systems portfolio, institutional update, and during the CQR, visit Lansing Community College provided comprehensive evidence that the institution's activities and culture are centered on its mission, vision, motto, and six guiding values. All levels of administration, including the Board of Trustees are actively engaged in an open and unified conversation that is based on these principles that further its purpose of helping all students reach their educational and career goals.

Criterion Two: Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

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

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

LCC has a variety of appropriate policies in place that outline standards and practices for workplace and ethical conduct.

Administrative policies regarding ethical and academic practices are made public and readily accessible on the institution's web site. A financial forecast, projecting three years into the future, is developed each spring by the CFO. This forecast is presented to the Board of Trustees, and shared with the college through open forums to solicit input.

LCC demonstrates responsible conduct and financial integrity by maintaining affordable tuition rates. Voicing evidence indicated that the institution currently charges the lowest in-district tuition rate in the Michigan Community College system (tied with Oakland Community College – source: in-person dialogue and verified with <http://www.michigancc.net/data/tuition/summary.aspx#>).

By the 5th of each month, the prior month is closed in order to produce the monthly financial statements that are submitted to the Board of Trustees.

In 2015, the institution established a policy for aligning current faculty qualifications with the updated HLC guidelines for determining qualified faculty. This work has centralized the process of determining faculty qualifications within the Academic Affairs Office in conjunction with Human Resources, when such determinations had been largely controlled within academic divisions previously. All transcripts are now housed within HR as a result of this policy change.

New employees are required to complete orientation with regard to the institution's administrative policies, and ethics is a topic for new administrator orientation.

The LCC website provides links to Financial Audit reports that demonstrated the financial health and viability of the institution from a 3rd party source. LCC received a favorable audit as evidenced by the following statement in the 2014 Audit Report: "In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities and the discretely presented component unit of Lansing Community College as of June 30, 2014 and 2013, and the respective results of their operations and cash flows, where applicable, for the years then ended in conformity with accounting principles generally accepted in the United States of America."

LCC's Human Resources department operates and trains according to the department's mission statement as publically articulated on the LCC website: : Human Resources - Organization Development is committed to the philosophy that people are the organization. The department supports LCC through training opportunities that contribute to the development of a learning community that builds the competency of staff and the organization.

LCC's Board Executive Limitation policy (Policy Type: Executive Limitations, EL 201, Policy Title Staff Treatment) is informed by state and federal law and serves as standard for the ethical and fair treatment of college employees. This information is available on the college website. Further, EL 200, Policy Title GENERAL EXECUTIVE CONSTRAINT states that "The President shall not cause or allow any practice, activity, decision or organizational circumstance which is either imprudent or in violation of commonly accepted business and professional ethics, state or federal law, monitoring agency requirements, or Board policy. The President shall (1) not allow or cause any contractual obligation longer than the current fiscal year, or create the probability of financial liability for the college (2) including employing an administrator under a contract for longer than a 1 year duration, which is outside the established parameters set by Board policy unless otherwise explicitly provided for by action of the Board of Trustees."

LCC's Annual Budget which includes revenue streams, debt obligation, capital planning and expenditures, salary expenditures, and master planning is published on the LCC website.

As included in the most recent financial audit report: "LCC's Purchasing Department is the recipient of the 18th Annual Achievement of Excellence in Procurement (AEP) Award. Lansing Community College has received the award for 11 consecutive years and is one of only four government agencies in Michigan to receive the national award. The award is designed to recognize organizational excellence in procurement through efficient and effective practices within an organization's procurement policies and processes. It acknowledges measures in innovation, professionalism, e-procurement, productivity and leadership attributes of the procurement function."

Employees are expected to follow Board Policies, the Standards of Conduct Policy, and the Supplement to the Standards of Conduct Policy. The Standards of Conduct Policy in the Workplace Prohibited Behaviors is available

to all employees on the LCC website.

Evaluations for all employee levels are completed yearly. LCC follows agreed upon union contract procedures in evaluation practices and procedures.

LCC's elected Board of Trustees operate according to published Board Bylaws and Governance Policies as stated on LCC's website. The team received voicing evidence during the campus visit that the Board of Trustees followed Bylaws and Policies and governed at the appropriate level. In addition, published Board of Trustee Meeting Agendas and Meeting Minutes provide evidence of the Board's role and their following of procedures to ensure the appropriate level of governance and adherence to ethical behaviors and decision making.

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

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

LCC provides links to critical information for students and stakeholders about programs and support services on its web site. Information about program and institutional requirements are presented to students during new student orientation.

The institution solicited feedback from student and community stakeholders in 2015 for the development of the master academic plan ("Operation 100%") and a "refresh" of the institution's web site, through open forums and online surveys.

Information regarding institutional accreditation through HLC and program-level accreditation are presented on the same page on the institution's web site. Meeting minutes for the Board of Trustees and Academic Senate are publicly available through the institution's website.

The institution changed its parking model in 2015 to become more transparent in parking fees and voicing evidence during CQR interviews indicated that LCC utilized student feedback in determining this fee structure. The institution further outlines all associated registration and enrollment fees in student handbook. Costs of attending a program of study including tuition, fees, and textbooks are listed on the College website and also available in printed form.

The College website list programs of study, including courses, as well as gainful employment information for career and technical programs.

College employees and students are informed of the complaint processes available, and the College website

includes this information. The process owners manage and follow-up on complaints in a timely manner.

Third-party accredited programs of study are listed on the LCC website.

Every College employee is required to complete the College's Right-to-Know on-line training as part of their employment orientation.

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

Subcomponent 1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

Subcomponent 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Subcomponent 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

LCC is governed by an autonomous seven member elected Board of Trustees elected by voters in the college's tax district. The Board conducts its business in accordance with the Open Meetings Act and Michigan Community College Act.

Board Policy GP-307, Board Members' Code of Conduct, defines the practices for ethical and professional conduct expected of the LCC Board of Trustees. Board Policy GP-306, Annual Board Planning Cycle, establishes the Board planning cycle, as well as roles and responsibilities that reflect priorities explicitly stated in its governance policy. Within Policy GP-206, one of the stated annual activities is a public hearing on the proposed budget at the Board's June meetings. According to Board Policy BPR-400, the Board instructs the President of LCC through written Board Policies and the President is delegated with the interpretation of those policies to fulfil the intent and direction of the Board.

The agenda, meeting minutes and Board governance policies are all published on the college's web site.

The Peer Review Team met with three members of the Board. Vocing evidence during this meeting revealed that the Board's actions are consistent with the College's governance policies (206, 306, 307 and 400). The Peer Review Team confirmed that the Board is responsible for governing at the appropriate level and entrusts the management and daily operations of the institution to the appropriate leader, including all matters related to instruction and academic planning.

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

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

The Center for Teaching Excellence is a faculty-run resource that offers support to LCC faculty in developing instructional strategies, facilitating use of instructional technologies, and developing appropriate student learning outcomes. This office was cited in voicing evidence during the open session with faculty as an example of ways that LCC faculty feel that the institution provides support for them to do their jobs.

Voicing evidence during an interview with faculty teaching online coursework confirmed that faculty feel that they have autonomy to develop their courses in alignment with course objectives as they deem appropriate. However, all faculty are contractually required to complete a training course in developing online coursework before teaching an online course for the first time.

A 12-week “Transforming Learning through Teaching” course is an opportunity for faculty to share, explore, and reflect on current teaching and learning practices, experience various teaching and learning strategies from a student’s perspective, and apply newly learned techniques with support of colleagues. This course is required for all new, full-time faculty and any adjunct faculty members who are seeking a change in status.

The library has a publicly available webpage dedicated to the college’s plagiarism policy.

Academic Freedom and the ability to carry this out at the institution is included in the 2012-16 Faculty Contract agreed upon between the BOARD OF TRUSTEES OF LANSING COMMUNITY COLLEGE OF THE STATE OF MICHIGAN AND LANSING COMMUNITY COLLEGE CHAPTER OF THE MICHIGAN ASSOCIATION FOR HIGHER EDUCATION AT LANSING COMMUNITY COLLEGE, Article XVIII.

Core Component 2E: The institution’s policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns

Core Component is not met

Evidence:

Through the Center for Teaching Excellence, LCC provides support for faculty in the responsible instruction of its students. LCC utilizes the Concourse system as a centralized repository for all master course syllabi. Voicing evidence across multiple CQR interview sessions confirmed that most employee groups are familiar with Concourse and that the institution intends to utilize this software for the benefit of student learning and assessment.

Per the faculty contract, faculty sabbaticals are provided as research opportunities in the pursuit of professional growth. Faculty are required to provide a written summary to the college of their research findings upon completion of the sabbatical, and may be asked to present their findings to the Board of Trustees and/or through Center for Teaching Excellence workshops.

Ethical academic practices are outlined in the Academic Dishonesty Policy and Human Resources ensures compliance with college policies. Every alleged policy violation is investigated and addressed at the appropriate level. The institution continually strives to make systematic improvements based on feedback received.

LCC has an administrative policy on Student Academic Dishonesty that is included in the Student Code of Conduct, published on the college’s website and included during new student orientation.

The LCC library offers an online “Students Tackle Academic Research Skills” tutorial regarding the ethical use of information resources.

LCC’s Office of Student Compliance enforces the Student Code of Conduct and serves as a student resource for understanding issues related to academic honesty and integrity. LCC does not currently have an Institutional Review Board (IRB) but is in the process of developing one.

Team Determination on Criterion Two:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

LCC’s commitment to integrity and conducting business in an ethical and responsible manner is evidenced in the strategic plan. One of the six areas of strategic focus for the current plan (Leadership, Culture and Communication) includes the expectation that “all employees model the values of integrity, honesty, transparency, accountability and good stewardship.” This commitment to integrity is supported by the college’s administrative policies published on the web site; the Board of Trustees governance policies, the faculty contract and the Student Code of Conduct. Voicing evidence during CQR visit interviews confirmed this institutional commitment to integrity. Voicing evidence during the site review team’s meeting with three Board members confirmed that the Board perceives their role as setting institutional policy and direction, while the role of the President and other employees of the college was day-to-day operations and enactment of that Board policy.

Criterion Three: Teaching and Learning: Quality, Resources, and Support. The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3A: The institution’s degree programs are appropriate to higher education.

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Subcomponent 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Subcomponent 3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

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

As a comprehensive community college LCC offers courses in four areas: career and workforce development, general education, developmental education, and personal enrichment. The College’s current course offerings are appropriate to a comprehensive community college and to higher education. LCC considers community impact, employability, job market trends, and early potential as it determines the viability of new or current programs.

Advisory boards play a key role in the development and continuous quality improvement in the career and technical programs typically housed in the Technical Careers Division and Health and Human Services Division. These advisory committees help ensure that the course content is current and meets industry standards. Many of these programs have third party accrediting bodies, which “helps ensure that course content meets the needs of employers and certification standards. When developing new or updating courses, we look at transferability and articulation to other higher education institutions.”

Common Learning Outcomes listed in master syllabi ensure that all courses independent of the delivery system are equivalent. All faculty are required to include the common learning outcomes in their course syllabi. Full compliance across campus is underway , and it’s clear that the Academic Senate and Committee for Assessment of Student Learning (CASL) are working to achieve compliance.

Online courses use same syllabi and are held to same expectations. As courses are held to same student learning expectations through consistent assessment and training is required for online faculty, a greater level of compliance can be expected.

Dual Credit Courses are delivered at local high schools and by LCC faculty to ensure that courses are equivalent to those delivered on campus.

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

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

Lansing Community College has integrated its key learning outcomes with co/cross-curricular competencies in the college's Academic Master Plan, which are reviewed and updated during its accreditation cycles. General Education Core Requirements have been established and communicated in the areas of communication, global perspectives and diversity, mathematics, science, and writing and the Core Curriculum Review Committee studies learning needs and requirements, which are reported to stakeholders.

The Systems Portfolio 2013 stated that a "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."

LCC has identified a set of Co-/Cross Curricular Competencies which include five broad categories. The review and evaluation of these competencies occurred through the strategic planning process and the review of the LCC Academic Master Plan as stated in the Systems Portfolio 2013. Since the Academic Master Plan has been replaced by Operation 100%, it's assumed that this process will occur through other avenues, likely through the work of the Academic Senate or one of its standing committees.

LCC "believes that a common core of skills, knowledge, understanding, and reasoning is indispensable for all students granted an associate's degree" and has developed a set of General Education Core Requirements. These include requirements for Communication, Global Perspectives and Diversity, Mathematics, Science, and Writing. Specific descriptors for each of these five areas demonstrate the College's commitment to a broad base of learning

and skills for its students.

LCC further demonstrates its commitment to Human and Cultural Diversity through their Essential Learning Outcomes, recently adopted from AACU, to serve as institutional level outcomes. The first of these ELO's is, "Knowledge of Human Cultures and the Physical and Natural World." Intercultural knowledge and competence is also included as a subcomponent of "Personal and Social Responsibility."

Core Component 3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Subcomponent 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

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

LCC has formalized processes to recruit, hire, support, evaluate, and retain faculty and student support staff. Through the strategic plan, the college has set targets to improve hiring processes, including the time to hire. They are now tracking several metrics in relation to HR processes and have seen gains. In terms of faculty qualifications, LCC has been proactive in responding to HLC's new policy regarding Determining Qualified Faculty. The institution has undergone a thorough analysis of the degree and certification requirements necessary to teach every course the College offers and has conducted a thorough analysis of all faculty transcripts and credentials, determining which courses each faculty member is eligible to teach. This has led to some concerns amongst faculty, who argue that faculty should have been involved throughout the process to establish academic credentials for instructional staff.

Faculty are expected to participate in curriculum development and review, assessment of student learning, and other academic processes. The establishment of the Academic Senate has led to increased shared governance and faculty voice in academic processes. The CQR Team noted that this increased involvement was fully appreciated by those on the Academic Senate and the standing committees that report through the Senate.

The faculty qualification requirements recently updated in response to HLC's "Determining Faculty Qualifications" policy will apply to all faculty teaching LCC courses. At the present time, dual credit courses are typically taught by full-time or adjunct faculty from LCC.

A formal faculty evaluation system has been updated and was implemented in fall 2013. This system provides for colleague and supervisor input, recognizes student performance, and establishes appropriate feedback and improvement plans.

The Center for Teaching Excellence trains faculty in specific teaching methods and techniques that enhance the student learning experience. The CQR Team heard several faculty members comment on the value of these trainings that were required for adjunct faculty to move to full-time faculty or were available to support teaching online.

Faculty are required to maintain office hours. Students are also encouraged to contact instructors through the Desire2Learn LMS or the college email.

Core Component 3D: The institution provides support for student learning and effective teaching.

Subcomponent 1. The institution provides student support services suited to the needs of its student populations.

Subcomponent 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

Subcomponent 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

The college provides a variety of learning support services that offers resources from orientation to graduation for

student learning needs. These support services consider the students' skill levels, diversity, and financial context.

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

LCC provides a broad array of student support services, including New Student Orientations, Testing Services, Academic Advising, Counseling Services, and Tutoring. Through Operation 100%, the Academic Advising approach will evolve to include a case management approach and success coaches. The Provost's Cabinet had recently pooled staffing resources to support increasing the staff for academic advising. The Tutoring program appears to be robust as it includes predominantly professional tutors, BA prepared, and a strong supplemental instruction program. The CRLA accredited tutoring is embedded throughout the campus as well as housed in a central location.

Through placement testing, academic advising, and self-assessment, students are directed to the courses that meet their academic needs. Nearly all courses have required pre-requisites, which must be met prior to registration. Through New Student Orientation, students are introduced to the resources that can help them achieve their goals. These resources include tutoring services, library resources, disability services, resource centers, library resources, computer resources, and student life organizations.

LCC provides both students and faculty with the needed facilities and resources to ensure high quality programs and student success. These include high quality facilities for career and technical programs, academic laboratories, libraries, performance spaces, and clinical sites. The CQR Team was able to visit the new Gannon Center with its Starzone for one-stop student services and a student gathering space to encourage student interaction and relationship-building. The Team heard about the new Mechatronics Center, which will house a state-of-the-art manufacturing program.

Students can receive guidance in the effective use of research and information resources beyond the classroom through the Writing Center, Tutoring Services, and the Library.

Core Component 3E: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Subcomponent 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

LCC sponsors a variety of co-curricular activities such as the Student Leadership Academy and opportunities for students to work in jobs within their chosen fields. Further, the College encourages service learning to enhance

student learning outcomes and to fulfill its commitment to strengthen the communities it serves.

The College sponsors over 30 registered student organizations, service learning, work-study and practicum opportunities, and leadership experiences. During the Student Session of the CQR visit, two of the students discussed their positive experiences establishing and leading student organizations. This involvement clearly was an integral part of their education and had provided positive leadership development.

LCC demonstrates the claims it makes regarding students' educational opportunities and experiences.

Team Determination on Criterion Three:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

LCC provides significant evidence of its commitment to “Criterion Three: Teaching and Learning: Quality, Resources, and Support.” The College offers degrees and certificates appropriate for the student body it serves. The Institution strives to provide quality programs in career and workforce development, general education, developmental education and personal enrichment. Both internal and external entities, including advisory boards, transfer agreements, third-party accrediting organizations, the curriculum committee, and Committee for Assessment of Student Learning, work together to ensure that the institution provides high quality programs in all locations and via all delivery systems. LCC has been working diligently since the submission of its 2013 Systems Portfolio to develop consistent, effective processes, and the effective use of data. The creation of the Academic Senate with its standing committees, CASL, Curriculum, and Online Learning, has allowed faculty a greater voice in academic processes and should lead to more consistent application of expectations. Now, as the institution works to incorporate these processes and absorb them into LCC's culture, it's likely to move beyond the reactive and systematic stages of maturity, to a fully aligned stage.

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

Core Component 4A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

Subcomponent 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Subcomponent 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

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

The LCC 2016 Assessment Plan provides a full description of the current program review process and cycle. The plan states that “the purpose of the Program Review Process is to support ongoing Program of Study improvements that facilitate and are aligned with student success.” The Program Review is conducted by the program faculty and staff and the program review support team, which includes Deans, the Provost, Center for Data Science, the Committee for Assessing Student Learning, Curriculum Committee, and Financial Services. The process includes a program review questionnaire, a data packet from the Center for Data Science, a program of study learning outcomes template, a program of study learning outcomes rubric, and an annual improvement plan. While the current process was developed recently with the first reviews scheduled for Spring 2016, the fully developed process, designated personnel, and commitment from the executive leadership is likely to lead to a sustainable process that can evolve as necessary in response to continuous quality improvement.

LCC has policies regarding the evaluation of all credit that it transcripts, transfer-in credits, and credit for prior learning. The registrar’s office defers to departmental discipline experts as needed.

LCC maintains and exercises authority of course prerequisites and expectations for student learning through the faculty-led curriculum committee. The Office of Academic Affairs has recently updated faculty qualifications for all programs, including dual credit, ensuring that all courses are taught by equally qualified faculty and are equivalent in learning outcomes and achievement.

LCC maintains specialized accreditation for all applicable programs. On the recently updated accreditation website, LCC lists 20 programs and their accrediting bodies.

Many of the accredited programs make use of survey data from post graduates, feedback from focus groups,

surveys from employers, and benchmarking information to collectively make quality improvements.

Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

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

The institution has developed student learning outcomes for all courses as listed on master syllabi, program outcomes have recently been reviewed and updated, and LCC recently adopted the Essential Learning Outcomes from AACU as their institutional level outcomes. Programs of study have aligned their outcomes to the ELO's through a template provided by the Committee for Assessment of Student Learning (CASL).

LCC, like many colleges, has gone through several iterations of assessment of student learning processes. The last college-wide process was put on hold in 2009. However, several programs continued to assess student learning as the processes had become integral to their disciplines. Other programs with third party accreditation also continued to assess student learning as required by their accrediting organizations. Since the last portfolio, a college-wide, centralized process has been developed by CASL with the support of two new administrative positions within the Center for Data Science, The Director of Assessment and the Director of Institutional Research. The timeline and assessment plan are outlined in detail in the 2016 LCC Assessment Plan. LCC has developed a three year plan with the goal of developing a sustainable system of assessment. Phase 1, 2015-2016, focused on needs assessment, developing an assessment framework, and program-level assessment. Phase 2, 2016-2017, will focus on co-curricular assessment and general education assessment. And, finally, Phase 3, 2017-2018, will continue the work on co-curricular assessment and evaluate the assessment plan.

Course-level learning outcomes are aligned with the Program of Study curriculum, which is aligned with the institutional ELO's and is based on direct assessment of student performance. Co-curricular tools and templates have also been developed to ensure consistent methods of assessment that inform continuous quality improvement

action plans.

While previous institutional efforts toward centralized assessment processes did not prove sustainable in the long run, this fully developed plan based on current best practices involving faculty and staff across campus with the support of CDS and the executive leadership is poised to prove sustainable and responsive to continuous quality improvement.

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

Subcomponent 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Subcomponent 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

LCC provides programs to address specific student needs that use data to identify students who may benefit from learning support. LCC analyzes enrollment, persistence, and retention trends to inform its program development. LCC implemented significant changes in the last three years that focus on retention and persistence, such as the student success deadlines, Program Quality Improvement Process, and the Educational Development Plan, which provides a roadmap for students.

It was in response to student retention, persistence, and completion rates that LCC embarked on their Operation 100% initiative. This student success initiative plans to engage the entire college community to ensure that students experience 100% success through inclusion. The initiative is comprised of four major projects: guided pathways, web refresh, My Academic Pathway, and advising. The College recognizes the ambitious nature of this initiative and will develop incremental targets in time, but they are passionate about setting a goal of 100% success and completion for all of their students. The launch date for all four projects is Fall 2016.

The Center for Data Science provides departments and the College with data regarding retention, persistence and completion of programs. It utilizes definitions from IPEDS, NCCBP, and the VFA. Reports are generated and the data sets are used for part of program review. The Center for Data Science also meets with stakeholders and generates reports that are useful to meet department and division goals. The Center for Data Sciences maintains a

Team Determination on Criterion Four:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

Since the development of the Systems Portfolio 2013 and the receipt of the Systems Appraisal report, LCC has worked to develop new, well-articulated processes to ensure fulfillment of Criterion Four: Teaching and Learning: Evaluation and Improvement. Like many institutions, LCC has developed several versions of program review and assessment of student learning processes over the years. It's important to note that many programs, mostly those with third party accrediting bodies and others that absorbed assessment processes into their operations, continued to assess student learning even during the years when the institution did not have a required centralized process.

The new processes for program review and assessment outlined in the 2016 LCC Assessment Plan are fully developed with timelines, tools, templates, and action plans. The Committee for Assessment of Student Learning has worked with the Center for Data Science and the Academic Senate to develop a model based on best practices. Due to the fully developed plan, involvement and approvals from the Academic Senate and standing committees, and the support of the executive leadership, these most recent processes should be sustainable and open to continuous quality improvements.

Criterion Five: Resources, Planning, and Institutional Effectiveness. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

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

Subcomponent 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Subcomponent 2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Subcomponent 4. The institution's staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

Evidence from discussions with both the Executive Leadership Team and faculty leaders from the Academic Senate made clear that the current strategic planning process is led by two co-chairs, one from upper administration and a faculty member from the Academic Senate. Their current strategic plan was developed 3 years ago, and knowledge of it is widespread as activities tied to it are reported out every quarter. LCC is in the process of subsuming the Strategic Plan into their Operation 100% umbrella. When this process first began, LCC dropped its benchmarks because they were causing too much pressure. Now that Operation 100% is more stable, LCC is re-establishing benchmarks and targets; for example, they looked at Student Success retention data and were able to raise the percentage to 50% from Fall 2015 to Fall 2016. The emphasis on retention is especially important because the State of Michigan lags behind the U.S. average in Associate Degree completion.

There are four major Operation 100% Student Success Projects, namely: Guided Pathways, Web Refresh, My Academic Pathway, and Advising, as described in LCC's brochure Operation 100%.

The college is kept up to date on its budget. This reviewer was able to briefly see not only the overall budget, but also a slide show used by the VP of Finance to present LCC's current position.

Another area that is evident, and was stated verbally in the CQR visit by the VP of Finance is the philosophy of not delaying maintenance of the campus buildings and grounds. There are a number of student-friendly spaces that are well-kept, and the buildings appeared to be bright, modern, and welcoming spaces that students liked to gather in.

LCC is now providing a number of courses online, and conversations about quality equivalencies were rich and mature, with one very involved faculty member having done her dissertation on this topic. This was learned through voicing evidence.

LCC's Academic Affairs department has analyzed and organized job credentials and skills required for each course, and conversely, the faculty and their credentials, along with a list of the course they have been approved to teach. This analysis was presented in excel tables in both print and electronic form in the Resource Room.

During the CQR meetings, it was conveyed by a faculty member that faculty professional development is well supported financially. All faculty that teach online must go through an online training program, and professional course designers are available to assist any faculty member who requests their help.

This reviewer also saw LCC's current ITS Division Tech Replacement 5-year plan. This plan is developed annually to budget for technology replacement throughout the college.

It is interesting to note the HR department has also revised their hiring practices to align with LCC's Balanced Scorecard. Additionally, they have recently done a Climate Survey and are currently studying the feedback.

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

Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

From discussions with both the Executive Leadership Team, faculty leaders from the Academic Senate, and the Open Meeting with Faculty, it was clear that the new Academic Senate’s structure was very well-received by faculty in general. Comprised of 45 people, of whom 75% were faculty, and co-led with administrators, many faculty felt that their voice was now better heard in the governance process, and are beginning to address the ‘non-union’ faculty issues. The Academic Senate has a website, and guiding documents such as Bylaws, a Charter, which covers academics as well as budgetary priorities, and a Committees list. Additionally, the full faculty contract was made available to this team.

LCC’s Board of Trustees are quite involved members of the community. As our visiting team met with them, we learned that they have worked with the President to hold tuition steady and put variable course costs into student fees by course. These fees are adopted by the Board. Students learn what the fees will be when they register for next year’s courses in the spring. Financial Aid helps to cover these costs. These relationships became apparent to us through our conversations with Board members, the VP of Finance, and through documents provided in the Federal Compliance documentation.

The Board holds open forums for the community to express their interests, and we were told that these are well-attended. They have an active Audit committee and use Financial Aid information and default rates for their internal auditing. They also engage an outside auditor. According to the Board Chair, their “culture is to be data informed.” Other tools they employ are the EMSI Community Survey Results and the EMSI Employer Survey results.

There were well defined processes for faculty to apply for reassign time when they were asked to work on non-classroom assignments, which was described in our meeting with the Academic Senate’s faculty leadership meeting.

Other defined processes for staff operations were described by Advising, the Library, and Grants in our team’s meeting with them. Additionally there is excitement around the creativity of outreach efforts expressed by the Chief Diversity Officer.

Core Component 5C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

LCC's Board shared with us that they saw the community as a stakeholder, as well as the students. The community provides LCC with financial support through property taxes, as well as the allocation from the State of Michigan.

LCC has invested a great deal into their newly formed Center for Data Science. In conversation with the Center's director, we learned that LCC does an annual enrollment projection, using both leading and lagging indicators. This director had been trained in the Baldrige approach to systems thinking. The Center is well staffed, with a Director of the Center itself, a Director of Assessment, a Director of Institutional Research, and a Director of Institutional Effectiveness. In this discussion we also learned that the Director of Assessment used the Balanced Score Card approach at both the institutional and divisional levels.

LCC's program assessments are part of their larger program review process. LCC's Provost was quick to say that "Program review does not equal program dissolution." And while cutting programs was not the purpose of program review, it does play a part in that process. According to LCC's action register, each program is reviewed every four years, but have annual improvement plans which feed into the budgetary process.

The following statement comes from the February 2016 CQR Highlights Report: "CASL members began their work by building upon the existing LCC assessment framework (dated 2012) to design an updated framework that describes the goals and objectives of LCC assessment and the measurement and management strategies to continuously monitor progress toward these ends. The assessment framework applies a Balanced Scorecard approach and includes a strategy map that aligns 4 assessment strategic objectives; associated measures to identify what we are measuring at the course, program, and institution levels; targets to identify successful achievement of the strategic objectives; current performance results to identify gaps in performance; and a data collection plan that describes how the data are collected, the source of the data, the methods used to collect data, methods of analysis, and the ways in which the results are used to support continuous improvement."

Core Component 5D: The institution works systematically to improve its performance.

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

Subcomponent 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

The Executive Leadership Team (ELT) represents the Senior VPs, CFO, ALO, Director of the Center for Data Science, Director of HR, CIO, Chief Diversity Officer, Director of Facilities, Associate VPs, as well as the Deans. This group then, represents leadership for the physical, budgetary and academic goals of the institution, and use data from the Center whenever possible. In discussion with them, it appeared that they were working towards “de-siloing” assessment where ever possible, and according to the VP for Finance, the focus of IT and physical plant is to keep the focus on student learning. The ELT group appears to work well with each other, and provided an example of where their planning around their parking policy had an unplanned for consequence. As parking went to a flat fee that all students were charged, students ended up staying on campus longer than they had in the past. This put stress on the IT wireless infrastructure, that then needed to be shored up. Several members commented that some areas gave IT some of their money in order to get this done quickly. During our team’s Open Forum meeting on Core Components 1 and 2, it was stated that ‘every change in budget is tied back to the strategic plan.’”

The ELT also talked about priorities, and one of those priorities is student safety. Investments here have resulted in Behavior Intervention Teams (BIT), 250 cameras installed throughout campus, call boxes, an escort service, and an online app that allows the user to text the Safety department and send photos immediately.

Team Determination on Criterion Five:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

The HLC CQR site visit team found ample evidence that Lansing Community College meets Criterion 5.

The HLC CQR site visit team met with internal stakeholder groups and key administrators as well as the Board of Trustees and gathered documented evidence to support these findings. We were presented with evidence that LCC clearly meets all Core Components of Criterion 5. New organizational structures between administration and faculty have begun to show results and credibility. The administration has wide-ranging discussions that include

verbalizing risks and rewards for the institution. They have adopted the goals as stated in Operation 100%, and that guides much of their strategic planning. These goals are widely communicated and understood by faculty and staff. The budgeting process is open and aligned with serving students, and LCC is fiscally sound. They have a recognized committee that hosts new Action Projects, they have invested in a data-rich infrastructure, and from conversations it was clear that LCC has a student-centered culture.

IV. Commitment to Continuous Quality Improvement (CQI)

Levels of Organizational Maturity in Relation to AQIP Categories.

Please provide a brief paragraph or two that captures the team's perception of the institution's overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its quality agenda.

The site review team had the pleasure of meeting with more than 150 members of Lansing Community College's team. It was apparent throughout these interviews that the entire college is committed to their mission and to the betterment of their students. LCC appears to have experienced significant employee turnover especially in positions of senior leadership. Feedback and discussions during on-site interviews, in addition to evidence provided prior to and during the visit, indicate that the institution has navigated this period of employee turnover quite well. Many initial concerns that were noted in the Systems Portfolio Feedback Report and the Federal Compliance report have been addressed with processes established prior to the site review team's visit.

As mentioned earlier in this report, LCC has been working diligently in recent years to develop consistent and effective processes, and to ensure that data is used in decision-making at all levels. The college's academic master plan (Operation 100%) utilized input from multiple stakeholder groups, was developed in conjunction with Gateways to Completion (G2C) efforts, and has a foundation in LCC's student success data. As an umbrella structure for all of the college's student success efforts, Operation 100% appears to have embedded itself in the institutional culture, as this initiative was mentioned in nearly every interview session conducted by the site review team.

Similarly, the establishment of the faculty-operated Academic Senate appears to reflect a shift in institutional culture. This committee was also discussed in nearly every interview hosted by the site review team. According to feedback from both faculty and administration, the impact of this committee is two-fold: 1.) there appears to be faculty consensus that this committee provides faculty with a greater voice in academic processes, and 2.) the development of a more explicit and repeatable process for assessment at all levels. This transition to a more consistent assessment process would reflect a shift from a systematic level of maturity to aligned, once fully realized. This transition is expected to be facilitated by the institution's obvious commitment to focusing on data in the assessment process, as well as in many other decision-making processes. This commitment is exemplified by the creation of a Center for Data Science and the development of an Assessment Plan with established timelines and action plans.

As can be expected at an institution with a number of new institutional leaders, issues of communication appeared to be the most frequent area of concern. Feedback from multiple constituencies indicated that major strategic initiatives and actions (Operation 100%, 2013-2016 Strategic Plan, faculty qualifications review) were known to nearly everyone and generally received broad institutional support, yet there were still indications that some groups did not feel that their voices were heard in the development of such projects. Placing particular emphasis on getting

broad support and input early on in the development of future strategic initiatives and projects may help further foster the culture of continuous quality improvement at LCC.

As mentioned above, and previously in this report, LCC has developed a number of comprehensive plans for important institutional processes (e.g., assessment, program review, etc.) that are essential in establishing a culture of continuous quality improvement. Implementing the plans that have been recently developed and collecting data to discuss and use in making institutional improvements will be an important next step in transitioning from a systematic to aligned level of maturity. The feedback and evidence provided during the site review team's visit gives every indication that this transition is very likely to occur in the near future.

Evidence of Principles of High Performance Organizations

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through the aspirational values found in the Principles of High Performance Organizations.

In multiple meetings with various stakeholders, it became clear that Lansing Community College follows the Principles of High Performance Organizations articulated by the Higher Learning Commission. There is a commitment to student learning which helps to focus the entire college, as evidenced in the Operation 100% initiative. The turn-out and participation of many members of the LCC community showed a culture of involvement, and the newly formed Academic Senate has provided a structure that provides for ongoing wide involvement of the faculty in important aspects of college life. During the Open Forum for Core Criteria 1 and 2, a number of staff and faculty commented on the high integrity and values of the current LCC leadership. The President and others often cited the scholars whom they read and studied seriously in their ongoing learning, and faculty shared that money for professional development was sufficient for their current needs. There was a sense of shared purpose, which in turn led to demonstrated respect for each other that was gratifying to observe. Few people interrupted others, eye contact and body language reflected a genuine concern for others in the various meeting rooms. Collaboration and Agility were demonstrated in the college's quick response to the capacity of the IT wireless system after the parking policy was changed. Foresight and Information are shared through anecdotes, community liaisons, and leading and lagging indicators provided by the Center for Data Science. In summary, the integrity of the college was evident from its people, its committee structures, and its ongoing quest for continual improvement.

V. Commitment to AQIP Pathway

Provide brief bullet points for each section that demonstrate success or progress in each area.

Actions That Capitalize on Systems Appraisal Feedback

LCC committed to the systematic capture and use of data in its institutional planning and initiatives through the creation of the Center for Data Science. This department provides the resources of a Director of Assessment, Director of Institutional Research, Director of Institutional Effectiveness and the Executive Director. The Department focuses on systems thinking and has worked with key stakeholders throughout the college to develop baseline and benchmark measures (a balanced scorecard with KPI's). The scorecard and KPI's are monitored by

each of the divisions on a regular basis and are the basis for decision making.

Actions That Capitalize on Strategy Forum Participation

Systematic strategic planning at the institution level was the outcome of the 2010 and 2014 Strategy Forums. There are now six strategic plan chairs that focus on each of the six established values of the institution. These chairs report to the Strategic Planning Team which is comprised of a broad spectrum of faculty and disciplines, student affairs, small business development, the Center for Engaged Inclusion, public relations, financial services, community and workforce development and human resources.

Actions That Capitalize on Action Projects

Action projects Strategic Challenges and Strategic Planning were direct outcomes of participation in the Strategic Forum participation. They were the impetus of the development of the strategic plan, the Strategic Planning Team and the AQIP Leadership Team. The development and evolution of these two teams has been significant in LCC's ability to break down silos in the institution and bring people to the table for open communication, increased enthusiasm and buy in for shared student focused goals.

Commitment to Active Engagement in AQIP

Evidence of CQI (continuous quality improvement) is demonstrated through LCC's Systems Portfolio, Quality Highlights documents, and its actions before and during its CQR Visit. LCC embraces opportunities for improvement and change management by its ability to continue to work on systemic approaches before deploying change and data-driven improvements. LCC is committed to moving forward on a path of change for the purpose of enhanced quality as aligned to student persistence, retention, and completion. LCC listened and thoughtfully considered peer reviewers' comments. Their active engagement demonstrated a comprehensive level of commitment in making performance based decisions that move the institution forward while making use of fiscal resources and human resources. Leadership at the executive level and mid-manager level is working in collaboration with faculty and staff to build a culture of continuous quality improvement. A commitment to the CQI process is evident from the site visit.

VI. Team Recommendation

A. Affiliation Status

Indicate whether the institution is eligible to select its next Pathway, or if in the judgment of the CQR Team the institution should be limited to the Standard Pathway.

Rationale: Provide a holistic rationale for this recommendation.

1. Recommendation for Reaffirmation of Accreditation

LCC meets all criteria for accreditation and therefore the team recommends reaffirmation of accreditation.

2. Recommendation for Eligibility to Select Next Pathway

LCC is eligible to select its next pathway.

Rationale:

From review of the Systems Portfolio and evidence submitted and verified through the HLC CQR site visit, the team was able to verify that LCC has met all of its standards for AQIP with no areas for concern. LCC is involved in AQIP Action Projects and planning process that focus on CQI initiatives.

In addition, LCC has leadership committed to CQI and the process and results that drive this collaborative, data-driven approach.

3. Criterion-related Monitoring Required (report, focused visit):

Monitoring:

None

Rationale:

All criteria were met through reviewed documentation provided by LCC.

4. Federal Compliance Monitoring Required (report, focused visit):

Monitoring:

None

Rationale:

Documentation provided by LCC verifies its meeting of Federal Compliance standards and HLC expectations.

B. Commission Sanction or Adverse Action

None

VII. Embedded Changes In Affiliation Status

Did the team review any of the following types of change in the course of its evaluation? Check Yes or No for each type of change.

Yes No Legal Status

- | | | |
|------------------------------|--|--|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Degree Level |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Program Change |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Distance or Correspondence Education |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Contractual or Consortial Arrangements |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Mission or Student Body |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Clock or Credit Hour |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Additional Locations or Campuses |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Access to Notification |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Access to Expedited Desk Review |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Teach-out Arrangement |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Other Change |

Appendix A

Interactions with Constituencies

Day One

President and HLC ALO

- President
- Associate VP of Academic and Student Affairs / Accreditation Liaison Officer
- Senior VP of Academic and Student Affairs / Provost
- Senior VP of Finance, Administration & Advancement

Executive Leadership Team

- Senior VP of Academic and Student Affairs / Provost
- Senior VP of Finance, Administration & Advancement
- Associate VP of Academic and Student Affairs / Accreditation Liaison Officer
- Dean of Student Affairs
- Chief Information Officer
- Executive Director of Human Resources
- Dean of Health & Human Services
- Dean of Community Education & Workforce Development
- Dean of Technical Careers
- Dean of Arts & Sciences
- Chief Diversity Officer
- Executive Director of Center for Data Science
- Director of Facilities
- Associate VP for External Affairs and Development (retiring)
- Associate VP for External Affairs and Development (new)
- Chief Financial Officer

Provost's Cabinet

- Senior VP of Academic and Student Affairs / Provost
- Associate VP of Academic and Student Affairs / Accreditation Liaison Officer
- Dean of Student Affairs
- Dean of Health & Human Services
- Dean of Community Education & Workforce Development
- Dean of Technical Careers
- Dean of Arts & Sciences
- Executive Director of Center for Data Science

Finance Administration and Advancement Direct Reports

- Senior VP of Finance, Administration & Advancement
- Chief Information Officer
- Executive Director of Human Resources
- Director of Facilities
- Associate VP for External Affairs and Development (retiring)
- Associate VP for External Affairs and Development (new)
- Chief Financial Officer
- Director of Marketing & Communications
- Director of Public Relations

- Director of Police

Board of Trustees Members

- Board Chair
- Board Vice-Chair
- Board Secretary
- President

Human Resources and Academic Affairs (Faculty Qualifications Processes)

- Executive Director of Human Resources
- Human Resources Director
- Dean of Health & Human Services
- Dean of Community Education & Workforce Development
- Dean of Technical Careers
- Dean of Arts & Sciences
- Assistant Dean of Academic Affairs
- HLC Site Visit Project Manager
- Senior VP of Academic and Student Affairs / Provost

Academic Senate Leadership

- 3 Faculty Members on Academic Senate
- o Academic Senate President
- o Academic Senate VP
- o Academic Senate Secretary
- Associate VP of Academic and Student Affairs / Accreditation Liaison Officer

Faculty Open Session

- 45 Faculty in person
- o Accounting
- o Art Design
- o Biology
- o Business Careers
- o Chemistry
- o Diagnostic Medical Sonography
- o Economics
- o English
- o ESOL
- o Fashion
- o Foreign Languages
- o History
- o Library
- o Math
- o Paralegal
- o Psychology
- o Radiologic Tech
- o Transitional Learning
- o Writing
- Operation 100% Project Manager
- Tutor (2)

- Advisor (1)
- Librarian (3)
- 20 Additional Faculty at 3 additional locations (joined via online technology)
- o Computer Information Tech
- o Criminal Justice
- o Design and Construction Tech
- o Electrical Tech
- o Fire Science
- o Manufacturing Engineering Tech
- o Math
- o Paralegal
- o Welding

Criteria 1 & 2 – Open Session

- Senior VP of Academic and Student Affairs / Provost
- Senior VP of Finance, Administration & Advancement
- Dean of Arts & Sciences
- Associate Dean of Science & Math
- Director of Information Security
- Applications Systems Analyst
- Director of Enterprise System
- Librarian (2)
- Associate VP for External Affairs and Development (retiring)
- Dean of Technical Careers
- Executive Director of Center for Data Science
- Associate Dean of Health & Human Services (2)
- Advisor (2)
- Operation 100% Project Manager
- Executive Director of Foundation
- Financial Aid
- Associate VP for External Affairs and Development (new)
- Dean of Health & Human Services
- Director of Student Compliance
- Pell Grant Coordinator
- Associate Director of Financial Aid
- Chief Diversity Officer
- HLC Site Visit Project Manager
- Associate Dean of Student Affairs (2)
- Enterprise System Administrator
- Network Specialist
- Director of Human Resources
- Chief Information Officer
- Dean of Community Education & Workforce Development
- Executive Director of Human Resources
- Chief Financial Officer
- President
- Tutor (1)
- Faculty (10)
- o Economics

- o Chemistry
- o English
- o Business
- o Fashion
- o Radiological Tech

Day Two

Directors of Students Services Offices

- Customer Relations Coordinator
- Manager of Testing Services
- Director of TRIO
- Library Director
- Associate Dean of Student Affairs
- Director of Veteran & Military Affairs
- Director of Student Compliance
- Coordinator of Global Student Services
- Coordinator of Returning Adults
- Registrar
- Director of Financial Aid
- Learning Commons Coordinator
- Director of Student Finance

Center for Data Science

- Director of Institutional Effectiveness
- Executive Director of Data Science
- Director of Institutional Research
- Director of Assessment

Committee for Assessing Student Learning

- Director of Assessment
- Faculty (5)
- o Health & Human Services
- o English
- o Science
- o Speech
- CEWD Coordinator
- Advisor (1)
- Librarian (1)
- Director of Institutional Research
- Executive Director of Center for Data Science

Faculty Responsible for Assessment

- Faculty (12)
- o Paralegal
- o Computer Info Tech
- o Automotive
- o Police Academy
- o Fire Science
- o Fashion

- o Nursing
- o Child Development
- o Dental Hygiene
- o Fitness & Wellness
- o EMS

Open Session – Criteria 3 & 4

- Manager of Technical Services & Systems
- Faculty (9)
 - o CMA
 - o Fashion
 - o Criminal Justice
 - o HVAC
 - o English
 - o Business
 - o Economics
 - o Chemistry
 - o Math
- Dean of Student Affairs
- Chief Financial Officer
- Dean of Tech Careers
- Senior VP of Academic and Student Affairs / Provost
- CEWD Coordinator
- Director of Enterprise Systems
- Assistant Dean of Academic Affairs
- Director of Institutional Research
- Director of Assessment
- Executive Director of Center for Data Science
- Dean of Health & Human Services
- Executive Director of Administrative Services
- Executive Director of Human Services
- Associate VP of Academic and Student Affairs / Accreditation Liaison Officer
- Chief Information Officer
- Associate VP for External Affairs and Development (new)
- Librarian (2)
- Dean of Community Education and Workforce Development
- Advisor (1)
- Operation 100% Project Manager
- Director of Financial Aid
- Director of Center for Transitional Learning
- Executive Director of Foundation
- Dean of Arts & Sciences

Lunch with Students

- Met with 6 students

Distance Learning Faculty

- Faculty who teach online coursework (8)
 - o English
 - o Nursing

- o Computer Info Tech
- o Foreign Languages
- o Fashion
- o History
- o Economics
- eLearning Instructional Designer (2)
- eLearning Director
- Executive Director of Center for Data Science
- Associate VP of Academic and Student Affairs / Accreditation Liaison Officer
- Senior VP of Academic and Student Affairs / Provost

Open Session with Staff

- Financial Aid Advisor (4)
- Customer Relations Specialist (2)
- Veteran Resource Representative
- Assistant Financial Analyst
- Financial Aid Analyst
- Veteran Affairs Support
- Academic Coordinator (4)
- Application Systems Analyst (3)
- Library Communications Manager
- Clinical Coordinator
- Academic Support Staff (4)

Open Session – Criterion 5

- Manager of Technical Services & Systems
- Faculty (8)
- o CMA
- o Fashion
- o CTE
- o Economics
- o Chemistry
- o History
- o English
- o HVAC
- Dean of Student Affairs
- Tutor (1)
- Associate Director of Financial Aid
- Chief Information Officer
- Executive Director of Administrative Services
- Senior VP of Academic and Student Affairs / Provost
- Financial Aid Advisor (2)
- Executive Director of Center for Data Science
- Director of Institutional Effectiveness
- Dean of Community Education and Workforce Development
- Human Resources Director
- Executive Director of Human Resources
- Director of Information Security
- Director of Enterprise Systems

- Librarian (2)
- Executive Director of Foundation
- Operation 100% Project Manager
- Advisor (1)
- Chief Financial Officer
- Applications Analyst
- Dean of Health & Human Services
- Associate VP of Academic and Student Affairs / Accreditation Liaison Officer
- Senior VP of Finance, Administration & Advancement

Strategic Planning Team

- Dean of Arts & Sciences
- Dean of Health & Human Services
- Director of Small Business Development
- Faculty (5)
 - o History
 - o English
 - o Economics
 - o Fashion
 - o Anthropology
- Chief Financial Officer
- Dean of Community Education & Workforce Development
- Associate Dean of Humanities & Social Services
- Tutor
- Senior VP of Finance, Administration & Advancement
- Executive Director of Human Resources
- Dean of Student Affairs
- Director of Marketing & Communications
- Director of Public Relations
- Senior VP of Academic and Student Affairs / Provost
- Associate VP of Academic and Student Affairs / Accreditation Liaison Officer

AQIP Planning Team

- Faculty (1)
 - o Economics
- Associate Dean for Academic Affairs
- Chief Financial Officer
- Senior VP of Finance, Administration & Advancement
- Executive Director of Human Resources
- HLC Site Visit Project Manager
- Director of Institutional Effectiveness
- Senior VP of Academic and Student Affairs / Provost
- Associate VP of Academic and Student Affairs / Accreditation Liaison Officer

Day Three

President and Executive Leadership Team

- President
- Associate VP for External Affairs and Development
- Associate VP for External Affairs and Development (retiring)

- Associate VP for External Affairs and Development (new)
- Chief Financial Officer
- Dean of Health & Human Services
- Senior VP of Academic and Student Affairs / Provost
- Chief Information Officer
- Chief Diversity Officer
- Dean of Community Education and Workforce Development
- Senior VP of Finance, Administration & Advancement
- Dean of Technical Careers
- Dean of arts & Sciences
- Executive Director of Administrative Services
- Executive Director of Human Resources
- Dean of Student Affairs
- Associate VP of Academic and Student Affairs / Accreditation Liaison Officer
- Executive Director of Center for Data Science

President and ALO

- President
- Associate VP of Academic and Student Affairs / Accreditation Liaison Officer
- Senior VP of Academic and Student Affairs / Provost
- Senior VP of Finance, Administration & Advancement

Campus Celebration

- Operation 100% Project Manager
- Faculty (19)
 - o Foreign Languages
 - o English
 - o Economics
 - o Humanities
 - o Math
 - o Computer Info Tech
 - o Physical Science
 - o Child Development
 - o Anthropology
 - o Center for Teaching & Learning
 - o Speech
 - o Community Health
 - o Surgical Tech
 - o Chemistry
- Academic Support Staff (4)
- Application Systems Analyst (3)
- Director of IT Project Management
- CMS Technical Specialist
- Dean of Health & Human Services
- Dean of Student Affairs
- Advisor (2)
- Academic Division Administrator (2)
- Counselor
- Student (1)
- Director of Institutional Research

- Director of Institutional Effectiveness
- Executive Director of Center for Data Science
- Director of Assessment
- Predictive Analyst
- Chief Information Officer
- Controller
- Administrative Assistant (7)
- Computer Lab Supervisor
- Director of Info Tech Services
- Director of Information Security
- Director of Enterprise Systems
- Division Support Staff (2)
- Program Director for Health & Human Services (4)
- Director of Small Business Development Center
- Graphic Designer
- Director of Public Relations
- Project Manager for Marketing
- Marketing Coordinator (2)
- Director of Marketing & Communications
- Student Life Coordinator
- Librarian (2)
- Library Support Staff (1)
- Student Affairs Coordinator
- Associate Dean of Academic Affairs
- Human Resources Director
- Executive Director of Human Resources
- Human Resources Information Systems Support
- Employment Manager
- Assistant to Hiring Manager
- Human Resources Business Analyst
- Financial Aid Advisor (2)
- Director of Student Compliance
- Financial Aid Director
- Director of Admissions / Registrar
- Human Resources Instructional Designer
- Human Resources Manager
- Customer Relations Coordinator (1)
- Associate Dean of Student Affairs
- Executive Director of Foundation
- Executive Director of Administrative Services
- Associate Dean of Arts & Sciences

Appendix B

Principal Documents, Materials, and Web Pages Reviewed

Websites:

- http://www.lcc.edu/schedule/general_information/tuition_fees.aspx
- http://www.lcc.edu/schedule/general_information/tuition_fees.aspx#Billing
- http://www.lcc.edu/catalog/policies_procedures/graduation.aspx
- http://www.lcc.edu/studentaffairs/student_judicial_affairs/appeals/
- http://www.lcc.edu/catalog/policies_procedures/studentrecords.aspx
- <http://www.lcc.edu/articulation/agreements/>
- <http://www.lcc.edu/articulation/reverse/>
- http://www.lcc.edu/catalog/policies_procedures/studentrecords.aspx
- <http://www.lcc.edu/registrar/transfer/>
- <http://www.lcc.edu/helpdesk/kb/desire2learn.aspx>
- http://www.lcc.edu/schedule/general_information/tuition_fees.aspx
- http://www.lcc.edu/assessment/off_campus/
- <http://www.lcc.edu/finservices/2015%20A-133.pdf> (not functioning)
- <http://www.lcc.edu/finaid/loans/>
- http://www.lcc.edu/police/files/Annual_Security_Report_2015.pdf
- http://www.lcc.edu/police/crime_information/crime_statistics.aspx
- <http://ope.ed.gov/athletics/>
- <http://www.lcc.edu/academics/gainful-employment/>
- <http://www.lcc.edu/scholarships/>
- <http://www.lcc.edu/finaid/policies/>
- <http://www.lcc.edu/academics/facultydirectory/>
- <http://www.lcc.edu/finaid/policies/>
-

Copy of SAP Policy and supporting email and timelines

- Student Complaint Process and timeline associated with follow-up and improvements
- CASL meeting minutes and timeline for future phases
- Program level assessment reports for third-party accreditation
- Program level assessment reports, assessment artifacts, assessment data from program-level review starting in 2012 through current
- General education assessment artifacts and reports from 2012 through current
- A-133 audit
- Course level assessment and evidence of sharing of reports and making improvements from data from 2009 through current
- Samples of student bills associated with course enrollment (those with and those without lab and material fees)
- Copy of billing structure associated with course and college fees (i.e. parking fee, registration fee, materials fee)
- Operation 100% 5-year plan

Numerous syllabi from multiple courses using various delivery modes and multiple timedelivery formats including compressed formats

- CASL: Information Fall 2015-Spring 2016
- Sample Course Schedules
- Program Planning and Assessment Comprehensive Review Executive Summary
- Brochure: Fast Facts (2016) Lansing Community College
- Brochure: Operation 100% Lansing Community College

- Sample Summary of Course Credit Hour and Billing Hours
- Audit report: Year Ended June 30, 2015 (Single Audit Act Compliance)
- Sample Student Schedule and accompanying student bill
- Curriculum Committee approval flow chart
- Sample institutional alignment goals to program goals as determined at department level
- Samples of agendas and meeting minute from Board of Trustees meetings
- Samples of agendas and meeting minute from Academic Senate meetings
- Sample of Campus-wide Communication from President (Dated July 1, 2015. Subject line reads LCC Welcomes New Chief Diversity Officer. Approximately one page of welcoming and describing the background of the new CDO)
- Strategic Plan (32 page printed Strategic Plan entitled Learn FORWARD: Student Success and Institutional Growth. Strategic Plan, 2013-16)
- Student Handbook. Sample page such as: (41 page Lansing Community College Student Handbook 2016-2017, includes Welcome from President, Fast Facts, Economic Impact FY 2013, StarZone Student Services and Hours, Guiding Principles, Steps to Apply, LCC Tuition and Fees, Financial Aid and other funding options, Summary of Academic Standing Policy, refunds and Higher One, Career Pathways, Program areas, Advising, Testing Services, Campus Resources, Center for Student Access, Counseling, Women's Resource/Returning Adult Program, Global Student Services, Military and Veteran Student Services, The Learning Commons, TRIO, Library, Student Life, Stars Win! (athletics), Harassment Policy and Title IX, Map, Contacts directory, Lansing Community College Foundation, Lansing Community College Board of Trustees and President)
- Spring 2016 Course Catalog (203 page printed Spring 2016 Course Schedule Book)
- Faculty Qualifications for Academic Departments
- Operating Procedure for Reviewing Faculty Qualifications to Meet Higher Learning Commission (HLC) Standards. Dated 4/1/16 and computer directory path
- Spreadsheet entitled BCA (11 pages) - Faculty Credential List (Partial, includes Fall 2014 through Fall 2015). Includes faculty by name, with course assigned, if course is part of MTA, what the faculty member's degree is and from where, if the official transcript was received, the teaching qualification eligibility, notes, and if a letter had been sent.
- LCC's Board of Trustee Policies:
http://www.lcc.edu/trustees/governance%20policies/GovernancePoliciesRevised_Sept21_2015.pdf
- LCC's Annual Budget: <http://www.lcc.edu/finservices/FY%202016%20Budget.pdf>
- Standards of Conduct in the Workplace Prohibited Behaviors: http://www.lcc.edu/resources/faculty_staff/
- 2012-16 Faculty Contract agreed upon between the BOARD OF TRUSTEES OF LANSING COMMUNITY COLLEGE OF THE STATE OF MICHIGAN AND LANSING COMMUNITY COLLEGE CHAPTER OF THE MICHIGAN ASSOCIATION FOR HIGHER EDUCATION AT LANSING COMMUNITY COLLEGE, Article XVIII.
- Samples of campus signs and buildings as evidence by on-campus tour and walk around

Appendix C

Federal Compliance Filing

Appendix D (if applicable)

Multi-Campus Report(s)



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Lansing Community College MI

TYPE OF REVIEW: Comprehensive Quality Review

DESCRIPTION OF REVIEW: Comprehensive evaluation includes a federal compliance panel.

DATES OF REVIEW: 04/25/2016 - 04/27/2016

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION:

DEGREES AWARDED: Associates, Certificate

RECOMMENDATION: no change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

International offerings limited to courses in Otsu, Japan.

RECOMMENDATION: no change

APPROVAL OF NEW ADDITIONAL LOCATIONS:

The Commission's Notification Program is available for new locations within the Commission's 19-state region.

RECOMMENDATION: no change

APPROVAL OF DISTANCE EDUCATION DEGREES:

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

RECOMMENDATION: no change

ACCREDITATION ACTIVITIES:

AQIP, Comprehensive Quality Review: 04/25/2016
Comprehensive evaluation includes a federal compliance panel.
AQIP, Systems Appraisal: 06/01/2019
AQIP, Systems Appraisal: 06/01/2023

RECOMMENDATION:

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2008 - 2009

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2015 - 2016

RECOMMENDATION: 2025-2026



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1338 Lansing Community College MI

TYPE OF REVIEW: AQIP: Comprehensive Quality Review

DESCRIPTION OF REVIEW: Comprehensive evaluation includes a federal compliance panel.

No change to Organization Profile

Educational Programs

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	108
Bachelors	0
Programs leading to Graduate	
Doctors	0
Masters	0
Specialist	0
Certificate programs	
Certificate	79

Recommended Change: no change

Off-Campus Activities:

In State - Present Activity

Campuses: None.

Additional Locations:

Lansing Community College East - East Lansing, MI

Livingston County Center - Howell, MI

West Campus - Lansing, MI

Aviation Technology Center - Mason, MI

Lansing Community College North - St. Johns, MI

Recommended Change: no change

ORGANIZATIONAL PROFILE WORKSHEET

Out Of State - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change: no change

Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change: no change

Distance Education Programs:

Present Offerings:

Certificate 11. COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES Certif Completion/Computer Technology Basics Internet

Certificate 11. COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES Certif Completion/Computer Programmer/Analyst Internet

Certificate 43. HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES Certif Completion/Correctional Officer Internet

Certificate 52. BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES Certif Achievement/E-Business Internet

Certificate 11. COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES Certif Completion/Microsoft Office Specialist Cert Prep Internet

Associate 11. COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES Associate Degree/Computer Programmer/Analyst Internet

Associate 52. BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES Associate Degree/Business Admin Internet

Certificate 52.0408 General Office Occupations and Clerical Services Certif Completion/Computer Readiness for the Workplace Internet

Associate 16.0101 Foreign Languages and Literatures, General Associate/Foreign Language Internet

Associate 52.0803 Banking and Financial Support Services Associate/Financial Institutions Internet

Associate 45.1101 Sociology Associate/Sociology Internet

Associate 42.0101 Psychology, General Associate/Psychology Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate/Liberal Arts Internet

ORGANIZATIONAL PROFILE WORKSHEET

Associate 24.0103 Humanities/Humanistic Studies Associate/Interdisciplinary Humanities Internet

Associate 45.0101 Social Sciences, General Associate/Social Science Internet

Associate 45.0601 Economics, General Associate/Economics Internet

Associate 43.0107 Criminal Justice/Police Science Associate/Criminal Justice Internet

Associate 52.0101 Business/Commerce, General Associate/Business Pre-Transfer Internet

Associate 43. HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES Associate Degree/CJ, Law Enforcement Internet

Associate 52. BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES Associate Degree/E-Business Internet

Associate 24. LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES Associate Degree/General Internet

Associate 52. BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES Associate Degree/International Business Internet

Certificate 52.0803 Banking and Financial Support Services Certif Completion/Financial Institutions Internet

Certificate 11.0901 Computer Systems Networking and Telecommunications Certif Completion/Web Site Developer Internet

Certificate 52.0201 Business Administration and Management, General Certif Completion/Taking Initiative for Management Effectiveness Internet

Certificate 24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other Certif Achievement/Transfer Studies Internet

Recommended Change: no change

Correspondence Education Programs:

Present Offerings:

None.

Recommended Change: no change

Contractual Relationships:

Present Offerings:

None.

ORGANIZATIONAL PROFILE WORKSHEET

Recommended Change: no change

Consortial Relationships:

Present Offerings:

Associate 51.0920 Magnetic Resonance Imaging (MRI) Technology/Technician Associate - 51.0920
Magnetic Resonance Imaging (MRI) Technology/Technician (Magnetic Resonance Imaging
Technology (1632))

Certificate 51.0920 Magnetic Resonance Imaging (MRI) Technology/Technician Certificate - 51.0920
Magnetic Resonance Imaging (MRI) Technology/Technician (Magnetic Resonance Imaging
Technician)

Recommended Change: no change



MEMORANDUM

DATE: 05/16/2016

TO: President Knight

CC: Dr. Jill Wright, Team Chair

FROM: Higher Learning Commission

SUBJECT: AQIP: Comprehensive Quality Review Report

Enclosed is the institution's copy of the AQIP: Comprehensive Quality Review report for Lansing Community College. At the end of the document, you will find the team's recommendation on the accreditation relationship. **Your action is needed in response to this report as explained below.**

Required Institutional Response to Evaluation Report. The Commission expects the President or Chancellor of the institution (or chief executive officer if a different title is used) to acknowledge receipt of this report within two weeks of the date indicated on the enclosed form. In addition, the institution may choose to submit an additional written response in the form of a letter to the Institutional Actions Council. The letter should not exceed five pages and is to be submitted electronically with the enclosed form within the two-week timeframe.

Please complete and return the enclosed form, along with any additional written response, to http://www.ncahlc.org/document_upload/, no later than **two weeks** from the date indicated. The institution's response becomes part of the official record of the evaluation and is included in the materials sent through the decision process to the next committee that reviews the institution.

If the Commission does not receive a response within two weeks, it will conclude that the institution concurs with the accreditation recommendation and will forward the appropriate materials to the Institutional Actions Council (IAC) for review and action. More information on the Commission's decision process is provided on the attached form and available on the Commission's website (www.hlcommission.org).

The institution will receive an official action letter following the IAC meeting. If you have any questions concerning the evaluation report or the decision process, please contact Linnea Stenson, your staff liaison.

Enclosures