Systems Portfolio
Lansing Community College

5/29/2019

1 - Helping Students Learn

1.1 - Common Learning Outcomes

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

1P1: PROCESSES

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

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

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

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

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

Responses

1P1a. Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2).

LCC's mission statement is:

Lansing Community College provides high-quality education ensuring that all students successfully complete their educational goals while developing life skills necessary for them to enrich and support themselves, their families, and their community as engaged global citizens.

To support the mission, all students, regardless of chosen program of study, receive education aimed at achieving common, institutional-level outcomes that support this mission, referred to as LCC's essential learning outcomes (ELOs). **(3.E.2)** All curricula require alignment to all ELOs, and each general education course and co-curricular activity requires alignment to at least one ELO.

The American Association of Colleges & Universities (AAC&U) essential learning outcomes provided alignment to the learning goals of two-year college students. The outcomes were vetted and tested with a variety of AAC&U member institutions, including community colleges. For this reason, LCC adopted them. To test the local viability of the learning outcomes, LCC underwent an outcomes sweep process. This process required every program of study (i.e. major) to complete an ELO form to specify links between common outcomes. The process confirmed the applicability of the outcomes to each discipline and its students' needs upon graduation. With applicability determined, LCC required every program of study and general education course to align to the ELOs. **(3.B.1)**

1P1b. Determining common outcomes (3.B.2, 4.B.4).

Feedback from the college's last systems portfolio and site visit was used to identify gaps in LCC's system of assessment. To close these gaps, the college formed an AQIP action project to design the assessment systems and processes documented in the LCC assessment plan 2015-2018 and later updated for 2018-2021. **(4.B.4)** Work began with identifying and aligning common outcomes.

During the 2014-2015 academic year, the college selected institutional-level student learning outcomes that:

- Addressed 21st century skills and competencies most necessary for success after a two-year college experience.
- Were applicable to students engaged in fields of study and practice related to two-year learning institutions.

- Aligned with the mission of the college.
- Provided an opportunity to benchmark outcomes with similar two-year learning institutions.

Through ongoing, collaborative discussions with community members, faculty, and administration, LCC adopted the American Association of Colleges & Universities' essential learning outcomes in October 2014. **(3.B.2)**

Adoption and alignment of the ELOs is integrated into every program of study (i.e. major) and LCC's general education program so every student, regardless of their chosen learning goals, receives instruction and opportunity to achieve the ELOs. Alignment to ELOs is reviewed every four years by program faculty through program review or general education assessment and the college reviews, as a collective community, relevancy of the ELOs every four years, with the next review taking place in 2019-2020. **(3.B.2)**

1P1c. Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1).

The essential learning outcomes (ELOs) are published on the website and offer three stages of progression across a curriculum: introduce, reinforce, mastery. Introduce describes when the learning outcome is newly introduced. Reinforce is when the learning outcome is repeated and revisited. Mastery, when appropriate, comes close to the end of the curriculum after much exposure and many opportunities to demonstrate successful performance in the learning outcome. Each program of study collaboratively completed curriculum maps to designate the appropriate level of achievement of the learning outcomes throughout each respective curriculum. Each program revisits the purpose, content, and level of achievement of learning outcomes every four years by updating their curriculum maps as part of the program review process. **(4.B.1)**

General education programs are required to select and submit one ELO each cycle and to map alignment between outcome levels. Inclusion encompasses every section of the course regardless of instructor, location, or modality. All faculty are required to report the method of assessment to ensure alignment. General education assessment is conducted with results analysis supported by the LCC Center for Data Science each spring semester to ensure consistency in student results by meeting a minimum standard per ELO and by level. Faculty use the remaining years of the general education assessment cycle to design, implement, and monitor pedagogical adjustments informed by the general education assessment results. **(3.B.2, 4.B.1)**

The LCC annual assessment report includes an analysis of student learning outcomes and assessment plans at the institution, division, and program levels and by level of achievement. The report also includes progress in assessment metrics in comparison to other AAC&U member institutions. Reports are provided to divisional deans each year to create opportunities for sharing data, discussing lessons learned, and deriving action plans for continuous improvement of student learning outcomes. **(4.B.1)**

1P1d. Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5).

Every student has an opportunity to achieve each of the LCC essential learning outcomes. Following adoption of the ELOs, faculty aligned them to program and course-level student learning outcomes so every degree program includes opportunities for students to progress through each learning goal (report). Each associate award is required to align learning outcomes at three levels (i.e. course, program, institutional) and across all ELOs. Degree programs require the same general education core curriculum. In occupational programs, where programs have identified the needs may vary, program outcomes are aligned with the ELO. **(3.B.3, 3.B.5)**

Beginning in the fall 2015 semester, LCC underwent a college-wide student learning outcomes review process that included a review of student learning outcome statements for every program of study, in all divisions. Using a standardized template, each program of study group aligned all levels of student learning outcomes for associate-level awards. **(3.B.3)** All completed templates were collected and reviewed by the Committee for Assessing Student Learning (CASL). A program of study student learning outcomes rubric was developed and used to calibrate CASL member reviews and provide tailored feedback in alignment with LCC's assessment system indicators (i.e. alignment, completeness, and quality of student learning outcomes) with resources and tools offered for recommendations for improvement.

Every associate degree requires students to complete general education curriculum. Applied degrees follow the LCC general education core curriculum. Transfer degrees have incorporated the Michigan Transfer Agreement (MTA) general education curriculum. Both LCC general education core and MTA align with LCC's essential learning outcomes, as evidenced by program of study curriculum maps. **(3.B.3, 3.B.5)**

Reoccurring review of learning outcome inclusion and alignment is now conducted during program review, general education assessment, and new or revised course proposal processes. During program review, each program of study is required to submit a current program curriculum map that reflects current alignment, completeness, progression of the learning outcome achievement, methods of assessment, and quality of student learning outcome statements. **(3.B.5)** All current (and past) program of study curriculum maps are stored, versioned, and accessed through the collegewide SharePoint system. This common access site allows faculty and administration access to a historical perspective on learning outcomes and methods of assessment by program of study. CASL's review process is conducted in alignment with the program review calendar and monitored by inter-rater agreement, with two CASL faculty members reviewing each program of study's learning outcome statements. Feedback is provided to programs of study in alignment with assessment system indicators.

These reviews are analyzed and summarized in an LCC assessment report and division report each spring. **(3.B.5)**

1P1e. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4).

LCC offers learning opportunities reflective of the human and cultural diversity of the community. This is evidenced by LCC's essential learning outcomes that include knowledge of human cultures, civic knowledge and engagement, and intercultural knowledge and competence. These outcomes are incorporated throughout the curriculum and all students are expected to attain proficiency in each of the outcomes as they progress through their academic programs. As noted in 1P1d, every associate degree program requires general education curriculum that aligns with the ELOs and includes studies in global perspectives, social sciences, and humanities. Inclusion of and alignment to the ELOs is reviewed every year, with program faculty ensuring all associate degree programs align to all ELOs and current to the discipline. The director of assessment reviews curriculum maps to verify inclusion and assessment methods to ensure programs provide exposure and opportunity for students to learn, practice, and acquire competency in all ELOs. Results of the director's review are shared with divisional deans each spring semester. The relevance and viability of the outcomes are reviewed every four years in alignment with the program review and general education assessment cycles. This review is conducted by faculty with input from discipline-specific community members, such as advisory boards and transfer partners. **(3.B.4)**

Relevancy and alignment of ELOs to course-level student learning outcomes is also reviewed when a program of study submits a request for a new or revised course. Faculty submit new or revised course proposal forms to the director of assessment early in the workflow to review student learning outcome statements and methods of assessment. Outcome statements are reviewed according to LCC's system of assessment indicators (i.e. quality, completeness, alignment). Faculty describe the relevancy of the student learning outcomes and additions or changes informed by the discipline and community (i.e. advisory board). Feedback is provided to faculty to make adjustments where necessary. Once approved, the course proposal form continues to the Curriculum Committee for review.

1P1f. Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2).

LCC defines co-curricular as activities and events that enhance and complement the educational experience at LCC, relates to the ELOs, and connects students to the college and community. **(3.E.1)** LCC co-curricular areas include:

- Service learning
- Library
- Learning Commons
- Leadership Academy
- Community Education and Workforce Development
- Career Services
- TRiO
- LUCERO
- Student organizations, clubs, and activities
- eLearning
- Writing Studio
- Cardio Before Exam

LCC is following a staged process of incorporating co-curricular learning into the collegewide assessment system. To inform the design, LCC conducted assessment testing with several co-curricular areas across the college. The components of co-curricular area assessment are guided by LCC's strategic plan and assessment system metrics: demonstrating alignment to the ELOs, methods of assessment, alignment between the method of assessment and learning outcome, and a plan for ongoing student learning assessment. Examples of co-curricular assessment include the Library, Cardio Before Exam (trend analysis), eLearning's Learning Online at LCC program, and the Writing Studio. **(4.B.2)**

Concurrent with this testing, LCC formed a co-curricular leadership committee including the president of the Academic Senate, the chair of the Committee for Assessing Student Learning, the assistant dean of Academic Affairs, and the director of assessment. This committee coordinates and implements the project for incorporating co-curricular assessment into the larger LCC assessment system. LCC also engaged faculty and co-curricular representatives in discussion to gain input for a shared process to collect, compile, analyze, and use co-curricular assessment results. Feedback was gathered through discussions at Academic Senate meetings and electronic questionnaires administered during the fall 2018 and spring 2019 semesters. The feedback produced a shared definition of co-curricular learning at LCC, the criteria for co-curricular program inclusion, and identification of the co-curricular areas to be scheduled for regular review. **(4.B.2)**

1P1g. Selecting the tools methods and instruments used to assess attainment of common learning outcomes (4.B.2).

Every course section teaches to the same learning outcomes, uses a common syllabus, applies the same faculty qualifications, and uses a common assessment method, regardless of location or modality.**(3.A.3)**

LCC's mission emphasizes direct and immediate application of skills and competencies. Faculty, therefore, design course-embedded assessment instruments that provide direct evidence of how well students transfer learning into new contexts, such as a working environment or continuing studies. Faculty use levels of achievement (i.e. introduce, reinforce, master) to provide opportunities for students to demonstrate progression of learning and application of that learning throughout the curriculum. A variety of assessment methods support the college's variety of learners. Offering multiple assessment options to students increases the opportunities for every student to demonstrate knowledge and application of the outcomes. **(3.A.3)**

Within program areas, faculty collectively decide upon options most appropriate for assessment of their learners using a common assessment method, specific to the discipline. To ensure alignment of outcome to method, all assessment method selections undergo a vetting process by the director of assessment and/or the Committee for Assessing Student Learning (CASL). Selected assessment methods must meet the following criteria:

- The method is aligned to the learning outcome according to Bloom's taxonomy of cognition.

- The method provides opportunity for students to demonstrate or perform the learning outcome (must be direct evidence of student learning).
- The method must be comprehensive (e.g. administered toward the end of a course for general education or curriculum for program review). **(3.A.3, 4.B.2)**

Data is analyzed by delivery modality and level of achievement to ensure all students achieve similar outcomes. New common assessment methods or high stakes assessment methods also undergo item analysis for a period to ensure test reliability. **(3.A.3)**

To assess the alignment of the assessment method to learning outcome, CASL developed a learning outcomes rubric. The rubric applies LCC's key assessment metrics and a Bloom's levels of cognition chart that offers suggestions for appropriate method-to-outcome alignment. The rubric was designed by CASL, tested during the first round of program curriculum map reviews using an inter-rater agreement process (i.e. two CASL members used the rubric with curriculum maps to ensure consistency in assessment), retooled, and then published for internal and external use. LCC's assessment plan also includes suggestions, tools, and resources to assist with appropriate method selection. **(3.A.3)**

1P1h. Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4).

LCC began assessing its common learning outcomes with high enrollment, general education courses and co-curricular activities using primarily direct evidence. All four ELOs and five subcategories were assessed. Concurrently, the Committee for Assessing Student Learning designed a collegewide general education assessment plan applying pilot-tested feedback gathered from the LCC community using two questionnaires and several forums across campus (i.e. Academic Senate, department meetings, program review kick off). The plan was fully implemented in the 2018-2019 academic year, beginning with all courses in the Social Science and Humanities Department (schedule). **(4.B.1, 4.B.4)**

To assess essential learning outcomes, general education faculty submit an online questionnaire in the spring semester that details the learning outcome being assessed, the method of assessment, and the administration of the assessment. Responses to questionnaires are reviewed by the director of assessment. The director of assessment then accesses the section gradebook in the course management system. Formative assessment scores are pulled and analyzed during the summer. A fall report provides an analysis at the course and institutional levels. General education faculty continue following the four-year assessment schedule to reflect upon and use results. **(4.B.2, 4.B.4)**

1R1: What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level?

Beginning in the 2015-2018 assessment reporting periods, faculty were asked to report learning outcomes, methods of assessment, and alignment of course and program outcomes to the essential learning outcomes. The evidence was analyzed by the director of assessment with oversight from the Committee for Assessing Student Learning to gain insight into:

- How curricula and courses align to a common set of institutional learning outcomes;
- What we expect students to learn and to what degree;
- How we assess students' learning throughout a curriculum; and,
- How well assessment methods are aligned to learning goals.

The majority (95%) of the assessment methods selected by faculty are aligned to learning outcome statements. Each cognitive level and assessment type was analyzed to determine the match (or alignment) rate. The match rate is determined by analyzing the possible number of learning outcome statements divided by the number of identified and aligned assessment methods. The highest cognition level and highest assessment method is used in the analysis.

Testing of the ELOs began with high-enrollment, general education courses and co-curricular activities (n=11,411). All four ELOs were assessed during 2016-2018 with attainment levels averaging 74% or higher for each.

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

Feedback from the 2013 systems portfolio indicated assessment processes were not scaled to the level of maturity desired. LCC leadership immediately took action for improvement. In 2014, LCC reconstituted the assessment committee and sent five members to the HLC strategic assessment workshop. Shortly after, a new director of assessment was hired. Under the guidance of the new director and newly charged assessment committee, the college built upon the previous assessment framework to create a holistic and comprehensive plan for institutional assessment of student learning at all levels within the college, including general education and co-curricular. Over the past five years, the college has improved the quality of assessment by scaling practices institutionally, refining the tools used, establishing targets, collecting and analyzing data, and making adjustments where necessary. **(4.B.3)**

Additional improvements include:

- Bringing together interdisciplinary faculty according to ELO assessed. Faculty will create common assessments by outcome, but through various perspectives (e.g. a historian's perspective, a sociologist's perspective, etc.). This collaboration will be fully implemented in fall 2019.
- Requiring annual assessment plans to track and monitor the quality and completeness of assessment practices.
- Updating the program review questionnaire to be more specific in the expectation of assessment planning.
- Creating an assessment follow-up calendar to monitor assessment plan progress. This will be done by the director of assessment. **(4.B.3)**

Results from assessment of the ELOs through co-curricular are quite promising, as evidenced by the Cardio Before Exam program. While this program reaches LCC's program areas, access and participation may be increased at the course-level with additional faculty training, such as

continued discussions with the Embedded Academic Support committee that seeks pedagogical means of increasing student learning outcomes. **(4.B.3)**

Sources

- A&P Capstone Assessment
- A&S Assessment Report 2019
- Blooms Taxonomy Job Aid
- Cardio Exercise Before Exam - Total Fitness Findings Spring 2017 - Spring 2018
- CASL Charter 1.20.17
- CASL Outcomes Review Rubric - Feedback.pdf
- Co-curricular Academic Senate and Survey Feedback
- Cocurricular project
- Common Learning Outcomes Assessment Results
- Common Learning Outcomes Assessment Results (page number 4)
- Common Outcomes Assessment Methods
- Curriculum Maps - Program and Gen Ed Examples.pdf
- Division Report HHS Assessment Report Spring 2017 updated 03.07.2017
- eLearning - Learning Online at LCC Assessment Results
- ELO Template
- English 121 Assessment Results
- English and Math Course Syllabi - Multiple Locations and Modalities
- Essential Learning Outcomes - Association of American Colleges & Universities
- General Education Assessment Plan
- General Education Assessment Plan (page number 4)
- General Education Assessment Plan (page number 10)
- General Education ELO Assessment Results 2016-2018
- General Education Questionnaire Spring 2019
- LCC Assessment Plan 2015-2018 Updated 9-28-2016
- LCC Assessment Results 2015 thru 2018
- LCC Assessment Results 2015 thru 2018 (page number 4)
- LCC Assessment Results 2015 thru 2018 (page number 5)
- LCC Assessment Strategic Plan 2018-2021
- LCC Essential Learning Outcomes
- LCC General Education Curriculum Requirements
- LCC General Education Curriculum Requirements (page number 6)
- LCC General Education Curriculum Requirements (page number 13)
- LCC General Education Curriculum Requirements (page number 18)
- LCC Institutional Assessment Phase 2 AQIP Action Project
- LCC Student Clubs and Organizations
- LCC Student Clubs and Organizations (page number 4)
- Learning Outcomes Rubric 2-24-16
- Library Information Literacy Assessment-Report-2017-2018

- LUCERO
- Program of Study Outcomes Template
- Program Review Cycle
- Program Review Questionnaire.pdf
- Program Review Questionnaire.pdf (page number 2)
- Proposed Faculty Minimal Quals LCC
- Revised Course Proposal - ARTS 102
- Syllabi Audit Process
- Trend Analysis for Cardio Before Exam
- TRIO Student Support Services
- Writing Center Assessment Results

1.2 - Program Learning Outcomes

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

1P2: PROCESSES

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

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

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

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

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

Responses

1P2a. Aligning program learning outcomes to the mission, educational offerings and degree levels of the institution (3.E.2).

All programs at LCC have program learning outcomes aligned with LCC's essential learning outcomes. When setting learning goals, all programs of study (i.e. majors) apply LCC's mission, discipline-specific standards, expectations appropriate for a two-year institution for non-transfer students, expectations of four-year learning institutions for transfer students, and input from advisory boards appropriate for employment. LCC offers associate degrees, certificates of achievement, and certificates of completion. Student success is ensured by stacking courses within a curriculum so each student achieves the stated learning goals and has an opportunity to follow a path toward completion. **(3.E.2)**

The Curriculum Committee and Committee for Assessing Student Learning (CASL) work in partnership to conduct regular reviews of the alignment of program learning outcomes. Programs complete a curriculum map every four years during program review that specifies the alignment and appropriateness of learning outcomes. CASL reviews the curriculum maps using a rubric and provides feedback to faculty. The director of assessment tracks the learning outcomes in a database and documents results in LCC's annual assessment report. In addition, the first question in the program review questionnaire requires that programs address the purpose of their program, how it supports student and stakeholder needs, and how the program aligns with the college mission and strategic plan. By including this question in the program review process, faculty and administrators of each program are asked to reflect on how their program goals and learning outcomes align with the college's essential learning outcomes, mission, and strategic direction. The answers are submitted to the Academic Affairs office and reviewed by the Program Review Support Team.

When changes are made to courses within a curriculum outside the program review process, faculty submit a new or revised course proposal form to academic leadership (e.g. deans, associate deans) and the Curriculum Committee. Faculty describe changes to outcomes or offerings by specifying the alignment between need and proposed curricular changes. Course changes or additions are reviewed and tracked by the Curriculum Committee and reported in Academic Senate meetings.

1P2b. Determining program outcomes (4.B.4).

Developing program learning outcomes is a faculty-driven process at LCC. **(4.B.4)** The process incorporates discipline-specific standards and expectations, transfer requirements of four-year institutions, accreditation requirements, advisory boards, and other community and industry-specific needs. Faculty consider the appropriateness of the learning goal to a two-year community college and how learning progresses throughout a curriculum. Learning outcomes are sequenced by level of achievement (i.e. when to introduce the learning outcome, when to reinforce the learning outcome, and when to master) and by level of progression through the program (i.e. nesting certificates into awards). The Committee for the Assessment of Student Learning reviews the curriculum maps using a rubric and provides feedback to faculty.

Faculty apply Bloom's taxonomy to set the appropriateness of the learning expectation commensurate with a two-year community college and to spread it across a curriculum. Faculty use a Bloom's job aid and outcomes worksheet (and guidelines), attend workshops offered by the Center for Teaching Excellence, or use the assistance of instructional designers to craft learning outcomes. Curriculum maps are submitted every four years during program review to allow for interim, collaborative review of the program outcomes by faculty and the Program Review Support Team. The director of assessment assigns a numerical code to each Bloom's level to report the spread of learning expectations across a curriculum and reports the results in annual division assessment reports. Programs use these results to calibrate levels of cognition throughout curricula. **(4.B.4)**

1P2c. Articulating the purposes, content and level of achievement of the outcomes (4.B.1).

All programs at LCC have program learning outcomes aligned with LCC's essential learning outcomes. Program learning outcomes are communicated to students via the LCC website. Faculty establish goals and level of achievement necessary for program student learning outcomes and document these expectations in curriculum maps. Curricula are stacked by level of achievement, by levels of learning progression throughout a curriculum, and by levels of award. The level of achievement dictates which program-level learning outcomes must be achieved to earn an award. Associate degree awards must incorporate all program-level outcomes building toward student mastery of outcome attainment. Certificates will include achievement of some of the program-level outcomes. Curricula are sequenced by level of award to concisely indicate the number of credits a student must achieve to earn the award. Cumulative assessments, such as capstones, are administered at the end of the program to allow students opportunity to demonstrate integrated learning of all program-level student learning outcomes. **(4.B.1)**

Curriculum maps are reviewed every four years for documented progression of learning through course sequencing and progression of outcomes. Feedback is provided to faculty, and the curriculum maps are stored and versioned in LCC's SharePoint system for easy access and historical record keeping. The Guided Pathways model reinforces course sequencing to ensure student progression aligns with the learning outcome progression identified in program curriculum maps.

1P2d. Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4).

Programs ensure relevancy and alignment of learning outcomes with annual input from advisory boards comprised of discipline-specific employers and experts in the community, employer surveys, student surveys, accreditation requirements, and industry standards and expectations. Coursework that supports LCC essential learning outcomes - knowledge of human cultures, civic knowledge and engagement, and intercultural competence - align to program-level outcomes. **(3.B.4)** As part of the four-year program review process, each program of study is required to submit a current curriculum map that reflects alignment, completeness, and quality of student learning outcome statements. Feedback is provided to programs of study in alignment with assessment system indicators. Additionally, questions two and ten on the program

review questionnaire are designed to elicit reflection on the relevancy and currency of the program, courses, and faculty.

Any changes made to course or program outcomes require review via a course proposal and change request form. Faculty provide support that includes a description of input from the community to ensure outcome development is relevant and aligned. Course proposal and change forms undergo a review process that includes the Curriculum Committee, the director of assessment, and academic leadership.

1P2e. Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2).

LCC defines co-curricular as activities and events that enhance and complement the educational experience at LCC, relates to the essential learning outcomes, and connects students to the college and community. **(3.E.1)** LCC formed a co-curricular leadership committee including the president of the Academic Senate, the chair of the Committee for Assessing Student Learning, the assistant dean of Academic Affairs, and the director of assessment. This committee coordinates and plans the project for incorporating co-curricular assessment into the larger LCC assessment system. LCC is following a staged process of incorporating co-curricular learning into the collegewide assessment system. The components of co-curricular assessment are guided by LCC's strategic plan and assessment system metrics: demonstrating alignment to the essential learning outcomes, methods of assessment, alignment between the method of assessment and learning outcome, and a plan for ongoing learning assessment. Where possible, co-curricular activities are aligned to program student learning outcomes, such as pairing the Library and English composition courses in an effort to enhance information literacy, encouraging cardio exercise to increase exam performance, and offering one-on-one writing assistance. **(4.B.2)**

1P2f. Selecting tools, methods, and instruments used to assess attainment of program learning outcomes (4.B.2).

Every course section teaches to the same learning outcomes, uses a common syllabus, and applies same faculty qualifications and common assessment method, regardless of modality or location.**(3.A.3)**

LCC's mission emphasizes direct and immediate application of skills and competencies. Faculty therefore design course-embedded assessment instruments that provide direct evidence of how well students transfer learning into new contexts, such as a working environment or continuing studies. Faculty use levels of achievement (i.e. introduce, reinforce, mastery) to structure how students demonstrate progression of learning and application of learning throughout the curriculum.

A variety of assessment methods support the college's variety of learners and learning styles. Offering multiple assessment methods gives each student a variety of ways to demonstrate learning. **(4.B.2)**

1P2g. Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4).

The college assesses program learning outcomes as part of the program review process that is designed to support ongoing improvements that facilitate student success. The process is designed to be cyclical:

- Define what students should learn.
- Design how the college can help students learn.
- Collect data to determine if students are learning.
- Determine how to effectively use student learning data.
- Integrate assessment into daily work to facilitate continuous improvement. **(4.B.1, 4.B.2, 4.B.4)**

Each program is required to complete a comprehensive program review every four years; however, programs integrate assessment of program outcomes as part of regular operations and use assessment results to inform annual program operating plans. Faculty are provided with several tools to capture program-level evidence **(4.B.1, 4.B.2, 4.B.4)**:

- Program Review questionnaire - used to provide detailed and thoughtful reflection on the three overarching goals of program review.
- Program of Study Learning Outcomes template - used to identify and report program-level learning outcomes, assessment methods for each learning outcome, two-year mastery levels for each course, and alignment from program-level learning outcomes to institutional learning outcomes.
- Program of Study Learning Outcomes rubric - used to conduct a self-assessment of the completeness and quality of program-level learning outcomes statements and assessment methods.
- Annual Improvement Plan - used to identify and report annual program-level improvements based on program review analysis.
- Student Learning Assessment Data Tracker – used to capture, collate, and analyze student learning evidence across sections and courses.

As part of the program review process, each program of study is required to report student learning expectations for their program of study, how well students are meeting those expectations, and what action plans they have identified based on the analysis.

Programs design and implement local assessment processes for collecting, collating, analyzing, and using student learning evidence. Programs are supplied with a student learning assessment data tracker in each program review cycle to use as a tool to fulfill these requirements. Each program conducts an assessment inquiry of all program student learning outcomes during the program review process and commits to building upon their assessment process over time utilizing annual assessment plans. Assessment results are used to inform program operating plans. **(4.B.1, 4.B.2, 4.B.4)**

All program review documents are housed within LCC's SharePoint. This allows for storage, access, and historical record of program review documents. It also creates transparency among and between programs of study. The Center for Data Science also uses these documents to mine data.

1R2: What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs?

Program-level assessment results are reviewed and discussed with the program review support team at the close of the program review process. Program-level evidence is analyzed for:

- The completeness and quality of the program of study learning outcomes statements.
- The level of cognition required for students in the program of study (i.e. Bloom's taxonomy).
- The alignment from program-level learning outcomes to institution-level learning outcomes.
- The types of assessment used in the program of study and their alignment to learning outcomes.
- The planned, annual improvements of the program of study.
- The alignment of the program of study goals to LCC's goals.
- Student learning assessment results.

During the 2018-2019 program review cycle, the college began using a rubric to assess the quality, completeness, and alignment of program review results and to provide guidance for consistent and meaningful feedback for improvements. This cycle serves as a baseline for establishing targets for future program review. Thirteen programs completed program review during the 2018-2019 program review cycle. Of these 13 programs, ten achieved a score of 2.5 or higher on a three-point scale on question number eight, which requires programs present an updated curriculum map and analysis for how well students are meeting student learning expectations, and what action plans they have identified based on their analysis. Nine programs achieved an average score of 2.5 or higher on question number one, which requires the program to address its purpose, how it supports student and stakeholder needs, and how it aligns with the college mission and strategic plan.

Student learning outcomes for programs of study that participated in program review during the 2016-2018 academic years were reported using fall 2018 data. Outcomes are reported by Bloom's level, with comparisons offered by division and by modality. High-enrollment and capstone courses, and highest method of assessment, are used in the analysis. Weighted averages are provided as well. These results are further detailed by academic division. Reports for Arts & Sciences and Health and Human Services, for example, are used to offer feedback about:

- How programs align curriculum to a common set of institutional learning outcomes.
- What programs expect students to learn and to what degree.
- How programs assess students' learning throughout a curriculum.
- How well those assessment methods are aligned to learning expectations.
- How program faculy collect and use student learning evidence to inform pedagogical decisions.

An assessment scorecard shows divisions' results by the percentage that met the target and by color coding results for a quick view of the current status. The targets are established through benchmarks of AAC&U member institutions.

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

While programs are encouraged to integrate assessment of program outcomes as part of regular operations, the college recognizes it needs to do more to reinforce the utilization of program-level assessment data. Currently, programs are required to complete an annual Program Operating Plan. These operating plans are completed each fall and submitted to the program's respective associate dean. Academic Affairs is working with academic deans, the director of assessment, and faculty union leadership to update this process to include a more robust annual review of program assessment plans and to provide status updates regarding progress. The college anticipates full implementation of this amended process in fall 2020. **(4.B.3)**

As noted in 1R2, the college began using a rubric to assess program review results during the 2018-2019 program review cycle. For future program review cycles, a comparison to the previous program review will be added with these criteria:

- Program has not copied and pasted from the previous review.
- Program has taken action from the last review on items noted in their action plan.
- Program has demonstrated progress in measures from the last review.

The Committee for Assessing Student Learning and the director of assessment will use the results from the program review rubrics to establish an assessment follow-up calendar. While it is difficult to do statewide comparisons in a non-state system, the director of assessment will expand analysis to benchmark program-level learning outcomes results nationally. **(4.B.3)**

Sources

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- A&S Assessment Report 2019
- Assessment Follow Up from Program Review - Examples
- Blooms Taxonomy Job Aid
- Cardio Exercise Before Exam - Total Fitness Findings Spring 2017 - Spring 2018
- CASL Charter 1.20.17
- CASL Outcomes Review Rubric - Feedback.pdf
- Cocurricular project
- Common Outcomes Assessment Methods
- Curriculum Committee Academic Senate Reports
- Curriculum Committee Charter
- Curriculum Committee Meeting Minutes 2018-2019
- Curriculum Committee Tracking Sheet Course Revisions 2018-2019
- Curriculum Maps - Program and Gen Ed Examples.pdf
- Economics Program Learning Outcomes Webpage
- English and Math Course Syllabi - Multiple Locations and Modalities

- Guided Pathways Model and Example
- HHS Assessment Data Collection and Analysis
- HHS Assessment Report 2017
- Human Services Learning Outcomes Map.pdf
- LCC Assessment Plan 2015-2018 Updated 9-28-2016
- LCC Assessment Plan 2015-2018 Updated 9-28-2016 (page number 9)
- LCC Assessment Plan 2015-2018 Updated 9-28-2016 (page number 10)
- LCC Assessment Results 2015 thru 2018
- LCC Assessment Results 2015 thru 2018 (page number 11)
- LCC Assessment Strategic Plan 2018-2021
- LCC Assessment Strategic Plan 2018-2021 (page number 10)
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- LCC Essential Learning Outcomes
- LCC Program Learning Outcomes
- Learning Outcomes Rubric 2-24-16
- Learning Outcomes Rubric 2-24-16 (page number 3)
- Library Information Literacy Assessment-Report-2017-2018
- LUCERO
- New Course - Program Development Process
- Program Assessment Results
- Program Learning Outcomes Report 2016-2018
- Program of Study Outcomes Template
- Program Operating Plan Template Sept 2013
- Program Operating Plans 2018
- Program Outcome Identification Directions 3.26.2016
- Program Review Annual Improvement Plan Form
- Program Review Cycle
- Program Review Questionnaire.pdf
- Program Review Rubric 2.15.19
- Proposed Faculty Minimal Quals Course
- Revised Course Proposal - ARTS 102
- TRIO Student Support Services
- Writing Center Assessment Results

1.3 - Academic Program Design

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

1P3: PROCESSES

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

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

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

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

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

Responses

1P3a. Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2).

LCC identifies student stakeholder groups and determines their needs through multiple touch points with prospective, current, and alumni students. Beginning with the admissions process, students have an opportunity to self-identify by age, gender, race, nationality, first-generation, low-income, disability, foster status, and military status. Academic needs may also be identified through indicators such as high school GPA, college prep test scores, program requirements, and placement assessment results. All students are assigned an academic success coach upon completion of mandatory orientation. Success coaches use a three-tiered assessment of risk factors to determine specific academic and non-academic needs. The supports students receive are tailored to them based on their tier level and identified risk factors.

As an open access institution, LCC supports a diverse student population. The Center for Data Science equips leadership with institutional, regional, state, and national data to identify student stakeholder groups. LCC students represent a wide range of socio-economic statuses, races and ethnicities, ages, employment statuses, and educational attainments. The student population is reflective of the demographic make-up of the community. **(1.C.1)**

Recognizing that local high school students are a key stakeholder group, LCC is a driving force for the Coalition for College and Career Readiness (C3R) program. This coalition of individuals and organizations from Clinton, Ingham, and Eaton counties works together to increase the college and career readiness of high school graduates. C3R projects include a summer bridge program and a math action team created to examine the alignment between the SAT, high school math courses (especially Algebra II), and outcomes for LCC courses.

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

To ensure LCC remains up-to-date on stakeholder needs, the college has implemented a comprehensive program review process. The program review process includes an analysis of demographic data and disparate impact at the program level. Programs are asked to identify the types of students they serve. The purpose of this question is to enforce the need to evaluate students' identities, their needs, and how the college meets those needs. To assist faculty with their analysis, each program of study is provided with a data packet from the Center for Data Science. This data packet includes student demographic data disaggregated by race, ethnicity, age, and outcome (i.e., awards achieved, transferred, or both). **(1.C.2)**

1P3b. Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2).

In addition to student stakeholders, LCC has five other key stakeholder groups: community, secondary educational institutions, post-secondary educational institutions, business and industry institutions, and governmental/regulatory entities. **(1.C.1)** The process for determining stakeholder needs includes engaged discussions with stakeholders and collecting input through a variety of mechanisms, including program advisory boards; accrediting bodies; professional and community organizations; articulation agreement and transfer discussions; public board meetings; community events; face-to-face needs assessment meetings; and participation in local, state, and national legislative meetings.

LCC utilizes surveys to a sample population of businesses from LCC's six county region, categorized by sector. Sectors include healthcare, manufacturing, services, transportation, distribution, logistics, information technology, finance, insurance, and government industries. These surveys provide insight into the needs of each sector.

The North American Industry Classification System (NAICS) is another tool that helps LCC understand the needs of the region. The NAICS is a standard system used by federal agencies to collect and assess data about companies and organizations. This system identifies the core function of each company and organization. As LCC assesses and understands industry challenges and operations, the college is able to align effective courses, programs, and customized training options with industry needs. The NAICS codes help identify similar businesses within the six-county region, allowing LCC to operate with a greater level of efficiency in reaching the community. **(1.C.2)**

1P3c. Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2).

As an open access institution, LCC is committed to meeting the learning needs of a dynamic community and to "providing high-quality education ensuring all students successfully complete their educational goals while developing life skills necessary for them to enrich and support themselves, their families, and their community as engaged global citizens". Through the engagement of internal and external stakeholders, LCC ensures its academic, co-curricular, and non-academic programming are responsive and equitable for all stakeholders. **(1.C.1, 1.C.2)**

LCC's process for developing responsive programming to meet all stakeholder needs is established through the college's Curriculum Committee. The committee requires programs to go through a development process, which includes an in-depth needs assessment that identifies key stakeholders, collects stakeholder input, analyzes labor data, identifies resources needed, and establishes program learning outcomes.

The college regularly assesses the responsiveness of programs to meeting stakeholder needs through the program review process. Program faculty are required every four years to evaluate student success data, industry needs, and stakeholder input to determine the effectiveness of their program. This includes an analysis of industry need and input from business and industry partners, as well as a transferability study for programs intended for transfer. The program review questionnaire is designed to facilitate continuous improvement of the courses and programs offered at LCC and to ensure stakeholder needs are assessed.

LCC utilizes a comprehensive program health evaluation process. Each summer, academic leadership reviews all program areas entering year three of the four-year program review process. This review includes an analysis of program enrollment, transfer, and completion trends along with regional employment needs, labor projections, and necessary educational levels. For 2019, due to institutional decline in enrollment, college leadership will conduct a complete analysis of all programs of study, regardless of where they fall within the program review cycle.

1P3d. Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs.

LCC's processes for selecting the tools, methods, and instruments used to assess the currency and effectiveness of academic programs incorporate relevant data analysis, stakeholder input, and cyclical comprehensive evaluations. These processes support the college's strategic plan to provide relevant high-quality learning and instruction and to ensure continuous quality improvement of programs of study and courses.

The tools and methods used are embedded in the college's program review process, Curriculum Committee process, and program health evaluation process. These tools include institutional data such as enrollment, persistence, completion, and transfer trends; employment trends and projections from EMSI, the Bureau for Labor Statistics, the U.S. Department of Labor's O*Net database, and the Michigan Bureau of Labor Market Information; industry expectations for education credentials for entry-level positions; and input collected from stakeholders via face-to-face discussion, forums, and advisory board meetings.

1P3e. Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1).

The college's process for reviewing the viability of courses and programs is embedded in the program review process and program health evaluation process. Each program of study is required to complete a comprehensive program review every four years. The program review cycle aligns with program accreditation and the Carl D. Perkins Program Review of Occupational Effectiveness (PROE) process. A program review questionnaire was designed to assist programs with thoughtful assessment of their program. Currency and relevancy is addressed in questions six and seven of the questionnaire. **(4.A.1)**

To assist faculty with their program analysis the LCC Center for Data Science provides a data packet that includes program-level and institutional-level enrollment, retention, persistence, and completion data. Data is disaggregated by demographic categories. Having both program-level and institutional-level data allows programs to contextually analyze how their program is performing in comparison to the institution as a whole.

The LCC controller's office provides revenue and expense ratio (RER) data and trend reports for each program area. This data allows program faculty to gain a better understanding of the revenue and expenses tied to their program and provides insight into how enrollment trends have a financial impact on their programs.

LCC utilizes a comprehensive program health evaluation process. This review includes an analysis of program enrollment, transfer, and completion trends along with regional employment needs and labor projections. The process is intended to guide leadership through a comprehensive, data-driven analysis of program viability before a program goes through the program review process. The analysis results in one of three possible outcomes: 1) the program is healthy and will proceed with the program review process, 2) some concerns are identified and an alternative quality improvement action plan will be pursued instead of program review, or 3) the program will be discontinued. **(4.A.1)**

1R3: What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

LCC's planning and development processes including an analysis of labor market and job projection data as well as input from local insurance businesses and university transfer partners led to the recent addition of a new Insurance and Risk Management associate degree program. This new program is the result of a local needs assessment that identified the need for a skilled workforce in the Lansing area, which is home to five major insurance headquarters that employ approximately 10,000 people.

Oppositely, the LCC program review of the Real Estate program indicated the program was no longer viable. Data and stakeholder input indicated most real estate organizations were offering in-house training that was more cost effective and led to the same industry-recognized credential as the associate degree program. It was also noted an associate degree was not necessary for success in the industry. As a result, the college made the decision to discontinue the Real Estate Management program.

All programs of study have now undergone a program review. LCC updated the process in 2015, and under this new process, 66% of the programs at LCC have completed a comprehensive review (13 were completed in 2018-2019). Of the 34% who have not yet completed the updated program review, 19.5% will complete in 2019-2020, 7.4% are new programs being cycled in, 2.3% are general programs of study, and 4.7% are programs that are now being cycled into the process.

The program review rubric presents an overall average peer-review rating of 13 programs reviewed during the 2018-2019 program review cycle year. The 2018-2019 program review cycle year forms the baseline for program review metrics and evaluation. The 13 programs averaged 2.57 on a three-point scale for question one, which requires the identification of key program stakeholders and stakeholder needs. The 13 programs averaged 2.32, 2.35, and 2.33 on a three-point scale for questions three, four, and five, respectively. These three questions require a comprehensive analysis of student success data. The programs averaged 2.63 and 2.56 on questions six and seven, which address currency and relevancy. The 13 programs averaged 2.46 on question number 11, which discusses opportunities for improvements.

1I3: Based on IR3, what process improvements have been implemented or will be implemented in the next one to three years?

Based on previous program review results, the Program Review Support Team realized some program faculty did not fully understand expectations for how to address all questions on the program review questionnaire. They also recognized the Program Review Support Team was not providing consistent and meaningful feedback in a timely manner to the program faculty during the process. As a result, the Provost's Cabinet created a rubric to offer clarification of expectations for each question on the questionnaire and to serve as a tool for the Program Review Support Team to provide feedback and track results. Use of this rubric was launched during the 2018-2019 program review cycle year.

The Program Review Support Team meets at the end of each program review cycle year to discuss process improvements. The assistant dean of Academic Affairs and the director of institutional research hosted a focus group with faculty in March 2019 to gain input on the program review process. As a result, the Program Review Support Team have identified these key process improvements they plan to implement during the 2019-2020 program review cycle:

- Create a program review guidebook to clarify expectations
- Extend the program review timeline to allow more time for completion
- Incorporate additional touch points with faculty, including workshops and additional feedback opportunities

In 2019, the Provost's Cabinet documented a comprehensive, cyclical program health evaluation process that included the establishment of data, metrics and targets that guide this process. While this process had been in practice before this point, it was not documented and was not followed in a cyclical manner.

The college recently contracted with EMSI. This tool equips LCC with the data necessary to evaluate labor market trends and projected needs for the region, allowing for enhanced evaluation and planning. The information provided from this tool will be used for program health evaluations; the program review process; the annual program operating plan process; and the evaluation of needs for potential new programs, training, and service opportunities.

Sources

- 2018 - 2019 Program Review Detailed Student Success Measure Analysis
- 2018 State of the C3R FINAL
- 2018 State of the C3R FINAL (page number 11)
- 2018-2019 Program Review Rubric Results
- AB Insurance and Risk Management Senate approved
- ASC 3 Tier Classification
- BCI Needs Assessment Results
- CC Curriculum Proposal Form
- Data Collection and Reporting Calendar
- LCC Assessment Plan 2015-2018 Updated 9-28-2016
- LCC Assessment Plan 2015-2018 Updated 9-28-2016 (page number 9)
- LCC Student Profile

- New Course - Program Development Process
- Placement Levels Guide
- Program Advisory Board Meeting Minutes 2018-2019
- Program Data Assessment 3-12-19
- Program Health Evaluation Data Parameters
- Program Health Review Process 07.18
- Program Review Cycle
- Program Review Focus Group Themes 3.12.19
- Program Review Questionnaire.pdf
- Program Review Rubric 2.15.19
- Psychology FY18 Financial RER Data
- Psychology Program Annual Improvement Plan 2019
- Psychology Program Review Data Packet
- Real Estate Program Review Completed
- Summary of LCC Enrollment Trends 1-11-2019 V2
- Summary of Program Review Participation

1.4 - Academic Program Quality

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

1P4: PROCESSES

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

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

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

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

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

Responses

1P4a. Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4).

The decision on which courses and programs require students to demonstrate basic skill levels and/or particular course prerequisites prior to registration is the province of faculty in a program

or discipline. Faculty assess a course or program's prerequisite requirements through careful analysis of the reading, writing, math, and content knowledge necessary to succeed. These requirements may be in the form of courses students should complete before or during enrollment or established minimum skill level requirements in reading, writing, and/or mathematics. Course prerequisites, co-requisites, or skill levels must be met before a student is permitted to enroll in those courses. Students may meet minimum skill level requirements via multiple measures, including high school GPA, SAT or ACT scores, GED, AP/ASVAB/CLEP tests, college transcripts, or third party assessment testing.

Course pre-requisites, co-requisites, and minimum skill levels are reviewed and approved by the college's Curriculum Committee. They are communicated to students in the LCC Schedule Book, course descriptions, program pathways, course syllabi, and an assessment equivalency grid (for skill levels). These are made available on the college website, at student orientations, through DegreeWorks, and via advising. Academic advisors and faculty advisors are able to communicate requirements to students and ensure requirements are incorporated in the student's My Academic Pathway (MAP). LCC has some programs with selective admission requirements. These requirements are also communicated to students through the same avenues as well as through specialized advising and program-specific informational sessions.

The college reemphasizes the preparation required of students through mandatory student orientations. These orientations are designed to provide information and guidance needed to ensure successful navigation of the student's journey at LCC. The college also offers customized orientation sessions for international, veteran, and athlete student groups, as well as parents of new students.

To proactively address gaps before students enroll in college, LCC has become a lead partner in the Coalition for College and Career Readiness (C3R). This coalition brings together stakeholders from the local community, local secondary institutions, and LCC to address the growing number of students who are not college-ready when they graduate high school. Through C3R, LCC has been able to launch projects to address areas of concern and to increase communication of requirements at the high school level. **(4.A.4)**

1P4b. Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4).

LCC evaluates and ensures program rigor for all modalities, consortia, dual-credit, and locations through the Curriculum Committee and program review processes. The Curriculum Committee relies on documented processes and forms to ensure recommendations for new courses or programs, and/or changes to courses or programs, follow proper due diligence. The committee evaluates proposals based on factors such as transferability, learning outcomes, demonstrated need, prerequisites, and a master syllabus (for course proposals). Before new or changed curriculum proposals are received by the Curriculum Committee, they undergo a vetting process to ensure they align with program and college goals, support stakeholder needs, and are appropriate for the community college level and for all modes of potential delivery. **(3.A.1, 3.A.3)**

Faculty are provided disaggregated data to assess program rigor as part of the program review process. The process is designed to encourage an evaluation of all courses that support the program, including all modalities, locations, consortia and dual-credit options. **(4.A.4)** The review process encompasses an evaluation of student learning, enrollment and success data, student retention and persistence, currency and relevancy of the program and courses within, and methods used to ensure faculty remain current in their discipline. Each of these metrics speak to academic program rigor.

Instructors are required to use a standardized course syllabus template with specific items that cannot be modified, including student learning outcomes, course name and section information, course description, and institutional policies. Each academic division utilizes a process to complete an audit of course syllabi every semester. The syllabi for each course section, including sections offered for dual-enrollment, at additional locations, and online, are reviewed for the required syllabus components.

Program rigor is reinforced through efforts to build strong transfer partnerships with four-year institutions as well as strong business and industry partnerships, and to meet third-party accreditation standards. LCC offers several programs of study that prepare students for third-party certifications and licensures. These standards and student success rates inform a rigorous curriculum design.

1P4c. Awarding prior learning and transfer credits (4.A.2, 4.A.3).

The college recognizes students may have gained academic experience or its equivalence from other institutions, including foreign institutions, the military, business or industry. Accordingly, the college allows for the transfer and acceptance of credit from other regionally accredited institutions of higher education. In other instances, when appropriate, the college allows students to demonstrate they can meet course learning outcomes and/or gain credit by examination. Evaluation decisions are guided by documented college policy.

LCC has several standard operating procedures (SOP) that provide documented processes for the acceptance and evaluation of transfer credits from other institutions; credit for military courses and/or training; credit by examination; credit for experiential learning; credits earned at foreign institutions; credit for professional licensures and/or certifications; and credit for nationally normed examinations. **(4.A.2, 4.A.3)**

1P4d. Selecting, implementing and maintaining specialized accreditation(s) (4.A.5).

LCC does not employ a formal policy for selecting, implementing, and maintaining specialized accreditation. The college does, however, require that all programs of study meet or exceed national standards. To this end, all faculty evaluate the availability and necessity of any program-level accreditation. The determination to pursue specialized accreditation includes an assessment of how well the accreditation will support student success in the workforce, how well it will support student transfer success, the demands of the industry, the needs of the local community, input from program advisory boards, and national trends. **(4.A.5)**

The college is currently in good standing with its program accreditation bodies, with the exception of the Joint Review Committee on Education in radiologic technology (JRCERT) accreditation for the Radiologic Technology program, which is currently on probation status. The program was placed on probationary status on December 14, 2017, due to non-compliance with Standard Five, Objective 5.2: "five-year average credentialing examination pass rate of not less than 75 percent at first attempt within six months of graduation." The Radiologic Technology program was required to meet compliance with the above objective by December 1, 2018. Despite the best efforts of the administration and faculty of the Radiologic Technology program, the five-year credentialing examination pass rate continued to be below 75 percent. In October 2018, the program requested from JRCERT a good cause extension of the probationary status for the maximum allowed 24 months to return the program to compliance. The request was based on two mitigating circumstances:

1.) There was a change in key program personnel, including a new program director effective January 2, 2018, a new clinical coordinator effective February 12, 2018, and the creation of a new full-time faculty position effective October 8, 2018.

2.) Implementation of new program curriculum, effective August 2018. New curriculum for the Radiologic Technology program was created in response to the April 2017 update to the American Society of Radiologic Technologists curricula and to the dropping five-year pass rate for the American Registry of Radiologic Technologists exam. This curriculum was reviewed by the advisory board on June 15, 2017, approved by the LCC Curriculum Committee in December 2017, and approved by JRCERT on April 26, 2018, for implementation in August 2018.

Results of the program action plans and curriculum changes will not be fully realized until graduation in spring 2020. Therefore, the college requested the maximum allotted extension time to allow for board pass rates from the graduating class of 2020 to be considered in the five-year average pass rate. JRCERT granted this extension, giving LCC until December 1, 2020, to bring the five-year average pass rates into compliance.

1P4e. Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6).

LCC uses continuous quality improvement processes, such as comprehensive assessment planning, student learning outcome mapping, common course assessments, general education assessment, curriculum development, and program review, to assess the competency and outcomes attainment for students at all levels. These processes require that courses and programs align their learning expectations with the LCC mission and essential learning outcomes.

LCC has designed an integrated assessment system with eight guiding principles. LCC's comprehensive assessment plan for program-level and institutional-level student learning provides insight into the level of learning each graduate attains, regardless of program of study. Curricula are stacked by level of achievement, by level of learning progression throughout a curriculum, and by level of award. The level of achievement dictates which program-level learning outcomes must be achieved to earn an award. Associate degree awards must incorporate all program-level outcomes building toward student mastery of outcome attainment. Certificates will include achievement of some of the program-level outcomes. **(3.A.2)**

The Committee for Assessing Student Learning (CASL) monitors assessment efforts across the campus, provides guidance regarding best practices, and reviews and publishes assessment results. LCC programs of study report program-level learning outcomes, methods of assessment, and connections from program-level learning outcomes to a common set of essential learning outcomes. This evidence is analyzed by the Center for Data Science with oversight by CASL to gain insight into:

- How LCC aligns program curricula to a common set of essential learning outcomes
- What LCC expects students to learn and to what degree
- How the college assess students' learning throughout a curriculum
- How well those assessment methods are aligned to learning expectations

LCC offers transfer-oriented associate degrees and career-focused associate degrees and certificates. The college is an active participant in the Michigan Transfer Agreement, which serves to articulate general education learning competency requirements for transfer within the state of Michigan. Additionally, course equivalency evaluations and the articulation agreement process align LCC course and program learning expectations with those of four-year partner institutions. Several of LCC's career-focused programs are accredited by third-parties and/or lead to a third-party certification or licensure for students. Accreditation evaluations reinforce rigor that is equally distributed regardless of location or modality. Success rates and pass rates of third-party licensure offer insight into competency level of student learning expectations. These rates are monitored annually. **(4.A.6)**

1P4f. Selecting the tools, methods and instruments used to assess program rigor across all modalities.

LCC assesses program rigor across all modalities using quality assurance processes such as curriculum development, assessment planning, program review, surveys, and advisory board input.

- The Curriculum Committee evaluates course and program proposals for academic rigor appropriate for a two-year college level.
- Faculty are provided disaggregated data to assess program rigor as part of the program review process. The process is designed to encourage an evaluation of all courses that support the program, including all modalities, locations, consortia and dual-credit options.
- Technical skills programs are supported by advisory boards whose members contribute regularly to curriculum discussions and are surveyed for feedback on program rigor across all modalities.
- All course sections use an agreed-upon method for assessment of program learning outcomes.
- Instructors are required to teach to common learning outcomes following a common syllabus.
- All faculty meet credential requirements.
- Several programs meet third-party accreditation standards.

1R4. What are the results for determining the quality of academic programs?

In 2017-2018, 52 employers from the following program advisory boards responded to the LCC employer survey: accounting, chemical technology, civil technology, diagnostic medical sonography, geographic information systems, HVAC, management, marketing, and massage therapy. Programs were rated on a five-point scale ranging from poor to excellent, with an option to select "I don't know or NA." 94% of respondents selected excellent or good when asked if instructional program content and quality are based on job skills and knowledge required for successful entry-level employment. 96% selected excellent or good when asked if instructional program content and quality are designed to provide students with practical job application experience. 79% selected excellent or good and 19% selected don't know or NA when asked if instructional program content and quality are responsive to upgrading and retraining needs of employed persons.

Aside from the survey, the program review rubric presents an overall average peer-review rating of 13 programs reviewed during the 2018-2019 program review cycle year. The 2018-2019 program review cycle year forms the baseline for program review metrics and evaluation. Questions one, three, four, five, six, seven, eight, and ten of the program review questionnaire focus on academic program quality.

The IPEDS 2018 report indicates more LCC students are transferring to four-year institutions than students from the IPEDS national comparison group. The college's graduate and transfer-out rate is 28%, which is 11% higher than the comparison group.

Beginning in fall 2018, students were able to use their high school GPA for LCC placement purposes if they graduated within the past three years. This resulted in an increase in the percentage of students who were college-ready in the fall 2018 cohort compared to prior years (report). In the fall 2017 cohort, 29% were college-ready in math and 69% were college-ready in reading/writing. The percent of college-ready math students in the fall 2018 cohort jumped to 35% and the percent of college-ready reading/writing students jumped to 76%.

LCC currently has 232 students in active apprenticeships at 32 different businesses. Some of the businesses have more than one occupation for which they have enrolled apprentices. Since 2015, LCC has enrolled 173 new apprentices at a rate of approximately 43 new apprenticeships per year.

LCC programs that lead to a third-party certificate or licensure see strong student performance. In most cases, students meet or exceed national benchmarks. Some programs realize 100% student pass rates over multiple years. Only a couple of programs have under-performed, such as Radiologic Technology (see 1P4d).

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

To improve the college's ability to support apprenticeship opportunities, LCC created the Trades Technology Services Team, as part of the Technical Careers Division. This group has an

established goal of enrolling 50 new apprenticeships between March 2019 and January 2021. This goal was determined through discussions with technical career academic leadership, employers, industry groups such as the Capital Area Manufacturing Council, and program advisory boards. In addition to this qualitative goal for apprenticeships, the Trades Technology Services Team has established goals to standardize the process the Technical Careers Division uses for credit-based apprenticeships and working more collaboratively with business and industry partners to better communicate apprenticeship opportunities.

While short-term analysis of the impact of multiple measures is promising, further analysis is underway to understand if the high school GPA placement method impacted the increase in college-ready students. Additional analysis is also underway to compare college-level math and English course success rates by placement method.

The 2018-2019 program review cycle year formed the baseline year for program review metrics and evaluation. Already, process improvements have been identified (see 1I3), including an increased focus on reviewing the transferability of courses and programs.

In 2019, Academic Procedure Advisory Committee (APAC) reviewed the standard operating procedures for awarding prior learning and transfer credits. APAC created a task force to build a systematic process with evaluation criteria. The team created an experiential learning application that will guide the process. Additionally, the team held an informational session for faculty during the spring professional activities day to discuss process recommendations.

Sources

- 2018 State of the C3R FINAL
- 2018-2019 Program Review Rubric Results
- Articulation Agreement Guidelines
- Board Policy - Credit for Previously Acquired Knowledge and Learning Experience
- C3R 2017-18 Strategic Plan Report FINAL
- Catalog Entries - Course Description for CPSC 131
- CC Course Proposal Form
- CC Curriculum Proposal Form
- CC SOP New Courses and Programs
- CC SOP Revised Courses
- Common Outcomes Assessment Methods
- Computer Science Program Pathway
- CPSC 131 Numerical Methods and MATLAB Syllabus Template.pdf
- Curriculum Committee Webpage
- Degree Works Screen Shot
- ELO results 2016 thru 2018
- Embedded Academic Support Fall 2018 Updated Mar 2019
- Embedded Academic Support Fall 2018 Updated Mar 2019 (page number 7)
- Employer Survey Results September 2018
- English and Math Course Syllabi - Multiple Locations and Modalities

- Experiential Learning Application
- General Education Assessment Plan
- Human Services Learning Outcomes Map.pdf
- IPEDS FY 2018
- IPEDS FY 2018 (page number 5)
- JRCERT 0183 Award Letter 12-18-18
- Lansing Community College - JRCERT Probation Status - 1.11.18-SUBMISSION
- LCC Assessment Results 2015 thru 2018
- LCC Assessment Strategic Plan 2018-2021
- LCC Certification and Licensure Pass Rates
- LCC Essential Learning Outcomes
- List of Apprenticeships
- MTA Articulation Handbook
- New Course - Program Development Process
- Placement Level Equivalency Chart
- PROE Survey Results 2018-2019
- PROE Survey Results 2018-2019 (page number 13)
- Program Accreditation List
- Program Advisory Board Meeting Minutes 2018-2019
- Program Review Questionnaire.pdf
- Proposed Faculty Minimal Quals Course
- Psychology Program Review 2019
- Psychology Program Review 2019 (page number 6)
- Psychology Program Review Data Packet
- Sample Student MAPs
- SOP - Credit by Examination.pdf
- SOP - Credit for Experiential Learning.pdf
- SOP Acceptance and Evaluation of Transfer Credits From Other Institutions
- SOP Credit for Licensure and Certifications
- SOP Credits Earned at Foreign Educational Institutions
- SOP Credits Earned from National Normed Exams
- SOP Credits Earned in the Armed Services
- Spring 2019 Schedule Book
- Student Orientation Process
- Syllabi Audit Process
- Transfer Agreements and Partnerships

1.5 - Academic Integrity

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

1P5: PROCESSES

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

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

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

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5a. Ensuring freedom of expression and the integrity of research and scholarly practice (2.D, 2.E.1, 2.E.3).

LCC expresses its commitment to freedom of expression in several ways. First, the Board of Trustees and Academic Senate hold open meetings with the opportunity for public comments. It is standard procedure for both to refrain from addressing public comments, so individuals will not feel intimidated. Second, the faculty contract includes a statement on academic freedom commensurate with the American Association of University Professors. Third, the Student Life

Regulations webpage and the Registered Student Organization Handbook spell out LCC's commitment to students' right to freedom of expression. **(2.D)**

In February 2018, LCC established a formal Institutional Review Board to protect human research subjects at LCC. The IRB was developed in accordance with the National Research Act, Public Law 93-348, and consists of a diverse group of members including at least one with expertise in science, one with expertise in nonscientific areas, and one community member not otherwise affiliated with the college. **(2.E.1)**

1P5b. Ensuring ethical learning and research practices of students (2.E.2, 2.E.3).

The Student Code of Conduct prohibits acts of academic dishonesty. Under Conduct – Rules and Regulations, it states "any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in Article IV." All course syllabi include a reference and a link to the Student Code of Conduct and General Rules and Guidelines. **(2.E.3)**

In addition to guidance from instructors, LCC's Library website offers students guidance on conducting academic research, avoiding plagiarism, and citing materials in accordance with professional guidelines. Each academic area has an assigned librarian **(2.E.1)**, who is available for classroom visits to teach students about ethical research practices and utilizing library services. **(2.E.2, 3.D.5)**

1P5c. Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3).

LCC has an Ethics and Standards of Conduct policy which applies to all employees, including faculty. This policy takes a positive approach, in that it begins with a list of "ideal behaviors (positive role model)." In addition, a supplement specifically proscribes certain behaviors. **(2.E.3)**

The faculty contract calls for periodic performance evaluations, including addressing "adherence to professional standards and codes of ethics ... (and) relationships with peers and students." In addition, the Professional Activities Plan calls for faculty to engage in peer review and/or faculty mentoring. Thus, faculty work together to ensure they achieve their best in the pursuit of teaching, research, and scholarship. In order to facilitate peer mentoring and evaluation, HR offers a course on the performance review process. **(2.E.1, 2.E.2, 2.E.3)**

Should the faculty performance review indicate areas of concern, an improvement plan is developed between the faculty member and their supervisor. As an additional check, program review includes an overview of program faculty and the quality of courses within the program. **(2.E.2)**

Additional training is available to faculty through the Center for Teaching Excellence and includes courses on "Transforming Teaching Through Learning" and "Teaching Online Certification." IRB training is available for any member of the college through the Collaborative Institutional Training Initiative. **(2.E.1, 2.E.2)**

1P5d. Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity.

The contracts and policies that guide the college's commitment to academic integrity involve a wide range of individuals, discussions, and reviews:

- The faculty contract, including the commitment to academic freedom and structure of performance evaluations, is based on negotiations between the faculty union and the administration.
- Policies are established by the Board of Trustees.
- Procedures are developed by appropriate personnel, such as Human Resources or Student Affairs, with input from groups such as the Academic Senate and/or the Academic Procedures Advisory Committee.

The IRB developed its proposal to conduct human subjects research and informed consent checklist in accordance with guidance from the Belmont Report and applicable federal law (45 CFR 46).

Guidance for Library programs comes from the Association of College & Research Libraries standards. In particular, ACRL Principle 2 emphasizes intellectual freedom, intellectual property rights, privacy and confidentiality, and collaboration; whereas ACRL Principle 3 emphasizes information literacy for academic success, research, and lifelong learning.

1R5: What are the results for determining the quality of academic integrity?

During calendar year 2018, Library staff conducted 271 training sessions on information literacy and research instruction, serving over 4,000 students and faculty in a variety of classes. In addition, reference support services were contacted over 3,500 times. These services were all provided by certified, faculty librarians.

In the most recent climate survey, 84% of LCC employees, including 82% of faculty, agree their colleagues are generally ethical. Students rate faculty being "fair and unbiased" as fairly high in importance, and indicate general satisfaction with their experience at LCC.

In its first year, the IRB has reviewed 26 research proposals; 15 remain active.

1I5: Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

The IRB was established in March 2018. Members are developing an informational PowerPoint session. This training will be housed in the college's learning management system.

The Library Instruction Team has specific goals that support the operating plan for the Library. Included are goals and action plans related to helping students improve their information literacy and evaluating the needs of faculty to facilitate the improvement of information literacy in online classes.

Sources

- CITI Research Ethics Training
- CTE Webpage
- Ethics and Standards of Conduct for Employees
- Faculty Contract 2017-2020
- Faculty Contract 2017-2020 (page number 55)
- Faculty Contract 2017-2020 (page number 58)
- Faculty Contract 2017-2020 (page number 76)
- Faculty Subset Survey of Employee Engagement
- Faculty Subset Survey of Employee Engagement (page number 26)
- Information Literacy summary
- IRB Policy and Procedure
- IRB Research Proposals
- LCC Informed Consent Checklist
- Library Ethical Learning and Research Practice Stats
- Library Liaisons
- Library Operating Plan
- Library SMART Goal Tracker 2018-2019
- Library Support for Students Website
- Performance Review Process
- Professional Activity Plan Form
- Proposal to Conduct Human Subjects Research at LCC
- Psyc 200 CRN 51643 Spring 2019
- Psyc 200 CRN 51643 Spring 2019 (page number 3)
- Registered Student Organization Handbook
- Registered Student Organization Handbook (page number 9)
- Student Code of Conduct Website
- Student Freedom of Expression Webpage
- Student General Rules and Guidelines
- Student General Rules and Guidelines (page number 14)
- Student Satisfaction Inventory 2017
- Student Satisfaction Inventory 2017 (page number 6)
- Supplement to Ethics and Standards of Conduct Policy
- Survey of Employee Engagement
- Survey of Employee Engagement (page number 26)
- Talent Management System Webpage

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

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

2P1: PROCESSES

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

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, labratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

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

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

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

Responses

2P1a. Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

The Student Engagement Team works proactively with prospective students, high school counselors, and families to prepare students for success at LCC. Early in the recruitment process, new students are assigned an engagement coordinator. During a campus visit, students meet with an advisor. Students are assigned an academic success coach (ASC) during orientation. **(3.D.1)**

Led by the collegewide Embedded Academic Support Team, LCC recently re-examined identifying the academic readiness of students. This effort coordinated with initiatives in the Student Affairs Division to surround students with support they need to succeed. Faculty review college-tracked student success data and consult with program advisory committees, program administrators, and industry experts and employers to determine the academic preparation required for each course, and programs are reviewed regularly to identify any necessary changes in course requirements. A basic skills toolkit is available for additional guidance. **(3.D.1)**

To determine whether students meet the readiness requirements for a course, LCC shifted to a multiple measures approach. Students can earn necessary placement levels into reading, writing, or math in several ways. A chart of placement level equivalencies is available online. Placement levels are entered into the Banner registration system, allowing students to register only in courses for which they meet the minimum prerequisite requirement or placement level. **(3.D.1)**

All new students, starting in fall 2018, are assigned an ASC and, using predictive analytics based on multiple measures of college readiness, are organized within a three-tier classification system. These classifications provide distinct levels of support, impacting contact frequency, student service plan recommendations, and coaching objectives. Students deemed Tier 1 (those with the most significant challenges) or Tier 2 get more focused attention, including one-to-one academic coaching. Students who started at LCC prior to fall 2018 are assigned an ASC if they are referred by an instructor or they request assistance. **(3.D.1)**

In addition, incoming students receive targeted outreach materials to identify potential needs and assist the college in providing resources. This is the first point of contact in establishing an ongoing, supportive relationship and cultivating a proactive coaching model.

2P1b. Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

LCC recently reorganized its academic programs around AACC's Guided Pathways. Based on personal interest, or working with an engagement coordinator or advisor, students select a pathway and are guided along it until graduation. Students have access to advisors, who are organized around career communities, early in the intake process. Undecided students are referred to a career and employment advisor. Academic advisors guide each student through the process of creating an educational plan, known as My Academic Pathway, which serves as an efficient road map of necessary courses. **(3.D.2)**

Students can also take advantage of the Center for Academic & Career Pathways, which includes student engagement, advising, and career and employment services. **(3.D.2)**

Students whose academic preparedness levels indicate a need for support from the beginning of their academic career are assigned a Tier 1 or 2 support level (see 2P1a). This model follows best practices and provides students with success-oriented academic support. Based on multiple-measures of assessment, some students are enrolled in co-requisite developmental education courses, while others are enrolled in a new Social Science Skills Lab that coordinates with social science faculty to support student success in particular topic areas. **(3.D.2)**

In addition to supporting developmental reading and writing, the Integrated English Program provides instruction in English for non-native speakers and student development. Student development courses promote academic success and help students learn how to set and achieve career goals, manage time and stress, and perform at their best. These courses are generally one or two credits and are offered on weekends, evenings, and online. Likewise, the Mathematics Program offers pre-college courses for students who need to build their math skills in preparation for college-level math. **(3.D.2)**

LCC also offers academic support through the Learning Commons, including traditional tutoring and supplemental instruction. Tutoring Services helps students become independent learners able to set and achieve academic goals, and is free for currently enrolled students. The Library offers additional support for students. **(3.D.2)**

2P1c. Ensuring faculty are available for student inquiry (3.C.5)

All teaching faculty hold student consultation/office hours in accordance with the MAHE faculty contract, including face-to-face contact for face-to-face classes and online contact for online classes. Associate deans routinely check to ensure compliance. Extension centers provide space for faculty to meet with their students on site. All syllabi are required to communicate office hours to students. In addition, many faculty spend time in areas such as the Learning Commons providing support alongside tutors. **(3.C.5)**

2P1d. Determining and addressing the learning support needs (tutoring, advising, library, labratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

LCC uses numerous methods to identify student and faculty support service needs, including surveys; Help Desk tickets and eLearning data; interactions between students, faculty, and advisory committees; and the Community College Survey of Student Engagement (CCSSE) and

faculty responses to the Survey of Employee Engagement. The LCC Help Desk and 5Star Service Center are resources for anyone needing technology assistance. Incident/service request data is analyzed monthly; services are developed or refined when a common issue is identified. **(3.D.1)**

Identifying and responding to student support service needs is a primary function of the Student Affairs Division, whose staff works directly with students and other members of the campus community. Participants in LCC's Student Leadership Academy also seek input from their peers on ways to improve the student experience. In addition, Support Services and Career and Employment Services benefit from the input of active advisory boards. **(3.D.1)**

The ASCs also collect information pertaining to the learning support needs of students. Initially, they rely on students' self-assessment of barriers, utilizing a questionnaire. Once the semester commences, they rely on Early Alerts from instructors to provide information on students' academic performance, which often prompts referrals to the Learning Commons or Library. **(3.D.1)**

Academic advisors have monthly meetings with their academic partners regarding awareness of program updates and changes throughout the college. Full-time advisors serve as career community liaisons, fostering close relationships with academic departments and sharing updates with the advising team. **(3.D.3)**

To identify program-specific needs, academic divisions use surveys, one-on-one advising sessions with program directors and faculty, accreditation requirements, student interaction with division staff, special feedback sessions with student organizations, social media, faculty classroom observations, and student success data. Many programs have advisory boards comprised of working professionals who provide input on students' career preparation needs. In the Health and Human Services Division, student needs are brought forward to division leadership to determine what adjustments are necessary. Student support needs identified by the Arts & Sciences Division are collected and analyzed by faculty sub-groups within each department. **(3.D.1)**

The Learning Commons, West Campus Learning Commons, advising, and the Library interact routinely with program faculty to ensure services are readily available to students. Some faculty serve as academic advisors, and academic programs have assigned library liaisons to facilitate effective working relationships. Support for faculty can be found on the Library and myLCC websites. Librarians also interact with writing faculty to assess information literacy in LCC's principle writing course. **(3.D.3, 3.D.5)**

LCC has multiple science, computer, and technical laboratories that allow students to gain practical experience. The Technical Careers and Health & Human Services Divisions have simulation labs, apprenticeships, clinical sites, and practicums to support work-based learning. Data from these various sources inform ongoing program review processes. Resources are reallocated as deemed appropriate, and if additional resources are needed, faculty and administrators work together to formulate a request. Such requests are made during the annual budget cycle to ensure necessary financial resources are available. **(3.D.4)**

2P1e. Determining new student groups to target for educational offerings and services

The annual program review process is conducted to analyze educational offerings in terms of enrollment trends, student success, and employment outlooks. Analysis of these data can result in decisions to grow, reduce, eliminate, or add programs of study.

The Recruitment and Outreach Team from Student Affairs works closely with Marketing to develop strategies focused on new student enrollment. Given that the number of high school graduates continues to decline nationwide, more emphasis is being placed on recruiting adult students and retaining and supporting current students. Maintaining a comprehensive enrollment management plan remains a priority for the Student Affairs Division.

2P1f. Meeting changing student needs

To identify changing student needs, the StarZone staff (see 2P1h) tracks student questions and adjusts resources accordingly. The academic success coaching team requests monitoring reports from departments across campus to identify students' status and at-risk indicators. ASCs use this information to provide targeted and meaningful outreach in real time.

Several college offices and programs are charged with addressing specific student needs and adapting as necessary. These include the Office of Veteran and Military Affairs, Student Support Services, Center for Student Access, TRiO, and Adult Resource Center. In addition, registered student organizations and the Student Leadership Academy regularly provide feedback to student services staff. The Advisory Committee to the President is a student group that meets regularly with the president to share ideas. The extension centers annually survey their students to discover their needs for academic courses and student services. Survey results are used to schedule extension center courses and improve services.

The Academic Senate held student panels in May (Downtown Campus) and December (West Campus) 2018 to obtain input directly from students. The provost has hosted several "Pizza with the Provost" events, and the chief diversity officer is regularly hosting "On & Poppin" events to exchange popcorn and ideas with students.

Critical changes negatively affecting students are often first reflected in their academic performance. Thus, the college implemented a Student Engagement/Early Alert Process in fall 2017. Faculty are required to include a student engagement activity during the first week of classes, and continue to monitor each students' performance throughout the semester. When a student's grades or behavior become cause for concern, the faculty member refers the student via the online early alert system. This referral is received by the Early Alert Intervention Team, who either alerts the student's assigned coach or assigns the student an ASC. The ASCs reach out and follow up as necessary to provide assistance. Faculty who make referrals participate as appropriate.

One strategy for addressing changing needs is to anticipate students' circumstances will change, and prepare them for those challenges. Thus, the academic success coaching program is collaborating with departments across campus to create an "Achieve 360 Skill-Builder Series."

Known as mind. blown., this project coordinates the efforts of the ASCs, Counseling, Career & Employment Services, the Learning Commons, the Library, Student Life, and the Capital Area School Employees Credit Union. This project is designed to increase student engagement with members of the college who provide resources and support. It is meant to be fun, speaking directly to younger college students using memes, gifs, and a sense of humor.

The ASC team also conducts traditional workshops on topics like time management, goal setting, advocating for oneself, resilience, and transitioning to college.

2P1g. Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

When potential students first inquire about LCC, they are contacted by a customer relations specialist who answers their questions and guides them through the application. The application includes an intake survey that connects students with an engagement coordinator and/or ASC. Student subgroups with unique needs are determined based on experience, IPEDS data, and categories such as those defined by the Perkins Career and Technical Education Act of 2006.

The needs of student subgroups are met in various ways. All buildings and classrooms are Americans with Disabilities Act compliant. All course syllabi contain a common disability statement encouraging students with a documented disability to contact the Center for Student Access to ensure accommodations are implemented in a timely fashion. LCC is nearing completion of a major initiative to ensure all college processes, materials, and courses are accessible. **(3.D.1)**

All LCC students are commuters. Free parking is available adjacent to classroom buildings, and the downtown Lansing campus is on several city bus routes. Many courses are taught at extension centers in Howell and East Lansing to address the specific needs of Livingston county schools and students co-enrolled at Michigan State University. LCC offers courses in a variety of delivery modes, including face-to-face (day and evening), hybrid, and online. **(3.D.1)**

Some for-credit courses that might be of interest to community members, like dance, music, and art, are also offered as a non-credit option. These are particularly popular with seniors **(3.D.1.).**

LCC's Office of Veteran and Military Affairs provides support for student veterans and their families in numerous ways. The on-campus Veteran's Resource Center has an area for relaxation and recreation, quiet space for studying and tutoring, and a dedicated computer lab. There is an onsite counselor, academic advisor, and a resource representative who can help with navigating and obtaining benefits. LCC has one of the largest veteran student populations in Michigan. In 2016, the Michigan Department of Military & Veterans Affairs recognized LCC as a gold-level military friendly school. **(3.D.1)**

2P1h. Deploying non-academic support services to help students be successful (3.D.2)

The StarZone is LCC's one-stop student services hub, housing registration, financial aid, advising, Career and Employment Services, and the student engagement team. Immediately

adjacent is the Center for Student Support, which provides support for counseling; international students; first-generation college students; emergency assistance with food, clothing, and housing; student-parent resources and scholarships; disability services; and more. Student services are provided at all extension centers. **(3.D.1, 3.D.2)**

In January 2018, a food pantry steering committee was formed to address the issue of food insecurity on campus and the impromptu foodbank that had been established. Following surveys of students and employees, it was decided the best option was cafeteria gift cards that provided students with choices while on campus. The ASCs also have access to funds through the LCC Foundation to assist students with small (<$300), one-time emergency needs that would otherwise prevent them from successfully completing their educational goals. **(3.D.1)**

Student Affairs staff review student exit surveys (e.g., ASC and advising exit surverys, see 2P1l and 2R1) that address students' experiences utilizing Student Affairs services. Results are used to reallocate budgets and personnel as necessary. **(3.D.1, 3.D.2)**

2P1i. Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

In accordance with standard hiring procedures, HR and divisional staff work together to determine necessary qualifications for vacant positions (see, e.g., job descriptions for Student Access Coordinator and Access Consultant). **(3.C.6)**

Once hired, Student Affairs employees participate in regular in-service trainings and attend conferences specific to their areas of student support, such as the Trends Conference, AHEAD, and veterans' affairs conferences. Managers are responsible for onboarding, mentoring, team building, and coordinating professional development, which LCC actively supports. **(3.C.6)**

The ASCs actively support one another in preparation for helping students. They have monthly one-on-one meetings with their managers, facilitated by a report form that includes the question "How can leadership support you?" **(3.C.6)**

2P1j. Communicating the availability of non-academic support services (3.D.2)

LCC's external webpages have four buttons: *Get Started*, *Request Info*, *Visit*, and *Apply*. The "Request Info" button takes visitors to a fillable form that allows them to request information on financial aid, scholarships, student employment, support services, and veteran and military affairs. It also provides contact information for the StarZone, where students can get in-person help. **(3.D.2)**

D2L, the learning management system used for all courses at LCC, has a dropdown menu of LCC Resource Links, including the ASCs, the Center for Student Access, Counseling, Financial Aid, Tutoring Services, and the Writing Studio. There is also a link for 24/7 tutoring offered by Brainfuse. **(3.D.2)**

Information on the full range of LCC support services is presented during mandatory new-student orientation. Faculty are also an invaluable resource for communicating with students. Their referrals through the Early Alert process serve to inform ASCs a student may be struggling. The ASCs are aware of all non-academic support services, and refer students accordingly. **(3.D.2)**

The extension centers use large white boards in the front lobbies, table tents, and flyers to highlight deadlines and applicable student services. At the start of semesters, the extension centers have students participate in a scavenger hunt that leads them to all available services. **(3.D.2)**

Student email, D2L announcements, and visual displays around campus are also utilized to communicate with students. **(3.D.2)**

2P1k. Selecting the tools, methods and instruments to assess student needs

After researching best practices and determining what works best for programs and population, LCC has selected a combination of external and internal surveys. External surveys include the Noel-Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement. Individual departments/programs develop internal surveys appropriate to their unique needs.

Collegewide committees are consulted as appropriate to determine how well student needs are met. For example, the Academic Senate is routinely consulted regarding the Student Engagement/Early Alert Process to ensure the system is working well and faculty know how best to support students. Likewise, the collegewide Embedded Academic Support Team has provided guidance regarding all aspects of academic support and how it should be measured.

LCC's extension centers utilize internal surveys to assess student and faculty satisfaction with quality of services, availability of technology, and appearance/functionality of classrooms.

2P1l. Assessing the degree to which student needs are met

The Academic Success Coaching Team works closely with the college's Center for Data Science to develop metrics that measure student success, such as retention, credits earned, and GPA. In addition, the ASC metrics include number of contacts, student satisfaction, graduation rates, etc. Likewise, academic advising utilizes a detailed exit survey to assess student satisfaction.

The Academic Senate includes two student members, and has now held two student forums to identify students' academic concerns (see 2P1f).

Students are able to provide input on courses via IDEA reports, the Student Satisfaction Inventory, and the Community College Survey of Student Engagement.

2R1: What are the results for determining if current and prospective students' needs are being met?

After each appointment with an ASC, students are asked to respond to one of five items on a rotating survey at the kiosk before leaving. In spring 2018, responses were overwhelmingly positive. A more extensive survey at the end of the semester provided similar positive results. Among students who met with an ASC, approximately two-thirds met more than once, with 11% meeting as often as once a week.

The fall 2017 ASC metrics show students who work with a success coach are more likely to be retained and to earn 6+ credits and/or 12+ credits. More recent data, involving the coordination of ASCs, embedded academic support initiatives, and 360-degree support, show continued positive results.

Embedded academic support initiatives show positive results on AACC Guided Pathways Milestone Metrics, whether examined overall or specifically regarding developmental reading/writing classes as co-requisites. Students are more likely to complete a college-level math, writing, or disciplinary gateway course that includes some embedded support.

As a group, academic advisors see hundreds of students each month, with peaks before and during fall semester. With approximately 10 full-time equivalent advisors, and a headcount of approximately 13,000 students, the ratio of students to advisors exceeds 1,300 to 1 (although, many students choose not to see advisors). Students see advisors primarily for advice on academic planning, making career choices, and transferring. Their experiences are overwhelmingly positive.

A spring 2018 survey of students utilizing the Learning Commons was likewise overwhelmingly positive. Over 90% agreed their understanding of coursework had improved, and they would recommend the Learning Commons to a friend.

Librarians and English faculty have determined the typical student still faces challenges regarding information literacy, and they are working to improve instruction.

Recent extension center satisfaction surveys have been overwhelmingly positive for students (2018; 2019) and faculty (2018; 2019).

Students on the Academic Senate panels shared both good and bad experiences from their time at LCC (see December summary). Overall, they were positive about support services such as the Learning Commons and the Library. As for student performance indicators, among students' most serious concerns are fear of failure, anxiety, and poor concentration, suggesting a significant need for counseling support.

According to the Community College Survey of Student Engagement, our students are engaging with tutoring services, but not with our academic advisors. This may result from the fact that most of our students are not required to meet with an advisor. The Student Satisfaction Inventory also noted that advising is an area where LCC has room for improvement.

Based on the Student Satisfaction Inventory, LCC's strengths include:

- Library resources and services
- Tutoring services
- Faculty availability after class and during office hours
- Students feel able to grow intellectually

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

In fall 2017, the college implemented an Early Alert system. The referral form is undergoing revisions to expand the referral categories, provide an opportunity for free text, and expedite secondary referrals. The new process will create better partnerships and directly connect students to resources. The ASCs have begun categorizing student need within a three-tier system, ensuring those who need the most support get it promptly (see 2P1a).

At first, the ASCs received an overwhelming volume of referrals and were only able to support willing students. However, since coaching results were positive, the Embedded Academic Support Team included the ASCs in the effort to embed support services in academic programs. New students are now assigned an ASC, and the coaches are taking a more proactive approach. The program has seen increased communication and positive collaboration with faculty.

The Embedded Academic Support Team is leading the college toward viewing student support from an "Achieve 360" perspective, based on the belief that many students need complete, wrap-around support systems. Early efforts incorporated the new Achieve 360 Skill-Builder Series. Further improvements will coordinate with strategic enrollment and retention plans.

To increase visibility, advisors are now actively involved in orientation and working more closely with the ASCs and the Achieve 360 Skill-Builder Series. Additionally, advisors will be increasing appointment availability to encourage students to utilize the full spectrum of services available that is often missed during drop-in advising hours.

Following the 2018 extension center student satisfaction survey, Smart Boards were added to two classrooms to improve math instruction, healthy choices were added to vending machines, and efforts were made to raise awareness of available student services.

The student engagement team has been working to enhance its presence in the community and target specific programs to attract and retain students. LCC is also adopting a more intentional student recruitment approach.

Sources

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- ASC Manager Roles
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- ASC Metric Workbook
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- Student Engagement Team website
- Student Leadership Academy website
- Student Panel Summary
- Student Performance Indicators
- Student Satisfaction Inventory 2017
- Student Satisfaction Inventory 2017 (page number 3)
- Student Support Services website
- Student Support Services website (page number 2)
- Tier based contact expectations
- Tier Objectives Table
- Tiers Working Document
- TriO Webpage
- Veteran and Military Affairs website
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2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

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

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

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

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

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

Responses

2P2a. Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

The college collects student retention, persistence, and completion data for various internal and external reports, including the Integrated Postsecondary Education Data System (IPEDS), Voluntary Framework of Accountability (VFA), and the American Association of Community College's (AACC) Guided Pathways Scorecard. The AACC measures were developed by the Community College Research Center to provide colleges participating in Guided Pathways with

more robust measures of persistence and completion. The VFA has now adopted these measures. Key student success measures from the AACC Guided Pathways metrics are provided to the Board of Trustees and are the primary metrics used by institutional leadership to track student success. These metrics were used to launch efforts to reform the college's developmental education program. **(4.C.2, 4.C.4)**

Student enrollment, retention, persistence, and completion data is a primary component of the four-year program review process. Program faculty and academic leadership review five-year trend data, broken down by demographic. Institutional data is also provided to programs for contextual comparative analysis. These metrics are available to program faculty annually upon request as well. **(4.C.2)**

As an institution that receives funding from the Carl D. Perkins grant, LCC monitors persistence and completion data for occupational programs and completion data for non-traditional gender students. This information is reported in the required Program Review for Occupational Education (PROE) in sequence with the college's program review process. Part of this process requirement is to analyze Core Performance Indicator (CPI) data by program of study area and to address any deficiency in CPI performance. **(4.C.2, 4.C.4)**

2P2b. Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

The Board of Trustees sets institutional goals in the form of end statements that are reviewed and updated annually. The end statements include an aggressive student success goal aligned with strategic plan focus area 1, Engaged Learning and Student Success, to achieve a 54.3% First Time Ever in College (FTEIC) student fall-to-fall retention rate for fall 2019.

The 2018-2021 enrollment management and retention plan outlines the institution's plan to address enrollment declines, demographic trends, and the Board of Trustees resolution to increase the number of students completing college-level math and English in their first year, implement multiple measure for incoming student placement, increase credit momentum, and improve the college's intake and support system. Baseline metrics were established by averaging scores from AACC Guided Pathways institutions and the most improved college seven-year trends to set a minimum threshold for each measure. High scores were used as a benchmark to establish an appropriate end-goal for LCC. The plan outlines recruitment strategies and retention plan to achieve specific goals to improve the college's overall retention and completion rates. **(4.C.1, 4.C.4)**

The Embedded Academic Support team further supports these efforts by reviewing key success measures that are predictive of completion each year, comparing LCC's progress to other AACC institutions, and discussing current and planned activities while setting targets for credit momentum, college-level English and math completion in the first year. **(4.C.1)**

2P2c. Analyzing information on student retention, persistence and completion

As noted in 2P2b, the Embedded Academic Support team reviews several key success measures on a regular basis. Additionally, LCC's program review process includes program-level and

institutional-level metrics for enrollment, persistence, and completion. Both levels of data provide context as to where program performance is in comparison to the institution as a whole. Program faculty analyze this data and identify opportunities for improvement.

The LCC Board of Trustees routinely reviews the college's progress toward student success, including retention, persistence, and completion rates, as part of the Board Monitoring Reports. Beyond retention, persistence, and completion, LCC also reports four of the Guided Pathways measures to the board regularly. These measures include completion of six or more college credits in a student's first term, completion of 12 or more college credits in a student's first term, and completion of college-level math or English in a student's first year.

The Perkins grant incorporates accountability measures via six Core Performance Indicators (CPIs) for occupational programs. The college negotiates expected performance levels for each of the CPIs and must meet, exceed, or be within 90% of the targets each grant year. The accountability measures focus on persistence, completion, and job placement or transfer. Additionally, performance of nontraditional gender students in occupational programs is monitored. These metrics are reviewed on a regular basis by program faculty and administrators.

2P2d. Meeting targets for retention, persistence and completion (4.C.1)

The college's process for meeting student success expectations is embedded in the program review process. As part of this process, program-level and institutional-level metrics for student enrollment, retention, persistence, and completion are analyzed by demographic breakdown to identify trends, disparities, and opportunities. Both levels of data provide context as to where program performance is in comparison to the institution as a whole. This data analysis is utilized to inform program annual improvement plans.

LCC uses the strategic planning process to guide institutional actions for continuous quality improvement. Focus area 1 of the strategic plan, Engaged Learning and Student Success, identifies strategies for improving student retention, persistence, and completion, including Guided Pathways and Embedded Academic Support. The college's commitment to the AACC Guided Pathways Project (2015) included a commitment to collect, calculate, and annually report data on student progression using a limited set of one-year key performance indicators (KPIs). These results are shared with LCC leadership, Board of Trustees, and Academic Senate. A review of these metrics led to a collaborative effort to redesign the college's developmental education program (the Embedded Academic Support initiative). **(4.C.1)**

2P2e. Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

The college participates in the Voluntary Framework for Accountability (VFA) in addition to meeting reporting expectations for the Integrated Postsecondary Education Data System (IPEDS) each year. These two reporting systems help the college define what information will be collected and analyzed for student retention, persistence, and completion. These reports include student enrollment data for fall-to-fall and semester-to-semester. The newest VFA report has adopted the AACC Guided Pathways scorecard that includes measures for credit momentum,

retention, persistence, completion of gateway math and English courses, and a ratio of attempted versus earned credits. This allows LCC access to better benchmark data with over 200 schools now participating in VFA reporting. However, the VFA has changed when it collects data from the spring to the fall, resulting in data reports that lag by nearly eight years. For this reason, the college has started using the AACC Guided Pathways scorecard as the primary tool to obtain relevant data for analysis of student success. In addition, the credit momentum and, gateway math and English completion metrics have proven to be predictive of students' likelihood to complete a degree or certificate within six years. **(4.C.4)**

The LCC director of institutional research regularly attends regional and national IPEDS workshops and conferences, where they are able to clarify the intent of various data requirements. In addition, representatives from all Michigan community colleges meet quarterly to discuss federal and state data collection and reporting requirements. Members of the LCC Center for Data Science participate in the Michigan Association of Institutional Research (MI-AIR) and the national AIR annual events, where data reporting and management best practices are shared. **(4.C.4)**

2R2: What are the results for student retention, persistence and completion?

Guided Pathways (AACC) and the Voluntary Framework for Accountability (VFA) use different definitions of cohorts that are tracked for fall-to-fall retention, fall-to-spring retention (also known as persistence), and completion. VFA and AACC only require fall-to-spring persistence; however, LCC uses the Guided Pathways cohort to also track fall-to-fall retention. During the past five years, LCC's retention rate has fluctuated between a low of 50% (2013 cohort) and a high of 55.6% (2016 cohort), and currently sits at 53.2% (2017 cohort). Although there is a range of 5.6%, the variance appears to be within the normal range for this measure. In short, the fall-to-fall retention rate remains relatively flat when considering the longitudinal trend. Similarly, the fall-to-spring retention (persistence) has hovered around 72%, with a low of 71.6% (2016 cohort) and a high of 75.1% (2017 cohort). Again, there is nearly a 5% range during this time, but this seems to be within the normal variance of the measure. Similar to fall-to-fall retention, this measure appears to have a flat trend when considering the longitudinal data.

Beyond retention, persistence, and completion, LCC regularly reports to the Board of Trustees four of the Guided Pathways measures: completion of six or more college credits in a student's first term, completion of 12 or more college credits in a student's first term, and completion of college-level math or English in a student's first year. LCC students who have completed any of these momentum metrics have been significantly more likely to complete a degree or certificate in six years or less. These measures also relate directly to the concerted effort of the college to improve student success and progression through remedial coursework in as timely a manner as possible.

The tables attached summarize the most recent available LCC data. The college has been able to significantly improve the first credit momentum measure (earned six-plus college credits) and the likelihood for a student to complete college-level English in the first year. The credit momentum measure is significant because it directly ties to tracking progress of the college's part-time students, who account for approximately two-thirds of the student body. Completing

college-level English in the first year also indicates an improvement in successfully progressing students through a remedial sequence and into their college-level courses. Poor results in the college-level math metric have become a primary focus of the Board of Trustees, Embedded Academic Support Team, and college administration.

LCC has met, exceeded, or has been within 90% of the negotiated expected performance levels for each of the six Core Performance Indicators (CPIs) of the Carl D. Perkins grant for the past five years. However, some occupational program CPI performances have not met expectations. These areas are a primary focus of improvement efforts that drive the college's grant application requests.

The 13 programs that completed program review in 2018-2019 saw five-year retention trends hovering around 50% each year. Liberal arts programs had a slightly higher retention rate while the skilled trades programs had a below-average retention rate. Average persistence rates were around 70%, again with slightly higher than average rates in liberal arts and lower than average rates in skilled trades. Overall completion rates were low, with a few stand-out programs with higher completion rates.

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

LCC would like to achieve greater gains in retention, persistence, and completion. It is this goal that led to the institution's commitment to the AACC Guided Pathways project and the resulting Embedded Academic Support initiative. These efforts were instrumental in hiring academic success coaches and creating an early alert system to improve the college's ability to offer holistic support for students as they progress through their college career. **(4.C.3)**

As noted in 2R2, the results of college-level math performance have become a primary focus of the Embedded Academic Support Team. The team will be focusing on improvement of student support initiatives and successfully progressing students through any remedial sequences into college courses. The college has engaged an external consultant who has provided a road map for next steps for the college.

The 2018-2019 program review cohort reviewed enrollment, retention, persistence, and completion data and identified action plans to address noted disparities. A few examples include:

- Human Services will increase marketing and recruitment efforts as well as begin tracking student transfer data to increase support for transfer student success.
- Fire Science will increase recruitment efforts, realign its curriculum to match industry needs, and work toward developing a stronger partnership with the regional training center for the state of Michigan.
- Music will pursue program accreditation and establish a student peer mentor program.

Recognizing faculty and staff sometimes struggle to understand and use data for decision-making, the LCC Center for Data Science and the Center for Teaching Excellence (CTE) will collaborate to offer data-literacy workshops across campus. The informational sessions will

focus on what data is collected, how it is collected, and how it can be used. The goal is to create meaningful workshops that will occur annually with a focus on program review data analysis, assessment of student learning data collection and analysis, and how to interpret results from student surveys.

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- Music Program Annual Improvement Plan
- Program Review Questionnaire.pdf
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- Retention - Persistence - Completion Results
- Student Success Measures for EAS
- Student Success Measures for EAS (page number 6)
- Summary of LCC Enrollment Trends 1-11-2019 V2

2.3 - Key Stakeholder Needs

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

2P3: PROCESSES

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

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

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

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

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

Responses

2P3a. Determining key external stakeholder groups (e.g., alumni, employers, community)

LCC determines key external stakeholder groups through environmental scans, advisory meetings, and assessments. Environmental scans include open communication and research regarding industry challenges and operations as well as how education and training from LCC can impact and align with current as well as future industry needs. Through advisory committee meetings, faculty and representatives from related local business organizations discuss, identify and respond to stakeholder groups and determine the level of involvement for current as well as potential key stakeholders. Assessments, such as surveys, aid in determining key stakeholder

groups by directly gathering input from various organizations, educational institutions, and populations like alumni.

2P3b. Determining new stakeholders to target for services or partnership

LCC's process for determining new stakeholders to target for services or partnership vary, but are centered on open communication and data collection and analysis, followed by methodological outreach. LCC's Best Practices resolution details best practices in three categories: Economic Development and Business or Industry Partnerships, Educational Partnerships, and Community Services. Each category covers five standards of local strategic value, called "best practices." Public Act 265 of 2018, Section 230 of the Michigan Omnibus public education act requires the college meet at least four of five best practice standards under each category.

For example, LCC's Community Education and Workforce Development (CEWD) offers several employer-entrepreneur educational initiatives such as the Business & Community Institute (BCI) and the Small Business Development Center (SBDC) that help provide services to the business community. SBDC's connection with the Michigan New Jobs Training Program offers funding opportunities that help pay for customized employee skills training. The BCI is actively involved with the Lansing Economic Area Partnership and the Michigan Economic Development Corporation to help recruit new companies and create economic development opportunities for our region. These partnerships allow the BCI to learn of new stakeholders to target for services or partnership**.**

The North American Industry Classification System (NAICS) is another tool LCC uses to identify regional industry needs. The NAICS is a standard system used by federal agencies to collect and assess data about companies and organizations, and to identify their core functions. As LCC assesses industry challenges and operations, the college is able to align effective training with companies and organizations that often face similar challenges. This process allows LCC to operate with greater efficiency in reaching the community.

The LCC Foundation office coordinates with the Alumni Advisory Committee to reach out to alumni, providing a professional network while also reducing financial barriers for current students. The purpose, goals, and membership of the alumni committee are available in the Alumni Committee Formation Document.

2P3c. Meeting the changing needs of key stakeholders

Advisory committees throughout the college exist to inform program leadership about changes and trends in the economy and local workforce. Following advisory meetings reviews are conducted by the appropriate department and revisions are made according to the appropriate program curriculum. Feedback from advisory committee members is required during program reviews. The advisory committee handbook details the process of determining and responding to key stakeholder needs.

Another vital method in meeting the changing needs of key stakeholders involves maintaining partnerships as mentioned above through formal and informal communication methods. Maintaining standards to accommodate changing stakeholder needs also entails analyzing qualitative data to create informed decisions.

2P3d. Selecting the tools, methods and instruments to assess key stakeholder needs

The college uses the Community College Survey of Student Engagement (CCSSE) to assess potential improvements to programs and student services. Other tools, such as formal and informal meetings, are beneficial when assessing local stakeholder needs. Beyond CCSSE, surveys are a commonly used tool to assess not only the needs of stakeholders but their satisfaction with services provided by LCC. As an example, BCI distributes a customer needs analysis to gauge the training needs of the business community. The needs analysis is distributed to a six-county region that includes 400 contacts throughout various industry sectors. The analysis includes questions about skill sets needed, trends in industry, priorities, concerns, and potential opportunities for improvement. Ultimately, this process creates a convenient opportunity to respond to the growing and changing needs of area organizations.

2P3e. Assessing the degree to which stakeholder needs are met

Advisory committees are required to meet at least once per academic year to review goals and objectives and assess the degree to which stakeholder needs are met, and remain relevant and innovative. Additional meetings may be required for individual program accreditation.

BCI distributes customer satisfaction surveys annually that evaluates quality of instruction to employers. There are several types of surveys tailored to participants, continuing education students, youth, older youth, and parents of youth. The data from survey results are collected confidentially through cloud-based software and results are provided to the dean of Workforce Development and Community Education. The dean submits the information to the president, who provides it to the Board of Trustees for review. If ratings are less than 85%, a follow-up meeting with an instructor is conducted. If following evaluations reveal continued low ratings, the instructors will no longer be able to teach. Survey results from students and faculty can also reveal course demand at extension centers.

Graduate surveys are administered six months after graduation. Survey questions include whether a graduate is employed within six months and if the acquired job is related to their program of study. Questions also include satisfaction with their LCC experience, how likely they are to recommend LCC to others, and whether they would be willing to attend LCC again.

2R3: What are the results for determining if key stakeholder needs are being met?

Results from the 2017-2018 graduate survey indicate high levels of employment (89%) within six months as well as high levels of satisfaction (79%) with the LCC experience. While graduate surveys indicate a high level of job placement and overall satisfaction, LCC recognizes the low response rate and seeks to improve methods of outreach to increase response.

The college partnered with the Economic Modeling Specialists International (EMSI) in 2015 to publish The Economic Impact Report 2015, which assessed the impact of LCC on the regional economy as well as its benefits for students, society, and taxpayers. Results show LCC creates a positive net impact on the regional economy and benefits students, society, and taxpayers.

Results from BCI surveys administered during the 2017-2018 academic year can be viewed in the BCI Employer Evaluation document as well as the older youth Condensed Item Analysis Report. Overall results are positive, with high levels of satisfaction for all participant levels. BCI recognizes the importance of addressing issues, regardless of how small. Therefore, it offers one rating for dissatisfied - "disagree." Even still, in the most recent fiscal year, satisfaction ratings reached 100%, with 21% selecting "agree" and 79% selecting "highly agree." BCI enjoys a very high satisfaction levels from key stakeholders by providing quality instruction from BCI trainers.

As demonstrated in the LCC Alumni Advisory Committee document,the college set internal targets and external benchmarks, including specific monetary metrics for fundraising and scholarships as well as metrics for professional networking opportunities, and began documenting results in FY 2018-2019.

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

As a part of the Competitiveness and Innovation portion of the strategic plan, BCI is working towards implementing a Customer Relationship Management (CRM) software. This is a one- to two- year goal and will help make all internal LCC stakeholders aware of LCC's external stakeholders and the customer relationships established by various key contacts within the college. This will enhance customer service, process improvement, and relationship building.

The Alumni Committee, along with the Center for Data Science, recognizes the need for additional alumni outreach. While the college provides alumni benefits and professional networking opportunities, there is not a standardized process for gauging alumni satisfaction. A formalized survey process would allow LCC to gather data beyond six months about job placement rates, types of positions obtained, and locations of jobs, which may reveal the movement of LCC graduates. This information would not only be beneficial to LCC but to the state of Michigan in regards to its workforce and economy. In order to obtain this type of information, a substantial effort will be made to improve response rate on the six-month graduate survey. Currently, that rate is below 10%, a size that cannot capture the diversity of our graduates.

Sources

- 2017 - 2020 LCC Strategic Plan
- 2017 - 2020 LCC Strategic Plan (page number 12)
- 204 - Condensed Item Analysis Report - Older Students
- Advisory Committee Handbook 2018
- BCI Customer Needs Analysis

- BCI Employer Evaluation
- BCI Industry Needs Assessment Survey
- BCI Participant Feedback Form
- Board ENDs Graduate Survey 2017-18 with response rates
- CCSSE 2017
- CEWD Dashboard BCI Survey 2017-2018
- CEWD Web pages
- Continuing Education Participant Feedback Form
- FY 2019 Board of Trustees Resolution of Best Practices
- Lansing Community College Foundation - Alumni Committee - Formation Document - Purpose Goals Functions and Roles
- LCC East Recruiting Strategy Fall 2017
- LCC Economic Impact Report 2015
- LCC Economic Impact Report 2015 (page number 5)
- LCC Foundation Alumni Advisory Committee Org Chart
- Program Advisory Board Meeting Minutes 2018-2019
- Survey - Youth - Young
- Youth - Older students Participant Feedback
- Youth Parent Participants Feedback Form

2.4 - Complaint Processes

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

2P4: PROCESSES

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

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

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

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

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

Responses

2P4a. Collecting complaint information from students

The Academic Procedure Advisory Committee (APAC) identified a need to establish a formal complaint committee that meets at least annually. The committee includes key stakeholders throughout the college who have responsibility for enforcing procedures for complaints, appeals, and disputes. The committee ensures policies and procedures are up-to-date and reviewed, identifies any gaps or areas of opportunity for complaint policy/procedures, and ensures LCC is meeting compliance and regulatory requirements. The committee was first tasked

with documenting the different types of complaints, appeals, and disputes, as well as the responsible department.

LCC houses *student* complaints, appeals, and disputes in one central location on the LCC website. The web-page allows students access to guidelines and policies as well as forms to submit their complaint, appeal, or dispute. Once received, the responsible department tracks and monitors the submissions. For example, administrative appeals are submitted by students using an online form, received by the Student Affairs support staff, and logged into an Excel tracking log stored on a shared drive. The information is sent to the Registrar's office for review. Resolutions are tracked to ensure all students are receiving responses in a timely manner (process).

2P4b. Collecting complaint information from other key stakeholders

Other key stakeholders may submit complaints or appeals to LCC via the website or by contacting the President's Office, Board of Trustees Office, and Provost's Office, or by taking advantage of public comment opportunities at Board of Trustee meetings.

It is noteworthy that 95.8% of LCC employees belong to one of six collective bargaining units. Each bargaining unit has a grievance procedure defined in their respective agreements. Employees may submit grievances alleging a violation, misinterpretation and/or misapplication of a specific article of a collectively bargained agreement and/or college policy related to employment practices. The grievance procedures have four levels, and each level has requirements defined in the collectively bargained labor agreements.

2P4c. Learning from complaint information and determining actions

Each responsible area addresses and evaluates results from their complaints. Processes to do so are unique to the type of complaint, the nature of the complaint, and the circumstances surrounding the complaint. Each complaint received is evaluated individually, decisions are made based on facts and evidence collected, and resolutions are communicated in a timely manner. Complaints are logged and documentation is filed for future reference. This is evidenced by the administrative appeals process, where documented processes are available to guide initial review steps, decision making, level 1 and level 2 appeals, and who should be involved.

2P4d. Communicating actions to students and other key stakeholders

Resolutions are communicated to students and other key stakeholders once a complaint is resolved, using appropriate and confidential communication methods. For example, once an administrative appeal has been reviewed by the Registrar's Office, the student is notified via email and mail. For grievances submitted by faculty union members, all resolutions are in writing, and shared with all stakeholders.

2P4e. Selecting the tools, methods and instruments to evaluate complaint resolution

Each division that is responsible for oversight and management of complaint resolution has created an electronic form that is made available on the website. These dynamic forms allow easy access for complaint submission. Complaint receipts are routed to appropriate personnel for review, investigation, resolution, communication, and logging and tracking.

2R4: What are the results for student and key stakeholders complaints?

Through tracking mechanisms utilized to monitor administrative appeals, the Registrar's Office recognized a large number of administrative appeals had been submitted for residency. A small work group of key stakeholders was charged with reviewing the process and identifying opportunities for improvement, resulting in a decision to expand the deadline for establishing residency. Beginning with the summer 2017 semester, students had six weeks from the start of the semester to establish residency, increased from two weeks. The change in process resulted in a decrease in the number of administrative appeals received for residency, from 22 and 28 in fall 2016 and spring 2017 to only two in summer 2017 and seven in fall 2018.

Regarding faculty contract grievances, it is important to note that low grievance volume is not conducive to discerning trends. LCC currently has no open grievances. The last grievance was filed in February 2018, and was subsequently withdrawn.

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

Recognizing that a more robust system is needed to improve tracking and monitoring of complaints, a formal complaint task force was created in January 2019. The committee brought together key stakeholders from across the college for the purpose of ensuring policies and procedures are current and valid, identifying opportunities for process improvements, and ensuring compliance with regulatory requirements. During the 2019-2020 academic year, the task force will work with the Student and Academic Affairs Leadership Team to update the college's complaint tracking process, incorporate collaborative review of complaint trends, and identify action plans to address any emerging issues.

The complaint committee reviewed the LCC web-page and made recommendations to improve ease of access and navigation, and to ensure consistency in communication and language. Going forward, the updated web-page will serve as a tool to store student-related complaints, appeals, and disputes, along with policy language (if applicable), procedures, and other relevant information. Updates are expected to be live by August 1, 2019. The complaint committee will annually review the web-page and make changes as needed.

Beginning fall 2017, the Registrar's office and the Student Affairs division developed a new electronic tracking process for administrative appeals. The goal was to track the types of complaints, appeals, and outcomes. This process change allows division leaders to analyze complaint data for patterns and identify any opportunity for process improvement. In addition to the new tracking process, Student Affairs began preparing a yearly report that is distributed to the Student Affairs leadership team. From the report, the leadership team evaluates the data for potential process revisions that can reduce or eliminate student complaints.

Sources

- Academic Information Policies & Procedures
- Administrative Appeals
- Administrative Appeals - Decision Basis Guide v3
- Administrative Appeals Initial Review Guidelines
- Administrative Appeals Process - Committee
- Administrative Appeals Process - Level 1
- Administrative Appeals Process - Level 2
- Admissions, Registration & Records Administrative Appeal Guideline Form
- APAC Charter Approved March 2019
- APAC Meeting Minutes - Creation of Complaints Task Force
- April 2019 Board of Trustees Meeting Minutes - Approval of Parking Structure
- April 2019 Board of Trustees Meeting Minutes - Approval of Parking Structure (page number 5)
- Complaint Website 5.21.19
- Faculty Contract 2017-2020
- Faculty Contract 2017-2020 (page number 107)
- Fall 2018 Administrative Appeals Infograph
- Labor Relations webpage
- LCC Appeals Process Tracking Log
- LCC Board of Trustees Governance Policies Revised Feb18 2019.pdf
- LCC Board of Trustees Governance Policies Revised Feb18 2019.pdf (page number 10)
- SAP appeal
- Student Complaint and Dispute Forms
- Summer 2018 Administrative Appeal Tracking Log

2.5 - Building Collaborations and Partnerships

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

2P5: PROCESSES

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

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

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

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

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

Responses

2P5a. Selecting Partners for Collaboration (e.g., other educational institutions, civic organizations, businesses)

LCC's process for selecting partners for collaboration is driven by LCC's mission and, further, by the vision: "Serving the learning needs of a changing community." LCC defines partnerships as formal arrangements in which two or more institutions or organizations work together to provide teaching, supervision, support, and/or facilities for students as a formal element of a degree or program.

Partnerships may be initiated internally or externally. In either case, the process for evaluating the value and effectiveness of the potential partnership are the same. This process includes review of relevant data, collection of stakeholder input, evaluation of financial impact, and a facilities assessment (if applicable). The decision to pursue a partnership is based on the impact it will have on supporting LCC student success.

LCC currently has several strong partnerships that support the occupational programs in Technical Careers and Health & Human Services Divisions; transfer partnerships with four-year institutions; and partnerships with governmental entities, regional businesses, community-organizations, and local secondary institutions.

Leadership regularly reviews economic and labor data, collects stakeholder input, reviews current programs and services, and monitors funding opportunities to assess the potential for new and beneficial partnership opportunities.

2P5b. Building and Maintaining Relationships with Partners

LCC has strong relationships with the capital area community. The Executive Leadership Team and Board of Trustees are actively involved in community organizations; connected with local, state, and national legislative representatives and organizations; and regularly host and attend events that allow for networking with key stakeholders. LCC promotes open communication, collaborative projects, quality training, and education that meets stakeholder needs.

Many partnerships are formalized with contracts, such as articulation and/or consortium agreements with other educational institutions, service learning initiatives with community partners, and apprenticeship programs with local businesses. Partnerships with other educational institutions are vetted through a tier system as outlined in the articulation agreement guidelines.

LCC currently has 232 students in active apprenticeships at 32 different businesses. Some of the businesses have more than one occupation for which they have enrolled apprentices. Since 2015, LCC has enrolled 173 new apprenticeships at a rate of approximately 43 new placements per year. This is a testament to the partnerships LCC has built with local employers. Further, LCC has built strong relationships with local area employers to enhance learning opportunities for LCC students. This is evidenced by the Public Service Careers program partnerships for criminal justice, fire science, paralegal, and policy academy. Programs from the Health & Human Services Division maintain strong relationships with local employers and civic organizations, such as organizing health fairs with the Lansing School District's Willow Elementary that allow LCC student volunteers to work directly with elementary students. The Dental Hygiene Clinic at LCC offers preventative dental hygiene services to the public and provides care to almost 2,000 people annually.

2P5c. Selecting the tools, methods and instruments to assess partnership effectiveness

To assess partnership effectiveness, LCC conducts student, graduate, and employer surveys, and hosts advisory board meetings and events that allow for stakeholder input. Events such as job fairs, association conferences, and college recruitment sessions serve as an opportunity to

network with current and potential partnerships as well as gather assessment information. In 2015, the college contracted with Economic Modeling Specialists International (EMSI) to assess the impact LCC has had on the community.

Advisory committees serve as a significant resource for evaluating partnership effectiveness. Advisory committee membership consists of LCC faculty, students, business representatives, and community members. Committees meet at least once annually to discuss changes in industry practices and determine how LCC can meet these needs.

2P5d. Evaluating the degree to which collaborations and partnerships are effective

Academic Affairs reviews articulation agreements with four-year institutions to ensure relevancy and effectiveness. Articulation agreement guidelines outline agreement expectations. The reviews consist of discussions about the program, course changes, and transferability of courses. Institutional data, such as the number of students transferring, where they are transferring to, what programs they are majoring in, and their rate of completion and/or retention at four-year institutions, is pertinent to in determining whether an agreement is effective.

Advisory committees provide a forum for diverse membership to discuss whether a partnership is effective. Committees review program goals and objectives as they relate to changes and trends in industry, economy, and local workforce.

Survey results conducted by the Health & Human Services Division provide identification for areas where education and training are strong and where they need improvement. A section for "additional comments" allows employers to edit their responses and submit personalized recommendations. From this, the division may decide to include the feedback in upcoming curriculum or program reviews.

2R5: What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

Enrollment, retention, and graduation rates of students from the Police Academy indicate an overall increase from the past two years, even as college wide enrollment and graduation levels are decreasing. Further, almost all graduate are hired within two months of graduation by local law enforcement agencies. The overall goal of increasing enrollment, retention, graduation, and job placement is being met and demonstrates an effective partnership between local police and LCC.

Employer survey results distributed from the Dental Hygiene program show a high satisfaction rate and a high response rate of 68%. It is of note that of all employers who responded, 100% stated they would hire another LCC Dental Hygiene graduate. Interpretation shows LCC's Dental Hygiene program is effective in providing students with quality education and training needed for industry requirements through the successful processes of building and maintaining partnerships. Students are reaching their educational goals and are prepared to enter the workforce or continue their education at a four-year institution.

The Health and Human Services division has partnered with five other Michigan community colleges through the Michigan Community College Association (MCAA) to offer a neurodiagnostic certificate program as well as a radiologic technology associate degree. The radiologic technology consortium agreement, in particular, offers advanced imaging modalities in partnership with the other community colleges through didactic hybrid distance education, laboratory simulation, and clinical educational experiences. The partnership allows these programs to be taught at each school where they typically would not be taught due to the cost of the program. The collaboration meets workforce needs across Michigan and allows each institution lower program expense.

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

LCC recognizes the need for a more rigorous and responsive collection of post-graduation job placement data for students who participated in apprenticeships, articulation, and consortium agreements. Currently, some surveys sent to past and current students as well as to employers have a very low response rate. Academic leadership and the Center for Data Science are exploring options to improve survey response rates.

The college recently contracted with EMSI. This tool will equip LCC with the data necessary to evaluate labor market trends and projected needs for the LCC region, allowing for enhanced evaluation and planning. The information provided from this tool will be used for program health evaluations, the program review process, the annual program operating plan process, and evaluations of the need for potential new partnerships, programs, training, or service opportunities.

Sources

- Academic Partnership SOP
- Advisory Committee Handbook 2018
- Articulation Agreement Guidelines
- Articulation Agreement Process Flowchart.doc
- Board ENDs Graduate Survey 2017-18 with response rates
- Dental Hygiene Clinic Snapshot
- Employer Survey Results Spring 2018 Dental Hygiene
- FY 2019 Board of Trustees Resolution of Best Practices
- Guiding Principles
- LCC Economic Impact Report 2015
- LCC Financial Aid Consortium Template
- LCC Police Academy Fact Sheet
- List of Apprenticeships
- MiRIS Consortium Agreement-signed-2011
- Program Advisory Board Meeting Minutes 2018-2019
- Program Data Assessment 3-12-19
- Psychology Program Review Data Packet

- Psychology Program Review Data Packet (page number 8)
- Psychology Program Review Data Packet (page number 34)
- Statements of Purpose
- Student Satisfaction Inventory 12-2017
- Technical Careers Apprenticeship Info

3 - Valuing Employees

3.1 - Hiring

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

3P1: PROCESSES

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

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

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

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

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

Responses

3P1a. Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

The recruiting and hiring of employees is centralized within the Human Resources (HR) department, in coordination with the collective bargaining units. A standardized hiring process for both full- and part-time employees begins with the development of a job description by the hiring department. HR reviews and approves the job description and assigns the organizational level. Position requests are reviewed by the Vacancy Management Review Team (VMRT), which consists of the executive vice president, chief financial officer, provost, and executive director of HR. They review budgetary support, organizational structure, and strategic plan alignment before authorizing new hires.

After VMRT approval, the hiring manager completes the hiring plan document, establishes the search committee, and ensures search team members have received required training. Search committee members develop screening criteria, interview questions, and other assessment tools as needed. The goal is to identify applicants who are a "best fit" for the college. Once approved, the position is posted and open for applicants. **(3.C.6)**

HR conducts general recruiting in accordance with the hiring plan. LCC's job posting website is a primary recruiting venue, supplemented by advertising in targeted publications. The scope of advertising is based on the nature of the position. Job advertisements focus on responsibilities, required credentials, competitive benefits, and the dynamic community life in and around Lansing, and the application form asks how the applicant believes their employment will support LCC's mission and guiding principles.

The Technical Careers and the Health and Human Services divisions also utilize professional networks and professional organization contacts, and Technical Careers organizes job fairs to locate and attract an adequate number of specialized faculty. In addition, Community Education and Workforce Development relies on referrals and/or corporate partners during the development of new courses/programs, and to identify potential instructors. Overall, HR collaborates with hiring departments/divisions to develop the recruitment strategy. **(3.C.1)**

Depending on the position, the search team conducts single- or multi-tiered interviews and forwards a hiring recommendation to HR. Finally, HR conducts a review to ensure compliance with hiring procedures, completes background checks, and confirms receipt of official transcripts prior to offering the candidate the position. For faculty positions, credentials are reviewed again to ensure they meet "faculty minimum qualifications." **(3.C.6)**

For full-time faculty positions, additional steps have been agreed upon with the LCC chapter of the Michigan Association for Higher Education (MAHE). When a full-time faculty position opens, MAHE is given 14 days to arrange for bargaining unit members to volunteer to serve on the search committee. These search committees consist of at least five members, three of whom are chosen by MAHE. While the committee is being formed and trained, applications are reviewed by HR and the assistant dean for Academic Affairs to ensure each applicant meets the required faculty minimum qualifications. **(3.C.2)**

Once the search committee has conducted interviews and selected finalists for review by the appropriate dean, the dean meets with the search committee to discuss the candidates. If the search committee is unable to recommend an acceptable candidate, or the dean does not support any candidate, then the chair of the search committee and the dean discuss whether to extend the search or declare it failed.

HR hosts a formal, mandatory orientation for all newly hired administrators, support staff, and students. In addition, the Center for Teaching Excellence (CTE) conducts a specialized orientation for all new faculty. **(3.C.6)**

HR orientation is held on the first workday of every work week. General topics include payroll; benefits; college mission, vision, and guiding principles; and college policies and procedures, including employee support systems such as LCC Emergency Alerts and the Employee Assistance Program. **(3.C.6)**

CTE orientations are held near the start of fall and spring semesters and are offered both in person and online. CTE orientations include all topics covered by HR, except benefits. Full-time faculty meet individually with a benefits representative to receive their personalized benefit packages. Other topics in the CTE orientation include faculty-oriented LCC systems, resources and services, college policies, and information on professional development opportunities (see 3P3a). In addition, faculty attending orientation are provided with the CTE's Faculty Guide to Resources and Services. **(3.C.2)**

LCC uses the Cornerstone Talent Management System (TMS) to assign online courses to all newly hired faculty and staff. The system assigns courses based upon each employee's classification. Once assigned, the employee has 30 days to complete the required courses.

Starboard is LCC's new administrator orientation, and all newly hired or newly promoted administrators must attend. In addition, any full-time employee may apply. The focus of this two-day program is to be introduced to the people, departments, organizational structure, and processes of the college. Starboard is held each spring and fall.

3P1b. Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)

LCC requires all faculty, including those who teach dual-credit, online, hybrid, or face-to-face courses to meet the same minimum credential qualifications for courses they are teaching. The college recently updated its faculty minimum qualifications policy and procedures for both the college and for individual courses. **(3.C.2)**

As part of the curriculum development process, faculty complete a minimum qualifications form to identify minimum qualifications to teach all new courses. The form is submitted to the academic dean and Academic Affairs for review and approval. Any changes to courses, or a request to review qualifications needed for teaching a course, follow the same process. **(3.C.2)**

Per the MAHE contract, before posting a faculty vacancy, members of the bargaining unit are given an opportunity to provide input regarding appropriate qualifications for the position. HR assists divisional and departmental managers in identifying the skills, knowledge, and abilities required and preferred in the ideal candidate, and reviews the job descriptions before review by the Vacancy Management Review Team. If the vacancy replaces an existing position, HR, the hiring department, and/or faculty members may use the opportunity to review and update the job description, thus ensuring the document reflects the most current duties as well as the required credentials and experience. Prior to posting the positions, job descriptions are submitted to Academic Affairs for verification that credentials listed meet minimum qualification requirements. **(3.C.1, 3.C.2)**

A search committee is assembled for all open teaching positions. The committee is responsible for reviewing and interviewing candidates. Upon initial screening of candidates, the committee submits a list of those they wish to interview to Academic Affairs and HR, along with their academic transcripts. Academic Affairs reviews transcripts to verify candidates meet the minimum credential qualification. HR reviews employment history to verify candidates meet work experience requirements, if applicable. Candidates may not be interviewed unless both Academic Affairs and HR confirm them. When a final candidate is selected, HR collects official academic transcripts as part of the job offer process. Before a candidate may begin teaching, their transcripts are submitted to Academic Affairs for final verification they meet credential requirements. **(3.C.2)**

LCC monitors certificate and licensure expiration dates to ensure those who require current credentials to teach submit current copies to the college. The Health & Human Services Division, for example, maintains a record of professional licensure for all faculty teaching in accredited programs. Other divisions/programs do the same as necessary. **(3.C.2)**

3P1c. Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

LCC currently has 180 full-time teaching faculty, 20 full-time laboratory instructors, and 1,018 adjunct faculty within 114 academic programs (see faculty roster). Routinely, the deans and associate deans review enrollment numbers and the number of sections offered to determine the number of faculty needed. The college also monitors enrollment trends to predict future enrollment. Each semester, the divisional offices monitor waitlists for general education and other popular courses to determine if extra sections are needed. Department and program coordinators stay in contact with faculty in anticipation of these potential additional needs for staffing. **(3.C.1)**

Compared to peer institutions, LCC maintains a significantly lower student-to-faculty ratio. **(3.C.1)**

The annual program operating plans address potential growth within a program or the need for new specialties in a program area. Recommendations for additional faculty are forwarded to the dean. Divisional deans oversee a process for faculty prioritization, which weighs the needs of various areas against one another, and includes input from the Academic Senate. Thus, planning

for instructional needs becomes part of each divisional operating plan and, consequently, the Academic Master Plan. This collegewide process ensures resources are balanced to best serve the needs of our students. **(3.C.1)**

Full-time faculty non-classroom duties are accounted for in their professional activities plans (PAP), which are meant to align with program operating plans and must account for the equivalent of 32 full workdays of non-teaching assignments each academic year. PAPs are submitted at the beginning of each fall semester, reviewed by the associate deans, and cover the full range of professional activities needed to support the business of the college. Adjunct faculty are encouraged to participate, and those who do are compensated. **(3.C.1)**

Community Education and Workforce Development relies solely on as-needed adjunct faculty. When they are needed to assist with activities such as program or curriculum development, program coordinators rely on either non-teaching agreements or project agreements, ensuring adequate faculty are available. **(3.C.1)**

3P1d. Ensuring the acquisition of sufficient numbers of staff to provide student support services

Tutors and student learning assistants are housed within the Learning Commons. Each year, the Learning Commons staff look to identify needs that were unfilled the previous year. They also work with academic programs to identify needs for student learning assistants or embedded tutors in specific courses. Accordingly, they make recommendations for staff levels necessary for tutoring, writing assistance, and supplemental instruction. **(3.C.6)**

Additional student support services are located within the Student Affairs Division, including academic success coaches, Adult Resource Center, Advising, the Center for Student Access, Counseling, Global Student Services, Registrar's Office, Veteran & Military Affairs, and TRiO. In addition to tracking services provided and the need for them in anticipation of the budgeting process, Student Affairs has developed procedures to improve the fit of new employees (see 3I1). **(3.C.6)**

Student support services are also available at extension centers. Site coordinators work collaboratively with various support areas to identify the needs of students and ensure adequate staff are assigned. Student services, such as academic advising, tutoring, and supplemental instruction, are provided at the extension centers by employees from the Downtown Campus. In addition, the site coordinators and center staff are trained by the Downtown Campus Student Affairs departments in admissions, testing procedures, waiver requests, registration, record requests and the Banner student system to supplement the staff resources provided by the Downtown Campus. These collaborative efforts ensure sufficient numbers of staff to support students at extension centers. **(3.C.6)**

The determination of sufficient numbers of support staff is based primarily on whether or not student needs are being met. Internal surveys suggest students are satisfied with the availability of, for example, ASCs, tutors, and advisors. **(3.C.6)**

3P1e. Tracking outcomes/measures utilizing appropriate tools

The college uses the talent management system (TMS) to facilitate its HR processes and to provide collegewide training. Regarding hiring, once a position has been approved, it is entered into Cornerstone, and when the hiring plan has been approved the position is activated. Ultimately, all regret notifications to applicants not selected are processed via Cornerstone as well. This allows HR to track each stage of the hiring process.

The overall Hiring Process Report is maintained in Excel. This spreadsheet includes identification of the position, the relevant department, the number of applicants, and how long it took to fill the position. Appropriate staffing is determined, in part, by results of internal customer satisfaction surveys and staffing comparison with peer institutions. These data help to inform the VMRT as they make strategic decisions regarding hiring for full-time positions.

SurveyMonkey is used to collect employee impressions of, and satisfaction with, the college's orientations. To measure overall employee engagement, the college administers the Survey of Employee Engagement from the Institute for Organization Excellence every three years.

Professional licensure is recorded with Excel.

3R1: What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services?

Per the Hiring Process Report, for the various positions posted collegewide in the months of January-August 2018, an average of 23 individuals applied for each position. From the time a position was posted, it took on average 61 days to complete the hire. 88% of full-time faculty positions were filled, whereas only 65% of posted part-time positions were filled. Overall, 83% of posted faculty, administration, and staff positions were filled.

The new employee orientation survey is sent to those employees who underwent orientation. This survey covers overall college information and benefits. To date, 181 employees have completed the survey, and depending on the topic, 66-96% of respondents were very much or extremely satisfied with the information provided.

New student employees received a somewhat different survey, and once again, depending on the topic, 74-97% of respondents were very much or extremely satisfied with the orientation program. New student employees were also asked if they would prefer to take the orientation online, with only 24% responding yes.

Based on the review of required minimal qualifications to teach a course, all faculty are qualified to teach assigned courses.

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

Following a recent audit by the firm Baker Tilly, HR has been addressing how it meets the organizational needs of LCC. HR is also addressing ways to improve its onboarding process, utilizing feedback from the Data Information Communication for Employees committee – a group of HR liaisons from across the college who meet with HR staff to review hiring/recruitment processes, share best practices, and consider solutions to common HR issues.

The Student Affairs division has identified a set of core values related to student support and corresponding interview questions to guide its hiring process. The goal is to balance skills, attitude, experience, and culture/fit and to align personal values with divisional values. Consequently, new hires should be able to better support students as well as serve the college longer, thereby reducing turnover.

The Learning Commons recently made the decision to reclassify supplemental instructors as "learning assistants." Reducing the number of position types in the Learning Commons to just professional tutors and student learning assistants will make it easier to hire new personnel in a timely fashion. There is also a new form for faculty to recommend students for these positions.

Sources

- Academic Senate Participation in Faculty Prioritization
- Advising Survey Data
- APAC Meeting Minutes 22 Feb 19
- ASC End of Semester Survey Results
- CEWD Non-Teaching Agreement
- CEWD Project Agreement
- CTE Faculty Orientation
- CTE Webpage
- Faculty Contract 2017-2020
- Faculty Contract 2017-2020 (page number 67)
- Faculty Guide
- Faculty Minimum Qualifications Form
- Faculty Roster
- HHS Licensure Record
- Hiring Process Chart 2018
- Hiring Process for FT and PT Employees
- Hiring Process for FT and PT Employees (page number 6)
- Hiring Process Report
- HR Employment Webpage
- IPEDS Student to Faculty Ratio
- Job Application Mission Q
- LCC Faculty Qualifications Policy
- LCC Learning Commons Survey Results
- Learning Assistant Recommendation Form
- Learning Commons Website
- New Employee Orientation Survey

- New Student Employee Orientation Survey
- Professional Activity Plan Form
- Progam Operating Plan Form
- Proposed Faculty Minimal Quals Course
- Proposed Faculty Minimal Quals LCC
- Student Affairs Values
- Student Affairs Values Based Interview Qs
- Student Affairs website
- Student Employee Learning Assistant
- Talent Management System Webpage
- TMS Course Assignments

3.2 - Evaluation and Recognition

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

3P2: PROCESSES

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

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

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

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

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

Responses

3P2a. Designing performance evaluation systems for all employees

The performance review processes for faculty (including adjunct faculty and academic professionals), administrators, part-time clerical/technical staff, and educational support personnel are described in their respective collective bargaining agreements and are managed by HR (see 3P2g and 3I2).

Faculty Performance Reviews

The faculty performance review focuses continuous improvement processes on student success, while also supporting professional growth. These reviews address professional development activities and plans, performance of professional responsibilities, adherence to professional standards and codes of ethics, relationships with peers and students, and other work-related criteria. Performance reviews are based on assessments by an administrator, a peer, student/client feedback, and a self-assessment with curriculum vitae. **(3.C.3)**

Peer reviewers are nominated by colleagues, and faculty being reviewed may request a different colleague be assigned for a legitimate reason. The peer reviewer observes the faculty member's classroom/workplace performance for one hour or more during the academic year. After the observation(s), the peer reviewer documents strengths and weaknesses of the faculty member's performance, describes any recommendations for improvement, and meets with the faculty member to discuss the review. **(3.C.3)**

After taking into consideration all components listed above, the reviewing administrator prepares a comprehensive written summary. The administrator then meets with the faculty member to confidentially discuss the assessments and any recommendations for improvement. If the faculty member disagrees with information contained in the comprehensive report or supporting materials, they may submit a written explanation, which becomes part of the periodic performance review file. **(3.C.3)**

Before adopting any new performance review instruments or forms applicable to bargaining unit members, LCC representatives negotiate with faculty association representatives concerning design, content, implementation, and administration. Copies of new performance review instruments or forms are made available to faculty prior to the beginning of a new review period. **(3.C.3)**

For faculty requesting a change in status, additional steps are described in the contract. **(3.C.3)**

Administrator and Staff Performance Reviews

Administrator performance reviews focus on improving the operation and management of college divisions, departments, programs, and facilities. The process includes a self-assessment, review by the next-level supervisor, and input from relevant employees in the administrator's area. The process for employee feedback regarding their supervisor's performance is online and anonymous via the Cornerstone TMS. Likewise, performance reviews of part-time clerical/technical staff and educational support personnel serve the purpose of establishing "a continuous improvement process focused on improving service and building a culture conducive to professional growth and development."

Improvement Plans

When problems are identified during a performance review (e.g., faculty), the individual is informed and a written individual improvement plan (IIP) may be prepared to identify employee actions as well as college actions necessary to support the employee's improvement efforts. The IIP includes objective and measurable standards and goals, and a mentor may be assigned to assist.

3P2b. Soliciting input from and communicating expectations to faculty, staff and administrators

LCC conducts a climate survey every few years that contains several questions pertaining to supervisor/employee relations and the fairness of evaluations.

During the performance review process, faculty, administrators, part-time clerical/technical staff, and educational support personnel all have the opportunity to submit a self-assessment at least one week prior to their supervisor's review of their performance.

The expectations for performance reviews are clearly written in the collective bargaining agreements. Printed copies are made available when new agreements are reached, and digital copies are maintained on LCC's website. Individual expectations for specific positions are clearly written in the job descriptions, which are shared with new employees and reviewed periodically.

All administrators are required annually to review the performance evaluation training module. This training discusses how to conduct performance reviews and how to talk to employees outside the evaluation process. During all reviews, supervisors meet with employees to discuss the supervisor's evaluation and expectations.

3P2c. Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

In the statement of purpose for employee performance review procedures, there is reference to improving service and/or the operation of the college. This aligns with our vision statement: Serving the learning needs of a changing community. Each statement of purpose also refers to continuous improvement and professional development, aligning with guiding principles 4, 5, 6.

By establishing a regular schedule for performance reviews of all college personnel, LCC is also staying true to guiding principle 3: "LCC will *maintain* and support a well-qualified, committed, and competitively compensated faculty and staff…"

3P2d. Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

All employees undergo regular evaluation according to schedules outlined in the collective bargaining agreements. The faculty and academic professional performance evaluation schedule

depends on their status. Administrators on probationary status undergo performance reviews three, six, 12, and 18 months following entry into their position. Once on post-probationary status, they are reviewed annually. **(3.C.3)**

Part-time clerical/technical staff and educational support personnel are reviewed within four months of joining their bargaining unit. After receiving post-probationary status, they are reviewed within six months, and subsequently every three years. Ad hoc performance reviews may occur any time significantly weak or unsatisfactory performance is detected. **(3.C.3)**

The HR department recently implemented a method of collecting feedback from faculty regarding their administrative supervisors. This feedback serves to establish "continuous improvement" by providing more information to leadership who will review the performance of those administrators. **(3.C.3)**

3P2e. Establishing employee recognition, compensation and benefit systems to promote retention and high performance

LCC has numerous employee recognition programs. During Fall Kick-Off, which begins each academic year, the HR Department facilitates Service Awards to recognize employees in increments of five years once they reach 10 years of service. Each recipient receives a commemorative award and a gift of their choosing from a catalog.

Each April, the Experience Starpower team hosts an Awards Showcase. Supported by HR, the LCC Foundation, and the President's Office, this showcase highlights the contributions of some of the best employees at LCC. The showcase includes a luncheon for the winners, their guests, nominators, supervisors, the Executive Leadership Team (ELT), and the Board of Trustees. The awards are designed, planned, and created at LCC's West Campus by employees and students from the Manufacturing Engineering Technology and Welding programs. The award creators are also recognized for their contributions.

The Experience Starpower team also supports Applause Awards, which recognize everyday good deeds that may otherwise go unnoticed. Applause Awards are featured in The Star, and a keepsake copy is sent to the recipient.

The StarTalks program recognizes employees who have contributed to LCC's culture in positive and innovative ways. This annual event is supported by the Academic Senate and is held during the May Professional Activity Days. Modeled on the popular TED Talks, three individuals are chosen each year to share their story at Dart Auditorium.

LCC offers competitive wages, a full range of benefits, and several retention strategies. The college compares wages to a number of cohort colleges for different bargaining units, such as faculty, administrators, and educational support personnel.

3P2f. Promoting employee satisfaction and engagement

The Experience Starpower team (see 3P2e) seeks to cultivate an internal community by fostering camaraderie, encouraging meaningful engagement, and recognizing the #starpower of outstanding employees. A variety of engagement opportunities have been hosted by the Experience Starpower team, including a Peeps Diorama Contest and a Post-It Notes Contest. These contests are advertised through The Star and other internal communications.

LCC's HR department actively encourages a sustainable culture of health and wellness for the LCC community. Among the wellness offerings are a health risk appraisal, a walking guidebook, and the location of employee quiet spaces around campus.

The LCC Library coordinates One Book One LCC, a shared community reading experience encouraging students, faculty, and staff to engage in special events and discussions surrounding a thought-provoking common read. Typically, the author or another noted guest speaker is invited to campus.

The LCC Foundation coordinates an Employee Development Fund (EDF) committee with volunteers from across the college. The EDF meets monthly to plan events and programs that help bring a sense of community to our employees. Employees can join for as little as $1 per pay period, accessing events throughout the year at discounted prices, including Wharton Center performances, sporting events, wine tours, the Lansing Symphony, and more. EDF members can also apply for professional development grants awarded each fall and spring. These grants have helped dozens of LCC employees attend valuable conferences and workshops. The EDF also hosts several events aimed at supporting health and wellness, like the annual flu clinic, weight loss contest, and wellness seminars.

Many LCC employees look forward to the annual picnic, held following the fall semester kick-off, as well as the annual EDF calendar displayed on almost every employee's desk. The calendar features a photo taken by an employee as chosen through an annual contest. Lastly, the EDF committee partners with HR, providing funding for various employee recognition events.

3P2g. Tracking outcomes/measures utilizing appropriate tools

All performance evaluations are now tracked in Cornerstone, which allows for process automation. In addition, Cornerstone includes new Reporting Dashboards, allowing administrators to monitor the performance review process, as well as an overview training session for newer administrators.

The Survey of Employee Engagement includes feedback on employee and faculty perspectives regarding the performance evaluation systems.

Employee recognitions are reported in The Star, and past winners are recorded on LCC's website. The Board of Trustees receives a monitoring report each May.

3R2: What are the results for determining if evaluation processes assess employees' contributions to the institution?

As noted above (3P2a and 3P2c), the evaluation processes cover the full range of employees' work-related responsibilities, in alignment with institutional objectives. Less than 10% of evaluations lead to individual improvement plans. Thus, most faculty and other employees are performing their duties as expected.

According to the Survey of Employee Engagement, a majority of LCC employees agree their evaluations are fair, they are able to do their best work, administrators are consistent and recognize good work, and colleagues respect one another.

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

HR is now able to track all performance evaluations in Cornerstone and has implemented the use of new dashboards so supervisors and HR can see the overall progression of performance evaluations group by group. A new training, recently implemented in the TMS, provides administrators with an overview of these new, automated processes.

Performance evaluation tracking for administrators, faculty, and part-time clerical and technical staff have been incorporated into Cornerstone, and LCC is working to incorporate the evaluation processes for educational support personnel and facilities maintenance personnel into the system as well. The college is also utilizing Cornerstone to solicit anonymous input from employees in each administrator's area. Employees are given the opportunity to provide feedback on their immediate and next-level supervisors. This feedback helps the college improve its overall performance evaluation accountability.

Typically, individual improvement plans (IIPs) are monitored by the department in which an employee works. Moving forward, however, the divisional offices will also keep record of completed IIPs. HR is looking into incorporating the tracking of IIPs into Cornerstone, to track both the number of IIPs and their eventual resolution.

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- Administration Labor Contract 2017-2021
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- Awards Showcase List
- Benefits
- Benefits webpage
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- EDF Calendar 2019
- EDF Professional Development Grant Application
- Educational Support Personnel Labor Contract 2016-2020
- Educational Support Personnel Labor Contract 2016-2020 (page number 17)

- Educational Support Salary Comparisons
- Employee Recognition Board Monitoring Report
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- Experience Starpower (page number 3)
- Experience Starpower (page number 4)
- Faculty Contract 2017-2020
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- Faculty Contract 2017-2020 (page number 59)
- Faculty Contract 2017-2020 (page number 60)
- Faculty Salary Comparisons
- Faculty Subset Survey of Employee Engagement
- Health Risk Appraisal
- HR Performance Evaluation Training
- Labor Relations webpage
- LCC Foundation
- LCC Statements of Purpose Web Page
- LCC Walking Guidebook
- One Book One LCC
- PA Days in The Star
- PA Days in The Star (page number 3)
- Part Time Clerical Technical Staff Labor Contract 2016-2020
- Part Time Clerical Technical Staff Labor Contract 2016-2020 (page number 18)
- Performance Evaluation Progress Dashboard
- Quiet Spaces
- Reporting Dashboards Job Aid
- StarTalks webpage
- Survey of Employee Engagement
- Survey of Employee Engagement (page number 18)
- Survey of Employee Engagement (page number 19)
- Survey of Employee Engagement (page number 20)
- The Star

3.3 - Development

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

3P3: PROCESSES

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

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

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

Responses

3P3a. Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

Each department and division has its own professional development fund. In addition, the college allocates $200,000 annually to support collegewide professional development initiatives and allow employees to attend valuable conferences and workshops. **(3.C.4, 5.A.4)**

Professional development needs are determined during the college's annual budget development process. ELT members review their divisional professional development needs based on succession planning, employee goals, performance evaluations, instructional needs, and college initiatives. ELT members determine which professional development requests can be supported by divisional budgets and which should be submitted for approval through collegewide professional development funds. If collegewide professional development funds are desired, an ELT member must request a review by their vice president. This requires ELT members to outline a plan for the professional development request, including estimated cost, who will utilize the opportunity, and how the activity aligns with the strategic plan. Once approved, the budget review team prioritizes requests based on current college initiatives and the strategic plan. **(3.C.4, 5.A.4)**

The budget review team reserves 10% of the collegewide professional development fund for unanticipated, but necessary, professional development opportunities. Divisions have an opportunity to request use of these reserve funds through their vice president as noted above. **(5.A.4)**

In addition to external opportunities, employees have a number of professional development opportunities available to them internally at LCC. The CTE offers support and professional development for all LCC faculty, support staff, and administrators via face-to-face workshops and courses. The CTE also offers some less formal opportunities, such as fireside chats and one-on-one course development assistance. These opportunities offer lessons on teaching techniques, technology in the classroom, support for college initiatives, and current educational issues and trends. In addition, the CTE provides ongoing support with its library of books and recorded workshops/webinars, one-to-one faculty consultations, and drop-in technical assistance. **(3.C.4, 5.A.4)**

The CTE sponsors Professional Activity Days at the end of the fall and spring semesters. These four days of professional development activities are required for full-time faculty, and part-time faculty are compensated for attendance if assigned. Support staff are also welcome to attend. Activities include faculty-led workshops on teaching and learning, instructional technology, accessibility, self-care, One Book One LCC, open educational resources, and services such as laptop tune-up. **(3.C.4)**

The CTE offers a 12-week course called "Transforming Learning Through Teaching," providing faculty an opportunity to connect across disciplines to share, explore, and reflect on current teaching and learning practices; experience various teaching and learning strategies from a student's perspective; and apply newly learned techniques with the support of colleagues. A collaborative approach models various teaching and learning strategies and creates a faculty learning community. This course is available to any faculty member and is required for faculty seeking promotion to professor status. **(3.C.4)**

The CTE also offers an online teaching certification course to prepare faculty to teach hybrid and online courses. This course is required before faculty are approved to teach online. It models techniques in instructional design, effective use of technology, and how to engage students in the online environment. The final project is to create a new master course applying the techniques and technologies learned. **(3.C.4)**

Online and technological support for faculty and support staff is provided by the college's eLearning department, which maintains online resource pages for instructors and students. eLearning offers workshops on using the D2L course management system, covering a range of topics, from policies and standards to tips for effective teaching online. **(3.C.4)**

HR conducts three programs supporting professional development for administrators: new administrator orientation, Impressions, and Thrive.

Impressions is a new management academy developed in summer 2018. This academy offers administrators a chance to explore key challenges faced by many supervisors, such as staff performance issues, managing team time off requests, FMLA, ADA accommodations, and communication strategies. Impressions includes a mentor program to ensure participants benefit from the knowledge and experience of others. **(5.A.4)**

Thrive is LCC's leadership academy. This professional development program is designed to support administrators preparing for the future at LCC. College leaders face tough challenges like uncertainty, need for speed, and changing demographics. Using an information-rich, stimulating learning environment, participants address their role as a leader in such areas as communication, leading teams, diversity, and ethics. Each session is designed to positively impact employee retention, student satisfaction, and overall productivity. Participants work with a cohort of other leaders throughout the program. **(5.A.4)**

The college maintains active membership in many third-party organizations and service firms that offer professional development for members, including ACE Women's Network, Association of Higher Education and Disability, American Association of Community Colleges, Association of Title IX Administrators, Aviation Technical Education Council, International Society of Fire Service Instructors, Michigan Association of College Registrars and Admissions Officers, Michigan Association of Continuing Education and Training, Michigan Community College Association, Michigan Center for Student Success, and National Association of Clery Compliance Officers and Professionals. **(5.A.4)**

When appropriate, the college will sponsor a guest speaker to come to LCC to provide training and development for faculty, staff, administrators, and students. Recent guests include:

- Caroline Bailey worked with the Board of Trustees and college leadership on Carver Policy Governance Practices.
- Dr. Kay McKlenney worked with the Board of Trustees, college leadership, and employees regarding best practices in student success.
- Former NASA astronaut Col. Jack Lousma, shared his experiences in the Apollo program, Skylab, and the Columbia program.

3P3b. Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

At the beginning of each academic year, full-time faculty members prepare their professional activities plans, which includes professional development and professional organization leadership. Recommended professional development activities include attending conferences, seminars, or workshops; researching, developing, and implementing best practices; and professional writing and/or publications. These plans are reviewed by the faculty member's director and/or associate dean. Both the program review process and faculty performance evaluations also address the quality of instruction. **(3.C.4)**

Near the end of each semester, students can evaluate their instructors and courses via IDEA Course Evaluations. These reports are returned to faculty after the semester to be reviewed and taken into consideration when teaching their next class. A number of questions on the IDEA form afford students the opportunity to evaluate whether, from their perspective, appropriate content is being taught. **(3.C.4)**

The results from the IDEA reports are reviewed every semester by a faculty member's director or associate dean, and they are part of the data included in the formal faculty review process. Concerns are addressed as needed. **(3.C.4)**

3P3c. Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

In addition to training opportunities offered to all employees, Student Affairs employees participate in regular in-service trainings and attend conferences specific to their areas of student support, such as the Trends Conference, AHEAD, and veteran's affairs conferences. Academic advisors are afforded opportunities to maintain awareness of high impact practices through MIACADA and NACADA. Student employees are eligible to take talent management system (TMS) classes for free, providing distinct opportunities for personal and professional growth. **(3.C.6)**

In addition, full-time staff train and mentor student staff, and guiding documents are provided to assist with helping students transition from high school to college, take advantage of the Center for Student Access, or receive services for veterans. **(3.C.6)**

3P3d. Aligning employee professional development activities with institutional objectives

LCC's mission calls for providing "high-quality education" so students might achieve their educational goals and become "engaged global citizens." That commitment is supported by our guiding principles. The extensive support offered for professional development by the CTE, eLearning, and HR provides ample evidence of this commitment.

The strategic plan focus area 1, Engaged Learning and Student Success, calls for integrating high-impact practices throughout all programs, improving quality of content and delivery of course instruction, and improving the quality of online courses. These improvements require a

commitment to professional development for faculty. The strategic plan focus area 3, Community Engagement, calls for developing and implementing principles of good customer relationship management, which also requires a commitment to professional development.

3P3e. Tracking outcomes/measures utilizing appropriate tools

The Cornerstone talent management system allows automatic tracking of required and optional college training by maintaining a transcript for each employee. In the Center for Teaching Excellence and eLearning, attendance is tracked electronically via Excel spreadsheets.

Professional development for faculty is routinely monitored via annual professional activities plans and periodic performance evaluations.

3R3: What are the results for determining if employees are assisted and supported in their professional development?

In the faculty subset of the 2017 Survey of Employee Engagement, two questions specifically addressed LCC's support for professional development, and 73% of faculty agreed the college supports their professional work and development.

In the past two years, LCC has invested over $1.5 million in professional development. These funds were distributed across 13 units, with the collegewide fund potentially covering personnel from any unit within the college.

With regard to pedagogical processes, as noted in 3P3a, the college has active and ongoing support for faculty from two sources: the Center for Teaching Excellence and eLearning. In addition, the college hosts Professional Activity Days in May, which include sessions on a variety of topics.

In the 2017-2018 academic year, 838 people attended Center for Teaching Excellence workshops, 746 people attended sessions during the Professional Activity Days, and 1,452 visited the Center for Teaching Excellence for support services. During the first 11 months of 2018, eLearning provided training for 326 faculty on teaching online and/or making course materials ADA accessible, spent over 350 hours offering departmental office hours or attending department/program meetings, offered 31 workshops, and handled thousands of D2L phone calls and service requests.

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

To facilitate convenient and personal contacts, eLearning holds regular office hours in the physical spaces where faculty have their offices. This facilitates contact and provides greater visibility. eLearning has taken over primary responsibility for Desire2Learn support, allowing the Center for Teaching Excellence to focus on pedagogical issues.

Two Professional Activity Days in December 2018 were devoted to recent efforts to enhance course accessibility at LCC. The Center for Teaching Excellence, eLearning, and experienced faculty facilitated the work of faculty collegewide in making materials accessible for all students. Such collaborative efforts set an example for addressing similar collegewide needs for improvement in the future.

The Academic Senate has begun discussing a plan to provide leadership training for faculty who would like to assume a leadership role within either the Academic Senate or the college as a whole.

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- Talent Management System Webpage
- Transforming Learning Through Teaching
- Transition High School to College

4 - Planning and Leading

4.1 - Mission and Vision

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

4P1: PROCESSES

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

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1,1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

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

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

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

Responses

4P1a. Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

The college's work centers around LCC's mission statement, vision, and guiding principles (values). These three statements are collectively referred to as LCC's statements of purpose. The statements of purpose are systematically reviewed every three years in conjunction with the strategic planning cycle.

In 2016, the Executive Leadership Team (ELT) reviewed the statements of purpose and determined the vision and guiding principles did not require revision. However, the ELT launched an extensive and holistic review of the mission statement. A mission statement review team was established to lead the effort. LCC hosted several facilitated community conversations regarding the future of the college that focused on identifying its primary mission. These community conversations were held at several LCC locations including the Downtown Campus, West Campus, then LCC North Campus, and Livingston Center. All LCC faculty, staff, administrators, and students were encouraged to participate. Two sessions were hosted at the Letts Community Center and Cristo Rey Community Center in the Lansing area in an effort to increase external stakeholder engagement in the process. **(1.A.1, 1.D.3)**

Themes that resulted from the discussions informed the revision of the mission statement that was reviewed by the Academic Senate in May 2016 and adopted by the Board of Trustees in December 2016. The adopted mission statement was communicated through a number of sources such as the college website, marketing materials, internal communications, email signature lines, new faculty and employee orientation, and Academic Senate.

In 2017, the Board of Trustees and ELT determined that the statements of purpose remain relevant and that no further revision was necessary. During these times of reflection, the college recognizes and verifies that its role is to serve its community and students, and that it does so through the deployment of resources into programs and services that meet identified needs. **(1.D.2, 1.D.3)**

4P1b. Ensuring that institutional actions reflect a commitment to its values.

The institution's statements of purpose, along with its strategic plan, organize the college's actions to ensure institutional efforts reflect a commitment to college values. This is evidenced by efforts to integrate the statements of purpose into new faculty and employee orientations, incorporate the guiding principles in job applications, develop divisional and departmental mission statements that align with the LCC mission, use the strategic plan as the driving force in the budget process, require programs of study to align program goals with the college mission and strategic plan as part of the program review process, and ensure the strategic plan aligns with the LCC statements of purpose.

4P1c. Communicating the mission, vision and values (1.B.1,1.B.2, 1.B.3)

LCC's statements of purpose emphasize the college's commitment to providing high-quality educational experience for all students. LCC recognizes the role it plays in supporting the

community's diverse population and unique needs, including those of young adults, those from low-income households, and those requiring developmental academic or entry-level career skills. **(1.B.2, 1.B.3)**

The Board of Trustees, the president, and the Executive Leadership Team are committed to ensuring the statements of purpose are communicated through the primary, most visible communication channels. Every effort is made to clearly articulate the statements of purpose through public communication, such as:

- Prominently displaying them on the college website;
- Including them on public documents such as the annual budget and the campus outlay plan;
- Including them on the human resource web page, in performance evaluations of administrators, and on the job application;
- Communicating them through new employee orientation; and,
- Adding the mission statement to email signature blocks. **(1.B.1)**

4P1d. Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

LCC ensures academic programs and services are consistent with the college's mission through comprehensive review and planning processes. The strategic planning process is driven by the mission and includes environmental scanning and stakeholder input. The LCC budget process ensures available resources are allocated in alignment with the strategic plan and institutional goals. Operational planning processes, such as the capital outlay plan, information technology plan, and academic operating plan, mirror the institutional strategic planning process in that they include a needs assessment and collection of stakeholder input. Each of these plans align with the institutional strategic plan and are influential on budget allocation decisions, further advancing the college mission.

The program review process requires faculty to reflect on how their program supports the college mission and strategic plan. Several departments and academic divisions have developed individual missions and statements of purpose that align with and further support the LCC mission.

As an open access institution, LCC supports a diverse student population. LCC students represent a wide range of socio-economic statuses, races and ethnicities, ages, employment statuses, and educational attainments. The student population is reflective of the demographic make-up of the community and validates LCC's mission to "ensure that all students successfully complete their educational goals." Through the strategic plan initiatives and the budget process, all service areas are aligned with the mission and statements of purpose. **(1.A.2)**

4P1e. Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

The LCC fiscal oversight process is governed by the Board of Trustees financial oversight and monitoring policy. The purpose of the policy is to ensure due diligence over college financial activities through planning and reporting based upon criteria established by the board as well as other legal requirements and restrictions. This includes budget development, ongoing financial monitoring, and compliance with budget and other relevant parameters. The adopted budget serves as a financial plan for the administration as well as a basis for financial reporting to allow the Board of Trustees, on behalf of the students and public, to monitor and exercise appropriate due diligence over the financial affairs of the college. **(1.D.1)**

LCC's planning and budget priorities align with the college's mission. The strategic plan ensures advancement of the college mission and serves as the driving force for resource allocation decisions. Operational planning processes and assessment processes align with the strategic plan and are influential on budget allocation decisions, further advancing the college mission. **(1.A.3)**

4P1f. Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

LCC's primary tool for assessing the efficacy of communication of, and engagement with, the college's statements of purpose is the employee climate survey. The climate survey focuses on 12 constructs of similar items of interest grouped together for the purpose of scoring and analysis. These constructs capture the concepts most utilized by leadership to drive performance and engagement. Specifically, the strategic construct captures employees' perceptions of their role in the college and the college's mission, vision, and strategic plan.

4R1: What are the results for developing, communicating and reviewing the institution's mission, vision and values?

The fall 2017 employee climate survey strategic construct measures the degree to which employees understand their role in the organization and their overall satisfaction with the college. Survey results suggest employees understand their role and the value they bring to the college and they understand the strategic direction of the college. Results also suggest employees are, in general, satisfied with the college.

The 2018-2019 program review cycle forms the baseline for a new evaluation rubric. The rubric represents an overall average peer-review rating of 13 programs that were reviewed during the cycle. The 13 programs averaged 2.57 on a three-point scale for question one, which asks faculty to reflect on how their programs support the LCC mission and strategic plan.

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

Recognizing the college would benefit from systematic communications to ensure the LCC statements of purpose are clearly articulated to all stakeholders, employees are developing a comprehensive communication plan, with the goal of launching in fall 2019. This plan will

include integrating communication of the statements of purpose in the new student orientation process.

Sources

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- 2018-2019 Program Review Rubric Results
- 5 Year Capital Outlay Plan 2018
- 5 Year Capital Outlay Plan 2018 (page number 8)
- 5.13.16 Academic Senate Minutes
- Aggregate Mission Statement Facilitated SessionTabulation
- Board of Trustees December 2016 Meeting Minutes- Approval of Mission Statement
- Board of Trustees December 2016 Meeting Minutes- Approval of Mission Statement (page number 4)
- Board of Trustees November 2016 Meeting Materials - Review of Revised Mission Statement
- Board of Trustees November 2016 Meeting Materials - Review of Revised Mission Statement (page number 42)
- Board Policy - Financial Oversight and Monitoring
- Core Mission Statement Review and Revision Team 2016
- Division Mission Statements
- HR Job Posting Web Page and Job Application
- HR Job Posting Web Page and Job Application (page number 2)
- LCC FY 2019 Annual Budget
- LCC FY 2019 Annual Budget (page number 24)
- LCC Mission and Strategic Plan Crosswalk
- LCC Statements of Purpose Communication Plan DRAFT
- LCC Statements of Purpose Web Page
- LCC Student Profile
- Mission Statement old vs new
- Mission Statement Stakeholder Conversations
- Mission Statement Stakeholder Conversations (page number 9)
- New Employee Orientation Material
- Program Review Questionnaire.pdf
- Program Review Rubric 2.15.19
- Resource Management Flowchart 05.2019
- Sample Mission Statement Email Signature Block
- Statements of Purpose
- Summary of LCC Enrollment Trends 1-11-2019 V2

4.2 - Strategic Planning

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

4P2: PROCESSES

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

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

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

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

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

Responses

4P2a. Engaging internal and external stakeholders in strategic planning (5.C.3)

The development of the strategic plan begins with a comprehensive environmental scan to identify strengths, weaknesses, and challenges facing LCC. A Strategic Plan Steering Committee

(SPSC) was assembled to oversee the development and implementation of the plan by identifying and recommending strategic projects, and facilitating stakeholder engagement in the process. To inform the development of the 2013-2016 strategic plan, the SPSC offered multiple opportunities for stakeholder input, including:

- Four full-day forums with college faculty, staff, administrators, and students
- Several small group discussions with mid-level management
- Bi-weekly meetings with the Executive Leadership Team
- Several facilitated focus group discussions with faculty
- 10 community forums to solicit input from community members, political leaders, business and industry leaders, and secondary schools.
- A public website dedicated to presenting research to inform discussions and to serve as a platform for virtual collaboration. **(5.C.3)**

In May 2016, the college launched an extensive effort to review the mission. LCC hosted several facilitated community conversations focused on identifying the primary mission of the college. These community conversations were held at multiple LCC locations and two sessions were hosted at community centers in the Lansing area in an effort to increase external stakeholder engagement in the process. Themes that resulted from the discussions informed the revision of the mission statement that was adopted by the Board of Trustees in December 2016. This process also provided valuable information to inform the 2017 - 2020 strategic plan adopted at the November 2017 board meeting. This current strategic plan relies heavily on the framework established by the 2013-2016 strategic plan.

The SPSC coordinates with the Executive Leadership Team (ELT) to develop action plans to meet strategic goals. Each February, the SPSC hosts forums with the college community to engage in sharing ideas, brainstorming, reviewing progress, and building cross-college relationships to collaborate more effectively in supporting attainment of strategic goals. The 2018 February strategic planning forums were dedicated to identifying specific projects to make the broad goals of the plan a reality. A recording of the sessions and results of the discussion are available on LCC's internal web portal to allow an opportunity for those who were unable to attend to engage in the process electronically. **(5.C.3)**

LCC continuously seeks input from all stakeholders in a number of other ways to inform planning across the campus:

- Program advisory boards include program faculty, business and industry leaders, K-12 partners, four-year transfer partners, and students (both current and alumni). Advisory board input informs program development and improvements.
- LCC founded the Coalition for College and Career Readiness (C3R) that includes representatives from secondary schools and organizations from the LCC region. This group works together to address college and career readiness barriers for high school graduates.
- The Academic Senate has two student representatives, in addition to faculty and administrative representatives, who provide input in academic matters.

- LCC Board of Trustees and leadership are active members of various organizations and meet regularly with public officials allowing for open dialogue regarding the future of higher education, the future of LCC, and the needs of the community, all of which inform the strategic direction of the institution. **(5.C.3)**

4P2b. Aligning operations with the institution's mission, vision and values (5.C.2)

LCC's planning and budget priorities align with the college's mission. The strategic plan ensures advancement of the college mission and serves as the driving force for resource allocation decisions. Further, all requests for board approvals outline how the request will support advancement of the strategic plan. Operational planning processes and assessment processes align with the strategic plan and are influential on budget allocation decisions as well, further advancing the college mission. **(5.C.2)**

LCC's processes for annual planning, assessment of student learning, assessment of operational effectiveness, and budget are designed to align efforts across the campus. The three year strategic plan provides high-level goals for the institution that align college operations with the mission, vision, and values. Annual planning processes, including technology infrastructure planning, facilities and maintenance planning, capital outlay needs, and academic operational planning, establish focused goals to facilitate the completion of the strategic plan. The budgeting process aligns resource allocation decisions with strategic goals of the institution. The Executive Leadership Team (ELT) serves as the liaison between divisional constituencies and the Board of Trustees (BOT) to ensure input is collected from all levels of the institution. Additionally, progress is monitored quarterly by the ELT and the BOT.

The program review process includes assessment of program-level student learning and reflection on how the program supports the college mission and strategic plan. Program review results in an improvement plan that is updated annually and aligns with program operating plans. Program operating plans include assessment of student learning as a component of consideration when developing future plans and needs of the program. The annual improvement plans generated from program review and the program operating plans inform the academic operating plans, which in turn, inform budget decisions.

The assessment of non-academic operations is the province of the ELT. LCC engages in consultative processes regularly through the cross-divisional teams, such as Academic Senate, Student Affairs and Academic Affairs Leadership Team, Curriculum Committee, Financial Aid Workgroup, and Academic Procedures Advisory Committee. Staff performance reviews, employee surveys, and committee recommendations serve to keep the issue of collegewide assessment of operations in the forefront of planning. **(5.C.2)**

4P2c. Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

LCC is committed to the active involvement of all college stakeholders in the alignment of efforts throughout the institution, using the mission, vision, values, and strategic plan as the guiding force. LCC's participatory governance model is supported by institutional policies and

procedures that allow all constituents to participate. In 2018, the board reconstituted the Board Policy Review Committee. This committee was charged with reviewing and updating 83 existing board policies, recommending elimination of policies that were no longer relevant, and establishing new policies where necessary. College stakeholders were brought in as resource members to assist with this work. For policies impacting employees, the labor coalition was given two weeks to review and provide input. Recommendations for revisions, eliminations, and additions were reviewed and approved by the Board of Trustees during its monthly board meetings. The board welcomed community comments on all policies under consideration.

The college facilitates participatory governance through a variety of facets supported by collective bargaining agreements. One prominent example is the Academic Senate. The purpose of which is to provide faculty input and advice to the administration concerning issues of collegewide educational philosophy, academic policy, and prioritization of capital or financial resources, except as covered by the scope of collective bargaining.

The Strategic Plan Steering Committee oversees the implementation of the strategic plan and works with the Executive Leadership Team (ELT) to prioritize strategic initiatives. The ELT brings together the executive vice president, provost, deans, and executive directors on a bi-monthly basis to carry forward the strategic direction of the college. The Student and Academic Affairs Leadership Team (SAALT) meets monthly to ensure cross-communication and collaboration. The Academic Procedure Advisory Committee (APAC) includes representation from across the college with the purpose of reviewing all standard operating procedures that may impact students to ensure relevancy and to optimize effectiveness and efficiency. **(5.B.3)**

4P2d. Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

LCC's strategic and operational planning processes are designed to ensure the college capitalizes on opportunities and strengths as well as counters the impacts of weaknesses and potential threats. This is accomplished utilizing Deming's Plan, Do, Study, Act model for continuous quality improvement. As outlined in 4P2a, LCC's strategic plan is a culmination of environmental scanning and stakeholder input that identifies the strengths, weaknesses, opportunities, and threats (SWOT) of the institution. This process is evident collegewide. For example, the Community Education and Workforce Development (CEWD) division business plan serves as a best practice model for the institution. By completing a comprehensive SWOT analysis, CEWD developed a strategic business plan that aligns with the college's mission and supports the advancement of the institutional strategic plan. **(5.C.5)**

LCC has built strong relationships with all stakeholder groups, allowing leadership to proactively identify future opportunities or threats. For example, the associate vice president external affairs & development and K-12 operations meets regularly with state and federal legislators to anticipate legislative changes that may have an impact on the college, including changes in the funding model. Further, the president was appointed to the American Association of Community Colleges (AACC) Board of Directors on August 1, 2018. Additionally, LCC's close proximity to the state capitol allows for greater access to state legislators, hearings, and public meetings. Finally, the college is an active member of the Michigan Community College Association

(MCCA) which maintains a close relationship with state and federal legislators, furthering the college's capacity to stay informed on any potentially impactful changes.

The Board of Trustees (BOT) is connected at the local, state, and national levels, allowing it to stay abreast of higher education trends and the regulatory landscape that may impact the institution. Each year, trustees attend the Association of Community College Trustees (ACCT) leadership congress, the ACCT legislative summit, and the MCCA trustee summer institute. Additionally, all new trustees attend the ACCT new trustee orientation. The Board of Trustees has had representation on the ACCT Board of Directors (chair), the ACCT Diversity Committee (chair), the ACCT Executive Committee (chair), and the AACC Guided Pathways Institute. The executive assistant and board liaison was recently elected to the ACCT Professional Board Staff Board of Directors. **(5.C.4, 5.C.5)**

LCC has engaged a number of nationally recognized consultants to help college leadership understand current needs and trends in higher education. Dr. Caroline Bailey worked with the board and college leadership on Carver Governance practices, and in 2017, Dr. Kay McKlenney worked with the Board of Trustees and college leadership on best practices in student success. These efforts have led to strategic goals and budget priorities such as a board resolution to redesign the college's developmental education and ensuing efforts to implement an embedded academic support model. **(5.C.5)**

4P2e. Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

LCC leadership uses multiple strategies to ensure the college maximizes its resources to meet current and future needs. The college employs a nationally recognized budget process. As noted in 4P2b, the college's strategic planning process, human resource needs, student learning assessment, and operational planning processes are the driving forces for resource allocation decisions. **(5.C.1)** In order to counter any unforeseen resource needs, the college maintains a contingency reserve equal to 1% of total revenue and maintains a fund balance for emergencies that is approximately 50% of the current allocation for the plant fund. **(5.C.4)**

LCC enrollment has been on a downward trend for the past few years, in part due to the decrease in the number of high school graduates and a stable economy with low unemployment rates. The chief financial officer maintains a two-year budget forecast based on projected enrollment declines. The forecast is closely monitored by both the Board of Trustees and Executive Leadership Team (ELT). Additionally, the ELT monitors enrollment on a daily basis, allowing the team to make mid-stream adjustments to address any unanticipated drops in enrollment and revenue. **(5.C.4)**

4P2f. Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

The LCC strategic plan is comprised of five focus areas. Each focus area includes goals, intended outcomes, and key performance indicators (KPIs). Projects initiated to support the goals and outcomes of the plan are monitored on a regular basis by the Strategic Plan Steering

Committee. Progress is reported to the college community in February at strategic plan update forums, and progress reports are presented publicly to the Board of Trustees.

How well the community engages in the process is another metric used to gauge the efficacy of institutional planning processes. Employee engagement, understanding, and commitment to the strategic plan is assessed using the employee climate survey.

4R2: What are the results for communicating, planning, implementing and reviewing the institution's operational plans?

The fall 2017 employee climate survey results demonstrate 44% of respondents are engaged or highly engaged. This is 14% higher than the national average. 16% of respondents indicated they are disengaged, which is consistent with the 20% seen nationally. On a scale from 200 to 400, with scores above 350 desirable, survey respondents indicate an overall satisfaction with the strategic direction of the college, with a score of 368.

The strategic plan steering committee monitors progress towards strategic goals. Midway through the three-year strategic plan cycle, 10 of the 33 total projects are considered complete, three are near completion, 10 are in early stages of implementation, and 10 are considered to be continuous projects.

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

To maintain momentum towards attainment of strategic goals, LCC has identified the following strategies:

- Design embedded academic support models that may be adopted across disciplines.
- Integrate information technology systems.
- Improve student web pages for ease of navigation.
- Create a new work team to improve the Faculty Institute.
- Create a new training module for instructors who teach online courses.
- Embed course transferability review within the program review process.
- Launch a Customer Relationship Management (CRM) system.
- Institutionalize the Open Learning Lab to support the open educational resource (OER) initiative.
- Create "program in a minute" promotional videos.
- Create a customer relations communication plan.
- Create a student community engagement workgroup.
- Create a series of forums that allow the LCC community to hear the triumphs and challenges of being adjunct faculty and part-time employees at LCC.
- Create a process for faculty to provide input in their administrators' performance reviews.
- Develop a two-day professional development in-service for non-faculty employees.
- Launch a leadership academy.
- Develop a project management institute.
- Increase opportunities to collect student feedback.

- Create a comprehensive culture of emergency preparedness.
- Develop an employee mentoring program.
- Develop a dynamic strategic enrollment management plan.
- Develop a strategic succession planning process.

Sources

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- BCI Five-Year Trend Analysis 2014-2018
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- Board of Trustees December 2016 Meeting Minutes- Approval of Mission Statement (page number 4)
- Board of Trustees January 2018 Meeting Minutes - Developmental Education Resolution
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- Budget Development Process
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- College Wide Committees 4-15-19
- Faculty Contract 2017-2020
- Faculty Contract 2017-2020 (page number 16)
- Financial Adjustments in Response to Declining Enrollment 5.3.19
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- FY 2020 Facilities Assessment
- ITS Technology Strategic Plan August 2018
- Kay McClenney Bio
- Labor Contracts - Lansing Community College

- LCC Assessment Strategic Plan 2018-2021
- LCC Federal Agenda 2019
- LCC Strategic Plan 2013 - 2016
- LCC Strategic Plan 2017 - 2020
- LCC Strategic Plan 2019 Progress Report
- MCCA Legislative Advocacy Web Page 4.29.19
- Mission Statement Stakeholder Conversations
- Program Advisory Board Meeting Minutes 2018-2019
- Program Operating Plans 2018
- Program Review Questionnaire.pdf
- Psychology Program Annual Improvement Plan 2019
- Resource Management Flowchart 05.2019
- SAALT Charter 2014
- Spring 2019 Daily Enrollment Report
- Strategic Directions - myLCC 4.29.19
- Strategic Plan Steering Committee Meeting Minutes 2018-2019
- Strategic Plan Update 5.21.19.pdf
- Strategic Planning Steering Committee

4.3 - Leadership

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

4P3: PROCESSES

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

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

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

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

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

Responses

4P3a. Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

LCC is governed by an autonomous, seven-member Board of Trustees elected at large by voters of the college's tax district in a nonpartisan manner. The board operates according to published bylaws that align with Michigan's Community College Act of 1966, which outlines the board's required composition and role.

The responsibility of the board to conduct itself in a manner that prioritizes preserving and enhancing the college is explicitly stated in its governance policies. Board bylaws provide that the establishment of policy, appointment of the president and vice presidents, establishment of tuition and fees, fiscal oversight, and defining strategic goals are the auspices of the board. The board expects the president will serve as chief executive officer for the college and manage the general administration and operation of LCC. Oversight of academic matters and curriculum are delegated to faculty and are supported by the Academic Senate. **(2.C.4)**

4P3b. Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

LCC's Board of Trustees follows the Carver Policy Governance Model. This model separates institutional purpose from all other issues, requiring the board to establish strategic direction via end statements (purpose). Board decisions focus on policy development and fiscal oversight, while operational issues are delegated to the president. Under the Carver Model, "the job of every board is to ensure that (a) there is an authoritative and effective link between an organization's owners and the operations of that organization, (b) the relevant values of the board are explicit, up to date, and accessible, and (c) the actual performance of the organization matches that which the board has stipulated." **(2.C.3, 5.B.2)**

Newly elected trustees go through a rigorous orientation in accordance with Section 1.1.7 of the bylaws. The orientation includes meeting the executive vice president, provost/senior vice president of Academic Affairs, and the executive assistant and board liaison to cover institutional information such as overviews of the union and collective bargaining landscape, academic programming, Academic Senate, student activities and groups, Student Affairs, workforce development, and board expectations. New trustees are also asked to participate in the Association of Community College Trustees' new trustee orientation. **(5.B.1)**

The board meets its legal and fiduciary responsibilities through the establishment of policy and ensures compliance through monthly monitoring reports. One such policy is the financial oversight and monitoring policy, the purpose of which is to exercise due diligence over college financial activities through planning and reporting based upon criteria established by the board as well as other legal requirements and restrictions. This includes budget development, ongoing financial monitoring, and compliance with budget and other relevant parameters. In order to provide better-defined policy guidance to the administration and establish expenditure parameters, the LCC board annually reviews and approves a budget for all operations and approved capital projects for the ensuing fiscal year. The board also has responsibility for selecting an external auditor, who performs an annual audit of the financial records of the

college and renders an opinion to the board regarding financial records conformance with all applicable financial recording and reporting standards. **(5.B.1)**

The president has delegated responsibility for realizing board policy to the Executive Leadership Team (ELT). For example, the provost/senior vice president of Academic Affairs created an Academic Procedure Advisory Committee (APAC), co-chaired by the assistant dean of Academic Affairs and the president of the Academic Senate. This cross-divisional team is charged with reviewing standard operating procedures that impact teaching and learning on campus. The committee reviews procedures to ensure relevancy, efficiency, and alignment with board policy and federal compliance requirements. The committee also recommends new procedures when necessary. **(5.B.2)**

4P3c. Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

As noted in 4P3b, the board follows the Carver Policy Governance Model, which clearly defines the respective roles of the board and the president of the college. The board governs with an emphasis on "outward vision and strategic leadership rather than an internal preoccupation of administrative detail." The board cultivates a sense of group responsibility and acts through the establishment of written policies that reflect board values, while also being specific enough to allow monitoring and oversight, and enforces upon itself the discipline needed to govern with excellence. **(2.C.4)**

The president of the college is recognized as the chief executive officer, and is accountable only to the board acting as one body. The president makes every effort to fulfill the word and intent of board policy. Board governance policies outline the president's obligation to serve as the communication liaison and counsel to the board. The board conducts a formal evaluation of the president annually, and the president's performance is synonymous with monitoring organizational performance against board polices on ends and executive limitations. The president routinely reports on each of these policies in accordance with the board's monitoring report schedule. **(2.C.4)**

Academic matters and curriculum oversight are delegated to the provost/senior vice president of Academic Affairs. The decision-making process is shared with the Academic Senate and the college Curriculum Committee. **(2.C.4)**

4P3d. Ensuring open communication between and among all colleges, divisions and departments

To improve campus communication, LCC established an internal communication plan that includes a weekly employee newsletter called The Star, which includes updates and announcements regarding college events and business, summaries of Board of Trustees and Academic Senate meetings, employee recognition, and the "Comings and Goings" of new and departing employees. The Star also links to news reports regarding LCC.

LCC utilizes an emergency star alert system that can send notifications via email, voicemail, and/or text message to registered mobile devices. The Downtown and West Campus locations also have emergency public address systems. LCC supports the Rave Guardian mobile app to enhance individual safety.

A weekly operations email provides updates on important college business typically related to payroll, Human Resources, purchasing, and other administrative functions. The operations email is also utilized as-needed to disseminate information when timely communication is warranted. The college utilizes digital signage around campus, the learning management system, and the myLCC internal website to communicate information to all employees and students. The Lookout is an independent, bi-weekly student publication that communicates LCC events, sports, student activities, and other topics impacting students. Printed copies of the publication are available in multiple locations across all LCC campuses, and it is available online.

The Board of Trustees and college president communicate with each other through face-to-face meetings, by email, by phone, and through the presentation and discussion of information and proposals. The president meets weekly with the college's senior vice presidents and as needed with the ELT. The president communicates with the entire campus at monthly board meetings, as needed at regular meetings with labor leaders and students, through an annual report and accomplishments summary, and via periodic all-college emails. The ELT meets biweekly and information generated there is communicated via the executive leaders to their respective divisions, through the weekly operations emails, and in The Star.

4P3e. Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

LCC has multiple structures in place that support effective, cross-divisional collaboration to ensure maintenance of high academic standards. The Provost's Cabinet includes the provost, academic deans, executive director of the Center for Data Science, the dean of workforce development, and both the associate vice president and assistant dean of Academic Affairs. This group meets twice a month to discuss academic matters. Once each month, Academic Senate leadership is invited to the discussion. The Provost's Cabinet is specifically charged with providing academic leadership and creating an environment that ensures the strategic development and delivery of quality learning experiences to a diverse college community. **(5.B.3)**

The Academic Senate is an advisory council for the provost. The purpose of the Academic Senate is to provide faculty input and advice to the administration concerning issues of educational philosophy, academic policy, and priorities in the deployment of capital or financial resources. Representation on the senate includes faculty, administrators, and students. The senate plays an active role in both the routine academic affairs of the college (e.g., curriculum and assessment) and in addressing major issues that arise and affect the academic programs at LCC (e.g., strategic initiatives). There are five sub-committees of the Academic Senate that serve as advisory groups to the senate and provost. These include the Curriculum Committee, the Committee for Assessing Student Learning, Student Advisory Committee, Technology Across the Curriculum Committee, and the Senate Operations Advisory and Review Committee. Each

committee serves to ensure the maintenance of high academic standards for the institution. **(5.B.3)**

The Student and Academic Affairs Leadership Team (SAALT) meets on a monthly basis to provide academic and administrative leadership by identifying and implementing initiatives which ensure quality instruction and student success. **(5.B.3)**

The college launched the Data Governance Committee in 2018. This committee supports effective management of the college's data resources through development of holistic policy, process, and documentation. In the interest of improving the college's data integrity, this committee provides a venue for identifying and addressing issues with data collection, storage, retrieval, and use. This committee is co-chaired by the executive director of the Center for Data Science and the chief information officer, and includes representatives from Academic Affairs, application systems analysts, the director of enterprise systems, the director of Institutional Research, the Financial Services director of project management and business analysis, the Student Affairs business analyst, and the Registrar. **(5.B.3)**

4P3f. Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

In accordance with its governance policies, the board focuses on outward vision and strategic leadership. The mission, vision, values, and strategic priorities have been designed utilizing holistic efforts to engage all stakeholders and, further, by ensuring opportunities for all stakeholders to assist in the attainment of strategic goals and to effectively support the college mission. Although the Board of Trustees works collaboratively in many of the processes described throughout this section, trustees understand their autonomous role in preserving and enhancing the college mission. **(2.C.1)**

LCC balances the operationalization of activities that are inclusive and collaborative with a focus on objective analysis of needs and performance, allowing trustees to act in a manner that considers the interests of all stakeholders in their decision-making process. **(2.C.2)**

4P3g. Developing leaders at all levels within the institution

LCC is committed to developing leadership skills of employees throughout the college. This is demonstrated by the significant resources allocated to support professional development opportunities, including internal programs such as Starboard, Impressions, Thrive, and the Project Management Institute. These opportunities provide employees with the skills necessary to ensure compliance with college policies and procedures, support the college vision and mission, and advance their leadership potential.

The employee performance review processes also promote goal setting and leadership development. For example, the probationary administrator performance review includes an evaluation of employees' leadership and supervision skills, including assessing their support for and interactions with their staff. Faculty are required to complete an annual professional activities plan that includes an assessment of their role in "governance and academic leadership." The college also offers sabbatical leaves for faculty and administrators. These leaves, which are

to be of value to both the employee and the college, allow for significant professional development and lead to positive impacts on the quality of instruction and/or professional service.

In addition, there are multiple committees open to participation from all employees, offering an opportunity to develop leadership capabilities. Some institutional committees, such as the Academic Senate, also welcome student representation. The college further supports the development of student leaders through the Leadership Academy, Honors Program, Student Ambassadors, and multiple LCC student-led organizations.

4P3h. Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

LCC has processes in place to develop its mission, vision, values, and strategic plans in a manner inclusive of internal and external stakeholder input. The objectivity of these processes and their focus on performance measures and strategic goals enforce the need to act in accordance with the shared vision and mission of the college. These actions occur at all levels, including the Board of Trustees, which has policies in place to ensure decisions are evidence-based, include input from all appropriate constituencies, are in the best interest of the college, and are free from undue influence. **(2.C.3)**

4P3i. Tracking outcomes/measures utilizing appropriate tools

Focus area 2 of LCC's strategic plan is Leadership, Culture, and Communication, which includes stated goals to be intentional and proactive in planning processes, continuously improve communication with all stakeholders, and create an environment for professional growth to create a sense of community. To track progress towards achieving these goals, LCC monitors:

- the number of employees who have undergone project management training
- the employee turnover rate
- the rate of participation in the annual strategic planning forums
- climate survey results
- student satisfaction survey results

4R3: What are the results for ensuring long-term effective leadership of the institution?

The president of LCC has been with the college for more than 10 years. Upper-level administrators and deans include a mix of professionals hired from within and from outside the college, offering a balance of continuity against fresh ideas and perspectives (organizational chart). The Academic Senate has tightened its committee structure, begun to establish standard operating procedures, and taken a more proactive role in academic leadership. All college bargaining units have active contracts, and the college's financial mechanisms are in good order.

LCC employee turnover rates have fluctuated around 11% for the past five years with consistently higher turnover rates in part-time staffing positions. Thirty-seven employees completed the inaugural project management institute in February 2019. The annual

strategic planning forums were well attended by employees from across the institution with strong representation in 2018 for plan development but fewer attendees in 2019 for plan updates.

Results from the 2017 Survey of Employee Engagement offer cause for optimism. The overall score was positive. Our top two strengths were supervision, which "captures employees' perceptions of the nature of supervisory relationships within the organization," and workplace, which "captures employees' perceptions of the total work atmosphere, the degree to which they consider it safe, and the overall feel." Predictably, the two lowest scores were pay (the only score below the "tipping point" of concern) and benefits. The third lowest score was internal communication, however, the score improved by 30 points over the 2014 survey, indicating that efforts to improve communication are having a positive impact.

The 2017 Student Satisfaction Inventory identified faculty knowledge, ability to experience intellectual growth, and security as the top three strengths of the institution. In the area of instructional effectiveness, students indicate performance gaps in the quality of instruction received, timeliness of feedback from faculty, and faculty understanding of students' life circumstances.

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

As a result of the 2014 climate survey indicating that improvement in internal communication was needed, LCC created the position of internal communications coordinator, and implemented an intentional communications plan (as outlined in 4P3d). The communications coordinator oversees publication of The Star and the operations emails in addition to working with constituents across campus to develop comprehensive communication plans.

The Academic Senate is working to enhance its role in academic leadership at the college. In January 2018, the Board of Trustees passed a resolution calling for a significant revision of LCC's approach to developmental education. That resolution directed the president of the college to include the Academic Senate in the process. Not only did the Academic Senate address the pertinent issues and submit recommendations to the provost, but several members of the senate, including its president and the chair of the Curriculum Committee, serve on the collegewide Embedded Academic Support Team formed to accomplish the goals of the board resolution.

The Academic Senate created a new standing committee, called the Senate Operations Advisory and Review Committee, dedicated to advising the senate president on areas in which the senate can provide academic leadership, remain connected to accreditation on an ongoing basis, and return the attention of the senate to important issues that have been temporarily set aside. This committee is comprised of experienced members of the senate and college community and guides and participates in leadership development within the Academic Senate.

Additionally, to enhance leadership capability of employees across campus, the college recently created a Project Management Institute to offer in-depth training on effective project

management techniques. The inaugural institute was held in February 2019 and covered introductory level material. The goal is to offer intermediate level training for the first cohort by June 2019. The college will continue to run both the introductory and intermediate level training sessions on an annual basis.

Sources

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- 2017 Climate Survey Results
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- APAC Charter Approved March 2019
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- Board Minutes January 2018
- Board Minutes January 2018 (page number 5)
- Board Monitoring Reports
- Board of Trustees Bylaws
- Board of Trustees Bylaws (page number 7)
- Board of Trustees Bylaws (page number 12)
- Board of Trustees Bylaws (page number 16)
- Board of Trustees Monitoring Report Schedule
- Board Orientation January 2017
- Board Policy - Approval of New Courses and Programs
- Board Policy - Audit
- Board Policy - Financial Oversight and Monitoring
- Board Policy - Program Effectiveness
- Campus Safety website
- Campus Safety website (page number 7)
- Campus Safety website (page number 9)
- CASL Charter 1.20.17
- College Wide Committees 4-15-19
- Curriculum Committee Charter
- D2L myLCC Communication Procedure
- Data Governance Charter
- Digital Signs Communication Procedure
- Employee Turnover Rates
- Exec VP Org Chart
- FY 2018 Comprehensive Annual Financial Report
- June 2018 Board Meeting Minutes - Budget Approval
- June 2018 Board Meeting Minutes - Budget Approval (page number 4)
- June 2018 Board Meeting Minutes - Budget Approval (page number 50)
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- LCC Statements of Purpose Web Page
- LCC Student Clubs and Organizations
- March 2018 Board Meeting Minutes and Packet - Auditor Approval
- March 2018 Board Meeting Minutes and Packet - Auditor Approval (page number 27)
- MI Community College Act of 1966
- November 2018 Board Meeting Minutes - President Evaluation
- November 2018 Board Meeting Minutes - President Evaluation (page number 9)
- Operations Email
- President Accomplishments Report 2018
- President Org Chart
- Probationary Admin Review Form
- Provost Org Chart
- SAALT Charter 2014
- SOAR Committee Charter
- Strategic Plan 2017-2020
- Strategic Plan Forum Attendance
- Student Advisory Committee Charter
- Student Satisfaction Inventory 12-2017
- Technology Across the Curriculum Committee Charter
- The Lookout
- The Star

4.4 - Integrity

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

4P4: PROCESSES

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

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

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

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

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

Responses

4P4a. Developing and communicating standards

The process for developing and communicating standards begins with the Board of Trustees setting board policy (e.g., see 4P4c). Subsequently, the administration is responsible for

overseeing policy implementation. During 2018, the board reconstituted a policy review committee to conduct a major review of all board policy.

Once board policy is set, appropriate personnel assigned by either the provost or executive vice-president develop procedures. Academic procedures and processes are routinely reviewed by the Academic Procedures Advisory Committee (APAC), co-chaired by the assistant dean for Academic Affairs and the Academic Senate president.

Board policies are posted on the Board of Trustees website, and important information from board meetings is summarized in The Star (see 4P3d). **(2.B)**

4P4b. Training employees and modeling for ethical and legal behavior across all levels of the institution

LCC models ethical and legal behavior in several ways. In addition to an introduction to college policy during orientation, all employees are required to routinely review training. As part of Starboard, new administrators receive an overview of ethical guidelines and practices. Training that must be repeated regularly is administered by HR via the Cornerstone talent management system and includes Computer Security Information for LCC Employees; One Voice – Title IX, VAWA, & Clery at LCC; and FERPA 101.

The leadership, culture, and communication focus area of the strategic plan defines LCC as "an organization in which personal responsibility, trust, respect for others, openness, and excellent customer service are core values. All employees model the values of integrity, honesty, transparency, accountability, and good stewardship" (see, e.g., the Advisory Committee Handbook). The board and president's support for this focus area models the college's commitment to ethical and legal behavior, and a Strategic Planning Steering Committee monitors progress and reports to the board.

LCC has arranged for research ethics training through an external provider and the IRB is developing internal training materials.

4P4c. Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A)

LCC has established policies covering a wide range of legal and ethical responsibilities, with appropriate administrative personnel assigned responsibility for overseeing the procedures implemented to ensure compliance (see website or list). **(2.A)**

New employees participate in an orientation that includes an introduction to college policy, and all allegations of policy violation are investigated and addressed in accordance with HR procedures. **(2.A)**

The Board of Trustees governance policies include a code of conduct, and the board bylaws address conduct of board members. The treasurer of the Board of Trustees, with the Finance and

Audit committees, monitors and safeguards the financial condition of the college in partnership with the chief financial officer, who is responsible for implementing financial oversight and monitoring policy. **(2.A)**

The college's finances are audited annually by a third party to ensure compliance with generally accepted accounting principles and federal Sarbanes-Oxley internal controls requirements. Internal controls are process standards that help to mitigate substantial errors or fraudulent activity impacting financial statements. **(2.A)**

4P4d. Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B)

To facilitate communication with students and the public, the college recently unveiled a new website designed to work well with mobile devices. The homepage menus take visitors to information regarding academics, admissions, campus life, and community engagement. Links to accreditation and consumer information are on the homepage. The consumer information page covers general information; financial aid and financial literacy information; student matters, such as the catalog and textbook information; LCC "By the numbers," including retention and graduation rates, athletics participation, and diversity; and safety/security information, such as the emergency notification system, drug and alcohol prevention programs, and Title IX resources. A separate webpage lists LCC's program accreditations. Additionally, utilizing either the drop-down menus or the search function on the homepage, visitors can readily find program information and degree pathways, cost information (including an interactive tuition cost estimator), and a faculty roster. **(2.B)**

4R4: What are the results for ensuring institutional integrity?

The Survey of Employee Engagement is coordinated every three years by the Center for Data Science. In fall 2017, 84% of all employees agreed "Employees are generally ethical in my workplace." Regarding other ethical and legal behaviors, similarly high numbers agreed LCC is a safe place to work (80%), people respect one another (80%), and harassment is not tolerated (82%).

LCC maintains the highest standards for overseeing fiscal responsibility. LCC is consistently awarded a Certificate of Achievement for Excellence in Financial Reporting for its Comprehensive Annual Financial Report (CAFR) by the Government Finance Officers Association of the United States and Canada. To receive this award, LCC has to publish an easily readable and efficiently organized CAFR that meets generally accepted accounting principles and applicable legal requirements. LCC has received this certificate for nine consecutive years.

LCC's Purchasing Department has received the Annual Achievement of Excellence in Procurement Award for 16 consecutive years and is one of only two agencies in Michigan and one of only 27 higher education organizations in the U.S. and Canada to receive the national award. The award acknowledges measures in innovation, professionalism, e-procurement, productivity, and leadership attributes.

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

In 2018, the Board of Trustees undertook an extensive review of all board policies. This included a review of existing policies pertaining to employee ethics and new policies on trustee ethics and student ethics. The latter policy directs students to the student code of conduct and the student general rules and guidelines in the college catalog. These policies were formally adopted over several board meetings (see board minutes for January, May, June, September, October, November, and December 2018).

In fall 2018, APAC began focusing on developing standard operating procedures within its purview. This expanded into distinguishing between board policy and college operating policy, and establishing a standardized coding system for policies and standard operating procedures. This system was adopted in March 2019, along with a standardized template for SOPs.

In January 2018, LCC announced a new director of the Office of Compliance. This individual is charged with providing collegewide oversight and coordination of an institutional compliance program, including monitoring and facilitating compliance with federal, state and governing requirements, as well as standards for institutions of higher education. In addition, Human Resources began an initiative to address the need for employees to disclose potential conflicts of interest due to outside employment, loss of credentials, or criminal charges/convictions.

Sources

- Advisory Committee Handbook
- Advisory Committee Handbook (page number 2)
- APAC Charter Approved March 2019
- APAC Meeting Agenda Notes 3-22-19
- APAC Subcommittee Meeting Notes 3-18-19
- Board Minutes December 2018
- Board Minutes December 2018 (page number 2)
- Board Minutes January 2018
- Board Minutes January 2018 (page number 3)
- Board Minutes June 2018
- Board Minutes June 2018 (page number 3)
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- Board Minutes October 2018
- Board Minutes October 2018 (page number 2)
- Board Minutes September 2018
- Board Minutes September 2018 (page number 2)
- Board of Trustees Bylaws

- Board of Trustees Bylaws (page number 20)
- Board of Trustees webpage
- Board Policy Related to 4P4c
- Board Policy webpage
- Board Policy Website
- CITI Research Ethics Training
- Comprehensive Annual Financial Report FY 2018
- Consumer Information
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- Director of the Office of Compliance
- Disclosure FAQs
- Disclosure of Criminal Charges Convictions
- Disclosure of Loss of Credentials
- Disclosure of Outside Employement
- Ethics and Standards of Conduct for Employees
- Ethics and Standards of Conduct for Students
- Ethics and Standards of Conduct for Trustees
- Faculty Roster
- HR Administrator Professional Development Webpages
- LCC Board of Trustees Governance Policies Revised Feb18 2019.pdf
- LCC Board of Trustees Governance Policies Revised Feb18 2019.pdf (page number 28)
- LCC SOP Template
- LCC Website Homepage
- Program Accreditations
- Psychology Program Pathway
- Strategic Plan 2017-2020
- Strategic Planning Steering Committee
- Survey of Employee Engagement
- Survey of Employee Engagement (page number 20)
- Survey of Employee Engagement (page number 26)
- Talent Management System Webpage
- The Star
- Tuition and Costs

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

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

5P1: PROCESSES

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

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

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

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

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

Responses

5P1a. Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making

Decisions made at LCC are supported by necessary and available data, including performance metrics, trend analysis, benchmarking, economic impact, employment outlook, financial indicators, budget variances, and qualitative feedback received from surveys. LCC's commitment to data-informed decision making is demonstrated through the development of a robust Center for Data Science (CDS). This team has been instrumental in bringing sound and meaningful data to the forefront of institutional decision making. LCC participates in the Voluntary Framework for Accountability (VFA), the Integrated Postsecondary Education Data System (IPEDS), Carl D. Perkins Act of 2006 reporting, and the AACC Guided Pathways Student Success Scorecard. All of these provide an avenue for consistently defining, collecting, and organizing key performance metrics for the institution.

5P1b. Determining data, information and performance results that units and departments need to plan and manage effectively

Data-driven analysis and decision making is encouraged at all levels of the institution. This is demonstrated by the robust data analysis incorporated in the program review process, Guided Pathways project, and the embedded academic support development process. Additionally, several divisions have worked with the Center for Data Science to incorporate data metrics in the assessment of the effectiveness of their operations and/or services, including the academic success coaches, Library, and Community Education and Workforce Development (CEWD).

5P1c. Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements

In fall 2018, LCC launched a new Data Governance Committee charged with supporting effective management of the college's data resources through the development of holistic policy, process, and documentation. In the interest of improving the college's data integrity, this committee provides a venue for identifying and addressing issues with data collection, storage, retrieval, and use. Early action steps for the committee include developing agreed upon definitions for the multitude of data collected and maintained by the college, and assuring the accuracy and reliability of all data.

The Center for Data Science (CDS) works with users to provide timely and meaningful data to support operational and planning decisions. Ad hoc requests can be made through the LCC Help Desk ticketing system, where requests can be logged and tracked. All data-pull scripts go through a code review by Information Technology Services (ITS) and are validated by corroborating data sources prior to roll-out.

5P1d. Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes

Practices to ensure the timeliness, accuracy, reliability, and security of LCC's knowledge management system are governed by board policy. Federal and state required reports, as well as reoccurring data requests, have documented methodology and are stored in secure electronic files. Federal and state reporting documentation include a change log identifying what changed from previous years, who changed it, and when the change was made. Prior to finalizing reports completed by the Center for Data Science (CDS), the director of institutional research verifies data against prior submissions, then sends them to the executive director of CDS, who reviews the documentation and recreates a few data points to verify validity before signing off on submission. CDS has developed a process to create save-dates for particular student information, such as student demographics, courses taken, awards conferred, etc. This data is saved to a designated work space, allowing a review of the data as it was when the file was saved.

LCC maintains compliance with Sarbanes-Oxley internal control requirements to ensure validity, accuracy, and reliability of data systems. System access is reviewed at least annually to help ensure only authorized users can access or make changes to college data. Access is revoked when employees leave the college.

5P1e. Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

The non-profit Center for Internet Security's Critical Security Controls framework identifies important areas of information security and related best practices. These metrics are used to evaluate the maturity level of LCC processes. The Information Technology Services (ITS) division utilizes a number of tools for the automated scanning and monitoring of systems and communication traffic in order to protect and secure LCC's information assets. These tools continuously scan email and internet traffic to identify and block spam, viruses, malware, and other types of attacks and intrusions that threaten the college. The operational metrics portion of the ITS monthly report and the scanning/monitoring tools used provide LCC with trend information to identify opportunities for improvement. The college utilizes a ticketing system that provides centralized modality for submitting service and project requests to a number of functional areas at the college, including Finance, Human Resources, Marketing, Facilities, the Center for Data Science, and ITS. This system includes a knowledge base with over 700 articles and serves as a mechanism for tracking requests and generating trend reports to allow analysis and troubleshooting.

5R1: What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution?

In 2018, Baker Tilly evaluated ITS practices against the Center for Internet Security's Critical Security Controls framework. The Baker Tilly report stated "Information security practices currently operating at Lansing Community College are operating at maturity levels that adequately address many threats to the systems and data, and overall, the current practice maturity levels are consistent with similar higher education institutions."

LCC external auditors, Rehmann Robson, conducted a walkthrough of ITS practices in May 2018. Auditors concluded LCC practices meet Sarbanes-Oxley expectations for controls over data systems and that appropriate separation of duties are in place.

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

LCC launched a new Data Governance Committee in 2018 to address the growing need to manage data integrity and improve efficiencies across the institution. Early goals of this committee include developing agreed upon definitions for the multitude of data collected and maintained by the college, and the creation of a data standards manual to ensure all input to the student information system are consistent.

The Baker Tilly Information Security Program Assessment completed in September 2018 used the Center for Internet Security's Critical Security Controls as an evaluation framework. Baker Tilly recommended the college focus on five of the controls considered the most important. A project plan has been developed, with identified tasks for each of these controls.

The Center for Data Science reviews the Help Desk ticket trend report monthly. It was previously noted that some projects were not getting closed out in the system, resulting in a new process that includes a monthly review of tickets to ensure timely completion. Reviews of trends also resulted in a change in categories, because too many projects were falling under the "ad hoc" heading, making the report uninformative. The trend report has been used to assist the director in balancing work load throughout the department and for further analysis into the high-ticket creation times.

Sources

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- ASC Metrics Results
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- CDS Organizational Chart.pdf
- CDS Ticket Report with time to resolve
- CEWD Dashboard 2017-2018
- Data Governance Charter
- ELT Divisional Financial Review 3rd Qtr FY 18 - Provost Office
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- ITS Help Desk Call and Email Trends
- ITS Internal Controls Walkthrough Report
- ITS monthly report

- ITS Ticket Report and Performance
- Knowledge Management Supplemental Info
- Library Information Literacy Assessment-Report-2017-2018
- March 2019 Board Meeting Minutes and Packet
- March 2019 Board Meeting Minutes and Packet (page number 50)
- Spring 2019 Daily Enrollment Report
- Student Satisfaction Inventory 12-2017

5.2 - Resource Management

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

5P2: PROCESSES

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

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

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

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

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

Responses

5P2a. Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)

LCC's fiscal oversight process is governed by the Board of Trustees' financial oversight and monitoring policy. The policy ensures due diligence over college financial activities through planning and reporting that allows the Board of Trustees, on behalf of the students and public, to monitor the financial affairs of the college.

The college employs an award-winning annual budget process using the strategic plan as the guiding principle for all budget prioritization decisions. The Executive Leadership Team (ELT) is actively involved in the budget planning process. They are responsible for ensuring all program, department, division, and location needs are represented in the budget. Final budget decisions are made by the Budget Committee, which includes the chief financial officer, executive vice president, provost/senior vice president of Academic Affairs, and executive director of Human Resources. Final budget recommendations are presented to the Board of Trustees in a workshop with the chief financial officer and executive vice president. The workshop allows an opportunity for trustees to review budget items and address any questions or concerns prior to holding a formal vote. The budget is approved by the board at a public meeting each June.

The college ensures sufficient physical space and technological infrastructure to service student needs through comprehensive five-year plans that are updated annually. These plans are aligned with the college's strategic goals and assist leadership with prioritizing budget requests.

- The Information Technology Services (ITS) division works collaboratively with the college community to create a technology environment supportive of the college's teaching and learning mission. The ITS division accomplishes this by focusing on six primary components, resulting in an ITS five-year master plan. The Project Management Review Team is a representative body of college leadership who reviews and approves project requests submitted to ITS to ensure projects providing the most benefit to the college are appropriately prioritized and to assist with the allocation of financial and human resources to the approved projects.
- An annual facilities condition assessment is completed to gauge the overall condition of facilities and infrastructure. This survey results in a schedule of prioritized facilities maintenance and repairs. Larger renovations are strategically planned several years in advance based on need. The LCC five-year capital outlay plan supports board policy and takes into consideration the college's strategic goals, current academic programming and anticipated academic changes, enrollment trends, staffing and resources, annual facilities assessment, and budget capacity. The capital outlay plan concludes with an implementation plan.

To ensure the college has adequate resources to address planned and unforeseen needs, LCC follows a practice of maintaining a contingency reserve equal to 1% of total revenue. Additionally, the college maintains a fund balance for emergencies that is approximately 50% of the current allocation for the plant fund.

The Vacancy Management Review Team (VMRT) reviews requests from divisions to either establish new positions or to back-fill vacant positions, with the focus on ensuring all areas of the college are properly staffed and sufficient budgetary resources are available to support approval of the requests. **(5.A.1)**

5P2b. Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

LCC's processes for establishing realistic goals in light of the institution's organization, resources, and opportunities are embedded in the strategic planning process and operational planning processes. The strategic planning process is driven by the mission and includes environmental scanning and stakeholder input. Through this process, college leadership identifies opportunities and emerging needs that inform the goals established within the plan. The LCC budget process ensures available resources are allocated in alignment with the strategic plan and institutional goals.

Operational planning processes, such as the capital outlay plan, information technology plan, and academic operating plan, mirror the institutional strategic planning process in that they include a needs assessment and collection of stakeholder input. Each of these plans aligns with the strategic plan and are influential on budget allocation decisions, further advancing the college mission **(5.A.3)**.

5P2c. Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

LCC's budget allocation process ensures resources are assigned to achieve institutional goals, while ensuring educational purposes are not adversely affected. The college's strategic plan is the driving force for resource prioritization decisions, including facility space, human resource needs, and fiduciary needs. These decisions are driven by planning and oversight processes that are developed collaboratively by all appropriate stakeholders and reviewed and monitored closely at the executive level.

The Executive Leadership Team (ELT) is actively involved in the budget planning and monitoring process. It is responsible for ensuring all program, department, division, and location needs are represented in the budget. Budget requests require justification for how they will advance the college's strategic goals. Final budget recommendations are made by the Budget Committee, which then advances the recommendations to the Board of Trustees. The board approves the final budget. At each stage of the budget allocation process, all parties evaluate the impact on the college mission and strategic goal attainment. The process is intentionally designed to accomplish objectivity to ensure student success and educational goals are not adversely affected. **(5.A.2)**

5P2d. Tracking outcomes/measures utilizing appropriate tools

The college assesses the effectiveness of resource management processes by monitoring progress on operational plans, such as capital outlay, deferred maintenance, and technology needs. Project completion is an indication of successful attainment of defined goals. Additionally, the climate survey and student satisfaction inventory provide insight into the level of satisfaction in the management of resources across campus.

5R2: What are the results for resource management?

The fall 2017 climate survey indicated a high level of satisfaction with the college's technology infrastructure, netting a score of 385, 35 points above the target score of 350. The information

systems construct captures employees' perceptions of whether computer and communication systems provide accessible, accurate, and clear information. The higher the score, the more likely it is employees view the availability and utility of information positively. The survey also indicated a high level of satisfaction with the overall work space, with a score of 387. The workplace construct captures employees' perceptions of the total work atmosphere, the degree to which they consider it safe, and the overall feel. Higher scores suggest employees see the setting as satisfactory and safe, and with adequate tools and resources available.

The December 2017 student satisfaction inventory indicated parking is an important issue for students and an area of dissatisfaction. This prompted leadership to contract with Plante Moran to conduct a facilities assessment focusing on parking efficiencies. The study indicated parking availability and congestion are systemic issues, validating student concerns. As a result, LCC focused efforts on course section management to alleviate congestion at certain points of the day. A year after implementation, data indicates the changes were impactful.

For the past nine years, LCC received awards from the Government Finance Officers Association (GFOA) Distinguished Budget Presentation award program. LCC was also awarded the new GFOA Best Practices in Community College Budgeting award for the fiscal year 2018.

In January 2018, LCC made the decision to close its LCC North campus. This decision was the culmination of several years of reviewing enrollment trends, market analysis, profit and loss analysis, facility needs, and secondary partnership needs.

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

Beginning with the fiscal year 2017 budget process, the Board of Trustees agreed to approve projected tuition rates prior to budget adoption in June in order to solidify the revenue source and balance the budget. Previously, this process was completed in conjunction with the approval of the budget each June, often causing issues with balancing the new projected budget in a timely manner. Under this new process, any needed tuition increase is approved in March. This change has also improved LCC's ability to communicate tuition cost to students in a timely fashion to accommodate the U.S. Department of Education's requirement to allow students to apply for federal financial aid assistance in October.

The college recently changed reallocation of resource practices to allow for the reallocation of funds across divisions. In the past, redistribution of unused funds to other divisions was not allowed. This process change is an equalizer, supporting the prioritization of unanticipated strategic projects that may need funding. Further, it has increased collaboration in the sharing of resources.

Sources

- 2017 Climate Survey Results
- 2018 Award for Best Practices in Community College Budgeting
- 5 Year Capital Outlay Plan 2018
- Academic Plans for Divisions Consolidated 2018
- Board Policy - Capital Projects
- Board Policy - Financial Oversight and Monitoring
- Budget Development Process
- Budget Request Forms
- College Wide Committees 4-15-19
- ELT Divisional Financial Review 3rd Qtr FY 18 - Provost Office
- FY 2020 Capital Outlay Project Request Oct-2018
- FY 2020 Facilities Assessment
- FY17 LCC North thru 10-31-16
- FY19 ITS Division Tech Replacement 5-year Plan
- GFOA Best Practices in Community College Budgeting
- GFOA Budget Presentation Awards Program Criteria
- Human Resource Management 5.A.1
- June 2018 Board Meeting Minutes - Budget Approval
- LCC Facilities Audit Report - Final
- LCC FY 2019 Annual Budget
- LCC FY 2019 Annual Budget (page number 7)
- LCC FY 2019 Annual Budget (page number 87)
- LCC North Business Plan
- LCC Strategic Plan 2017 - 2020
- Student Satisfaction Inventory 12-2017
- Updated Fall 2018 Heat Map Final

5.3 - Operational Effectiveness

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

5P3: PROCESSES

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

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

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

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

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

Responses

5P3a. Building budgets to accomplish institutional goals

LCC's comprehensive budget process ensures the college collaboratively builds budgets to accomplish institutional goals. Budget proposals and decisions are driven by the strategic plan.

5P3b. Monitoring financial position and adjusting budgets (5.A.5)

The LCC fiscal oversight process is governed by the Board of Trustees financial oversight and monitoring policy. The college employs an award-winning annual budget process using the strategic plan as the guiding principle for all budget prioritization decisions. Operational plans, such as the technology infrastructure plan, capital outlay plan, annual facilities assessment, and academic operating plan, inform the budget process as well. **(5.A.5)**

Budgets are monitored monthly by the Board of Trustees and quarterly by the Executive Leadership Team (ELT). The Financial Planning, Analysis, and Review (FPAR) team monitors budget fluctuations daily and works with the appropriate ELT member to address any variances (see detailed process).

The frequency of budget monitoring is increased when necessary, such as during times of enrollment decline. Material variances, defined as 5% or greater increase in expenses or 2% or more decline in revenues, are reported to the Board of Trustees. Variance reports are accompanied by an analysis outlining their cause and an action plan to address them. ELT monitors college enrollment daily, allowing them to make mid-stream adjustments to address any unanticipated drops in enrollment and revenue. As enrollment fluctuates, the college responds by adjusting expenses, both in the current fiscal year and in projections for the upcoming fiscal year. **(5.A.5)**

5P3c. Maintaining a technological infrastructure that is reliable, secure and user-friendly

The college maintains a five-year plan for technology infrastructure aligned with LCC's strategic goals to assist leadership with prioritizing budget requests. The Information Technology Services (ITS) division is committed to working collaboratively with the college community to create a technology environment supportive of teaching and learning. This is demonstrated in the ITS master plan, which serves as the foundation for the five-year technology infrastructure plan. The Project Management Review Team is a representative body of college leadership that reviews and approves project requests submitted to ITS to ensure projects providing the most benefit to the college are appropriately prioritized, and to assist with the allocation of financial and human resources. **(5.A.1)**

Efforts to maintain a reliable and secure technological infrastructure are supported by an information security policy and corresponding information security procedure. The policy enforces protections to ensure the availability, integrity, and confidentiality of LCC's information assets.

5P3d. Maintaining a physical infrastructure that is reliable, secure and user-friendly

LCC is committed to maintaining a physical infrastructure that is reliable, safe, and accessible. The college allocates approximately $3 million annually for facility maintenance and repairs. An annual facilities condition assessment gauges the overall condition of the facilities and infrastructure, resulting in a schedule of prioritized maintenance and repairs needs. Larger renovations are strategically planned several years in advance and require a complete environmental assessment, including logistical planning and cost estimation. These renovations are approved by the Board of Trustees and funding is secured prior to starting any endeavor. A

primary example of this is the board's recent approval to renovate the college's parking ramp and to build an additional parking ramp. This decision was based student feedback indicating that parking is a priority as well as a comprehensive parking study completed in 2017.

LCC's five-year capital outlay plan, updated annually, supports board policy and factors in the college's strategic goals, current academic programming and anticipated academic changes, enrollment trends, staffing and resources, annual facilities assessment, and budget capacity. The capital outlay plan concludes with an implementation plan. It supports the college's annual submission to the state of Michigan for capital outlay budget allocations. **(5.A.1)**

5P3e. Managing risks to ensure operational stability, including emergency preparedness

The college employs a director of risk management and legal services, a director of compliance office, a director of emergency management, and Title IX coordinators for students and employees. Through each of these positions, college leadership is able to understand regulatory expectations, maintain compliance, identify potential risks, and implement structures and processes to manage those risks.

LCC has created an emergency preparedness strategic plan in response to the institutional strategic plan desired outcome of maintaining a contemporary, safe, and clean learning and work environment. This plan includes five action items that incorporate best practices in emergency preparedness.

Technology infrastructure risk is mitigated via cyber-security procedures, backup processes, and disaster recovery plans. Institutional debt is closely monitored to ensure revenues are sufficient to service the debt. Debt service is annually considered to the first "claim" on revenue. Debt service monitoring involves executing timely debt service payments, tracking and forecasting revenues, and reporting these outcomes to the Board of Trustees. This process has led to refinancing bond debt to achieve cost savings and better revenue stream alignment.

5P3f. Tracking outcomes/measures utilizing appropriate tools

LCC monitors institutional budget allocations to ensure strategic goals are supported adequately and proportionally. As noted throughout 5P2 and 5P3, the college relies on comprehensive strategic planning and operational planning to guide all budget decisions. Monthly and quarterly budget variance reports are used to monitor the college's financial position. Leadership monitors enrollment trends every day. Operational plans are reviewed annually to re-evaluate institutional needs.

To promote continuous strength in resource management and enhance operational effectiveness, the college monitors the Composite Financial Index (CFI) ratios for primary reserve, net operating revenues, viability, and return on net assets. These ratios indicate the number of months of funding the college has on hand, whether the college is operating within its means, how well the college strategically manages long-term debt, and how well the college manages expenses. Additionally, the college strives to maintain a strong bond rating and excellent financial reporting and audit results.

5R3: What are the results for ensuring effective management of operations on an ongoing basis and for the future?

The LCC Composite Financial Index (CFI) ratios for the past three years have been 1.61 for FY 2018, 3.30 for FY 2017, and 1.33 for FY 2016, indicating the college maintains adequate funding levels and is managing expenses and long-term debt effectively.

LCC's bond rating has remained at AA/Stable with the S&P and AA2 with Moody's since at least 2012.

Annual audits were completed by a contracted third party in a timely manner and within statutory requirements in FY 2016, FY 2017, and FY 2018. LCC has received the highest level of assurance of "unqualified" each year.

Baker Tilly, serving as LCC's internal auditor, performed a comprehensive review of the college's Title IX policies, processes, and controls for investigating and resolving Title IX complaints. The review identified several strengths, including strong institutional leadership to establish a culture of compliance, a strong advocate system and access to risk management and legal services, effective system controls, consistent police reporting, effective Title IX checklists, and employee training. The auditors noted some areas of recommended improvements, including creating a template for written notification to respondents and for communication of decisions, hiring or training an additional Title IX investigator, implementing mandatory Title IX training for students, and utilizing an electronic database.

Since January 2019, the Emergency Preparedness Planning Team (EPPT) has met regularly. The team is following the guidance of the U.S. Department of Education Readiness and Emergency Management for Schools and U.S. Department of Homeland Security Federal Emergency Management Agency (FEMA). Eight members of the team were trained in a FEMA class, Emergency Operation Planning for Higher Education, in September 2018. As a result of the training, the team developed a comprehensive risk and vulnerability assessment tool that was used to guide an internal assessment. Results indicated natural disasters such as ice storms and tornadoes are a primary concern, along with acts of violence and terrorism. The EPPT completed an evacuation tabletop exercise in March 2019. Since then, the team has continued to meet regularly to develop goals and objectives and related courses of action.

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

On March 30, 2018, the U.S. Department of Education issued the Final Program Review Determination (FPRD) letter from the program review completed in July 2012. LCC was cited for 12 findings. However, after additional correspondence and supporting documentation, the department resolved findings 3, 5, 6, 7, 8, and 12. To address the remaining compliance issues, LCC formed a Financial Aid Workgroup that meets monthly to ensure compliance of Title IV requirements. A summary of the corrective action taken since the initial program review report was issued.

In 2018, LCC created a director of compliance position. The director is responsible for ensuring the college meets all federal, state, and local regulatory requirements. The director created a Clery Compliance [Team](#) charged with ensuring compliance with the Clery and Violence Against Women acts.

Also in 2018, LCC created a director of emergency management position to enhance the college's ability to maintain operational stability. The director has been instrumental in bringing a systematic focus on emergency preparedness to campus. Under the director's leadership, the Emergency Preparedness Planning [Team](#) will continue to work towards the development of a comprehensive emergency operating plan.

As noted in 5R3, Baker Tilly completed a comprehensive [evaluation](#) of LCC's Title IX processes. As a result, several recommendations for process improvements were identified. These recommendations serve as a roadmap for LCC leadership to improve the college's ability to maintain compliance with federal requirements and to establish a safe environment for all students and employees.

Sources

- 2018 Award for Best Practices in Community College Budgeting
- 5 Year Capital Outlay Plan 2018
- Academic Plans for Divisions Consolidated 2018
- April 2019 Board of Trustees Meeting Minutes - Approval of Parking Structure
- April 2019 Board of Trustees Meeting Minutes - Approval of Parking Structure (page number 46)
- Baker Tilly Title IX Internal Audit Report - April 2019
- BCI Five-Year Trend Analysis 2014-2018
- Board Policy - Capital Projects
- Board Policy - Financial Oversight and Monitoring
- Budget Monitoring
- Clery Compliance Committee Charter
- College Wide Committees 4-15-19
- Department of Education - Program Review
- ELT Divisional Financial Review 3rd Qtr FY 18 - Provost Office
- Emergency Management Planning Risk Assessment Report
- Emergency Management Strategic Plan
- Emergency Preparedness Planning Team
- Emergency Preparedness Planning Team (page number 4)
- Financial Adjustments in Response to Declining Enrollment 5.3.19
- FY 2020 Capital Outlay Project Request Oct-2018
- FY 2020 Facilities Assessment

- FY19 ITS Division Tech Replacement 5-year Plan
- Info Sec Policy Procedures 17oct18
- Information Security Policy Oct2018
- ITS Technology Strategic Plan (Aug 2018)
- LCC Facilities Audit Report - Final
- LCC FY 2016 Comprehensive Audit Reports
- LCC FY 2017 Comprehensive Audit Reports
- LCC FY 2018 Comprehensive Audit Reports
- LCC FY 2019 Annual Budget
- LCC FY 2019 Annual Budget (page number 87)
- LCC Response to DoE Program Review
- LCC Risk Assessment Model
- March 2019 Board Meeting Minutes and Packet
- March 2019 Board Meeting Minutes and Packet (page number 50)
- PMRT Active Projects Report-04-04-2019
- Risk Assessment Analysis
- Spring 2019 Daily Enrollment Report
- Student Satisfaction Inventory 12-2017

6 - Quality Overview

6.1 - Quality Improvement Initiatives

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

6P1: PROCESSES

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

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

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

6I1

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

Responses

6P1a. Selecting, deploying and evaluating quality improvement initiatives

LCC defines a CQI initiative as any intentional and organized institutional effort to improve outcomes and the ability to continuously improve results. LCC confirms its commitment to CQI through explicit statements in strategic plan foci 2 and 5 and guiding principles 4, 5, 6, and 9. The strategic plan is supported by 33 long-range projects born to support achievement of strategic goals. LCC has taken advantage of the AQIP model to further advance strategic projects that will have a long-lasting impact on the institution.

LCC has developed a continuous quality improvement (CQI) system that uses the mission and strategic plan to guide the selection of large-impact projects, such as Guided Pathways, the

creation of an academic success coach system, and the redesign of the developmental education model to incorporate embedded academic supports.

To facilitate the selection, deployment, and evaluation of CQI initiatives, LCC utilizes comprehensive strategic planning, operational planning, and program review processes. Through these processes, LCC is able to build capacity for CQI initiatives and produce better outcomes at both the program level and institutional (strategic) level. LCC utilizes Deming's Plan-Do-Study-Act (PDSA) model, with an emphasis on LCC's mission, unique institutional strengths, and six key elements:

1. Inclusive and open communication
2. Participatory governance
3. Data-informed decision making
4. Clearly defined goals and outcomes
5. Systematic progress monitoring
6. Sustainability

All CQI initiatives associated with the 2017-2020 strategic plan are evaluated and reviewed by the Strategic Planning Steering Committee, discussed by the champions of the focus areas in the ELT meetings, presented at annual strategic plan update forums, and presented to the Board of Trustees and public in monthly monitoring reports. CQIs are evaluated based on the results of the initiatives and, using Deming's PDSA cycle, are revised for continuous improvement.

6P1b. Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

LCC believes continuous improvement is a critical component of institutional progress and the AQIP model validates how effective the college's CQI processes are. The accreditation standards, AQIP quality improvement criteria, action projects, and systems appraisals have influenced how LCC functions as an institution, specifically in relation to the CQI initiatives are identified, pursued, and institutionalized. As noted in 6P1a, LCC has adopted the Plan-Do-Study-Act model for continuous improvements, which compliments the AQIP model: developing action plans for improvements (plan), implementing action plans (do), taking stock where the college has room for improvement (study), and receiving and implementing feedback from HLC reviewers (act). To that end, the LCC model has been highly influenced by the AQIP standards.

6R1: What are the results for continuous quality improvement initiatives?

LCC has institutionalized 16 AQIP action projects, including a comprehensive strategic planning process, program review process, academic success coaching system, and a robust student learning assessment process. Despite the elimination of the AQIP model for accreditation, LCC continues to identify and implement new quality initiatives. One such initiative is the embedded academic support project that is part of the current strategic plan. LCC systematically reviews

comparative data to assess progress and adjust action plans, following the Plan-Do-Study-Act model.

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

College leadership adopted Deming's Plan-Do-Study-Act continuous quality improvement model to establish a systematic approach to be utilized throughout the institution to promote a culture of quality. To support these efforts, the college developed the project management institute that provides comprehensive training in how to effectively utilize this model.

As part of the LCC strategic planning process, the college has identified 33 continuous quality improvement initiatives that will focus institutional efforts and achieve strategic goals.

Sources

- Academic Success Coach System
- AQIP Action Projects
- AQIP Project - Guided Pathways - Phase I 08-06-18
- AQIP Project - Implementation of Academic Success Coach System 09-04-18
- Board Monitoring Reports
- Board Monitoring Reports (page number 45)
- Dr. Fabianke EAS and Pathways Model April 2019 Visit Report
- Embedded Academic Support Fall 2018 Updated Mar 2019
- LCC Strategic Plan 2017 - 2020
- LCC Strategic Plan 2019 Progress Report
- Process for Selecting Quality Improvement Initiatives
- Statements of Purpose
- Strategic Plan Steering Committee Meeting Minutes 2018-2019

6.2 - Culture of Quality

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

6P2: PROCESSES

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

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

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

6I2: IMPROVEMENT

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

Responses

6P2a. Developing an infrastructure and providing resources to support a culture of quality

LCC strives to maintain a culture of quality throughout its operations, guided by adherence to the AQIP Pathway and alignment of this work in the LCC strategic planning process. Maturity of the quality of culture is seen as in the evolution from the 2013-2016 to the 2017-2020 strategic plans. The earlier plan focused on the quality of service and communication, whereas the later plan focused on the quality of continuous improvement. Specifically, focus area 2a of the 2017-2020 strategic plan states "LCC will be intentional and proactive in our planning process." To address this intentionality, college leadership adopted Deming's Plan-Do-Study-Act (PDSA) model for continuous quality improvement. This is a systematic process for identifying needs and developing plans to address them, implementing collaboratively, collecting data and monitoring and analyzing results, and reassessing to identify opportunities for process improvement. Feedback and evaluation components are incorporated to inform the process,

ensuring institutional learning is at the forefront. To assist administrators in understanding this model, the college established a project management training institute.

6P2b. Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

LCC uses a number of different communication strategies to disseminate information about its quality improvement initiatives. First, the Board of Trustees and the public are invited to read monthly monitoring reports that provide updates on continuous quality improvement (CQI) initiatives associated with the college's strategic plan. Second, the Strategic Planning Steering Committee updates the Executive Leadership Team quarterly on changes or issues. Finally, the campus community is invited to annual strategic planning update meetings, where CQI project updates are presented. CQI projects are also discussed and presented at the embedded academic support meetings, Academic Senate, and "provost update" session during faculty Professional Activities Day. Strategic initiatives and CQI are integrated in the institution's planning, reporting, and evaluation processes. The college has a history of implementing strategic initiatives that are on-going and have a lasting impact on college culture.

The college continuously assesses institutional, program, and divisional effectiveness to improve its performance through the use of the PDSA process. This can be witnessed in the assessment of student-learning processes, budget process, program review, budgets, and non-academic program review processes. Each of these processes demonstrates LCC's commitment to evidence-based assessment of all areas of the institution. **(5.D.1)**

6P2c. Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

As part of Deming's PDSA cycle, the results of CQI initiatives are studied and acted upon. Therefore, the institution closely monitors performance at all levels to ensure experiences are used to systematically improve LCC. For example, LCC contracted Baker Tilly to serve as the institution's internal auditor to focus on evaluating inherent, high-risk practices. Baker Tilly began by completing an enterprise risk assessment of the institution. They immersed themselves into LCC processes to gain an understanding of the business, environment, culture, and strategic objectives. They reviewed key documentation, such as organizational charts, financial statements, policies, and strategic plans, and they interviewed college leadership and representatives from each major area and administrative function within the college. This assessment resulted in the identification of four primary risk areas that warranted in-depth auditing, which was completed in 2018 and 2019: cybersecurity and information policy, human resources, Title IX, and institutional data reporting and integrity (data governance). **(5.D.2)**

The academic success coach system is one CQI initiative. The project started with giving students the ability to choose whether they wanted a coach and evolved to requiring all incoming freshmen to have a coach. The changes to this initiative follow Deming's model: LCC established an action plan, piloted the project, learned from studying the data, and then made adjustments to the model. This project will continue to use PDSA to improve services for students.

6P2d. Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

Although the HLC will be sunsetting the AQIP Pathway, the college remains committed to CQI. LCC leadership recognizes the value of practicing due diligence in ensuring college practices continue to support quality in teaching and learning.

6R2: What are the results for continuous quality improvement to evidence a culture of quality?

LCC Information Technology Services practices were evaluated by Baker Tilly against the Center for Internet Security's Critical Security Controls framework of 20 critical controls. The audit report stated "Information security practices currently operating at Lansing Community College are operating at maturity levels that adequately address many threats to the systems and data, and overall, the current practice maturity levels are consistent with similar higher education institutions."

In 2019, Baker Tilly performed a comprehensive review of LCC's Title IX practices. This review identified the following strengths at LCC:

- Strong tone at the top.
- Use of an advocate system.
- Access to the Office of Risk Management and Legal Services.
- System control and consistency within police reporting.
- Title IX checklists.
- Employee training.

LCC's institutional data was audited by Baker Tilley to assess LCC's current data practices across nine best practice components. The college was commended for creating a formal Data Governance Committee in the spring of 2018. Although still fairly new, the committee was reviewed by the auditors and identified as a strength of the college and a key component of a mature institutional data system.

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

College leadership adopted Deming's Plan, Do, Study, Act continuous quality improvement model to establish a systematic approach throughout the institution. To support these efforts, the college developed a project management institute that provides comprehensive training in how to effectively utilize this model.

The Baker Tilly Information Technology Services assessment recommended the college focus on five controls considered the most impactful. A project plan has been developed with identified tasks for each of these controls.

The Baker Tilly review of Title IX and human resource (HR) practices resulted in several improvement action items, such as Title IX report review process changes, Title IX report language changes, job description review process changes, and bi-monthly HR meetings with departmental staff to improve communication and identify process improvement opportunities.

The Baker Tilly review of institutional data reporting and integrity practices resulted in a comprehensive quality improvement plan that includes establishing new employee training, creating a central repository for student learning data, creating and maintaining a data dictionary, reviewing employee roles and permissions, and creating a standardized report template.

Sources

- Academic Senate Charter
- Academic Success Coach System
- AQIP Project - Guided Pathways - Phase I 08-06-18
- AQIP Project - Implementation of Academic Success Coach System 09-04-18
- ASC Metrics Results
- Baker Tilly CDS Management Action Plan
- Baker Tilly ITS Continuous Improvement Plan
- Baker Tilly Title IX and HR Continuous Improvement Plan
- Baker Tilly Title IX Internal Audit Report - April 2019
- BCI Five-Year Trend Analysis 2014-2018
- Board Monitoring Reports
- Board Monitoring Reports (page number 56)
- Budget Monitoring
- Business Plan CEWD 2017
- College Wide Committees 4-15-19
- Data Governance Charter
- Dr. Fabianke EAS and Pathways Model April 2019 Visit Report
- Examples of Quality Initiatives
- LCC Assessment Strategic Plan 2018-2021
- LCC FY 2019 Annual Budget
- Placement Levels Guide
- Program Review Questionnaire.pdf
- Strategic Planning Steering Committee