

Lansing Community
College

Systems
Portfolio

Submitted to the Academic Quality Improvement Program
of the Higher Learning Commission

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Institutional Overview of Lansing Community College

01 Distinctive Institutional Features

Lansing Community College is an urban, public, independent, community college, located in Michigan's capital city. An elected Board of Trustees governs a one-college, multi-location institution: a 32-acre downtown campus; an Aviation Center at the local airport; a truck driver training facility in Battle Creek; the Livingston Center in Howell; the Wilson Center in St. Johns; and a campus west of Lansing (West Campus). The college also offers courses at 25 extension centers. The college enrolls approximately 9,000 full-time-equivalent students and employs nearly 600 full-time and over 2000 part-time faculty and staff. The college vision, mission, and guiding principles/values reflect the diversity and potential of its stakeholders.

Vision:

Serving the learning needs of a changing community.

Mission:

LCC exists so that the people it serves have learning and enrichment opportunities to improve their quality of life and standard of living.

Guiding Principles/Values

1. LCC will be a focused "Comprehensive Community College," offering learning opportunities in career and workforce development, general education, developmental education, and personal enrichment.
2. LCC will maintain and support a well-qualified, committed faculty and staff who utilize both proven traditional and progressive student-centered learning approaches.
3. LCC commits to providing the highest level of quality in its programs and services and will maintain high expectations of its students.
4. LCC will be flexible, affordable, and accountable, continuously improving student learning and support services through the assessment of measurable outcomes.
5. LCC will strive to be "state of the art" in all that it does, while pursuing a select number of "cutting edge" initiatives.
6. LCC will be connected to the world, culturally and technologically.
7. LCC seeks cooperative relationships with both private and public organizations, pursuing growth not as an end in itself but only when it best serves student and community needs.
8. LCC will prepare those it serves to thrive in a diverse world by reflecting that diversity in its staffing, planning, and allocation of resources.
9. LCC, within its broader purpose of serving the entire community in diverse ways, recognizes a special responsibility to young adults, those from lower income brackets, and those requiring developmental academic or entry-level career skills.
10. LCC will manage its finances in a responsible manner; allocating resources and achieving efficiencies to best serve the priority needs of its students and the taxpayers who support its operation.
11. LCC is a dedicated community member working for the betterment of all.

02 Scope of Educational Offerings

To meet the goals outlined in its strategic plan, the college organizes its offerings around four strategic learning units: careers, general education, developmental education and personal interest.

The college divides educational offerings into five divisions, including Technical Careers (construction, transportation, land and manufacturing technologies); Business, Media and Information Technologies (business, information technology, visual arts and media); Human Health & Public Services (health, human services, nursing, public service); Liberal Studies (communication, humanities and performing arts, math and computer science, physical fitness and wellness, science, and social studies); and Student and Academic Support (language skills, mathematical skills and student development). LCC has nearly 2500 courses, nearly 300 active programs—with approximately 300 degree and certificate programs.

In addition, at the West Campus, the college houses the Business and Community Institute (BCI), to design customized training programs for business, industry, and the non-profit community.

The Strategic Management System, developed as an AQIP action plan, is featured later in this portfolio. This management system enables the college to track and communicate progress on major planning initiatives.

A main feature of the LCC plan to assure student success is its comprehensive assessment system. *Figure OV-1* shows how the college assesses students' learning as they enter, as they study, and after they leave. These assessments provide the infrastructure that enables the college to measure and improve its processes and systems; this portfolio details many of the results of these assessments.

Figure OV - 1

Assessment points	Institutional-level assessment	Program-level assessment	Community-level assessment
<i>As students enter</i>	<i>Accuplacer</i> [™] computerized placement tests for basic skills in reading, writing, and math. (LCC requires a college reading level for all core courses; other basic skills requirements are set by departments).	Varies by program. For example, Language Skills uses the standardized Nelson Denny Reading Test to diagnose specific inadequacies in vocabulary, comprehension, and speed.	Surveys, advisory councils provide information about what skills students will need. (also see 1P2)
<i>As students learn</i>	The Annual Results Inventory (ARI) report on Student Learning Outcomes and Stakeholder Satisfaction includes measures such as student retention, continuance, success rate, and others.	Annual program review provides more specific measures (e.g., “How many consult with an advisor at least once per academic year...?”)	Monitoring internships and apprenticeships provide data about both student and employer needs.

Figure OV - 1

Assessment points	Institutional-level assessment	Program-level assessment	Community-level assessment
<i>After students complete</i>	The ARI report on Student Learning Outcomes and Stakeholder Satisfaction (e.g., “My education at LCC prepared me for my current ...employment”) and success at transfer institutions.	Program review provides program-specific data to inform planning (e.g., % of success in licensure and certification by program)	Program review includes measures addressing LCC graduates’ performance on the job, graduates’ employability skills and employers’ satisfaction with LCC graduates.

03 Student Base, Needs and Requirements

Figure OV-2 details the demographic dimensions of the LCC student base. Additionally, Figure OV-3 outlines students’ reasons for attending the college.

Figure OV – 2

Student Demographics Spring 2004 (duplicated headcount)	Number of Students	Percentage
Full-time	5,413	28.2%
Part-time	13,788	71.8%
Resident (in LCC district)	11,372	59.2%
Michigan (out of district)	6,921	36.0%
US Resident (out of state)	319	1.7%
International student	474	2.5%
Male	8,511	44.3%
Female	10,593	55.2%
Unknown	97	.05%
American Indian/Alaskan Native	200	1.0%
Black Non-Hispanic	722	3.8%
Hispanic or Chicano	1,751	9.1%
White Non-Hispanic	799	4.2%
Other	13,709	71.4%
	2,020	10.5%
Under 18	1,408	7.3%
18-19	4,468	23.3%
20-21	3,107	16.2%
22-24	2,720	14.2%
25-34	3,660	19.1%
35-44	1,962	10.2%
45-64	1,703	8.9%
65+	145	0.8%

As students enroll, they are asked to declare their goals. This data helps the college to shape its program and course offerings. Their stated choices are detailed in Figure OV-3.

Figure OV – 3

Students' Stated Reasons for Enrolling		
Job Skills to Change Jobs	1,547	8.1%
Specific Occupational Training	5,191	27.0%
Personal Interest	2,228	11.6%
Courses/Programs to Transfer	6,610	34.4%
Current Job Skills Upgrade	1,101	5.7%
Earn an Associate Degree	10,096	52.6%
Earn a Certificate	1,823	9.5%
Take Courses Only	5,483	28.6%

04 Partnerships and Collaborations

The college maintains partnerships and collaborative relationships with stakeholders critical to the college's advancement and success.

Figure OV – 4

Partner/Collaborator	Relationship
Businesses e.g., General Motors, Lincoln Electric, Lansing Regional Chamber of Commerce	Businesses provide internships and employment for students and help the college develop and update curricula.
K-12 Districts e.g., Lansing Public Schools, Eaton Intermediate School District, STAR Institute	K-12 provides students and opportunities for collaboration in faculty training and student learning.
Transfer Institutions e.g., Michigan State University, Ferris State University, Sienna Heights college	Other colleges and universities provide LCC with some students and work collaboratively to smooth articulation for LCC transfer students.
Bargaining Units (see 4P7)	Bargaining units work with the college to provide fair and safe working environment for staff and faculty.

05 Faculty and Staff Base

As evidenced in *Figure OV-5*, the college currently employs more full-time and adjunct faculty and students and less full-time and part-time staff and administrators than a few years ago. Numbers of minority and female employees remain fairly constant. Virtually all full-time faculty in general education and student support academic areas have a minimum of a master's degree. Occupational career programs typically require a bachelor's degree and program-specific career experience. Employees at the college are represented by seven employee-group bargaining units.

Figure OV-5

Number of Employees by Employee Group	2002	2004	Increase (Decrease)
Student Employees	386	434	48
FT Faculty	233	242	9
FT Staff and Administrators	363	328	(35)
PT Faculty	962	1672	710
PT Staff and Administrators	374	356	(18)
Number of Female and Minority Employees	2002	2004	Increase (Decrease)
FT Minority Faculty, Staff, & Administrators	92	95	3
FT Female Faculty, Staff & Administrators	329	331	2

06 Facilities, Technology, and Regulatory Environment

Facilities: LCC's physical plant consists of 27 major buildings with floor space of over 1.7 million square feet. This includes a parking structure of 318,000 square feet. The college's current owned space includes 1,411,191 square feet of gross building space with estimated value exceeding \$200 million dollars. When the new Health & Human Services Building and administration building open in summer 2005, and with the disposition of 7 existing buildings in 2006, the number of major buildings will decrease to 22.

The college has had a comparatively low space-per-student ratio. For example, the 2002-03 Michigan community college comparative data places LCC second to last with about 100 square feet of instructional space per fiscal year equated student. New buildings will help, but the college will still have fewer than 125 square feet per student

Figure OV – 6

Computer Lab Hours per day / days per week	
Lansing Community College	24 / 7
Michigan State University	24 / 7
Mott Community college	13 / 6
Davenport University	11 / 7
Jackson Community college	10 / 6
<i>Source: Institutional websites</i>	

Technology: The college has implemented a web-based suite of Oracle computer applications that is the foundation for its electronic campus, making both learning and administration digitally based.

For students, the college has 163 workstations in an open computer lab in the Technology and Learning Center. The computer lab is open 24 hours a day, 7 days a week. Student access to college computer labs compares favorably with access at nearby institutions, as shown in Figure OV – 6.

Besides the main computer lab, the college has 18 fully equipped computer classrooms. It also has general classrooms equipped with at least a large display panel or projector and a computer with internet access. The number of technology-equipped general classrooms has grown from 6 to 204 over the past five years.

Regulatory Environment: The college regulatory environment provides a framework and support for institutional quality and student success. Examples include institutional accreditation through the Higher Learning Commission’s Academic Quality Improvement Project, health and safety through conforming to OSHA (and Michigan’s MIOSHA) regulations, student confidentiality through FERPA, and program accreditation through professional accrediting agencies.

07 Institutional and Organizational Competitors

The competition for students includes other colleges both inside and outside the college district and onsite corporate training. However, Lansing Community College has some distinct advantages.

General cost advantage. Compared to other community colleges, four-year institutions, and private colleges and universities, LCC has a significant competitive advantage. Tuition-plus-fees rank at or near the lowest when compared to other community colleges, area universities, and private institutions.

Figure OV – 7

Estimated Tuition and Fees Per Year*			
Albion college – Albion	\$23,103	Cleary University – Howell	\$7,350
Olivet college – Olivet	\$16,004	Michigan State University	\$7,000
Spring Arbor University - Spring	\$15,700	University of Michigan - Flint	\$5,422
Davenport University – Lansing	\$8,476	Central Michigan University	\$5,345
Baker college – Owosso	\$7,650	Lansing Community College	\$1,705
Great Lakes Christian College –	\$7,560	*Rates as of Fall 2004	

SOURCE: Lansing Community College Recruiting Department

Transfer advantage (readiness and cost-savings). LCC students who transfer to Michigan State University (MSU) have demonstrated academic success higher than that of the native MSU students, and have accumulated transfer credits at a tuition rate that is one-quarter that of MSU.

Figure OV – 8

On-line Associate Degree and Certificate Programs at Selected Institutions	Associate Degrees	Certificate Programs
University of Phoenix	1	6
Davenport University	8	6
Baker college	10	1
Lansing CC	5	7
Muskegon CC	4	0
Jackson CC	1	2
Source: Michigan Virtual University, Institutional Websites		

Accessibility of programs: An example of program accessibility is the number of online degrees offered by the college. LCC offers more entire programs online than any other Michigan community colleges. The number of LCC online degrees also compares favorably with competitor institutions including the University of Phoenix.

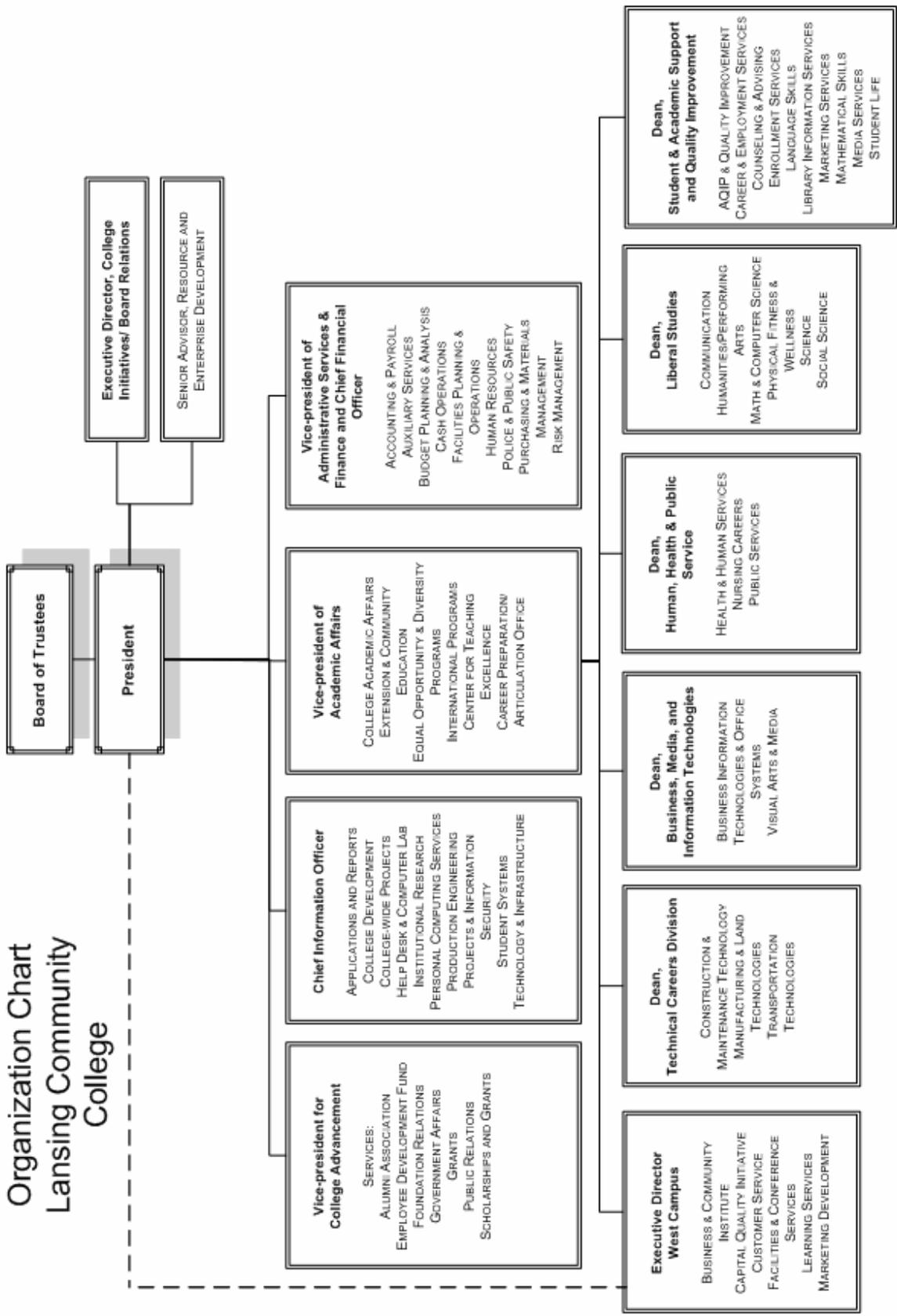
O8 Key Opportunities and Vulnerabilities

Figure OV-9, on the following page, outlines the recent SWOT (strengths/ weaknesses/ opportunities/ threats) analysis undertaken to support and inform current strategic planning. It highlights key opportunities and vulnerabilities. The strategies identified in Figure OV-9 details potential approaches to addressing these opportunities and vulnerabilities.

Figure OV – 9

<p style="text-align: center;">Internal Factors</p> <p>External Factors</p>	<p style="text-align: center;">Strengths (S) <i>Current & Future</i></p> <ul style="list-style-type: none"> ▪ Accessible ▪ Comprehensive programs ▪ High quality education ▪ Strong brand equity ▪ Leadership ▪ Affordable ▪ Facilities ▪ Community involvement 	<p style="text-align: center;">Weaknesses (W) <i>Current & Future</i></p> <ul style="list-style-type: none"> ▪ Parking ▪ Out-county service ▪ Perception of value (faculty) ▪ HS student services ▪ Contracts/labor-management relations ▪ Research/innovation
<p style="text-align: center;">Opportunities (O) <i>Current & Future</i></p> <ul style="list-style-type: none"> ▪ Rapid customer response to target markets valued ▪ Increase perception of value ▪ Niche market and new product development ▪ Preserve high quality services and support core regional industry ▪ Strengthen partner relationships ▪ Meet new tech demands with superior products 	<p style="text-align: center;">Strategies Based on Analysis of Strengths and Opportunities</p> <ul style="list-style-type: none"> ▪ Market driven, comprehensive & affordable programs to diverse customer base ▪ Strengthen brand equity through state of the art facilities, strong leadership & faculty ▪ Promote responsive high quality education ▪ Convert community involvement/support into products/sales to corporate customers 	<p style="text-align: center;">Strategies Based on Analysis of Weaknesses and Opportunities</p> <ul style="list-style-type: none"> ▪ Increase faculty perception of value by promoting faculty strengths and credibility ▪ Develop high tech based niche market programs that attract high school students by inspiring innovation & research programs ▪ Strengthen internal customer/partner relationships through expressions of value
<p style="text-align: center;">Threats (T) <i>Current & Future</i></p> <ul style="list-style-type: none"> ▪ Potential declining enrollment ▪ Potential declining income and employment ▪ Declining government funding 	<p style="text-align: center;">Strategies Based on Analysis of Strengths and Threats</p> <ul style="list-style-type: none"> ▪ Increase regional accessibility ▪ Hold the line on tuition and fees ▪ Translate strong regional support into advocacy against adverse legislation 	<p style="text-align: center;">Strategies Based on Analysis of Weaknesses and Threats</p> <ul style="list-style-type: none"> ▪ Reduce parking and perceived out-county service deficiencies by increasing satellite offices ▪ Sell assets, restructure, sub-contract, and reduce break-even point

Organization Chart Lansing Community College



Category 1 – Helping Students Learn

1C1 Setting Co-curricular Learning Objectives

Five co-curricular student-learning objectives originate in the college strategic plan, are articulated in the Instructional Master Plan, and are applied in the development of courses and curricula:

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

1C2 Aligning Instruction With Mission, Vision and Philosophy

The college mission's first guiding principle ensures instruction in four areas, which also align with the Michigan Activity Classification Structure (ACS): career and workforce development, general education, developmental education, and personal enrichment. The college ensures alignment of that principle and learning opportunities in three key ways:

1. Organizing instruction into academic divisions to match the mission (See *Figure I-1*)
2. Planning coordination of the college strategic plan, its master plans, and its program plans
3. Evaluating performance at the college level (ARI) and at the program level (program review)

1C3 Designing Instructional Units and Delivering Instruction

Figure 1 – 1

Division	Degrees/ Certificates	Programs	
Business, Media, and Information Technologies Division <i>(Career and workforce development)</i>	60 Associate Degrees 30 Certificates of Achievement 23 Certificates of Completion	<ul style="list-style-type: none"> • Accounting • Art, Design and Multimedia • Computer Information Technology • Hospitality, Travel and Tourism • Legal Assistant • Management and Marketing 	<ul style="list-style-type: none"> • Media Technology • Motion Picture Production and Direction • Office Systems • Photographic Imaging Technology
Human, Health and Public Service Careers Division <i>(Career and workforce development)</i>	22 Associate Degrees 10 Certificates of Achievement 17 Certificates of Completion	<ul style="list-style-type: none"> • Child Development • Community Health Service Education • Criminal Justice • Dental Hygiene • Diagnostic Medical Sonography • Early Learning Children's Community • Emergency Medical Services 	<ul style="list-style-type: none"> • Fire Science/Academy • Human Services • Massage Therapy • Nursing • Paramedic • Police Academy • Radiologic Technology • Surgical Technology
Technical Careers Division <i>(Career and workforce development)</i>	30 Associate Degrees 20 Certificates of Achievement 11 Certificates of Completion	<ul style="list-style-type: none"> • Agriculture • Alternative Energy • Architecture • Automotive • Aviation • Building Maintenance • Civil Technology • Collision Repair • Computer-Aided Drafting and Design • Computerized Numerical Control • Electrical Technology 	<ul style="list-style-type: none"> • Heating, Refrigeration and Air Conditioning • Heavy Equipment Operator • Heavy Equipment Repair • Horticulture • Interior Design • Landscape Architecture • Machine Trades • Residential Building • Truck Driver • Welding Technology

Figure 1 – 1

Division	Degrees/ Certificates	Programs	
Liberal Studies Division <i>(General education)</i>	43 Associate Degrees 4 Certificates of Achievement 2 Certificates of Completion	<ul style="list-style-type: none"> • Aquatics • Astronomy • Chemical Process Technology • Chemical Technology • Computer Science • Economics • English • Environmental Technology • Fitness/Physical Conditioning • Foreign Language • Geography • Geology • Health and Wellness Education • Histologic Technology • History • Humanities 	<ul style="list-style-type: none"> • Integrated Science • Kinesiology Program • Math • Molecular Biotechnology • Performing Arts • Philosophy • Physics • Political Science • Religion • Sign Lang/Interpreter • Sociology/Anthropology • Speech Communication • Statistics • Veterinary Technology • Writing
Student and Academic Support Division <i>(Developmental education and personal enrichment)</i>	n/a	<ul style="list-style-type: none"> • Developmental Writing Program • English as a Second Language • Language Skills Learning Center 	<ul style="list-style-type: none"> • Math Lab • Mathematical Skills • Reading Program • Student Development Center

Across these divisions and programs, the college offers classes in a variety of formats, including those listed in *Figure 1-2*. *Figure 1-2* tracks the number of sections scheduled by delivery mode from Fall of 2002 through Fall of 2005. The percentage changes indicate conscious scheduling choices made in response to enrollment, student demand, community input, efficient use of resources, and, ultimately, the balance that will maximize benefits to learners.

Figure 1 – 2

Delivery Mode	Fall 2002	Fall 2003	% change	Fall 2004	% change	Fall 2005	% change	%change 2002 - 2005
Self-paced	124	120	-3.2%	125	4.2%	163	31.2%	31.5%
Lecture/Lab/Worksite	14	15	7.1%	18	20.0%	22	22.2%	28.6%
Face to Face/Online	9	32	255.6%	58	81.3%	70	20.7%	133.3%
Independent Learning	28	35	25.0%	52	48.6%	59	13.5%	25.0%
Lab	181	167	-7.7%	143	-14.4%	154	7.7%	-6.1%
Online	164	299	82.3%	311	4.0%	332	6.8%	12.8%
Lecture	1384	1403	1.4%	1338	-4.6%	1358	1.5%	-1.4%
Lecture/Lab	500	553	10.6%	518	-6.3%	516	-0.4%	0.4%
Worksite	25	34	36.0%	36	5.9%	34	-5.6%	8.0%
Lecture/Worksite	27	20	-25.9%	19	-5.0%	15	-21.1%	-14.8%

Delivery Mode	Fall 2002	Fall 2003	% change	Fall 2004	% change	Fall 2005	% change	%change 2002 - 2005
Interactive TV	16	13	-18.8%	13	0.0%	8	-38.5%	-31.3%
Grand Total	2580	2704	4.8%	2678	-1.0%	2795	4.4%	4.5%

The college uses technology to support general instruction. Key examples follow:

- The college’s web-based electronic campus provides all students and faculty with email accounts, electronic access to records and student services, network printing, and access to electronic course delivery.
- Instructors use an electronic course management system to post lecture notes, give quizzes, and moderate online discussions for face-to-face, online, and blended courses. Students can use electronic course management to participate in online courses and to gain access to course materials.
- Computers on Wheels (COW) stations comprise a portable group of computers that can be used anywhere on campus. 204 classrooms are equipped with permanent teaching stations each including a computer and data projector.

To support faculty in learning about, creating, and implementing effective delivery, the college has established the Center for Teaching Excellence (CTE), which is designed and operated by faculty members and provides ongoing training and support. Work done through the CTE is reported throughout this portfolio.

1C4 Preparing Students for a Diverse World and Accommodating Learning Styles

The strategic plan states that “LCC will prepare those it serves to thrive in a diverse world. It will reflect that diversity in its staffing, planning, and allocation of resources.” Additionally, The president’s “Statement on Diversity” referenced on the LCC home page reads as follows: “LCC is not only enriched, but strengthened by its diversity.” The college provides an environment free from harassment or discrimination and promotes community partnerships that reflect the diversity of its community. The following practices help students learn to thrive in a diverse world:

- The college requires a general education core curriculum for all associate degrees, including a requirement entitled, “Global Perspectives and Diversity,” with 18 different courses available to satisfy the requirement (e.g., World Civilizations, Diversity in the Workplace, and Race and Ethnicity).
- The college hosts numerous events open to all including Cinco de Mayo and Caribbean Festivals, Black History Month activities, and a 3-day Global Perspectives Conference.
- The Multicultural Center facilitates minority students’ access to services (Minority Outreach and Recruitment, Native American Leadership Program and the Mentoring Program).
- LCC sponsors international study programs in Germany, Ghana, France, Japan, and Costa Rica, among others.
- LCC implements procedures to increase the diversity of its hiring.

The college recognizes the importance of student learning styles:

- Through learning-styles training and resources in the CTE
- Through learning accommodations and support (e.g., sign language interpreters, readers, note-takers) from the Office of Disability Support Services
- Through staff and student training about learning styles in the Office of Tutoring Services
- Through implementation of varied teaching styles and course methodology (tracked through program review)

In addition over the past several years, class options have been designed that allow more flexibility for learning preferences and styles. These class options include 100% online; combinations of online and face-to-face (hybrid); interactive television; telecourses; condensed, weekend courses; open-entry; self-paced; modularized courses; learning communities; and traditional face-to-face lecture and laboratory options (See 1C3).

1C5 Creating a Healthy Learning Climate

LCC creates and maintains a free, open, and respectful academic climate through messages to students, employee contracts and policies, and faculty and staff development. Some examples follow.

Messages to students:

- Diversity in college employee hiring
- Diversity in textbooks
- Clear, published policies on sexual harassment and equal opportunity/nondiscrimination
- Support for student clubs (e.g., Gay/Straight Alliance)
- The campus Multicultural Center
- Listing of both faculty and student responsibilities in the college catalog

Contracts and policies:

- A contractual guarantee of academic freedom: “the right to teach in an atmosphere of free intellectual inquiry and not be subjected to restraints or harassment which would impair his or her teaching”
- A contractual provision for sabbatical leave for the express purpose of “advanced study, research, writing, or cognate pursuits”
- A board policy pertaining to ownership of intellectual property and the strict adherence to copyright laws
- A contractual provision to reimburse faculty for membership in professional organizations and for purchase of professional journals

Faculty and staff development:

- CTE faculty support, including instruction in classroom strategies, interactive teaching methods, lesson planning, and use of technology
- Faculty development workshops including Ethical Decision-making in the Professional Setting, Cultural Conflict in the Classroom, and Diversity in the Classroom
- Multicultural events throughout the year (e.g., a 3-day global conference)

1P1 Determining Learning Objectives

A committee of 12 faculty and administrators from all divisions drafted the college's current co-curricular student learning objectives and general education core competencies. This development was based on guiding principles/values and goals from the strategic plan. The process included college input including three public forums, submission of multiple drafts to the campus, and a presentation to the Board of Trustees.

The criteria for determining which courses become part of the core remains stable; the list of courses meeting the general education core continues to grow. Department chairs and program leaders submit courses for core inclusion by using the following process:

1. Coordinator of Assessment sends an email to campus giving the timeline for submitting a course for adjudication.
2. Chairs and program directors submit courses to a 4-5 member adjudication team from the course content area, the Liberal Studies Division and careers divisions
3. Adjudicators use rubrics created for their core area
4. Adjudicators submit approved courses to the Curriculum and Instruction Council for approval, then to the VP of Instruction, then to the president
5. The Coordinator of Assessments sends notification (e.g., to the campus, to catalog preparers)

At the initial implementation in 1996, the general education core comprised 35 courses; by Fall 2005, this figure had grown to 57.

With support from the Coordinator of Assessment, teams of faculty and administrators develop measurable program learning objectives. Programs seek input from local businesses, service agencies, professional organizations, transfer institutions, graduates from the program, and certifying boards and agencies. Programs review their learning objectives and revise when necessary as part of the program review process.

1P2 Designing New Programs and Courses to Facilitate Learning

The responsibility for developing new programs and courses rests primarily with program faculty and administrators. Design strategies vary between programs and include:

- Use of a cross-curricular competency matrix.
- DACUM (Design a Curriculum) process to use feedback from those currently working in industry regarding the skills needed, frequency and relative importance of activities, and knowledge needed to perform tasks.

- Advice from professional advisory committees to gain insight into emerging jobs and to incorporate workplace behaviors, employability skills, software advancements and equipment training into new and existing courses and curricula.
- Course and program initiatives resulting from professional development activity such as sabbatical leaves.
- Participation in conferences and workshops that highlight emerging career areas and in-depth knowledge of existing ones.
- Worldwide Instructional Design System (WIDS) to ensure that courses address target outcomes, learning styles, assessment strategies, core abilities and industry or professional standards.

College program leaders balance educational market issues with student needs when designing responsive academic programming by:

- Monitoring job and career opportunities: program review includes surveys of relevant local and regional businesses and industries (both student and employer perceptions of the program).
- Conducting contracted training including technical training, basic skills development and English as a Second Language.
- Collaborating with other institutions about transfer and articulation including both two-year and four-year institutions in Michigan
- Surveying the college service area. For example, Extension and Community Education Department conducts surveys to determine future course offerings at extension centers

The process for implementing a new course includes:

1. Departments send new course packets go to the respective Division Office of Instruction.
2. The Office director reviews the packet.
3. The course is posted via email for one week for campus review.
4. The course fee form is copied and sent to The Academic Affairs Office.
5. The course is submitted to the Academic Policy Board for approval.
6. The Office of Instruction makes corrections/changes on syllabus resulting from policy board review.
7. Course information is sent to operations for entry on the college-wide syllabus system.
8. The course is submitted to the Academic Affairs Office electronically for approval.
9. The Academic Affairs Office adds the approved course to the appropriate college database.

1P3 Preparing Students for Their Studies

The college has established college levels for reading, writing, and math. Faculty committees evaluated and selected standardized testing instruments (e.g., the *Accuplacer[™] Computerized Placement Tests*) and determined the cut scores for college readiness.. To take a core (general education) course, students must first demonstrate college-level competency in reading—and in writing and math as appropriate. Students can demonstrate competency in various ways including achieving a certain score on standardized assessment tests, successful completion of a level-raising developmental course, and transfer of approved coursework.

When designing new courses and programs, faculty determine required student skill sets and basic skills required. To establish these prerequisites, various factors may be considered, including program review surveys of employers and students; basic skills needed in reading, writing, math, and technology; benchmarks based on pilots and available national norms; and input from the program’s community advisors. Faculty may also send textbooks to the Language Skills Department for readability assessment.

1P4 Communicating Expectations to Students

LCC communicates expectations regarding student preparation and student learning objectives in the following ways:

- The schedule book lists the basic skills and course prerequisites for each course.
- Each course has an official course syllabus on the web, listing the course prerequisites and learning outcomes.
- Requirements for degrees and certificates are listed in the college catalog, on the college’s web site, and in a hard copy form that is distributed to students.
- Admissions and student support staff aid in this process. For example, admissions recruiters visit high schools to answer questions of prospective students regarding preparation for college. This may include advice given to early high school students regarding what high school courses may be best to complete before entering college. Additionally, advisors and counselors are available to meet with students one-on-one to help them understand basic skills requirements, interpret prerequisite information, and choose courses.

1P5 Helping Students Make Good Academic Choices

Faculty, advisors, counselors, and administrators all have roles in helping students select appropriate coursework. *Figure 3-1* illustrates some key services and opportunities for identifying disconnects between students' choices and their preparation for success.

Figure 1 – 3

Service Area	Selection Assistance Provided	Ways of Detecting Disconnects
Advising and Counseling Academic Advising Personal Counseling Special Populations Student Development Department Disability Support Services	Face-to-face sessions Coursework (e.g., Career Planning, Techniques of Study) Career advising Educational Development Plan (EDP is required for Perkins) to establish realistic academic goals and timelines Learning Styles Inventory (required for TRIO students) Special needs accommodation	Basic skills scores in reading, writing, math Prerequisite coursework Previous college success Learning style and career disconnect Tutoring Consultation with the faculty member or advising if the student seeks it.
Career Services	Online FOCUS (free career -choice instrument)	Test feedback and follow-up advising if the student seeks it
Program advisors	Program requirements Coursework to meet program requirements	Basic skills scores in reading, writing, math; prerequisite coursework Academic history (e.g., high school coursework, prior employment)
Language Skills Department	English as a Second Language program advisor Developmental coursework in reading and writing	Meeting with lead faculty member or chairperson
Math Skills Department	Math skills and developmental coursework	Meeting with faculty or course coordinator
Tutoring Services	Workshop (non-credit) “Learning With Style” to self-assess learning styles	Small groups in discussion with faculty member or student leader

1P6 Determining, Documenting, and Measuring the Effectiveness of Teaching and Learning

Effective teaching and learning is, of course, the heart of the college mission. The college ensures this focus with established methods, appropriate activities, valid measurements, and review.

During college-wide workshop sessions, faculty articulated good teaching/learning practices, which closely align with the *Seven Principles for Good Practices in Undergraduate Education*

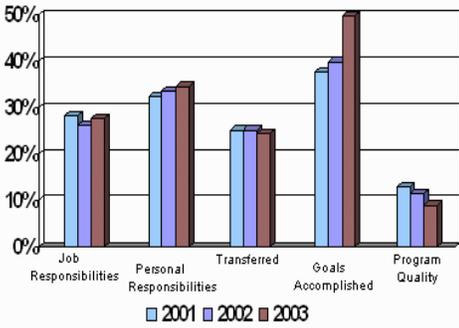
articulated by Arthur W. Chickering and Zelda F. Gamson. The college Instructional Master Plan highlights these principles.

Figure 1-4 illustrates the alignment between these seven principles, LCC practices, and related results.

Figure 1 – 4

Good Teaching/ Learning Principle	Representative Implementations and Measures	Representative Results
Communicate well-defined student learning outcomes that are aligned with learning activities and assessments	<p>Implement: Content-area faculty members determine learning outcomes and align the activities and assessments in an official syllabus for each course.</p> <p>Measure: The college measures student satisfaction with the clarity and alignment of learning objectives.</p>	<p>Program review surveys current students to determine their satisfaction with (examples are from Interior Design Program):</p> <p>Learning outcomes for your courses are available (84.2%)</p> <p>Learning outcomes for your courses describe what you will learn (81.1%).</p>
Include assessment of student learning using professional and/or industrial standards	<p>Implement: Program faculty and administrators identify professional standards, integrate them into student learning, and use them to assess student competency.</p> <p>Measure: employer satisfaction with student preparation.</p>	<p>Program review surveys employers to determine their satisfaction with the preparedness of graduates (example is from Interior Design Program):</p> <p>Overall, graduates exhibit the required technical, occupation-specific, entry-level competence (75%).</p>
Promote faculty and student relationships within a community of learners.	<p>Implement: Learning communities, required faculty office hours, multicultural celebrations, inclusion of students on college committees (e.g., Curriculum and Instruction Council).</p> <p>Measure: student perception of the faculty attitude toward them.</p>	<p style="text-align: center;">Perception of Faculty Attitude Toward Students</p> <p style="text-align: center;">Source: Noe-Levitz Student Satisfaction Inventory (Item 12) & ACT Student Opinion Survey (Item CE05)</p>
Embrace different student learning styles	<p>Implement: CTE provides support to faculty for working with learning styles through literature (e.g., Kolb's Inventory of Learning Styles) and training (e.g., inclusion in the Transforming Teaching through Learning seminar).</p> <p>Measure: student perception of teaching methods.</p>	<p>Program review surveys current students to determine their satisfaction with teaching methods (example is from freshman writing):</p> <p>The teaching methods meet your needs, interests, and goals (85%)</p>

Figure 1 – 4

Good Teaching/ Learning Principle	Representative Implementations and Measures	Representative Results																								
Promote active student participation and reflection, and connect students' learning to their lives	<p>Implement: The college uses internships, on-the-job training, and professional development for faculty.</p> <p>Measure : use of active learning</p>	<p>Program review surveys faculty to determine their courses' use of active learning (example is from freshman writing; choices were yes/no):</p> <p>Required course (Writing 121) in this program is structured to include active learning and hands-on experiences: Yes.</p>																								
Include understanding and application of the richness of human diversity	<p>Implement: The college infuses global perspectives and issues in core courses and sponsors multicultural events.</p> <p>Measure: student success in core competency of global understanding</p>	<p>College-wide core committee collects artifacts to measure success in core competency courses (no results available, as this is in pilot stage)</p>																								
Help students persist toward pursuit of their goals	<p>Implement: The college negotiates articulation agreements and provides support services.</p> <p>Measure: student goal attainment.</p>	 <p>Source: LCC Dropout-Stopout Surveys</p> <table border="1"> <caption>Student Goal Attainment Data (Estimated from Chart)</caption> <thead> <tr> <th>Category</th> <th>2001 (%)</th> <th>2002 (%)</th> <th>2003 (%)</th> </tr> </thead> <tbody> <tr> <td>Job Responsibilities</td> <td>28</td> <td>25</td> <td>28</td> </tr> <tr> <td>Personal Responsibilities</td> <td>32</td> <td>33</td> <td>35</td> </tr> <tr> <td>Transferred</td> <td>25</td> <td>25</td> <td>25</td> </tr> <tr> <td>Goals Accomplished</td> <td>38</td> <td>40</td> <td>50</td> </tr> <tr> <td>Program Quality</td> <td>12</td> <td>10</td> <td>10</td> </tr> </tbody> </table>	Category	2001 (%)	2002 (%)	2003 (%)	Job Responsibilities	28	25	28	Personal Responsibilities	32	33	35	Transferred	25	25	25	Goals Accomplished	38	40	50	Program Quality	12	10	10
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Program Quality	12	10	10																							

1P7 Building an Effective and Efficient Course Delivery System

Effective and efficient course delivery systems are ensured at the program level. Program leaders and department chairs use enrollment trends, course cancellation rates, and program review surveys about student satisfaction with delivery methods to determine the number of sections to offer in each delivery mode. Sometimes the president and other college leaders alter the course delivery system; for example, because of strategic planning, the college made a concerted effort to increase online offerings. As a result, online has been the fastest-growing delivery mode at LCC.

1P8 Monitoring the Currency and Effectiveness of Curricula

Using the following seven methods, the college monitors the currency and effectiveness of programs:

1. State-approved occupational programs submit a Program Review of Occupational Education (PROE) self-study every 4 years. This report includes graduation rates; survey results from current students, faculty and advisory committee members; Core Performance Indicator results; and an action plan.

2. Once a year the college collects data on Student Learning Outcomes and Stakeholder Satisfaction for its Annual Results Inventory (ARI). The data include: quality of learning; reading, math & critical thinking performance; understanding of governance; technological literacy; licensure & certification; performance at transfer institutions.
3. Seventeen programs submit self-studies and undergo site visits from their accrediting agencies.
4. Occupational programs have begun employing a DACUM (Design a Curriculum) process to update and align their curricula with current industry needs and standards.
5. Each year 25% of academic programs complete a formal Program Review and Effectiveness Self-Study (PRESS). This self-study uses survey results from current students, graduates, faculty, employers (occupational programs), and advisory committees (occupational programs). PRESS data also include statistical trend information relating to the program's vitality and accountability (i.e., students, credits, graduates, return on investment, success rates, course-embedded assessments). Programs complete a comprehensive self-study every four years and monitor their performance the other three years.
6. As needed, all occupational programs use feedback from specific professional advisory committees, including local business/industry employers

The college also has a process for eliminating courses and programs. The process for eliminating a course begins with program review data on the number of times the course has run in the previous three years. If it has not run during the three-year period, the program must either eliminate the course or provide a rationale for continuing it. The VP of Academic Affairs who makes the final decision regarding course elimination reviews the rationale. The process for elimination of a curriculum (program) follows the same path, but the data focuses on graduation rates and declared majors.

In the past several years, the college has eliminated 5 programs and approximately 50 courses.

1P9 Determining Student and Faculty Needs For Learning Support

The learning support needs of students and faculty are determined in various ways. Figure 1-5 outlines examples of how the college determines learning support needs of students and faculty.

Figure 1 – 5

The Center for Teaching Excellence	
<ul style="list-style-type: none"> ▪ comment cards on site ▪ website online surveys ▪ faculty advisory group ▪ workshop evaluations ▪ workshop follow-up questionnaires 	<ul style="list-style-type: none"> ▪ 12-week seminar pre and post questionnaires ▪ one-year follow-up questionnaires to faculty who received academic software grants ▪ follow-up questionnaires/surveys to sample group after events, such as Faculty Appreciation Day

The library

- annual in-library survey for faculty and students
- comment cards in the library (database kept—and people contacted within a week if they wish)
- website for online suggestions and comments
- requests from faculty for library instruction

The Academic Resources Center (ARC) surveys students each semester to determine their needs for support.

Purposes for Using ARC Ranked by Percentage of Respondents (Fall 2004)

To study alone	88.4%	To meet a study group	67.6%
To do class research on Web	77.2%	To surf the Web	54.8%
To use computers for word-processing	74.2%	To use course materials on reserve	51.8%
To check my e-mail	68.9%	To use computers for course-specific software	51.3%

The Writing Center uses an intake survey to determine student and faculty needs based on the work they bring to the center. Sample results from Fall 2004 follow in *Figure 1-6*.

Figure 1- 6

What project did you bring to work on?	Respondents	% of total respondents
Paper 1-5 pages	514	74.5%
Paper 5 or more pages	0	0%
Paragraph	2	0.3%
Portfolio	47	6.9%
Letter	19	2.8%
Resume	3	0.4%
Application	41	6.1%
Other	52	7.7%

The Counseling and Advising Center determines needs primarily through its thousands of one-to-one sessions with students and its adherence to ADA requirements. In addition, the center tracks types of disability support sought.

1P10 Aligning Development Goals

The college has established methods to ensure alignment of co-curricular and curricular learning objectives. In summary, the college determines and publishes the co-curricular objectives, provides support to faculty for ensuring them, and measures them both perceptually and numerically. To illustrate, co-curricular objectives are embedded in the Instructional Master Plan and are measured college-wide every year, and courses submitted for inclusion in core must demonstrate that they include co-curricular skills.

At the program level, faculty design course curricular learning objectives, publish them in standard syllabi, measure them through internal program review, and report them to the college through the office of instruction.

1P11 Determining Student Assessment Processes

Adoption of key planning documents (e.g., the strategic plan and the Instructional Master Plan) provided the basis for developing a systematic approach to assessment.

At the institutional level, nationally recognized standardized assessments are chosen by the Executive Leadership Team (ELT) in conjunction with the Office of Institutional Research/Reporting. Institutional Research/Reporting reports results annually to the ELT and the Board of Trustees.

At the program level, faculty develops assessment questions for program review in forums that generate a picture of the attributes of a quality program. These attributes become the basis for survey questions for employers, advisory committees, former students, current students, and faculty.

At the course level, content-area faculty and staff collaboratively determine assessment for course-level learning objectives. For example, faculty in the Reading Program chose the Nelson Denny Reading Test for pre- and post-testing, and faculty in Social Science wrote the required final exam for the Introduction to Psychology course. Content-area faculty and staff analyze these results as needed and as part of the program review process.

1P12 Preparation For Transfer or Employment

LCC determines the preparation of students for transfer or employment through both student and employer perceptions and through student success at the college's major transfer institution, MSU, and passing rates on licensure and certification rates. These are reported in 1R1.

1P13 Measuring Student Performance

The college measures student performance at the college level and reports it through the ARI. Results and measures are indicated in *Figure 1-7* below.

1R1 Co-curricular Learning Objectives and Results (described in 1C1)

Figure 1-7 outlines representative measures the college uses to review performance on its five cross-curricular competencies. Representative results are also illustrated.

Figure 1 - 7

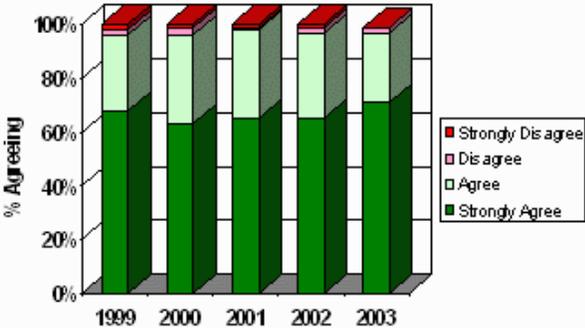
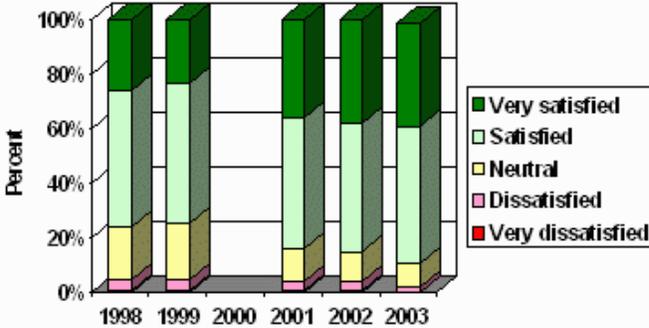
Five Cross-curricular Competencies	Annual Institutional Measures	2003-2004 Annual Results
<p>Competency 1: Competencies in literacy, critical reasoning skills, and the ability to apply skills in real world contexts upon completion of courses, programs, degrees</p>	<p>The college measures student perception of preparedness for employment.</p>	<p>My education at LCC prepared me for my current employment (program-specific).</p>  <p>Source: Annual LCC Graduate Follow-up Survey</p>
	<p>The college measures current student overall satisfaction with the college.</p>	<p>Satisfaction with the College in General</p>  <p>Source: Noel-Levitz Student Satisfaction Inventory (Item 60) & ACT Student Opinion Survey (Item CE44)</p>

Figure 1 - 7

Five Cross-curricular Competencies	Annual Institutional Measures	2003-2004 Annual Results																																																
	<p>The college measures employer perception of the currency and training of students, including their thinking and interpersonal skills.</p>	<p style="text-align: center;">Employers report that LCC is current in its training and that its graduates are skilled.</p> <p style="text-align: center;">Source: LCC Employer Survey</p>																																																
<p>Competency 2: Competencies in skills and knowledge specific to their area of study at levels required by employers, transfer institutions, credentialing agencies</p>	<p>The college measures and tracks overall passing rates for licensure and certification.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #0056b3; color: white;">Licensure</th> <th style="background-color: #0056b3; color: white;">1998-99</th> <th style="background-color: #0056b3; color: white;">1999-2000</th> <th style="background-color: #0056b3; color: white;">2000-01</th> <th style="background-color: #0056b3; color: white;">2001-02</th> <th style="background-color: #0056b3; color: white;">2002-03</th> </tr> </thead> <tbody> <tr> <td>Examstaken</td> <td>209</td> <td>300</td> <td>293</td> <td>297</td> <td>282</td> </tr> <tr> <td>Exams passed</td> <td>176</td> <td>263</td> <td>258</td> <td>271</td> <td>247</td> </tr> <tr> <td>Licensure rate</td> <td>84.2%</td> <td>87.7%</td> <td>88.1%</td> <td>91.2%</td> <td>87.6%</td> </tr> <tr> <th style="background-color: #0056b3; color: white;">Certification</th> <th style="background-color: #0056b3; color: white;">1998-99</th> <th style="background-color: #0056b3; color: white;">1999-2000</th> <th style="background-color: #0056b3; color: white;">2000-01</th> <th style="background-color: #0056b3; color: white;">2001-02</th> <th style="background-color: #0056b3; color: white;">2002-03</th> </tr> <tr> <td>Examstaken</td> <td>236</td> <td>254</td> <td>219</td> <td>229</td> <td>227</td> </tr> <tr> <td>Exams passed</td> <td>229</td> <td>234</td> <td>208</td> <td>212</td> <td>200</td> </tr> <tr> <td>Certification rate</td> <td>97.0%</td> <td>92.1%</td> <td>95.0%</td> <td>92.6%</td> <td>88.1%</td> </tr> </tbody> </table>	Licensure	1998-99	1999-2000	2000-01	2001-02	2002-03	Examstaken	209	300	293	297	282	Exams passed	176	263	258	271	247	Licensure rate	84.2%	87.7%	88.1%	91.2%	87.6%	Certification	1998-99	1999-2000	2000-01	2001-02	2002-03	Examstaken	236	254	219	229	227	Exams passed	229	234	208	212	200	Certification rate	97.0%	92.1%	95.0%	92.6%	88.1%
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	<p>The college also measures passing licensure and certification rates by program.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #0056b3; color: white;">Program-Level Licensure & Certification Exam Passing Rates (5-year average)</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">RN</td> <td>85%</td> </tr> <tr> <td style="text-align: right;">LPN</td> <td>94%</td> </tr> <tr> <td style="text-align: right;">Dental Hygiene</td> <td>99%</td> </tr> <tr> <td style="text-align: right;">EMT and Paramedic</td> <td>85%</td> </tr> <tr> <td style="text-align: right;">Radiologic Technician</td> <td>87%</td> </tr> <tr> <td style="text-align: right;">Fire Fighting I & II</td> <td>94%</td> </tr> <tr> <td style="text-align: right;">Truck Drivers</td> <td>100%</td> </tr> </tbody> </table>	Program-Level Licensure & Certification Exam Passing Rates (5-year average)		RN	85%	LPN	94%	Dental Hygiene	99%	EMT and Paramedic	85%	Radiologic Technician	87%	Fire Fighting I & II	94%	Truck Drivers	100%																																
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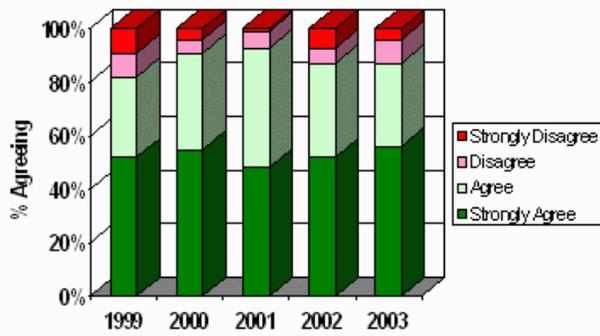
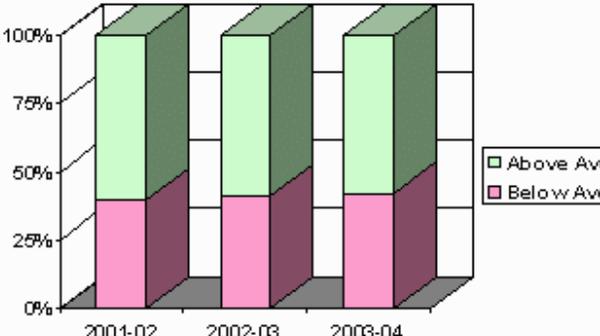
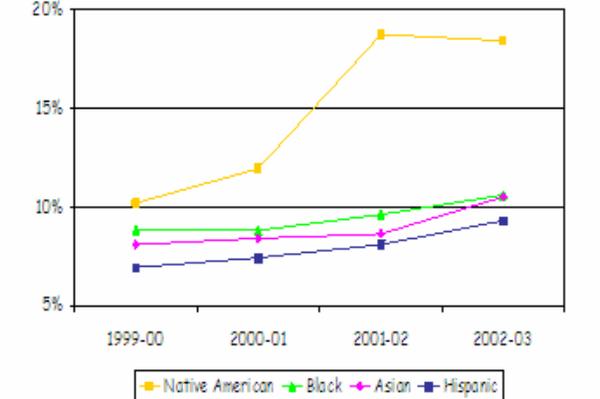
Five Cross-curricular Competencies	Annual Institutional Measures	2003-2004 Annual Results
	<p>The college measures student perception of preparedness for further education at 4-year institutions, primarily MSU.</p>	<p>My education at LCC prepared me for my current educational situation.</p>  <p>Source: Annual LCC Graduate Follow-up Survey</p>
<p>Competency 3: Competencies in using and adapting to changes in career-related technology</p>	<p>The college measures student technological literacy.</p>	<p>Technological Literacy</p>  <p>Source: TekXam</p>
<p>Competency 4: Competencies in relating to people with different points of view and different cultural backgrounds</p>	<p>The college measures the percent of tri-county minority students who attend LCC</p>	<p>Utilization by Minority Populations Percent of tri-county minority residents by ethnicity who attend LCC</p>  <p>*ages 18-44 Sources: Banner and http://quickfacts.census.gov</p>

Figure 1 - 7

Five Cross-curricular Competencies	Annual Institutional Measures	2003-2004 Annual Results
	The college measures student perception of the attitude of faculty.	<p style="text-align: center;">Attitude of Faculty Toward Students</p> <p style="text-align: center;">Source: Noel-Levitz Student Satisfaction Inventory (Item 12) & ACT Student Opinion Survey (Item CE05)</p>
<p>Competency 5: Ability to work productively, both independently and collaboratively, upon completion of a course, program, degree, or transfer to another college or university</p>	The college measures the perception of employers.	<p style="text-align: center;">Overall, LCC Graduates are Above Average Employees</p> <p style="text-align: center;">Source: LCC Employer Survey</p>
	The college measures student continuance.	<p style="text-align: center;">Student Continuance (1998-99 through 2002-03 Cohorts)</p> <p style="text-align: center;">Cohort</p> <p style="text-align: center;">Continuing: Attended four consecutive years Occasional: Attended two out of four years Stop-out: Attended three out of four years</p>

In addition, the college prepares results in accordance with Perkins requirements. A sample of results (from the 2003-2004 ARI) follows in Figure 1-8.

Figure 1-8

	State		State		State	
	LCC	Expected	LCC	Expected	LCC	Expected
	2001-2002	2001-2002	2002-2003	2002-2003	2003-2004	2003-2004
Academic Attainment % of LCC students officially enrolled in an occupational program as of the official count date and who have earned at least 12 credits toward an award had a GPA of 2.0 or better in academic courses	78.38%	78.22%	75.50%	78.72%	66.79%	79.22%
Occupational Skill Attainment % of LCC students officially enrolled in an occupational program as of the official count date and who have earned at least 12 credits towards an award had a GPA of 2.0 or better in occupational specialty courses.	85.47%	84.60%	84.12%	85.10%	70.19%	85.60%
Graduation Rates % of full-time, first-time degree-seeking occupational students received a certificate or degree within 3 years.	6.63%	16.55%	12.79%	17.05%	11.34%	17.55%
Employment Rates % of occupational students that received an award the prior year and who responded to the survey reported being employed, continuing their education, or entering military service	100.00%	91.01%	84.57%	91.01%	93.25%	91.01%
Employment Retention Rates % of students who reported being employed (and responded) were still employed 3 months later	99.27%	87.73%	72.08%	88.23%	90.10%	88.72%
Non-Traditional Students % of men and women are enrolled in programs considered non-traditional for their gender	34.72%	31.74%	36.60%	32.24%	32.52%	32.74%

1R2 Evidencing Validity of Degrees and Credentials

In many programs, graduates are required to take licensure and certification exams before working in their chosen fields. Over the past five years, 88% of LCC students who took licensure exams and 87% who took certification exams pass the first time they took them. The validity of degrees and credentials is ensured both by successful completion of all requirements and by measurement of employer perception of student competency in the work place.

See 1R1, “Overall, LCC students are above-average employees.”

1R3 Results for Helping Students Learn

Results for helping student learn are measured through college-wide assessment, program review assessment, and course assessment. Results are shown for the co-curricular activities, Perkins, and effective teaching/learning (all in 1R1, *Figure 1-7* and *1-8*).

See also 1P6, 1P8 and 1P9 for additional results.

1R4 Comparing Results

Comparing results is simpler for licensure and certification than for other areas where results from institution to institution are difficult to compare. This systems portfolio will support the college's pursuit of comparable measures.

A comparison of LPN and RN licensure rates both LCC, in Michigan, and nationally is provided as an example of the former.

Figure 1-9

LPN Licensure	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
LCC	80.6%	94.5%	100%	98.8%	98.85%
Michigan	93.87%	93.57%	95.10%	95.60%	97.53%
National	85.44%	85.83%	84.15%	87.13%	88.69%
RN Licensure	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
LCC	87.7%	80.6%	87.7%	94.94%	93.02%
Michigan	86.51%	84.97%	84.42%	86.11%	86.99%
National	84.24%	84.19%	85.96%	87.27%	86.62%

111 Improving Current Processes and Systems

The current system for improvement is built into the overall system of planning and evaluating. At each level of assessment, the college level, the program level, and the course level, relevant faculty and administrators analyze results. At any of these levels of reporting, a system or process needing improvement can be identified and an action plan can be developed. For example, at the end of a program review cycle, the VP and Director of Academic Affairs, and the Coordinator of Assessment meet with the program faculty and administrators to determine what about the process needs improvement. Based on this collaborative review, leadership develops improvements to program review to pilot in the next cycle.

112 Targeting Improvements

As part of the development of the strategic plan, the college adopted a continuous improvement approach to performance. This decision was based on a recommendation from the external strategic planning consultant and was adopted by executive leadership. There are some cases where setting targets is appropriate and/or necessary. For example, in the case of the Perkins Performance Indicators, the State of Michigan sets targets, and they become institutional targets.

Resulting from analysis at all the levels of institutional measurement (overall, program, course) some current specific improvement activities include:

- Low student scores on the ACT-CAAP test of critical thinking is being addressed through faculty development programs designed to increase faculty proficiency in teaching critical thinking skills.
- Low student success rates in online classes is being addressed through an online student success contract students might sign and date, an online 20-question quiz about online policies and procedures for online courses, instructor follow-up on students who have not logged into the course within the first two weeks, and a “student self assessment” being given to students to determine readiness for online courses.
- Low Perkins performance indicators are being addressed through supplementary instruction programs, led by former students who were successful in the course and facilitate group study of current students.
- Low graduate employment rates: The college has added a job placement and internship specialist position in the Career and Employment Services Department. The person in this position will research internship and job placement opportunities for graduating occupational students

Category 2 – Accomplishing Other Distinctive Objectives

2C1, 2C2 & 2C3 Other Distinctive Objectives & Alignment With College Vision

The college’s three distinctive objectives align with the mission and complement processes for helping students learn because they emerge directly from the strategic plan, which is based on the vision and guiding principles/values of the college. Highlighting their distinctive role in supporting student learning, *Figure 9.1* outlines these distinctive objectives.

Figure 2-1

Other Distinctive Objectives	Supporting Instruction
<p><i>Financial Balance:</i> Bring revenue streams---tuition and fees, state appropriation, and local taxes---nearer to equal contributions and allocate more resources to direct instruction.</p>	<p><i>Financial Balance:</i> The college has to be financially sound to provide high- quality and affordable programs and services to students. Because of the stability resulting from increased financial balance, the college has been able to hire more full-time faculty and to be proactive rather than reactive in assuring that it meets the career and workforce development needs of students and the community.</p>
<p><i>Technology Infusion:</i> Create a campus in which instruction and information about learning, operations and administration are digitally based and fully integrated.</p>	<p><i>Technology Infusion:</i> The digital infrastructure for administration and operations supports instruction through efficient resource allocations, human resource development, and course support. This objective reflects the importance of students obtaining information-technology skills in addition to content expertise regardless of their program of study</p> <p>One of the college’s strategic drivers is to “maintain a comprehensive community college approach, with an emphasis on careers and on user-level information technology skills.”</p>
<p><i>Alternative Energy Initiative:</i> Position the college as a center for the development of alternative energy programs, including public awareness and collaboration.</p>	<p><i>Alternative Energy:</i> This initiative provides new learning opportunities to students in the field of alternative energy. A new associate degree in Alternative Energy Technologies will be developed for implementation in 2005.</p> <p>LCC’s new Michigan Technical Education Center (MTEC) and Technical Training Center facilities, located on LCC’s West Campus, will be heated, cooled and operated with multiple alternative energy systems, providing project-based, hands-on applications and learning opportunities to students and businesses.</p>

2P1 Determining Other Distinctive Objectives

Through the strategic plan, the Board of Trustees provides guidance for the president and ELT to determine other distinctive objectives. The tools used to create and update the plan include interviews, open forums, surveys, expert panels, scientific polls on critical questions, and conclusions emerging from the continuous quality improvement systems

2P2 Communicating Expectations

Expectations regarding *financial balance* are communicated primarily through the financial planning process. This process involves leaders from all ten divisions of the college. The college CFO holds budget-planning sessions with each division to set targets and determine strategies for the coming year. Division leaders in turn share financial information with department directors. After the budget is developed, it is presented to the Board of Trustees for approval. Various aspects of college's finances are also shared through presidential speeches, internal formal and informal communications, and internal meetings.

Expectations regarding technology infusion are communicated in the Technology Master Plan, which is shared with the campus through the college's web site. New developments are shared both electronically and orally. The CIO also makes technology presentations and conducts workshops to share information about new and ongoing developments.

The VP for College Advancement, working with the Alternative Energy Coordinating Committee, communicates expectations regarding the *Alternative Energy Initiative*. This committee helps coordinate efforts, identify potential partnerships and resources, and implement initiative planning. Initiative developments are communicated through the college's electronic newsletter, *Career Focus* magazine, and web site, as well as at various internal and external meetings and special events.

2P3 Determining Faculty and Staff Needs

Regarding these distinctive objectives, the college determines faculty and staff needs in the following ways:

- To ensure *financial balance*, the budget planning process includes the opportunity for divisional faculty and staff to discuss their needs with department chairs, who in turn share this information with deans and/or members of the ELT. More than 500 individuals worked within divisions to prepare FY 2005 proposed budgets. The ELT and deans then meet to review proposed budgets and agree on recommendations.
- The Information Services and College Development (ISCD) Division periodically conducts face-to-face meetings and surveys of college staff and faculty addressing questions related to *technology infusion*.
- In January 2004, the ISCD Division created a Technology Liaison Group (TLG) of staff and faculty charged with analyzing the current deployed technology to identify needs concerning communication or training, processes, and structural changes to the software. The TLG also reviews planned deployment of new technologies and communicates with the college regarding these deployments.

- Regarding *alternative energy*, staff and faculty needs are determined using a nationally recognized Dacum process to make major changes in curricula. The outcome of this process is a gap analysis of what staff and faculty know and what they need to know.

2P4 Objectives: Assessing and Reviewing

Leadership reviews and assesses college distinctive objectives in the following ways:

Financial balance is reviewed annually when the budget is prepared and adopted. Financial reports are available to all executives, deans and department chairs for review. Throughout the fiscal year, the Board of Trustees is apprised on financial matters. College auditors provide the board with a report on the year-end financial audit each November. The board approves a reconciled budget for the current fiscal year each spring as they review and approve the proposed budget for the subsequent fiscal year. Finally, the college's financial system is completely open; any faculty or staff member with access to Star Port, the college intranet, has access to real time budget and expenditure reports for all college cost centers.

Internally, the CFO has chartered a Resource Allocation Team. This group of faculty and staff advises college financial staff on budget matters. In monthly meetings, members review current financial reports, provide input on college financial processes, and plan campus communication regarding financial matters. The Resource Allocation Team is responsible for reviewing all college requests for capital equipment received during the budget process, and recommending a final allocation of approved equipment to the chief financial officer.

Technology Infusion

In 2004, The CIO established a Technology Liaison Group (TLG) comprised of key individuals (administrators, faculty and staff) who are responsible for communicating their Division's issues relating to technology so that the CIO and his staff can take steps to address them in a timely manner. This committee meets monthly.

Alternative Energy

The VP for College Advancement, ELT, and designated faculty members assess and review progress and direct adjustments as necessary.

2P5 & 2R1 Measures & Results

Figure 2-2

Distinctive Objective	Measure	Results		
		Revenue Source	FY 2001 % of Total Budget	FY 2005 % of Total Budget
Financial Balance	Balance of revenue sources			
	Note: 2005 percentages are closer to equal in the major categories of revenue, reducing the college's dependence on state funding.			
		State Funding	40.1%	29.0%
		Tuition & Fees	26.8%	31.1%
		Property Tax	28.2%	35.8%
		Other	4.9%	4.1%

Figure 2-2

Distinctive Objective	Measure	Results
Financial Balance	Allocations to direct instruction	<ul style="list-style-type: none"> • Over \$138,504 of recurring fees for maintenance and additional services were eliminated because of this implementation. • The new file-storage system reduces costs by \$50,000 annually. • The new voice-mail storage costs \$8 per hour compared to the old system, which cost \$350 per hour. • The new voice over internet protocol (VoIP) phone system saves \$40,000 annually.
Technology Infusion	Percent of sections by delivery method	See 1R1, <i>Figure 1-7</i>
Alternative Energy	Representative process outcomes	<ul style="list-style-type: none"> • LCC, in collaboration with three universities, business and industry, is developing a statewide alternate energy curriculum. <ul style="list-style-type: none"> ▪ The LCC Alternative Energy Initiative (AEI) will receive \$1 million from the United States Department of Energy.

2R2 Comparing Results

With regard to financial balance, the *Figure 2-3* (below) shows trend data, comparing Lansing Community College to an aggregate of Michigan's 28 community colleges.

As shown, the percentage of allocation devoted to direct instruction and to instructional support areas (library and media services, for instance), is above the average for Michigan's 28 community colleges

The college has no comparative data for Technology Infusion or Alternative Energy.

2R3 How Results Strengthen the College and Enhance Its Relationship With the Community

Financial Balance

LCC's positive results in reducing administrative costs and realigning programs to meet community needs were key to the successful passage of the millage in November 2001. This millage enabled the college to engage in a \$90 million facilities master plan project that will upgrade nearly all instructional space. It has also allowed the college to keep tuition and fees low compared to the state's other community colleges (lowest quartile).

Direct instructional allocations have increased from \$25.8 million in FY 1998 to \$37.0 million in FY 2003, a 43% increase in five years. Because the college has reduced administrative costs, more dollars can be routed to direct instruction.

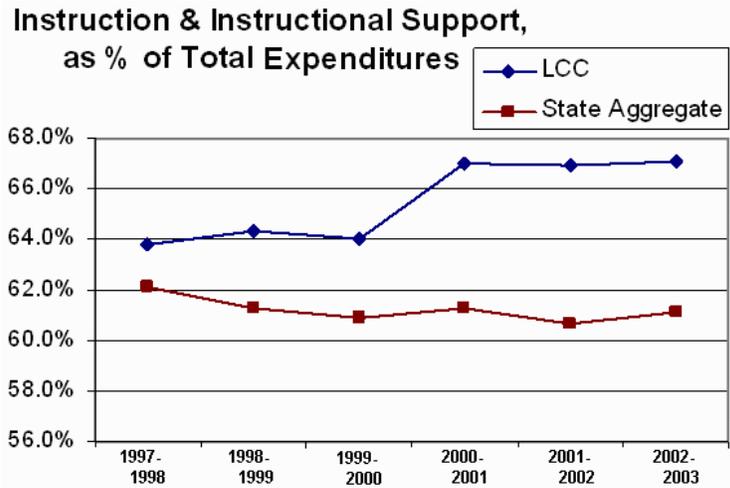
Technology Infusion

The college's Enterprise Resource Plan (ERP) has streamlined the information and data management systems and strengthened the institution. Once again, the overall savings in operational costs allow the college to improve information and data services and to route more dollars to direct instruction,

Alternative Energy

The Alternative Energy Initiative strengthens the college by providing a new opportunity to serve its community with preparation for an emerging career field. A focus on alternative energy illustrates and communicates to external stakeholders that the college is current with technology and provides opportunities for learning not available at other institutions.

Figure 2 - 3



211 and 212 Improvements: Setting, Prioritizing, Assessing, and Communicating

Financial Balance is reported out annually in the ARI, and the Board of Trustees and ELT have responsibility for identifying and implementing improvements.

The ELT has responsibility for selecting **Technology Infusion** improvements, which ISCD has responsibility for implementing.

Alternative Energy is primarily grant funded and must meet established targets. The ELT also monitors progress and may set targets. Designated faculty and staff implement improvements, led by the VP for College Advancement.

Representative goals for technology improvement include:

- Complete implementation of a web-based Enterprise Resource Plan that increases efficiency and effectiveness of the college's administrative and communication functions.
- Maintain access to college network services 99% of the time to maximize efficiency and effectiveness of students, faculty and staff.
- Maintain data on usage and participant satisfaction for all technology training offered to students, staff and faculty.
- Improve the Data Access Plan for the college, and make basic reports necessary for core decision making available via Star Port.
- Implement iRecruiting software to improve employee recruiting and hiring.

Category 3 Understanding Students' and Other Stakeholders' Needs

3C1, 3C2, 3P2, 3P7, 3R1 and 3R2 Needs, Processes, Measures and Results

The table below illustrates the relationships among students, their needs and institutional processes used to meet those needs.

Figure 3-1

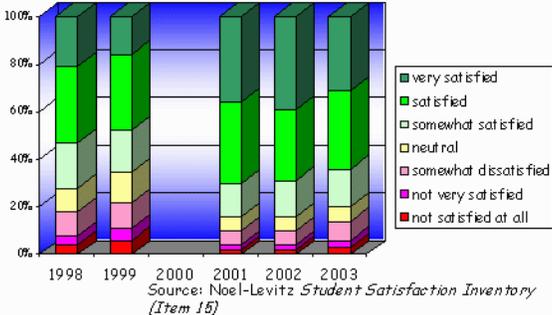
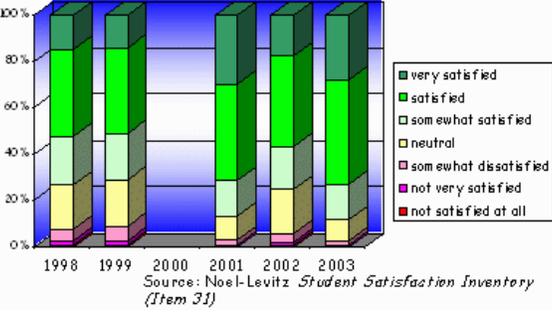
Students and What They Need 3C1 and 3C2	Examples of Processes for Meeting Their Needs 3P2	Overall Measures of Processes 3P7	Results from Processes 3R1 and 3R2
Easy access to the college	Open enrollment Off-campus learning centers Internet registration and LCC webpage Downtown campus centrally located	The college measures how accessible students find LCC.	I Am Able to Register with Few Conflicts  <p style="font-size: small;">Source: Noel-Levitz Student Satisfaction Inventory (Item 15)</p>
Feeling of safety	Police & Public Safety services provided 24/7 365 days a year; on-campus Police Department with full law enforcement authority Institutional maintenance Required sexual harassment and right-to-know training	The college measures student perception of feeling of safety.	The Campus is Safe and Secure  <p style="font-size: small;">Source: Noel-Levitz Student Satisfaction Inventory (Item 31)</p>

Figure 3-1

Students and What They Need 3C1 and 3C2	Examples of Processes for Meeting Their Needs 3P2	Overall Measures of Processes 3P7	Results from Processes 3R1 and 3R2
Convenient scheduling options	Day, night, weekend, partial-semester, and online classes	The college measures student perception of scheduling convenience.	<p style="text-align: center;">Classes are held at convenient times</p> <p style="text-align: center;">Source: Noel-Levitz Student Satisfaction Inventory</p>
Affordable classes	Low enrollment cost per credit hour	The college measures student perception of affordability.	<p style="text-align: center;">LCC Costs are Reasonable</p> <p style="text-align: center;">Source: LCC Graduate Survey</p>
Variety of options	Wide range of programs and courses to choose from Credit/non-credit, and continuing education credit	The college measures student perception of variety of options.	<p style="text-align: center;">Variety of Courses Offered</p> <p style="text-align: center;">Source: Noel-Levitz Student Satisfaction Inventory v.2 (Item 40) & ACT-505 (Item CE06)</p>

Figure 3-1

Students and What They Need 3C1 and 3C2	Examples of Processes for Meeting Their Needs 3P2	Overall Measures of Processes 3P7	Results from Processes 3R1 and 3R2																														
Continuance toward their goals	Disability support Academic Advising Child care assistance Financial Aid assistance Personal counseling Career counseling Tutoring services	The college measures continuance of students by ethnicity (Native American, Asian American, African American, Hispanic, and White). See example for results of Hispanic continuance.	<p style="text-align: center;">Student Continuance (Hispanic Students)</p> <table border="1"> <caption>Approximate data for Figure 3-1 Graph</caption> <thead> <tr> <th>Cohort</th> <th>Continuing</th> <th>New Student</th> <th>Occasional</th> <th>Stop-out</th> </tr> </thead> <tbody> <tr> <td>1998-99</td> <td>450</td> <td>300</td> <td>120</td> <td>80</td> </tr> <tr> <td>1999-00</td> <td>480</td> <td>350</td> <td>130</td> <td>70</td> </tr> <tr> <td>2000-01</td> <td>520</td> <td>330</td> <td>140</td> <td>80</td> </tr> <tr> <td>2001-02</td> <td>580</td> <td>420</td> <td>130</td> <td>70</td> </tr> <tr> <td>2002-03</td> <td>650</td> <td>400</td> <td>140</td> <td>70</td> </tr> </tbody> </table> <p style="text-align: center;">Cohort</p> <p>Continuing: Attended four consecutive years Occasional: Attended two out of four years Stop-out: Attended three out of four years</p>	Cohort	Continuing	New Student	Occasional	Stop-out	1998-99	450	300	120	80	1999-00	480	350	130	70	2000-01	520	330	140	80	2001-02	580	420	130	70	2002-03	650	400	140	70
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Continuance toward goals, continued.		The college measures the extent of and reasons for discontinuance.	In 2004, about half of the students who did not return to LCC indicated they had accomplished their goals. Some other reasons for not returning, in the order most commonly stated, were personal responsibilities, job responsibilities, financial resources, transfer.																														
		The college measures whether or not graduates believe they accomplished their goals.	In 2003, 87% of graduates agreed that they accomplished their goals at LCC.																														

Continuing with the format from above, *Figure 3-2* illustrates the relationships among other stakeholders, their needs and institutional processes used to meet those needs.

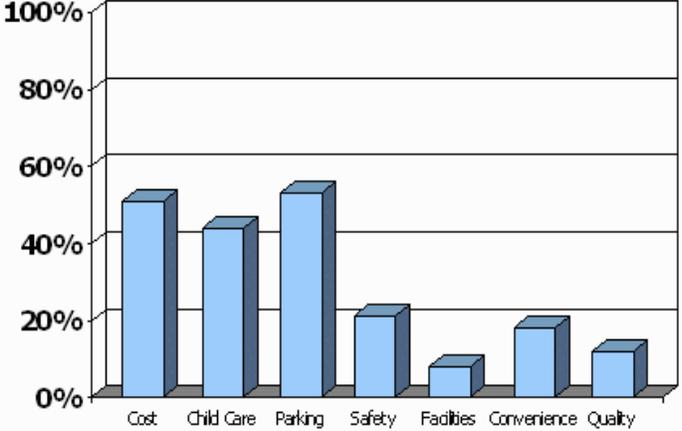
Figure 3 - 2

Other Key Stakeholders and What They Need	Sample Processes for Meeting Their Needs 3P4	Overall Measures of Processes 3P7	Results for Processes 3R3 and 3R4																																			
<p>Business and Industry (those who hire LCC students & graduates, partner with the institution, or serve as advisors)</p> <p>Stability in repeated transactions</p>	<p>Maintain advisory boards</p> <p>Place students into internships</p> <p>Hold job fairs</p>	<p>The college measures repeat business from clients in business and industry</p>	<p style="text-align: center;">Client Repeat Business</p> <table border="1"> <caption>Approximate data for Figure 3-2 Graph</caption> <thead> <tr> <th>Year</th> <th>0</th> <th>1</th> <th>2 to 5</th> <th>6+</th> </tr> </thead> <tbody> <tr> <td>1998</td> <td>100</td> <td>50</td> <td>250</td> <td>100</td> </tr> <tr> <td>1999</td> <td>100</td> <td>50</td> <td>250</td> <td>100</td> </tr> <tr> <td>2000</td> <td>100</td> <td>50</td> <td>250</td> <td>100</td> </tr> <tr> <td>2001</td> <td>100</td> <td>50</td> <td>250</td> <td>300</td> </tr> <tr> <td>2002</td> <td>100</td> <td>50</td> <td>250</td> <td>150</td> </tr> <tr> <td>2003</td> <td>100</td> <td>50</td> <td>250</td> <td>100</td> </tr> </tbody> </table> <p style="text-align: center;">Year</p> <p>Source: LCC Business & Community Institute</p>	Year	0	1	2 to 5	6+	1998	100	50	250	100	1999	100	50	250	100	2000	100	50	250	100	2001	100	50	250	300	2002	100	50	250	150	2003	100	50	250	100
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Figure 3 - 2

Other Key Stakeholders and What They Need	Sample Processes for Meeting Their Needs 3P4	Overall Measures of Processes 3P7	Results for Processes 3R3 and 3R4																
<p>Employed graduates Confidence in the value of training/information received</p>	<p>Integrating national standards within courses and curricula</p> <p>Seeking advisory board feedback re: curricula, courses, and equipment.</p> <p>Providing occupational faculty fieldwork opportunities</p>	<p>The college measures employee ratings of the value of training and information received.</p>	<p style="text-align: center;">Employee Ratings of the Value of Training/Information Received</p> <table border="1"> <caption>Employee Ratings of the Value of Training/Information Received</caption> <thead> <tr> <th>Category</th> <th>2000-01</th> <th>2001-02</th> <th>2002-03</th> </tr> </thead> <tbody> <tr> <td>Help me now</td> <td>4.2</td> <td>4.3</td> <td>4.5</td> </tr> <tr> <td>Help in future</td> <td>4.3</td> <td>4.4</td> <td>4.6</td> </tr> <tr> <td>Would recommend</td> <td>4.4</td> <td>4.5</td> <td>4.7</td> </tr> </tbody> </table> <p style="text-align: right;">Source: LCC BCI Training Evaluations</p>	Category	2000-01	2001-02	2002-03	Help me now	4.2	4.3	4.5	Help in future	4.3	4.4	4.6	Would recommend	4.4	4.5	4.7
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<p>The community Belief in the benefits of LCC</p>		<p>The college measures community opinion of the benefits of LCC</p>	<p style="text-align: center;">Community Opinion Survey - Benefits of LCC to the Area</p> <table border="1"> <caption>Community Opinion Survey - Benefits of LCC to the Area</caption> <thead> <tr> <th>Benefit Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Transfer to 4-year</td> <td>80%</td> </tr> <tr> <td>Technical Training</td> <td>80%</td> </tr> <tr> <td>Enriched Lives</td> <td>50%</td> </tr> <tr> <td>College-Level Skills</td> <td>90%</td> </tr> </tbody> </table> <p style="text-align: right;">Source: LCC Community Survey (Spring 2003)</p>	Benefit Category	Percentage	Transfer to 4-year	80%	Technical Training	80%	Enriched Lives	50%	College-Level Skills	90%						
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Figure 3 - 2

Other Key Stakeholders and What They Need	Sample Processes for Meeting Their Needs 3P4	Overall Measures of Processes 3P7	Results for Processes 3R3 and 3R4																
<p>Community Belief that obstacles to attending LCC are low</p>	<p>See <i>Figure 3-1</i> for accessibility</p>	<p>The college measures community opinion of obstacles to attending LCC</p>	<p style="text-align: center;">Community Opinion Survey - Obstacles to Attending LCC</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Community Opinion Survey - Obstacles to Attending LCC</caption> <thead> <tr> <th>Obstacle</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Cost</td> <td>~52%</td> </tr> <tr> <td>Child Care</td> <td>~45%</td> </tr> <tr> <td>Parking</td> <td>~55%</td> </tr> <tr> <td>Safety</td> <td>~22%</td> </tr> <tr> <td>Facilities</td> <td>~10%</td> </tr> <tr> <td>Convenience</td> <td>~20%</td> </tr> <tr> <td>Quality</td> <td>~15%</td> </tr> </tbody> </table> <p style="text-align: center;">Source: LCC Community Survey (Spring 2003)</p>	Obstacle	Percentage	Cost	~52%	Child Care	~45%	Parking	~55%	Safety	~22%	Facilities	~10%	Convenience	~20%	Quality	~15%
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3P1 Identifying and Addressing Changing Needs of Students

LCC identifies the changing needs of its students in many ways. A few key examples follow:

1. Administering student satisfaction surveys at both the college (ARI) and program (program review) levels (see 3R1)
2. Monitoring enrollment trends at both the college (ARI) and program (program review) levels (see 3R1)
3. Gathering employer input at both the college (ARI) and program (program review) levels through surveys (see 3R1)
4. Monitoring student success rates in individual courses (data gathered through program review)

3P3 Identifying and Addressing Changing Needs of Other Stakeholders

LCC identifies the changing needs of other stakeholders in many ways. A few key examples follow:

1. Conducting self-studies of state and nationally accredited programs (through program review), and updating continuously to comply with the latest state, national, and accreditation standards

2. Supporting faculty and academic administrators to attend content-specific conferences and seminars, both as learners and presenters, in order to keep abreast of changes and new technologies
3. Serving on industry-specific advisory groups or boards, not only to share discipline-related knowledge, but also to learn about innovative and anticipated products and technologies
4. Participating in community organizations and/or serving on their boards to network and stay current with changing technology and needs
5. Reviewing college strategic plan and master plans each year to determine that the college is still on track—or adjusting the plans to reflect the changes in business/education/technology

3P5 Identifying and Serving New Stakeholders

College leaders determine if the college should address the needs of new student and stakeholder groups by attending to concerns raised by internal and external stakeholders. Methods for accomplishing this include:

- Working closely with industry advisory boards for occupational programs (occupational program leaders).
- Studying labor and demographic reporting from state and national sources (executive leadership as part of the strategic planning process).
- Reviewing state and national legislative priorities (VP of College Advancement).
- Participating on many state and local community boards (faculty and staff).
- Attending professional seminars and conferences (faculty and staff).
- Interacting with K-12 and community college colleagues to discuss trends and anticipate needs.

3P6 College System for Resolving Complaints

Student complaints concerning violation of college policy or laws go directly to the Director of Student Success. If appropriate, students are encouraged to meet with the initial decision maker (an instructor, for example) to attempt to resolve the issues in an informal manner. If a resolution cannot be reached, the student may use the following line of appeal: chair or department head; dean of division involved; judicial board of the college; and college president. The student has up to 10 days to appeal to the next step in succession. If the student requests a judicial board, the hearing is chaired by the Director of Student Success and heard by a panel made up of a college administrator, two faculty members and two student representatives. The student is given the opportunity to present any information from witnesses and/or documents to the judicial board for their review. The judicial board makes a decision regarding the student's complaint by simple majority vote whether the previous decision was appropriate. The board communicates its decision to the student in writing, typically within 48 hours. Other student concerns may be voiced through formal faculty evaluations or to leaders in departments and divisions.

The student success office maintains a database of student complaints to analyze for patterns that may require a change in college policy, process or practice. As new complaints are entered into the database, a review is made for similar concerns that may suggest a pattern that needs to be addressed, e.g., concerns regarding a course, instructor, employee, area of campus, program, etc. The college communicates policy changes to students through the college catalog, the college web site, and in some cases through special mailings.

3R5 Results: Compared To Others

The *2004 National Community College Benchmark Project (NCCBP)*, which includes 97 colleges surveyed by the Office of Institutional Research at Johnson County Community college, features some important comparisons:

Figure 3 – 3

Comparative Measure	LCC	Median
Enrolled fall 2002 and re-enrolled fall 2003	50%	46%
Student satisfaction with degree to which education prepared for job or transfer to 4-year college	97%	84%
Graduates and completers who achieved their objectives	50%	75%
Employer satisfaction with completers' preparation	100%	94%
Percent of service area high school graduates (fall 2002)	29%	20%
Number of business and industry companies served (FY 2003)	69	64

Using 2003-2004 Noel Levitz Survey of Student Satisfaction results, LCC compares favorably with other institutions in building and maintaining relationships with students and other stakeholders. LCC scale scores are significantly higher than the national norm for (among others): “would enroll again,” “registration effectiveness,” “and instructional effectiveness.”

3I1 Improving Current Processes

Needs for improvement are identified through two levels of review: 1) overall college results reported annually to the president and Board of Trustees and 2) individual program (including separate course) results reported annually to the dean and VP of Academic Affairs through program review. Depending on the need, the ELT, program administrators and faculty may create an improvement plan. See 8P1.

3I2 Setting, Addressing, and Communicating Targets

Considering the state of college quality processes and policies, targets would best be set as the college quality systems mature.

Category 4 – Valuing People

4C1 Organizing the Work Environment to Strengthen Student Learning

LCC employs a workforce that reflects the diversity of the world for which it is preparing its students. It organizes its employees into three major categories: administrators, faculty, and support. In collaboration, academic leadership and faculty plan and implement academic activity at the college. This includes student access, program development and evaluation, curriculum development and evaluation, instructional delivery, and professional development activities. Support staff assists administrators and faculty in the implementation of programs. In addition, departments hire student employees to assist faculty, staff and students.

4C2 Addressing Work Environment Based on Key Factors

LCC has an in-district population of more than 350,000. Because of geographic proximity to the state capital, major hospitals, Michigan State University, Davenport University, a General Motors Corporation plant, and a Michigan Technical Education Center (MTEC), the college can provide relevant learning and employment opportunities for students and hire from an educated and experienced pool for both full-time and part-time positions. The college anticipates continued stability and diversity in its hiring pool.

4C3 Analyzing Demographic Trends

The college tracks the longevity of its employees. The average age of college full-time faculty and staff is 47.3, and the average length of service for full-time employees is currently 15.6 years. This retention creates a stable and expert base for many college programs; however, it also predicts large-scale hiring in the next few years. The challenge will be to find and hire new employees without destabilizing successful programs.

The college also analyzes the percent of minority employees in relationship to the percent of minority students enrolled (See 4R4).

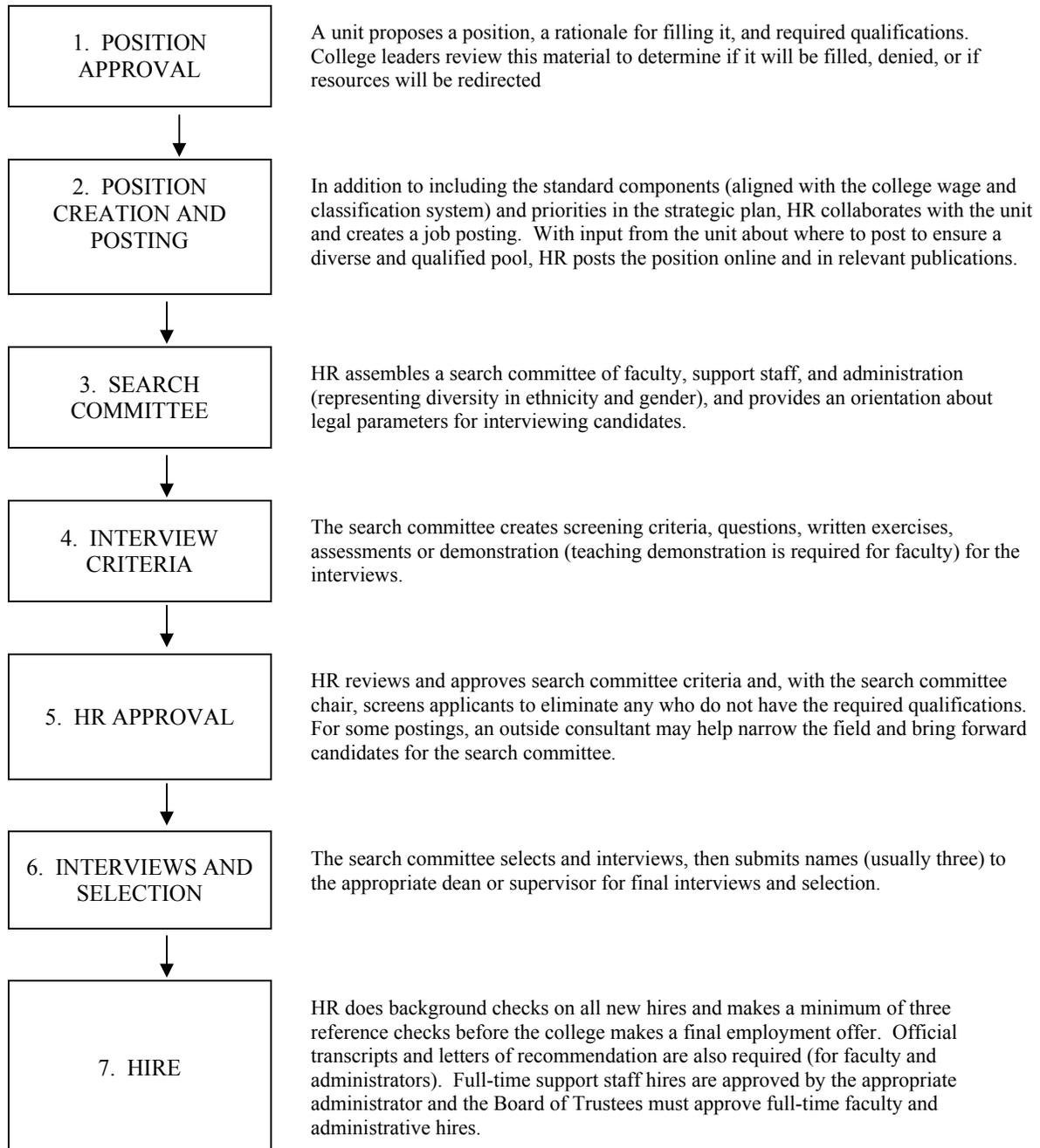
4C4 Planning Further Training

In January 2004, the president created a campus-wide Building Leadership Capacity Task Force charged with assessing employee development needs, with an emphasis on leadership competencies. In July 2004, its recommendations included development of the Learning and Leading Collaborative based on the needs identified through employee surveys, focus groups, and in one-on-one interviews. For example, a two-day component, The Extraordinary Leader, is designed to help college employees develop competencies needed to produce extraordinary results. The college is currently developing additional competency-specific courses. All employees will be encouraged to participate in these programs through a college-wide communications program (newsletter, email notices, announcements in meetings).

4P1 and 4P2 Ensuring a Good Fit For New Employees

The institution advertises nationally for full-time faculty and administrators and regionally for full-time support staff positions. Part-time positions are generally advertised locally. The college provides an online application process.

Regular full-time hiring of new positions is centralized in the Human Resources (HR) office and coordinated closely with the unit requesting the position. Generally, units handle part-time hiring. Full-time hiring is conducted with a college-wide standardized process illustrated below.



After hiring employees, the college ensures a good fit through online orientation (all employees) about the overall college, face-to-face orientation (full-time and part-time faculty) about teaching and learning through the CTE, and face-to-face full-time benefits orientation through HR. In addition, the president and ELT host a new employee luncheon twice each year to welcome, review the mission and goals of the college, and answer questions.

4P3 Ensuring Collaboration, Excellence, and Ethical Behavior

College processes address professional behavior. *Figure 4-1* illustrates which processes relate most directly to collaboration, excellence, and ethical behavior.

Figure 4 - 1

Representative processes	Collaboration	Excellence	Ethical behavior
Electronic access is provided to 386 documents about procedures, forms, and curricula	✓	✓	
61 Online Desk manuals provide ready access for employees who need this information to do their jobs		✓	
Monthly electronic newsletter is sent to all employees	✓		
Conflict of interest form must be signed by those who have purchasing power			✓
Mandatory training in awareness and prevention of sexual harassment	✓		✓
CTE dialogue sessions	✓	✓	✓

4P4 Training and Developing Faculty and Staff

The college conducts ongoing training and professional development to enable faculty, staff, and administrators to contribute effectively throughout their careers with the institution. Some examples include:

- The CTE offers professional development opportunities. The college also negotiated 18 days of professional development for full-time faculty.
- A support staff day is planned by support staff and supported by college leadership. In May 2004, 297 individuals participated in Support Staff Day activities.
- The Learning and Leadership Collaborative includes leadership training for professional development of skills, mentoring, and institutional planning.

4P5 Determining and Aligning College Training to Focus on Student Learning

Training needs are determined through many methods including:

- Analysis of requests to the Help Desk (identifying where employees are running into difficulties).
- Program-level surveys both current and former students.
- Special faculty and staff task forces (e.g., regarding their training needs in preparation for a new Building Leadership Capacity initiative).
- DACUM to identify gaps in institutional curriculum that will necessitate training for faculty members.

4P6 Evaluating Personnel: How It Supports Student Learning and Other Distinctive Objectives

Personnel evaluation supports college objectives by providing feedback to employees about job performance and information to supervisors about potential problems that might be avoided through training or mentoring. Evaluation methods are negotiated through the employee unions.

4P7 Recognizing, Rewarding, and Compensating Employees: A Way To Support Student Learning

Recognizing and rewarding employees:

College employees receive service pins and gifts, depending on the length of service, for 10, 15, 20, 25, 30, 35, and even 40 years of service. Fall 2004, 204 employees received service recognitions. The annual Employee Recognition Program is also an opportunity for faculty and staff to nominate their colleagues who have “made significant contributions to the college’s efforts to apply its goals to its work.” Employees and teams receive gift certificates and recognition at a college-wide presentation and luncheon each year.

Employee compensation

Full-time and part-time employee compensation, including health care and workload, is negotiated through a team of management representatives and the relevant employee group.

Figure 4-2 lists employee group bargaining units.

Figure 4 – 2

Bargaining Unit	Number of Employees Represented
Clerical Technical Union (CTU) PT Support	193
Non-Bargaining PT Support	94
Educational Support Personnel (ESP) FT Support	105
Non-Bargaining FT Support	59
Michigan Federation of Teachers (MFT) FT Admin	97

Figure 4 – 2

Bargaining Unit	Number of Employees Represented
Non=Bargaining FT Admin	46
Michigan Federation of Teachers (MFT) PT Admin	19
Non-Bargaining PT Admin	39
Michigan Association for Higher Education (MAHE) PT Faculty	938
Michigan Association of Higher Education (MAHE) FT Faculty	236
Fraternal Order Police (FOP)	7
Hotel Employees and Restaurant Employees (HERE) Union	2
American Federation of School, County and Municipal Employees (AFSCME), Full-time Maintenance staff	13
Total	1,848

4P8 Motivating Faculty and Staff

The college motivates faculty and staff primarily by ensuring a good employment fit, supplying needed and anticipatory training, rewarding through recognition, and compensating fairly. Results are reported in 4R1.

4P9 and 4P10 Ensuring Employee Satisfaction, Health, and Safety

The college-wide safety and risk management team includes the Director of Police and Public Safety, the college Safety Officer and Risk Management Coordinator, and representative faculty and staff. This team has developed policies and programs (e.g., Bloodborne Pathogen Training) and conducts a safety walk-through annually.

Through the college wellness program, a part-time wellness coordinator plans events throughout the year to support the “body, mind, and spirit.” In 2003-04, the wellness program sponsored 64 events with 2,100 participants.

Implementation of the Technology Master Plan has required extensive staff training. The implementation of the plan resulted in creating nearly 400 online instructional documents, which detail business procedures, navigation instructions, reference information, and curriculum content and development. In addition, the Organizational Development (OD) Department has held more than 240 face-to-face sessions with nearly 2000 participants, specifically related to technology and process improvement. In addition, OD has converted much face-to-face training to technological delivery. For instance, staff may now complete federally mandated training online, including Sexual Harassment, What Employees Need to Know, and Hazard Communication Standard Training.

4R1, 4R2, & 4R3 Results for Valuing People & Related Processes

Figure 4-3 shows results for valuing people.

Figure 4 - 3

Priority	Measure	Results																														
Results for Valuing People	Fair treatment	<p><i>I am treated fairly at my job at LCC. (Note that those who agree or strongly agree increased from 69% in 98-99 to 78% in 03-04)</i></p> <table border="1"> <thead> <tr> <th></th> <th>1998-99</th> <th>1999-00</th> <th>2002-03</th> <th>2003-04</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>19%</td> <td>27%</td> <td>45%</td> <td>46%</td> </tr> <tr> <td>Agree</td> <td>50%</td> <td>47%</td> <td>34%</td> <td>32%</td> </tr> <tr> <td>Disagree</td> <td>12%</td> <td>14%</td> <td>12%</td> <td>15%</td> </tr> <tr> <td>Strongly Disagree</td> <td>19%</td> <td>12%</td> <td>9%</td> <td>7%</td> </tr> <tr> <td>Total</td> <td>101</td> <td>95</td> <td>408</td> <td>383</td> </tr> </tbody> </table>		1998-99	1999-00	2002-03	2003-04	Strongly Agree	19%	27%	45%	46%	Agree	50%	47%	34%	32%	Disagree	12%	14%	12%	15%	Strongly Disagree	19%	12%	9%	7%	Total	101	95	408	383
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Response to employee needs	<p><i>LCC is responsive to my needs as an employee. Note that percentage of those who agree or strongly agree increased from 59% in 98-99 to 78% in 03-04.</i></p> <table border="1"> <thead> <tr> <th></th> <th>1998-99</th> <th>1999-00</th> <th>2002-03</th> <th>2003-04</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>19%</td> <td>27%</td> <td>45%</td> <td>46%</td> </tr> <tr> <td>Agree</td> <td>50%</td> <td>47%</td> <td>34%</td> <td>32%</td> </tr> <tr> <td>Disagree</td> <td>12%</td> <td>14%</td> <td>12%</td> <td>15%</td> </tr> <tr> <td>Strongly Disagree</td> <td>19%</td> <td>12%</td> <td>9%</td> <td>7%</td> </tr> <tr> <td>Total</td> <td>101</td> <td>95</td> <td>408</td> <td>383</td> </tr> </tbody> </table>		1998-99	1999-00	2002-03	2003-04	Strongly Agree	19%	27%	45%	46%	Agree	50%	47%	34%	32%	Disagree	12%	14%	12%	15%	Strongly Disagree	19%	12%	9%	7%	Total	101	95	408	383	
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Employee retention	Another result of the college's success as an employer is evident from the long tenure of employees, an average of 15.6 years for full-time employees.																															
Workers' compensation loss ratio	The college has a low workers' compensation loss ratio of 0.38, which is the ratio of college costs for individual workers compensation claims to premium paid. The college has had just 10 incidents that have resulted in claims above \$5,000 in the last five years.																															

Results in processes associated with valuing people	Participation in online training	<table border="1"> <thead> <tr> <th>Online Training (Representative examples)</th> <th>Participants</th> </tr> </thead> <tbody> <tr> <td>HR Self Service Time Entry</td> <td>464</td> </tr> <tr> <td>Right to Know</td> <td>446</td> </tr> <tr> <td>HR/Finance Employee Self Service</td> <td>408</td> </tr> <tr> <td>Employee Orientation</td> <td>438</td> </tr> <tr> <td>Collaboration Suite (Version One)*</td> <td>738</td> </tr> <tr> <td>Bloodborne Pathogens FY 2003-2004 Required</td> <td>281</td> </tr> <tr> <td>Sexual Harassment: What Employees Should</td> <td>265</td> </tr> <tr> <td>Cisco Phones Voice Mail/Fax Message Training</td> <td>260</td> </tr> <tr> <td>HR/Finance Employee Expense Reports</td> <td>128</td> </tr> <tr> <td>HR/Finance Overview of PTAE0 and Approvals</td> <td>116</td> </tr> <tr> <td>Basics of Performance Measurement</td> <td>130</td> </tr> </tbody> </table>	Online Training (Representative examples)	Participants	HR Self Service Time Entry	464	Right to Know	446	HR/Finance Employee Self Service	408	Employee Orientation	438	Collaboration Suite (Version One)*	738	Bloodborne Pathogens FY 2003-2004 Required	281	Sexual Harassment: What Employees Should	265	Cisco Phones Voice Mail/Fax Message Training	260	HR/Finance Employee Expense Reports	128	HR/Finance Overview of PTAE0 and Approvals	116	Basics of Performance Measurement	130
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Participation in face-to-face technology training	<table border="1"> <thead> <tr> <th>Face-to-Face Training Relating to New Institutional Software</th> <th>Number of Sessions</th> <th>Number of Completers</th> </tr> </thead> <tbody> <tr> <td>Email, calendar, files system</td> <td>112</td> <td>750</td> </tr> <tr> <td>Degree navigator system</td> <td>13</td> <td>156</td> </tr> <tr> <td>Human resources system</td> <td>55</td> <td>706</td> </tr> <tr> <td>Orientation to new software</td> <td>37</td> <td>164</td> </tr> <tr> <td>Preview of new student system</td> <td>23</td> <td>189</td> </tr> <tr> <td>Total</td> <td>240</td> <td>1965</td> </tr> </tbody> </table>	Face-to-Face Training Relating to New Institutional Software	Number of Sessions	Number of Completers	Email, calendar, files system	112	750	Degree navigator system	13	156	Human resources system	55	706	Orientation to new software	37	164	Preview of new student system	23	189	Total	240	1965				
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Participation in training for teaching online	572 individuals have completed Michigan Virtual University training for online teaching.																									
Evidence of productivity and effectiveness of faculty & staff	<p>Student success</p> <p>At the college level, student success evidences the productivity and effectiveness of faculty, staff, and administrators. The ARI reports many indicators of student success. See 1R1 for detailed results.</p> <p>At the program level, many items report evidence of productivity and effectiveness. These examples are from the Criminal Justice Program, which asked:</p> <ul style="list-style-type: none"> ▪ Students if teaching methods, procedures and course content meet their needs, interests and goals. 87% assigned a good to excellent rating. ▪ Faculty if administrators and/or other supervisory personnel involved in developing and revising the college plan for the program seek and respond to faculty, student and community input. 69% assigned a good or excellent rating. ▪ Students if teaching methods were up to date and use the latest technology (computer projectors, PowerPoint, internet) in the classroom. 70% assigned a good or excellent rating. 																									

4R4 Comparing Results

The *NCCBP* compares LCC with other project participants for percent of minority employees, minority student population, and faculty/staff training expenditures. The LCC measures are all part of the Annual Results Inventory.

Figure 4 - 4

Examples	Project Participants	LCC
Fall 2002 percent of minority employees	13%	15%
Fall 2002 percent of minority credit students	20%	25%
FY 2003 faculty/staff training expenditures per FTE	\$240	\$645

411 Improving Processes and Systems for Valuing People

The college reviews processes by analyzing feedback obtained through employee satisfaction surveys, focus groups, open meetings with the president, and sharing perspectives at division and department meetings. For example, with the upcoming new release of Oracle Training Administration, the college will connect its electronic learning system to its HR system. This will enable users to view their online and face-to-face training history through the college's portal. In addition, new features will also enable managers to view and/or approve training for their employees and track off-site training.

The college polls employees regularly about learning needs they think are critical to college and professional development. The results of the most recent employee assessment indicate that employee perception of the importance of planning and working with quality systems is high. Data like this shape plans for improvement of training opportunities. The most recent poll, detailed in Figure 4-5, reached a group of 199 respondents that was 80% faculty, 32% administrator, 28% support; 27% male, and 69% female.

Figure 4 – 5

LCC Employee Needs Assessment

<i>Need</i>	<i>Percent of Respondents</i>
Planning for innovation & continuous improvement	69.3
Developing and mentoring others	61.3
Building collaborative relationships/partnerships	61.3
Project planning and management	60.3
Giving & receiving constructive feedback	60.3
Strategic thinking, direction setting & implementation	60.3
Measuring achievement of goals	58.3

The college is instituting a new Labor-Management Team, a group that will meet regularly to review issues of concern and provide another communication forum.

412 Prioritizing and Communicating Improvement Targets

To meet the workforce needs of the community, the college maximizes resources allocated to instruction. An Early Retirement Incentive Program (ERIP) was initiated to reduce costs and to redirect dollars to direct instruction. The ERIP resulted in the retirement of 37 individuals in 2003-04. The college has filled or will fill all vacated full-time faculty positions but only one of every two administrative and support staff positions. This is part of the strategic effort to reduce overhead costs and increase funding for direct instruction. For example, in recent years, the college created five faculty positions for Nursing, Management, and English as a Second Language, which are all critical to meeting workforce needs, by eliminating administrative and support staff positions.

Category 5

Leading and Communicating

5C1 Leadership and Communication System

Lansing Community College operates under Public Act 331 of 1996. The college is governed by an autonomous seven-member Board of Trustees, which is elected by voters in the LCC tax district. The board conducts its business in accordance with the Michigan Community College Act and has adopted the Carver Model of policy governance.

Leadership at Lansing Community College includes the following groups and individuals:

The Board of Trustees provides broad policy and fiscal oversight. Its role includes: 1) appointing or removing presidents and vice presidents; (2) approving the issuance of college degrees and certificates; (3) developing, defining, and adopting board and college policies; (4) establishing an annual college budget; (5) establishing and authorizing college tuition and course and other student fees; (6) authorizing the sale, purchase, construction, and renovation of college land, buildings, and major equipment; (7) defining and reviewing college strategic direction and goals; (8) instituting and promoting major college fund-raising efforts and authorizing the acceptance of gifts to the college; (9) authorizing the incurring of debt by the college; and (10) evaluating the president.

The board meets monthly and holds special meetings and workshops as needed

The college president holds responsibility for implementing board decisions. She serves as the chief executive officer and is responsible for general administration and operation of the college, including managing the implementation of the college's strategic plan.

The Executive Leadership Team (ELT), led by the president, ensures that the college focuses on its mission and guiding principles/values and accomplishes its goals. The team provides leadership in six functional areas; facilitates communication among and between staff, faculty and students; and implements programs to achieve the institutional mission. The ELT meets weekly. Membership includes the president; the VP for College Advancement; VP of Academic Affairs; CIO; CFO; Executive Director for College Initiatives/Board Relations; Senior Advisor - Resource and Enterprise Development; and Director of Corporate Relations.

The Deans Council reports to the VP for Academic Affairs, providing academic leadership and facilitating communication among and between staff, faculty and students for their respective divisions. Deans and VP for Academic Affairs meet weekly and membership includes: VP for Academic Affairs; deans of the academic divisions - Business, Media, and Information Technologies; Human Health & Public Services; Liberal Studies; Student & Academic Support; Technical Careers

In each division, chairpersons of academic departments, report to the division dean. Academic chairs are responsible for academic operations in specific discipline-defined programs and department. The department chairs meet monthly. They also attend the Deans Council meeting once each month.

Various *ad hoc* groups (i.e., task forces, academic advisory committees) also provide leadership. The president and ELT create these groups to address specific issues and/or provide advice on particular subjects (e.g., Learning & Leading Collaborative).

Communication System

Figure 5-1 illustrates how form follows function in college communication.

Figure 5 – 1

Function	Representative Forms
To gather or broadcast information campus-wide or specific unit	<ul style="list-style-type: none"> ▪ Customized voice-mail messages ▪ Posting on entry to the portal ▪ Emergency phone tree ▪ Campus email (by group) ▪ Letters to employees ▪ Advertising
To discuss ongoing issues and problems	<ul style="list-style-type: none"> ▪ Meetings between and within units ▪ Meetings of the Board of Trustees ▪ Forums open to the campus and/or the public ▪ Face to face or electronic communication between senior leaders and the board members
To monitor implementation or address a need	<ul style="list-style-type: none"> ▪ Meetings of task forces ▪ Work sessions within affected units ▪ Interactions between college staff and external stakeholders ▪ Network and website postings ▪ Electronic updates with requests for input/comment ▪ Advisory council meetings
To promulgate policy and maintain records	<ul style="list-style-type: none"> ▪ College catalog, schedule book, brochures ▪ Document repository on portal
To promote quality and professional opportunity	<ul style="list-style-type: none"> ▪ Software system for professional learning ▪ Electronic desk manual of college procedures and processes ▪ Support staff day ▪ Faculty development days
To create a sense of community	<ul style="list-style-type: none"> ▪ Semester kick-off workshops and meetings ▪ Electronic newsletter

5C2 Aligning Leadership Practices

The college aligns leadership practices primarily through the following:

1. The college ensures that its leadership practices align with the strategic plan through the ARI, promulgated by the president and senior leadership. It details the results of college efforts in the areas of Student Learning Outcomes and Stakeholder Satisfaction; Financial Responsibility; and Access. These three reports are published on the college web site as well as in print, and are formally presented to the Board of Trustees in their regular public meetings.
2. The Strategic Management System includes an electronic database system for tracking progress on the major objectives of the college strategic plan. This database's function is

to enhance alignment of, communication about, and accountability for strategic plan implementation. Developing this system is one of the college AQIP action projects.

3. The college employs the Executive Director of Strategic Initiatives/Board Liaison to assure good communication between the board and the college’s senior leaders on the strategic plan and other college policies. This liaison attends all board meetings, meets regularly with individual board members and works with the board chair to plan meetings and workshops. He also communicates daily with college senior leadership and serves as the president’s representative.
4. The college conducts various surveys throughout the year to determine staff and faculty views about such issues as understanding and support for the strategic direction, determining staff development needs, and determining technology challenges and needs. The ARI contains many of the results of these surveys and they are distributed to college leaders as appropriate.

5C3 Institutional Values and Expectations

The strategic plan articulates College institutional guiding principles/values. College policies align with these principles/values. The principles/values address ethics, equity, social responsibility, and community involvement. *Figure 5-2* illustrates that alignment.

Figure 5 – 2

Institutional Values and Expectations	Ethics and Equity	Social Responsibilities	Community Service/ Involvement
<i>Strategic Plan Guiding Principles (1-5)</i>			
1) LCC will be connected to the world, culturally and technologically		✓	✓
2) LCC seeks cooperative relationships with both private and public organizations, pursuing growth not as an end in itself but only when it best serves student and community needs.	✓	✓	✓
3) LCC will prepare those it serves to thrive in a diverse world by reflecting that diversity in its staffing, planning, and allocation of resources.	✓	✓	
4) LCC, within its broader purpose of serving the entire community in diverse ways, recognizes a special responsibility to young adults, those from lower income brackets, and those requiring developmental academic or entry-level careers skills.	✓	✓	
5) LCC is a dedicated community member working for the betterment of all.		✓	✓
<i>Strategic Plan Goals for Quality of Education and Community Impact affect institutional principles/values for helping students succeed, both in academic pursuits and in understanding of social responsibility.,</i>	✓	✓	✓

Figure 5 – 2

Institutional Values and Expectations	Ethics and Equity	Social Responsibilities	Community Service/ Involvement
College Policy states that an LCC employee who participates in the selection or approval of products or sources of supply, or who has supervisory responsibility for such employees, may not have a financial interest in the company, which furnishes the supplies or services being purchased.	✓	✓	
College Policy addresses equity for students, accommodation for people with disabilities, minority student participation and retention, affirmative action/civil rights compliance, and prevention of sexual harassment.	✓	✓	✓
College Mission states that LCC exists so that the people it serves have learning and enrichment opportunities to improve their quality of life and standards of living.	✓	✓	✓

5P1, 5P3 and 5P4 How College Teams Make Decisions Based on Data

Leaders set directions in alignment with mission, vision, and principles/values by developing annual objectives to accomplish initiatives identified in the strategic plan. Setting directions is part of the strategic planning process. The college-wide data to monitor and support strategic planning is reported in the ARI.

At various levels, college leaders and teams review results to determine viability, accountability, and alignment with institutional mission and goals. *Figure 5-3* illustrates what sources of data are used, who reviews the data (and how often and to what purpose), and some representative decisions resulting from the process.

Figure 5 - 3

Data Source	Leadership	Frequency	Purpose	Representative Decisions
Annual Results Inventory	President, Executive Leadership Team, Board of Trustees	Annual	Monitor effectiveness of college systems and progress of the strategic plan; determine targets for improvement	Application for participation in AQIP
Program Review	Department Chair, Dean, VP for Academic Affairs	Annual	Monitor effectiveness of programs and use data to determine targets for improvement	Eliminate Court Reporting program Establish an 80% student success rate for programs

Figure 5 - 3

Data Source	Leadership	Frequency	Purpose	Representative Decisions
Program Review and <i>ad hoc</i> data reports regarding existing college policies and processes	Curriculum and Instruction Council (instructional leaders and faculty)	Twice monthly	Review academic policies and recommend to the VP for Academic Affairs	Recommend “extra credit” policy Recommend approval of core requirements
Curriculum and Course Review results (from Program Review)	Content-area teams within programs	Ongoing	Monitor effectiveness of courses and use data to determine targets for improvement	Adoption of new textbooks Adoption of external grading standards
As requested	<i>Ad hoc</i> committees	As needed	Review and recommend action	Recommend the establishment of the Learning and Leading Collaborative

5P2 Seeking Opportunities That Sustain the Learning Environment

The overall college structure and processes for decision making (see *Figure 5-3*) ensure focus on student success and a healthy learning environment, from academics to human resources and student support.

At the start of FY05, the president hired a Senior Advisor for Resource and Enterprise Development, who will work closely with her and other executive leaders to identify opportunities for national, state and local partnerships that can help the college achieve its strategic initiatives, including building and sustaining a learning environment. This augments the work led by the VP of College Advancement. For example, in 2004 LCC pursued and obtained a \$1 million alternative energy appropriation from the U.S. Department of Energy to support the development of various alternative energy-related technical career programs.

5P5 Communication Networks

As outlined in 5C1, communication between institutional levels is facilitated through regular meetings of leaders representing college divisions and departments (e.g., ELT, Deans Council, etc.).

In addition to sharing information, the college uses groups to facilitate shared decision-making in the following ways:

- The president encourages college administrators to attend the monthly Board of Trustees meetings where college-wide policies and issues are discussed. The day following a board

meeting, the president hosts a meeting of administrators and divisional leaders to provide an overview of board activity.

- On each Board of Trustees meeting day, the president hosts a luncheon with various college labor union representatives to share information about board and other college issues.
- Minutes from the board meeting proceedings are posted on the college's web site within one week.
- The college sponsors both functionally specific and general professional development in the areas of technical expertise and personal growth. As examples, faculty from across the academic divisions come together at least twice each year for a professional development program, all division managers gather quarterly to discuss college matters, and support staff from all divisions participate in an annual Support Staff Day that focuses on training and development issues.
- At the beginning of fall and spring semesters, the president delivers state of the college addresses to all employees concerning college direction and plans. Paralleling the president's message, divisions host professional and curriculum development events over a successive two-day period...

5P6 Communicating Shared Values and Expectations

Values, strategic directions and performance expectations are communicated through written, oral, and electronic channels by the ELT, divisional leadership teams, department meetings, and content-area faculty meetings. The principles/values and direction are incorporated in the strategic plan, which is shared at new-employee orientations and available to all employees and the public on the college web site.

The principles/values, directions, and expectations are reinforced in many learning opportunities provided to faculty, staff, and administrators (See 4P3).

5P7 Growing Leadership

Leadership abilities are encouraged, developed and strengthened in a variety of ways. For example, senior leaders identify individuals (sometimes by consulting with department chairs) for participation in formal leadership development programs based upon an individual's leadership potential, current involvement in the organization, and organizational needs. Such programs include the National Institute for Leadership Development, the Chair Academy, and Future Leaders Institute, as well as community leadership programs through the United Way, the Regional Chamber of Commerce, and the Michigan Community College Association.

In addition to these opportunities, administrators have access to management and training services provided by the college Business and Community Institute. These trainings include identifying effective solutions that help build leaders, increasing productivity, boosting sales performance, managing change, improving employee verbal and written communication, and/or increasing employee ability to work effectively in a diverse workplace.

5P8 Succession Planning

The college does not currently have a formal succession planning program for specific key positions. The college does take measures to assure continuity in leadership and operations.

New members of the Board of Trustees participate in a half-day orientation that includes the following topics: policies, strategic plan (includes mission, vision, and principles/values), budget development process, organizational structure, student statistics, union affiliation, board meetings and activities, purchasing process, technology issues, and equal employment opportunity policies.

Information about the college mission, vision, and principles/values included in recruitment materials targeted at employees and students. New employees receive information through informal conversations with the president and other senior leaders as well as through a formal college orientation program, which introduces employees to basic college systems and processes. When leaders leave the organization, interim leaders from within the college are often placed in positions while the search process is underway.

5P9 & 5R1 Measures and Results for Leading and Communicating

The institution tracks the effectiveness of its leadership by surveying employees about their perceptions of college progress toward goals, its responsiveness to student/community needs, and employees' understanding of their personal roles in helping the college reach its goals.

Figure 5 – 4

Measure	Result			
Employee perception of college progress toward its goals	Overall, I believe the college is making progress toward its goals.	2004	2005	Increase (Decrease)
	Agree	84.5%	87.9%	3.4%
	Disagree	15.5%	12.2%	
Employee perception of college response to student and community needs	LCC is responding effectively to student and community needs.	2004	2005	Increase (Decrease)
	Agree	81.9%	83.9%	2.0%
	Disagree	18.1%	16.1%	--
Employee understanding of personal role in helping the college reach its goals	I understand my role in helping the college reach its goals.	2004	2005	Increase (Decrease)
	Agree	89.5%	88.7%	(0.8%)
	Disagree	10.5%	11.3%	--

5I1 Improving Current Processes and Systems for Leading and Communicating

The following list highlights representative ways the college improves processes and systems for leading and communicating:

- The VP for College Advancement implemented a service review plan that outlines strategies for improving communications internally and externally.
- Opportunities for improvement are identified and addressed in regular meetings of the Board of Trustees, ELT, Deans Council, and department staff/faculty.
- The college uses informal communications from staff/faculty, data/information that is received from the ISCD Help Desk and Information Center, focus groups and task forces.
- Technology is used wherever possible to improve communications, both internally and externally.
- Individual employee development is encouraged and organizational learning is fostered through college-wide involvement in teams and committees.

5R2 Comparing Results

The college has not developed a system for comparing results with other institutions, but will be using the AQIP systems portfolios of other institutions as a basis for developing a system for comparing results.

5I2 Improvement Targets

Targets for improving results for leading and communicating are primarily set through the Office of the President after discussion with the board liaison, the VP for college Advancement, the board chairperson, deans and divisional leaders, and ELT. The specific executive targets for improvement include the following:

- Determining Board of Trustees' satisfaction with program and issue briefings
- Determining the percentage of LCC employees who agree that they understand the direction in which the college is headed
- Improving the process for monitoring progress on the strategic plan
- Conducting formal benchmarking research with other organizations in the area of leading and communicating

Improvement targets are shared with individuals involved in a particular process and with staff via the campus newsletter, division/department meetings, group presentations, and campus wide email communication.

Category 6

Supporting Institutional Operations

6C2 Supporting Student Processes and Systems

Key student support and institutional support services align with student learning described in categories one and three. To promote student success, support processes are designed to allocate resources and to ensure that students meet their educational goals. See *Figure 6-1* for details.

Figure 6-1

6C1 Key Student Support Processes & Process Needs	6P1 Identifying Student Process Needs	6P5 Process Needs/ Measures	6R1 Results from 2003-2004 Noel-Levitz Survey
Advising/Counseling Enrollment Services (including Financial Aid) Technology Support (open computer labs, help desk, and 24/7 access to all campus information and services through its web portal, Star Port) Support for special populations Student Process Needs	<ul style="list-style-type: none"> • Institutional Research Office administers an annual student survey (Noel-Levitz) to measure student perceptions of college services and uncover problem areas • Help Desk data, course evaluations, feedback through the network system identify needs. • Vocational and technical (Carl D. Perkins Act) monthly meetings to assess areas of high attrition/failure 	Student perception of staff	83% satisfied with the care and helpfulness of college staff 64% satisfied with the knowledge of advisors
		Clear processes	83% satisfied that they seldom get the “run around” when seeking information 78% satisfied with their ability to take care of college-related business
		Technical Assistance	84% satisfied that the equipment in lab facilities is kept up to date 88% satisfied that computer labs are adequate and accessible
		Feeling of belonging and comfort	87% satisfied that students are made to feel welcome here 88% satisfied that the campus is safe and secure for all students

6P2 Identifying Administrative Support Needs

Methods for identifying support needs for administrative services include the following:

- Help Desk work requests
- Specialized committees (e.g., TLG)
- Open forums for presenting information and gathering responses
- CTE assessments
- OD trainings (including surveys & feedback)
- Quarterly meetings of deans and chairs

Figure 6-2 details the key administrative and support processes (and process needs) for monitoring financial health and purchasing and materials management. Figure 6-2 also details college measures and representative results.

Figure 6 - 2

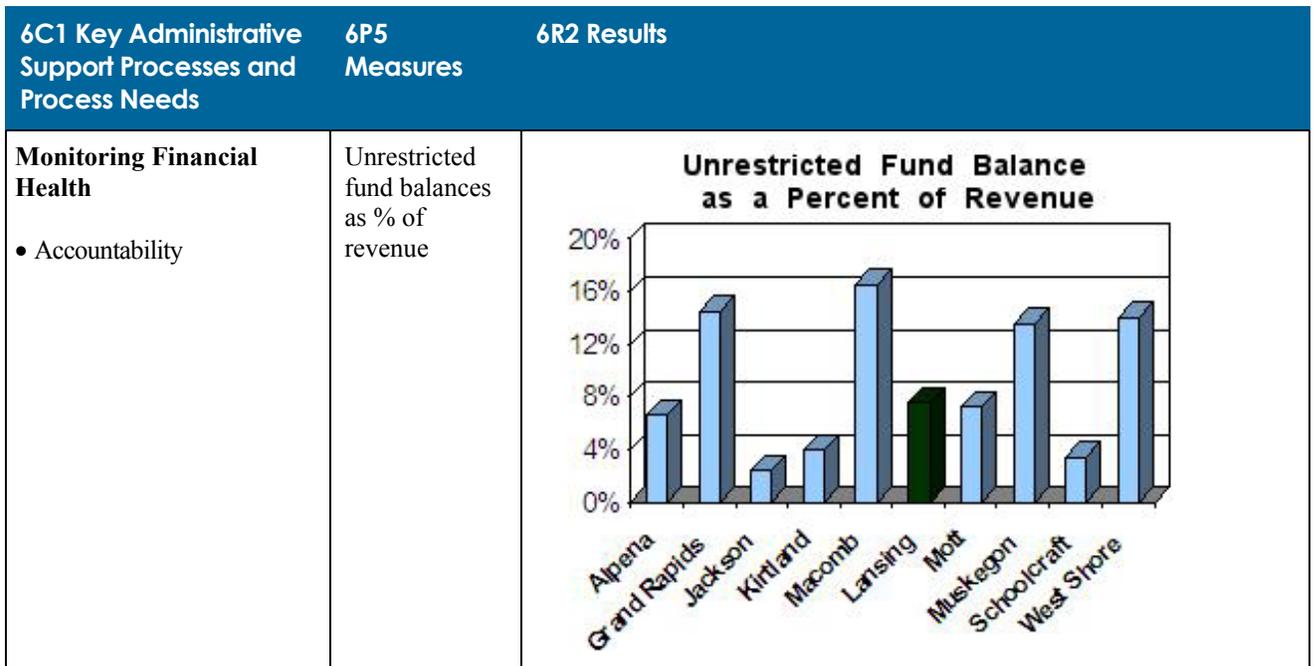
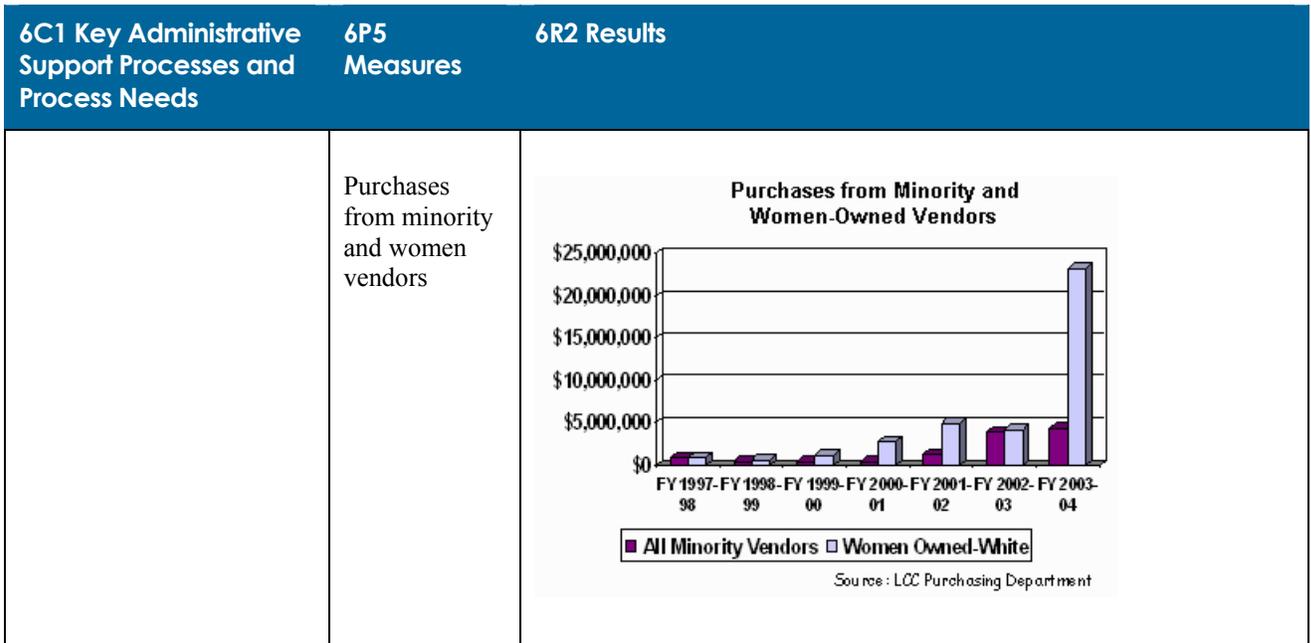


Figure 6 - 2

6C1 Key Administrative Support Processes and Process Needs	6P5 Measures	6R2 Results
	Cash flow balance	<p style="text-align: center;">Cash Flow Balance</p> <p style="text-align: center;">Source: LCC Accounting & Payroll Department</p>
<p>Purchasing and Materials Management</p> <ul style="list-style-type: none"> • Vendor Management 	Purchases from in-district vendors	<p style="text-align: center;">Purchases from In-district Vendors</p> <p style="text-align: center;">Source: LCC Purchasing Department</p>

Figure 6 - 2



6P3 Documenting Support Service Processes

To document support processes, the college established service review for student and administrative support services. Service reviews document how units measure, track, and analyze what is fundamentally important about their services and programs; link to overall organizational outcomes; and identify processes for improvement. Service reviews are posted on Star Port.

In addition, conversion to the Oracle suite of computer applications has required reviewing and documenting many institutional support processes, including work instructions and flow charts. This documentation is available to all users of Star Port.

6P4 and 6I1 Using Information and Results

Support services areas use information gathered at both the college level (reported through the ARI) and the program level (program review and service review) to identify areas for improvement. Subsequently, either college leaders (deans and the ELT) or program leaders (administrators, staff and faculty) design process changes, implement the changes, and measure the results to be reported in the next cycle of review.

6R3 Comparative Data

The college uses data from the *NCCBP* to compare data with 28 community colleges. *Figure 6-3* represents data from this project. Scores range from 0.0 (the lowest) and 7.0 (the highest). LCC is above average for overall satisfaction and willingness to re-enroll at the institution.

Figure 6 - 3

Survey Question*	LCC	All Institutions
So far, has your college experience met your expectations?	4.73	4.79
Rate your overall satisfaction with your experience thus far.	5.60	5.49
All in all, if you had to do it over, would you enroll here again?	6.07	5.80

*from the Noel-Levitz Student Satisfaction Survey, 2004

612 Targeting Improvements and Communicating With Stakeholders

To increase the success of institutional operations, the president appointed a Dean of Quality in 2004 and charged her with identifying current targets for improvement. The Dean of Quality is addressing the following targets:

- Combine ISO certification and Lean process tools to revamp and streamline enrollment, financial aid and tuition collection processes.
- Train staff throughout the organization in college-supported report writing and data query tools so that information for decision-making is readily available.
- Institute performance-based budgeting process that is totally integrated with operational planning.

Targets are communicated to faculty and staff through divisional meetings, written communication and updates from members specifically assigned to these efforts, the president's quarterly meetings with deans and department chairs, and web-site updates. Results are communicated through the college's portal (Star Port), campus-wide email, including online newsletters, OD trainings, CTE workshops, and online faculty-staff meetings

Category Seven – Measuring Effectiveness

7C1 Information Collecting, Storing, and Accessing

LCC has deployed a data infrastructure that ensures that all data is on-line and accessible through a web interface, i.e. accessible to the internet. In general, the majority of transactions that comprise the operations of the college are run through an integrated network, which comprises information related to primary functions of the college. *Figure 7-1* details major operational transactions.

Figure 7-1

System	Transactions
HR	All transactions related to human resources, i.e., tracking employee data, payroll data, position budget data, online time cards, and benefit accruals, are routed through the Oracle HR module. Transactions are validated using online approvals that route to the appropriate supervisors for review.
Faculty	The online faculty system handles all faculty contracts and workload management. Deans and department chairs authorize online approvals through this system, which then automatically transfers employee information to the payroll system. Since all contracts are coded to the subject and course level, the faculty system provides the college with detailed course costing.
Finance	The Oracle financials module manages all transactions related to college finances, i.e., accounts payable, receivables, purchasing, and expense reports. Transactions are validated using online approvals, which route to the appropriate supervisors for review.
Student	All transactions related to student, i.e. applications, registrations, financial aid processing, online grading, online student billing, are routed through the Oracle Student module. Transactions are validated based on college procedures embedded into system.
Facility/Space Management	The on-line work order system tracks all work orders related to facilities or other auxiliary activities, recording all characteristics of college fixed assets.
Resources/ Schedule 25	LCC utilizes the Schedule 25 software to coordinate all the classroom assignments each semester. Schedule 25 is an algorithm that factors various characteristics to assign rooms to classes. Resource 25 is an online tool that allows faculty and staff to monitor room assignments for utilization as well as to provide an on-line tool to faculty and staff to perform ad hoc room assignments.

Figure 7-1

System	Transactions
Email, calendaring, document management	All communication for LCC is run through an online, web-accessible communication system. All college wide documents are located in the file's online system and accessible to appropriate individuals. An online email and calendar system supports the entire college.
Online desk manuals	LCC has deployed all of its procedure manuals, policies, guidelines and training material in an online system. The college deploys all procedure manuals, policies, guidelines and help sheets through its network. The network also hosts the college's internal, online training system. This system records employee records for both online and face-to-face training.
Electronic Surveys	The college has instituted an online survey system that distributes electronic surveys to faculty, staff, students, and external constituents. The system also has the ability to record telephone and mailed survey results as well as email results. This system also processes faculty evaluations and posts results to the faculty member's personalized portal page.

Access to systems and system information is provided through Star Port, which facilitates the major distribution of data and other information in a common format for faculty, staff and students. Star Port provides faculty, staff and students with information and access to processes customized to their individual needs. For example, students see different tabs, pages, screens, and messages than employees. Divisions and departments can customize unique page configuration and content for their employees.

7C2 Key Institutional Measures for Tracking Effectiveness

As outlined in the Institutional Overview, the college has a comprehensive assessment infrastructure. *Figure 7-2* illustrates key measures viewed from a college-wide perspective and a program-wide perspective.

Figure 7-2

Perspective	Measure
College-wide: Annual Results Inventory (ARI)	<p>Financial Responsibility: Return on Investment for Learning Units, enrollment trends, long term financial health, fund balances, budget accuracy, revenue growth, costs, and indebtedness</p> <p>Access: Cost (tuition, fees, financial aid), convenience and safety (course offering times, parking, campus safety), and utilization (the extent by which various population segments, such as high school students, disabled people, ethnic groups, participate in LCC learning experiences)</p> <p>Student Learning Outcomes and Stakeholder Satisfaction: Student achievement levels, licensure/certification passing rates, transfer students performance at transfer schools, and opinions of students, graduates, employers, and the community.</p>

Figure 7-2

Perspective	Measure
Program-wide: Program Review	<p>Former Student Perception of Preparedness for Work or Advanced Degree: Satisfaction with learning achievement, course delivery mode, preparation for subsequent college work</p> <p>Current Student Perception of Program Quality: Satisfaction with learning achievement, course times/location/length/instruction, teaching methods found helpful, how many consult with advisor</p> <p>Employer Perception of Program Quality: Perceptions that graduates have good or excellent technical, occupation-specific entry-level competence; exhibit professionalism and punctuality; exhibit the ability to use current technologies and equipment</p> <p>Advisory Committee Perception of Program Quality: Perceptions of the program's content and quality, instructional equipment and facilities, and job opportunities</p> <p>Faculty Perception of Program Quality: Satisfaction with sequencing of courses, defined learning outcomes, assessment methods, self-assessment of own advising skills</p> <p>Program Vitality/Accountability: Number of students enrolled in courses, completion rates in courses, success rates in courses, assessment of learning outcomes</p>

7P1 Selecting and Using Information and Data

The ARI reports the effectiveness of college strategic and operational processes for the Board of Trustees, the public and other stakeholders. Master planning and annual planning are based on the results reported in the ARI. Program review results are used in program and course planning and are used by the college overall to allocate resources, and determine continuance.

The Board of Trustees approved the measures developed by college researchers and planners for the ARI and program review. The ARI reports and program review reports identify problems and opportunities in different systems. See *Figure 7-3* for detail on these reports.

Figure 7-3

Report	College Measure	Representative Uses of the Results
Financial Balance	<ul style="list-style-type: none"> ▪ Long-term financial health ▪ Trends and current conditions ▪ Financial audits 	<p><i>Data from various sources can be synthesized to enable college leaders to make changes to benefit students. Following are some examples illustrating how individual measures are used (often in combination) to make plans and decisions:</i></p> <p>As part of the LCC program review process, the college collects data on net costs, quality and community impact and need for each of its academic programs. Data from the nursing program review reflected a dramatic need for nurses for the LCC Tri-county area and recognition that LCC could meet that need. The budget process for FY 2003-2004 factored this data into its allocation process resulting in the nursing program receiving a substantial increase in funding when most other programs were held constant. The college</p>

Figure 7-3

Report	College Measure	Representative Uses of the Results
Access	<ul style="list-style-type: none"> ▪ Cost ▪ Convenience and Safety ▪ Utilization 	benchmarked funding sources with other community college institutions and determined that LCC relied too heavily on state funding. This was observed through trend analysis of funding patterns for all Michigan community colleges as well as national trends through the Chronicle of Higher Education.
Student Learning Outcomes and Stakeholder Satisfaction	<ul style="list-style-type: none"> ▪ Quality of Education ▪ Community Impact 	<p>Research also forecast a continuing pattern of lower state funding for the future. Subsequently, ELT developed a plan to reduce reliance on state funding.</p> <p>Leadership monitored success rates and determined that success in online classes was lower than in face-to-face classes. The Deans Council and ELT initiated improvement initiatives to address this issue.</p>
Program Review	<ul style="list-style-type: none"> ▪ Percent of students who consult an advisor at least once per academic year (e.g.) 	An average of 44% of students in developmental reading and writing classes responded that they had met with an advisor at least once in the past academic year. The department set a target for improvement of 50% and made specific plans to improve.

7P2 Determining Unit Needs

Unit needs are determined through quarterly meetings of deans and the ELT, identifying trends through the college electronic service request system (iSupport), as well as individual requests. The TLG, comprised of faculty, administrators, and support staff representing all college divisions, facilitates feedback and suggestions from end users about their reporting requirements. Program review requires each program to gather, analyze, and report user and unit data needs.

In addition, the college help desk takes requests for specialized program data from individual faculty and staff. When it receives multiple requests for similar data, it creates a general report and deploys it through Star Port.

7P3 Selecting Comparative Data

The college uses reliable sets of external data to make comparisons and identifies that data in the following ways:

State-wide Organizations

LCC is a member of several organizations that collaborate on community college matters. They include the Michigan Community college Association (MCCA), Michigan Community College Business Officers Association (MCCBOA), Michigan Community college Data and Evaluation Committee (MCCDEC), and the Michigan Association of Collegiate Registrars and Admission Officers (MACRAO). All of these organizations have web sites that enable colleges to share and collaborate on data, policies and information.

State and Governmental Agencies

LCC provides annual regulatory reports to both the U.S. Federal government through the Integrated Post Secondary Education Data System. (IPEDS) reporting structure and to the State of Michigan through the Activity Classification Structure (ACS) methodology. Both of these agencies compile information and publish benchmarking information that LCC uses in its program review process.

The college also uses the Noel-Levitz Survey of Student Satisfaction for comparative analysis and program review data for internal comparative analysis.

7P4 Institutional Data Analysis

The ARI, prepared by the college leadership, provides analysis based on measures that relate to the nine AQIP categories. ELT and Deans Council using templates and reports to highlight alignment of results reported in program review with ARI results. They share this analysis throughout the organization through Star Port, meetings, forums and web conferences.

7P5 Unit Data Analysis

The program review methodology, an element of the Instructional Master Plan, guides department and unit analysis and ensures consistency between planning levels. Desired student learning outcomes outlined in the strategic plan and defined in the Instructional Master Plan, guide local data analysis. Program review's methodology provides a consistent look at all programs through common templates and formulas. The college Strategic Management System links unit objectives to institutional strategic goals.

The analysis addressed by individual units is shared through data or analysis result in Star Port, ELT, Deans Council, monthly chairs' meetings, and presentations and reports to the campus.

7P6 Information Systems: Ensuring Effectiveness

The college has implemented an information system that provides the structure from which the CIO, in consultation with college leadership, faculty, and staff, makes data-driven information system decisions. For example, the Technology Master Plan requires the college to remain current by implementing institutional software and hardware upgrades within six months of their availability

The college also maintains the effectiveness of information systems in the following ways:

- The TLG analyzes current software, reviews new software, and communicates deployment information to the campus.
- Information technology staff remains current with best practices through partnerships with Oracle Corporation, Hewlett-Packard Company and membership in the Gartner Group (a software research and analysis company).
- The college engages in (at least annual) internal and external audits of hardware and software systems to ensure compliance with best practices in successful organizations. Examples of recent audits include:
 - External Security Audit performed September 2004

- Internal Payroll Audit performed January 2004
 - External Auditor October 2004
 - State Auditor / ACS, Performance Audit October 2004
- A 24/7 help desk system ensures the effective overall operation and internal reliability of information systems using iSupport (help desk tracking software). Duty managers ensure service requests are promptly and accurately resolved.
 - Test systems enable early detection of potential problems or deficiencies that could affect quality of data prior to deployment to the campus.
 - The service request process collects information weekly, monthly and annually to allow for different analysis points related to the success of college implementations. The college also tracks service requests by category to identify specific problems that may need system-wide solutions.

7R1 Results

In general, ARI results inform overall college and strategic planning, while results available in Star Port inform master and annual planning. Both the president and the Board of Trustees approve systems for measuring effectiveness ensuring alignment with mission and goals. Satisfaction with the college system for measuring effectiveness (the ARI) is measured by Board satisfaction, and dean/chair use of reports channeled through Star Port.

Figure 7-4 illustrates representative measures and results for measuring effectiveness.

Figure 7-4

Representative Measures 7P7		Results			
System Uptime	Applications	% of Uptime January 2005	% of Uptime February 2005	% of Uptime March 2005	
	Employee email, voice mail, calendar, files, Star Port	94.46%	99.07%	97.40%	
	Student email, files	98.12%	99.85%	100.00%	
Service Requests: Average Time to Resolution	Service Request Report 2003-04	New Services Requests	Closed Services Requests	Average Time to Resolution	
	November 2003	1,416	1,471	3.04 Days	
	December 2003	1,126	1,144	4.01 Days	
	January 2004	2,343	2,356	3.49 Days	
	February 2004	1,899	1,923	2.11 Days	
	March 2004	1,827	1,838	2.26 Days	
	April 2004	1,504	1,522	2.00 Days	
	May 2004	1,301	1,305	2.32 Days	
June 2004	1,765	1,751	2.20 Days		

<p>Leaders Use of Data for Planning</p> <p>2005 Deans and Chairs use of college data on Star Port for planning and decision making</p>	2005 Survey of Deans and Chairs about use of college data for planning and decision making (number and percent of respondents)		
	Item	Response Count	% of 12 Responders
	ARI (Annual Result Inventory)	7	58%
	Program Review	12	100%
	Database for tracking progress toward performance goals, objectives	7	58%
	Reports accessible through Star Port, the college portal (class capacity, budget)	11	92%
	State of Michigan Activity Classification Structure reports	2	17%
	Ad hoc surveys	6	50%
	Evaluation of Instruction	8	67%
	Employer surveys	2	17%

7R2 How Results Compare

The college has no formal process to compare the effectiveness of college measuring systems with those of other institutions.

7I1 How the College Improves

ISCD staff monitor uptime and service resolution monthly. Based on these results, staff members refine software and hardware systems to improve performance. If the service requests indicate a need for more employee training, staff members develop and deliver training to meet the need.

7I2 How the College Chooses Improvements

As noted, the TLG facilitates feedback from end users about their reporting requirements. The group meets bi-weekly to address problems and opportunities with the college CIO and staff. The team and staff address many needed improvements on an *ad hoc* basis; others they build into the college continuous quality improvement system.

Category 8

Planning Continuous Improvement

The college's strategic plan drives planning, decision-making and resource allocation. In 2000 - 2001, college leadership developed the LCC strategic plan using a process that included over 1,000 students, faculty, staff, and community members. The Board of Trustees unanimously adopted the plan in 2001 and updated it in 2003.

Subsequent to the adoption of the strategic plan, leadership and staff created master plans for facilities, instruction, technology and other core college activities. These master plans address how the college will provide the resources, leadership, systems and processes necessary to implement the strategic plan. These master plans direct annual planning, including budget planning, by individual units at all levels.

8C1 The College Vision

The Lansing Community College vision is the basis for its planning: *servicing the learning needs of a changing community.*

8C2 College Strategies and How They are Aligned

Developing continuous improvement systems is a central aspect of the college's strategic plan, adopted to ensure that the college would meet the needs of its students and the community. However, a quality strategic plan will adapt to changing needs. Therefore, when the board adopted the following refinements in May 2003, it directed the president to establish alignment throughout the college as it implemented initiatives and improvements:

- Institute continuous improvement processes
- Maintain comprehensive community college approach with an emphasis on careers and on user-level information technology skills
- Focus on meeting the needs of its local tax-district
- Institutionalize equity among faculty and staff and pursue competitive compensation
- Maintain financial balance

To promote alignment, the president's office developed the Strategic Management System, a useful alignment tool that includes a visual framework for recording and tracking major initiatives. Using this system, the college records and tracks its performance from four perspectives: customer, financial, internal processes, and learning and growth. This system illustrates the cause-and-effect relationships among initiatives, objectives, and measures.

8P1 The College Planning Process

Data and information gathered through the comprehensive assessment system described in the overview to this portfolio is the basis for the college planning process is based on. All

information and data flow into the annual ARI reports and into the strategic planning process. From there, master planning and annual planning provide implementation focus and strategy. For example, the strategic plan might envision meeting technology needs of students; the technology master plan would outline how to integrate technology into the academic programs, and related annual plans might specify how programs and departments could implement the integration.

Strategic Planning: The college vision, mission, and guiding principles/values are reviewed, updated, or changed as part of the strategic planning process. The college uses a 5-7 year strategic planning cycle. This planning process, which includes analysis of annual college-level data and information, starts with the executive leadership and includes stakeholders, internal and external, at all levels. The Executive Director of Strategic Initiatives is currently responsible for designing and monitoring this process. The strategic planning process sets direction for the college and ultimately leads to implementation of more specific master plans.

Master Planning: The strategic plan forms the basis of the Instructional Master Plan, Facilities Master Plan, Technology Master Plan and others. The vice presidents, Dean of Quality, and college deans/directors lead the implementation of these master plans, as well as AQIP action plans and plans for major initiatives.

Figure 8-1 explains the methodology of college master planning.

Figure 8-1

Key Master Plans	Methodology
Instructional Master Plan	Every three or four years, the VP for Academic Affairs, the Curriculum and Instruction Council, the Academic Quality Council and other faculty comprise an <i>ad hoc</i> group to gather ideas, to define the direction and delivery of instruction, and to create a plan based on the strategic plan. Progress is tracked and reported to the Board, community, and college in the ARI.
Facilities Master Plan	Every three to five years, the ELT, divisional deans, and community partners assess current college capacity and future facility needs. Based on the strategic direction of the college, the planning group selects projects to fill the gap between current capacity and projected needs. Progress is tracked by the CFO and reported in open meetings for the Board and public several times each year.
Technology Master Plan	Based on feedback about the sequential implementation of parts of the plan, the CIO, ELT, and the TLG update and augment the technology master plan developed from the strategic plan. The CIO tracks progress and reports to the planning group and annually to the Board of Trustees. The CIO and his staff report implementation progress to the college through Star Port.

Annual Planning: Annual planning emerges from the master plans and includes but is not limited to program review plans and budget plans. Figure 8-2 explains the methodology of college annual planning.

Figure 8-2

Key Annual Plans	Methodology
Program review plan	<p>As part of a four-year cycle, each program begins with a comprehensive review to align purpose and performance. Programs review college-provided data as well as gather information from internal stakeholders (e.g., student satisfaction with the program) and external stakeholders (e.g., employer satisfaction with preparedness of employees from the program).</p> <p>Using the student learning outcomes as defined in the strategic plan the program develops objectives and measures to document student learning. Each following year, the program reviews its measurable outcomes and refines its plans. At the end of four years, the program begins the process again with an overall analysis of its purpose and performance. Every program plan is available through Star Port.</p>
Unit plans	<p>In early summer, vice presidents, deans, and college directors develop unit plans to implement strategic initiatives. Implementation and action on these initiatives is tracked in the Strategic Management System database, which is accessible to college leaders.</p>
Budget plans	<p>In fall and early winter, the CFO and the Dean of Quality lead the annual budget planning process. Units propose budgets based on anticipated student and institutional needs. Vice presidents and deans, with broad input from college leaders, determine allocations to units. Budget information at all stages of the process and at all levels of the college is available to the college community.</p>

8P2 Selecting Strategies (outlined in 8C2)

During strategic planning periods, the president as well as ELT meets with key leaders and leadership groups to develop specific strategies based on current information and data. The college holds open forums, both face-to-face and electronic, to solicit responses regarding these strategies. After refinements, the president presents them as part of the strategic plan to the Board of Trustees for its approval. The college has focused on selecting strategies in this manner in 2000-2001, 2003, and 2005.

8P3 Developing Annual Action Plans

See 8P1.

8P4 Coordinating Plans and Strategies

The Strategic Management System coordinates both planning and operational connections between and among various levels. Coordination of unit level plans with the strategic plan is defined in annual action plans. Annual objectives articulate annual plans, which ELT coordinates and monitors using the Strategic Management System.

After aligning plans, college implementation must align with college budget process, illustrated in 8P6. The identification of divisional goals and objectives that tie to the strategic plan is embedded in budget planning.

8P5 Selecting Measures and Setting Performance Projections

The ARI reports performance on measures chosen by the ELT and the Board and aligned with college goals.

The college establishes performance targets for a few of these measures. For example, programs adopt targets required by external agencies for accreditation or certification (e.g., 85% of nursing program graduates must pass the state board exam in order for the nursing program to maintain its accreditation). Additionally, the ELT has developed targets for several comprehensive measures of student performance (e.g., a target for course completion is 80%).

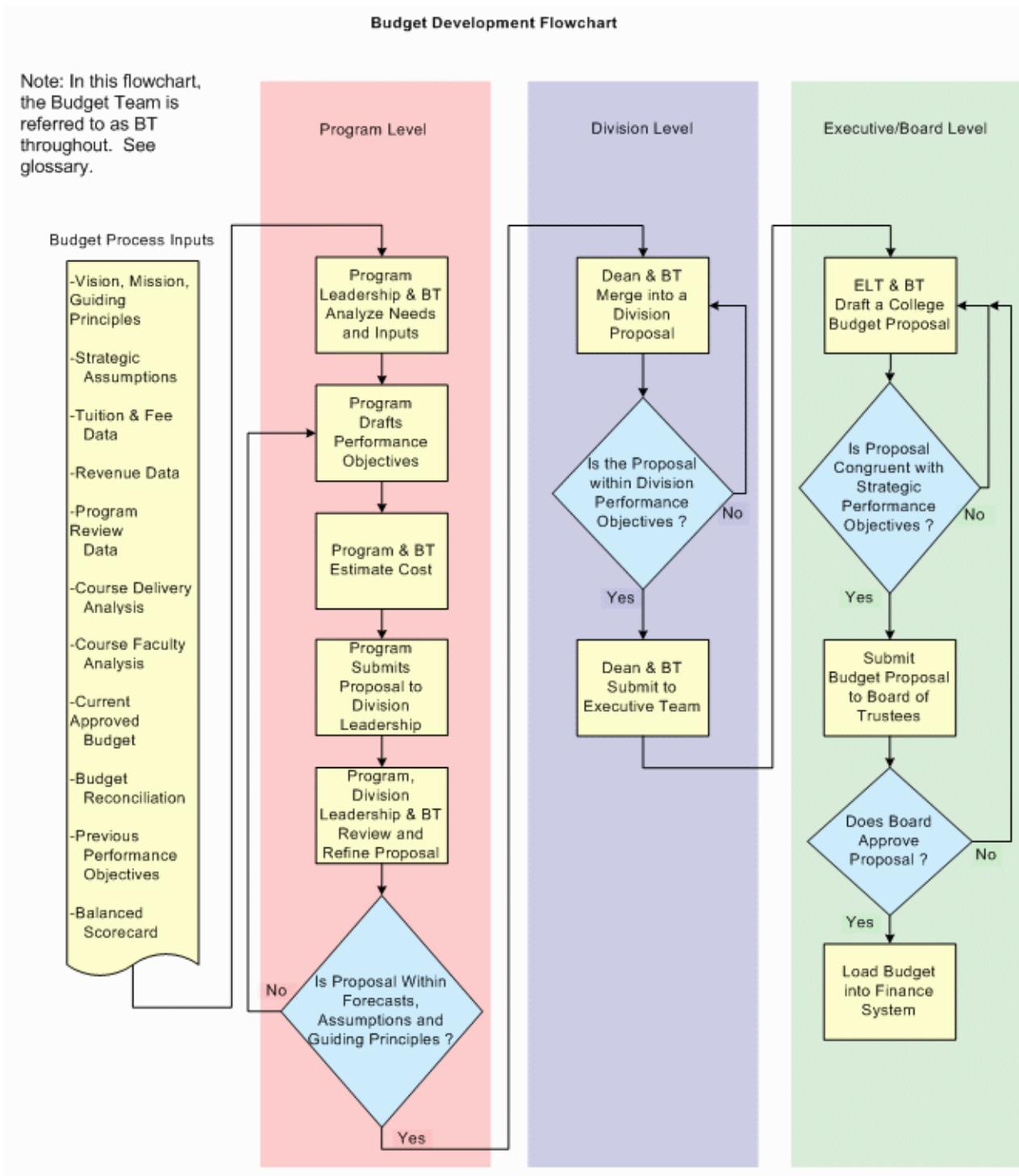
8P6 Supporting Planning and Performance Through the Budget Process

Figure 8-4 (on the following page) illustrates the college performance-based budgeting process. Inputs to the budgeting process are listed at the left side of the flow chart, and each column represents one segment of this integrated planning (becoming progressively broader in scope from left to right).

The current budget planning process is built on the following assumptions:

1. The college commitment to student success is the foundation of its planning and budgeting.
2. Proposed allocations will follow planning.
3. Except for direct instruction, budget proposals not allocated to performance objectives will be rejected.
4. The budget process may set-aside contingency dollars for new strategic goals that emerge from the current strategic planning work.
 - a. Strategic goals
 - b. Gap identified in the AQIP systems portfolio
 - c. Union contract negotiations
5. The college may develop specific set-aside budgets for key projects including:
 - d. Specific equipment or renovation needs
 - e. College service area expansion activity and resulting implementation
 - f. Targeted training goals
6. Institutional allocation from the State of Michigan will be flat or decrease.

Figure 8-4



8P7 Ensuring Employee Capabilities for Emerging Strategies and Plans

As part of the process for addressing major initiatives, the college plans for necessary training and professional development. Development opportunities are customized to address the skills and

understandings required by emerging strategies and plans. For example, as the college moves from Blackboard to ANGEL course management software, it provides faculty members the specific training and coaching needed to make the transition. For more, see 4P3 and 4P4.

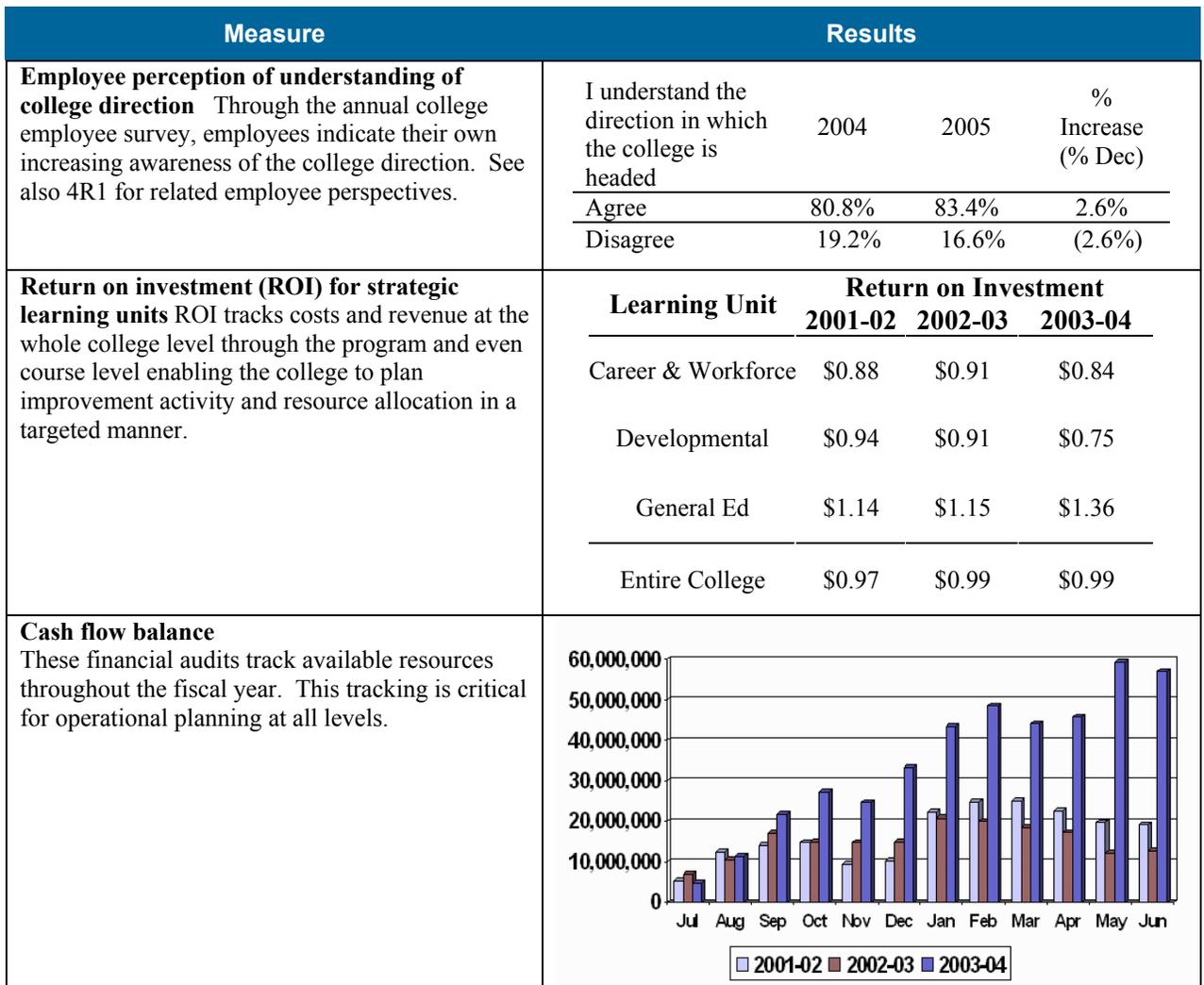
8P8 Measuring the Planning Process

See 8R1.

8R1 Results for College Planning

The college uses several measures from the ARI to measure its planning processes. Overall, financial health and employee perception of college direction are key indicators of the effectiveness of planning. See *Figure 8-5* for those measures and results.

Figure 8-5



8R2 & 8R3 Projections for Performance of College Planning & Comparisons With Others

See 8I2.

8R4 Evidence For Effectiveness of the Planning Process

See 8R1.

8I1 Improving Planning Processes

The HR Department conducted a survey to determine employee perception of needs at the college. Of all full-time employees, 73% indicated a moderate or critical need for “planning for innovation and continuous improvement”; 67% for “strategic thinking, direction setting and implementation”; and 68% for “understanding and applying quality management principles.”

In 2004, LCC appointed a Dean of Quality to direct and integrate college quality improvement activities.

Additionally, the ELT and quality management staff identify areas for improvement. By performing gap analysis, they lay the groundwork for system improvement in consultation with various planning groups. One important example of improving planning is the development of the Strategic Management System.

8I2 Setting, Addressing, and Communicating Targets

Setting Targets: Through consultation with faculty and administrators in a series of open forums focusing on individual AQIP categories, the college Director of Planning developed a list of performance gaps that need to be addressed. The ELT has considered and endorsed this initial list.

Addressing Targets: The ELT will establish a new Quality and Planning Council to address gaps that are identified through work on this portfolio. Through divisional, department and unit plans, the college also addresses gaps identified in its Strategic Management System

Targets: The college has initially identified the following areas for improvement:

- Planning processes need to be fully integrated
- Decision making needs clear, complete documentation
- Planning terminology needs to be clear, consistent and coherent. It should parallel standard language used in organizations building quality systems
- Attainment of goals needs to be measured using understandable and relevant metrics

Category 9 Building Collaborative Relationships

The importance of partnerships and collaborations is emphasized in the Guiding Principles (OV p.1) of the college strategic plan, specifically:

- #6 LCC will be connected to the world, culturally and technologically.
- #7 LCC seeks cooperative relationships with both private and public organizations, pursuing growth not as an end in itself but only when it best serves student and community needs.
- # 10 LCC will manage its finances in a responsible manner; allocating resources and achieving efficiencies to best serve the priority needs of its students and the taxpayers who support its operation.
- # 11 LCC is a dedicated community member working for the betterment of all.

Additionally, the college has committed to being a visible and recognized contributor to area and regional problem solving and a leader in area business training and worker preparation needs. The college will be a model for organizations building their capacity to become and remain “state of the art.”

For the purpose of this portfolio, the college has limited the list of collaborative relationships to those that bring students and workers to the college and those that subsequently provide further educational and career opportunities.

Figure 9-1 describes how the college creates and builds those collaborative relationships.

Figure 9-1

9P1 The Collaborative Relationship	Representative Ways the Relationship is Created and Sustained
<p>K-12 and Intermediate School Districts (e.g., Lansing School District, the largest source of incoming students)</p> <p>These institutions provide prepared students. They also provide expertise for programs and co-advocacy for public education.</p>	<p>LCC and local school districts maintain a structured schedule of face-to-face meetings, project collaboration, academic exchange, cross-institutional engagement (i.e., counselors, faculty, administrators)</p> <p>LCC provides professional development to K-12 teachers and service learning, including students interning in K-12 classrooms.</p>
<p>Four-year institutions (e.g., MSU, the top transfer school for LCC students)</p> <p>Four-year institutions provide students for LCC transferable courses. They also receive LCC transfer students.</p>	<p>MSU and LCC collaborate on grant-funded projects. Four-year institutions and LCC develop and update articulation agreements.</p>

Figure 9-1

9P1 The Collaborative Relationship	Representative Ways the Relationship is Created and Sustained
<p>Community and economic development relationships (e.g., workforce development organizations, chambers of commerce, and economic development teams)</p> <p>Businesses provide students for training. They also provide expertise and employment opportunities.</p>	<p>Executive leaders, the Board of Trustees members, and college employees actively participate in and hold leadership positions on boards and committees, creating professional relationships that nurture the collaboration.</p> <p>Academic programs build relationships with business and industry through service learning, internships, and apprenticeships.</p>

9P2 External Relationships: Ensuring Needs Are Met

The college uses the following three-step recurring process for ensuring that the varying needs of an organization involved in a critical relationship with the college are met:

Step 1: Through research, the college and its collaborator identify mutual needs that are consistent with college mission, vision, and goals.

Step 2: After needs are articulated, the college works with collaborator to address these shared problems or opportunities.

Step 3: The college then communicates the status of the collaborative work to the campus.

This three-step process builds many collaborative relationships, results of which are listed below:

- 50+ articulation agreements
- 500+ transfer guides
- thirty-two “3+1” transfer programs
- technical training to 800 students from local school districts
- 805 local high school students dual enrolled

9P3 Building Internal Relationships

The college builds internal relationships among people and groups on a foundation of shared principles and common goals. Mutual or team-based work requirements, shared interest in achieving strategic goals, and a shared sense of accomplishment all contribute to creating productive and satisfying relationships. The infusion of technology facilitates communication and increases the capacity of faculty and staff for collaboration on a wide range of projects.

In addition to results listed in 9P2, *Figure 9-2* highlights key annual measures and results.

Figure 9-2

9R1 & 9P4 Results for Building Collaborative Relationships																															
Collaborator	Measure	Representative Results																													
K-12 School districts Intermediate School Districts	The number and percent of enrolled students from area high schools	Sample result of enrollment: from 2000 to 2004, the percentage of the high school graduates attending LCC in the fall of their graduation year rose from 19% to 31%.																													
	Percentage of tri-county residents who attend LCC	<p>Percentage of tri-county high school graduates who have attended LCC</p> <table border="1"> <caption>Percentage of tri-county high school graduates who have attended LCC</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>1996</td><td>37%</td></tr> <tr><td>1997</td><td>40%</td></tr> <tr><td>1998</td><td>42%</td></tr> <tr><td>1999</td><td>45%</td></tr> <tr><td>2000</td><td>40%</td></tr> <tr><td>2001</td><td>41%</td></tr> <tr><td>2002</td><td>45%</td></tr> <tr><td>2003</td><td>44%</td></tr> </tbody> </table> <p>Source: Banner</p>	Year	Percentage	1996	37%	1997	40%	1998	42%	1999	45%	2000	40%	2001	41%	2002	45%	2003	44%											
	Year	Percentage																													
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2001	41%																														
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2003	44%																														
Enrollment trends compared to similar community colleges	<p>Five-Year Enrollment Trends</p> <table border="1"> <caption>Five-Year Enrollment Trends</caption> <thead> <tr> <th>Year</th> <th>Lansing CC</th> <th>Grand Rapids CC</th> <th>Washtenaw CC</th> <th>Jackson CC</th> </tr> </thead> <tbody> <tr><td>2000</td><td>17,000</td><td>13,000</td><td>11,000</td><td>5,000</td></tr> <tr><td>2001</td><td>18,000</td><td>13,000</td><td>11,000</td><td>5,000</td></tr> <tr><td>2002</td><td>19,000</td><td>13,000</td><td>11,000</td><td>5,000</td></tr> <tr><td>2003</td><td>20,000</td><td>13,000</td><td>11,000</td><td>5,000</td></tr> <tr><td>2004</td><td>21,000</td><td>13,000</td><td>11,000</td><td>5,000</td></tr> </tbody> </table>	Year	Lansing CC	Grand Rapids CC	Washtenaw CC	Jackson CC	2000	17,000	13,000	11,000	5,000	2001	18,000	13,000	11,000	5,000	2002	19,000	13,000	11,000	5,000	2003	20,000	13,000	11,000	5,000	2004	21,000	13,000	11,000	5,000
Year	Lansing CC	Grand Rapids CC	Washtenaw CC	Jackson CC																											
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Figure 9-2

9R1& 9P4 Results for Building Collaborative Relationships																										
Collaborator	Measure	Representative Results																								
Transfer Institutions (primarily MSU)	LCC student success at MSU	<p>Transfer performance at senior institutions - Michigan State University</p> <table border="1"> <caption>Estimated data for Transfer performance at senior institutions - Michigan State University</caption> <thead> <tr> <th>Year</th> <th>Performs Above MSU Native (%)</th> <th>Good Standing, Below Native (%)</th> <th>Not in Good Standing (%)</th> </tr> </thead> <tbody> <tr> <td>1998-99</td> <td>55</td> <td>30</td> <td>15</td> </tr> <tr> <td>1999-00</td> <td>45</td> <td>35</td> <td>20</td> </tr> <tr> <td>2000-01</td> <td>45</td> <td>45</td> <td>10</td> </tr> <tr> <td>2001-02</td> <td>45</td> <td>40</td> <td>15</td> </tr> <tr> <td>2002-03</td> <td>55</td> <td>30</td> <td>15</td> </tr> </tbody> </table>	Year	Performs Above MSU Native (%)	Good Standing, Below Native (%)	Not in Good Standing (%)	1998-99	55	30	15	1999-00	45	35	20	2000-01	45	45	10	2001-02	45	40	15	2002-03	55	30	15
Year	Performs Above MSU Native (%)	Good Standing, Below Native (%)	Not in Good Standing (%)																							
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2000-01	45	45	10																							
2001-02	45	40	15																							
2002-03	55	30	15																							
Community and Economic Development Relationships	Percent of area businesses employing LCC graduates	In 2003, 56% of local employers reported employing LCC graduates.																								

9R2 Comparing Results

See Figure 9-2.

9I1 Improving Collaborative Relationships

Identifying deficiencies in building relationships is the beginning of improving processes. Leaders and collaborative partners perform gap analysis relative to these deficiencies, determine desired targets for improvement, and develop strategies for reaching them.

Acronyms

ACS	Activities Classification Structure (State of Michigan)
ADA	Americans with Disabilities Act (Federal)
ARI	Annual Results Inventory (see glossary)
CFO	Chief Financial Officer
CIO	Chief Information Officer
CTE	Center for Teaching Excellence
DACUM	Design a Curriculum (see glossary)
DLT	Divisional Leadership Team
ELT	Executive Leadership Team
ERP	Enterprise Resource Plan
FY	Fiscal Year
HR	Human Resources Office
IPEDS	Integrated Post-Secondary Education Data System (Federal)
ISCD	Information Services & College Development Division
LCC	Lansing Community College
MSU	Michigan State University
NCCBP	National Community College Benchmark Project
OD	Organizational Development Department
PTAEO	Project, Task, Account, Expense, Organization (Finance System structure)
ROI	Return on Investment
TLG	Technology Liaison Group
VP	Vice President

Glossary

Activities Classification Structure (ACS)

The Michigan Community College Activities Classification Structure is a set of categories and related definitions, which allows users to examine the operation of an institution as they relate to the accomplishment of that institution's objectives. It is a logical framework to array information by activity classifications, in which an "Activity" is defined as an aggregation of activities serving a common set of objectives. Activities are assigned to classifications based on the institutional objective served by the activities.

Annual Results Inventory (ARI)

A series of three annual reports (Financial Responsibility; Access; and Student Learning Outcomes and Stakeholder Satisfaction); used to report the effectiveness of college strategic and operational processes for the Board of Trustees, the public and other stakeholders.

[http://www.lcc.edu/~plan/strategic_plan/results_inventory.htm]

DACUM (Design a Curriculum)

Method used to perform occupational analysis, conducted with workers who have experience in the occupation. A one- or two-day storyboarding process provides a picture of what the worker does in terms of duties, tasks, knowledge, skills, traits, and in some cases the tools the worker uses. The information is presented in graphic chart form and can include information on critical and frequently performed tasks and the training needs of workers; used to design occupational curricula.

Distributive Learning

Types of course delivery that are unique in the way the class is “distributed” to the learners, such as electronically mediated course delivery (i.e., online/Internet, interactive television, telecourses, teleconferencing), off-campus facilities that offer multiple classes, and self-paced coursework.

eCampus

A web-based fully-integrated suite of computer applications and technology used to connect students, faculty and staff via the Internet, providing digitally-based learning and support services (a.k.a. “electronic campus”)
[<http://www.lcc.edu/ecampus/>]

Electronic Campus *see eCampus***Enterprise Resource Plan (ERP)**

An information system that digitally facilitates all transactions necessary to run the college and captures data for measurement and global analysis.

Facilities Master Plan

Provides a framework and key strategies to improve and expand instructional space on campus. It outlines a series of new building and renovation projects necessary to implement the strategic plan.

Help Desk

Provides technical assistance to students, faculty and staff 24/7.

Instructional Master Plan

Provides a framework and key strategies for the instructional planning of individual departments and programs. It outlines essential processes, as well as specific directions, that are central to moving the instructional agenda of the college forward in ways that align with the college mission, vision and guiding principles/values.

iSupport

Electronic service request system

Learning Units

Four functional categories of instructional activity used in the college financial analysis model: Career & Workforce Development, Developmental Education,

General Education, and Personal Enrichment. These units coincide with the Activities Classification Structure (ACS) created by the State of Michigan Legislature in 1981.

Program Review

The method used to evaluate and improve the effectiveness of instructional programs.

Return on Investment (ROI)

Revenue equated to dollar of cost. Used for the financial analysis of instructional programs, the college calculates ROI as the ratio of total program revenue (including direct revenue earned and allocations of public funding) to total program cost (including program-specific costs and percentage of overhead).

Star Port

The LCC portal, a web-based, customized entrance to the college intranet; used to share organization information and computing resources among authorized students, faculty and staff.

Strategic Plan

Long-term initiatives, funding directives, and tasks built on the college vision, mission, guiding principles, and strategic priorities critical to the college's successful future [http://www.lcc.edu/planning/strategic_plan/index.html].

Technology Master Plan

Provides a framework and key strategies to improve and expand the college's technological infrastructure, including information systems and computer technology projects necessary to implement the strategic plan. [<http://www.lcc.edu/iscd/about/masterplan/index.htm>]

**Index to the location of evidence
relating to the Higher Learning Commission Criteria for Accreditation
found in the Lansing Community College Systems Portfolio**

May 13, 2005

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

The college strategic plan articulates its vision, mission and guiding principles/values and is accessible through its website. (OV, 01)

Mission and guiding principles/values are communicated through written, oral, and electronic channels (including the college website) by the Executive Leadership Team (ELT), deans, divisional leadership teams, chairs, and content-area faculty meetings. (5P6)

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The college has articulated and published 11 guiding principles/values including Guiding Principle #1, “LCC will be a focused comprehensive community college, offering learning opportunities in career and workforce development, general education, developmental education, and personal enrichment” ; Guiding Principle # 6, “LCC will be connected to the world, culturally and technologically”; and #8, “LCC will prepare those it serves to thrive in a diverse world by reflecting that diversity in its staffing, planning, and allocation of resources.” (OV, 01)

Core Component 1c. Understanding of and support for the mission pervade the organization.

Employees respond positively to survey questions regarding college progress toward its goals, college response to student and community needs, and their own role in helping the college reach its goals. (5R1)

Employees indicate awareness of the college direction. (8R1).

Systematic needs assessment indicates commitment to employee development that directly supports the mission of the college. (4I2)

Core component 1d. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The college strategic planning process (5P1), its decision making process (5P1) as well as its budgeting process (8P6) are integrated to provide both effective leadership and collaboration.

Core Component 1e. The organization upholds and protects its integrity.

The college maintains a hiring process that is open, fair, and compliant with hiring law. (4P1)

The college articulates ethical and social responsibilities throughout its processes and documents. (5C3)

Criterion Two – Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

Employer perception of the currency of student training and skills has increased significantly from 1998 to 2003. (1R1)

The college systematically plans faculty and staff development to respond to future challenges and opportunities. (4P5)

Core component 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Financial balance (“to bring revenue streams---tuition and fees, state appropriation, and local taxes---nearer to equal contributions,” [2C1]) is one of the college’s distinctive institutional objectives. It has led to increased revenue through a successful millage campaign (2R3) and reduction of dependence on state support (2R1).

The college has developed cost-saving measures in order to allocate more funds to direct instruction (2R1).

Core component 2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

College’s comprehensive assessment and analysis system is the basis for planning for continuous improvement. (OV 02) This system provides data about specific outcomes of college processes and programs. For example, perceptions of transfer students at four-year institutions and students entering the workforce reflect satisfaction with their preparation for their current work. (1R1), and since 2000 the college has compared its results for occupational student success against state averages for academic attainment, occupational skill attainment, graduation rate, employment rates, and employment retention. (1R1)

Core component 2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

The college strategic plan including related master plans and annual plans are the foundation for planning that enhances its ability to fulfill its mission. This planning structure involves college leadership at all levels of the institution. (8P1)

College-level budgeting starts with detailed program-level planning and extends through executive-level decision-making, all articulated, aligned, and designed to enhance institutional ability to fulfill the college mission. (8P6)

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

A committee of 12 faculty and administrators from all divisions developed co-curricular student learning objectives and general education core competencies based on the strategic plan. (1P1)

Program review includes data regarding the measurable learning outcomes of courses. (1R1)

The college tracks student success in meeting external licensure and certification requirements. (1R1)

Core component 3b. The organization values and supports effective teaching.

The college values the effort and commitment of its faculty through formal recognition and fair labor practices. (4P 7)

The Instructional Master Plan articulates the quality instructional practices that form the basis of instructional assessment. (1P6) These practices are adaptations of Chickering and Gamson's *Seven principles for good practice in undergraduate education*.

Core component 3c. The organization creates effective learning environments.

Students' overall satisfaction with the college increased steadily between 1998 and 2003, and students are increasingly satisfied with faculty attitudes toward them. (1R1)

Core component 3d. The organization's learning resources support student learning and effective teaching.

Key student support and institutional support services align with student learning described in criteria one and three. To promote student success, support processes are designed to allocate resources and to ensure that college operations enable students to meet their educational goals. (6C1, 6C2, 6P1, 6P5, 6R1)

Students express satisfaction with the college's major student and learning support services. (6R1)

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The college conducts ongoing training and development to enable faculty, staff, and administrators to grow professionally throughout their careers with the institution. (4P4)

College development expense per employee is more than 2.5 times the average for other colleges participating in the *National Community College Benchmark Project, 2004*. (4R4)

The college created the campus-wide Learning and Leading Collaborative based on employee needs identified through surveys, focus groups, and interviews. (4C4)

Core component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

To earn any degree at the institution, students must meet competency across a breadth of disciplines, defined as the five co-curricular student-learning objectives. These competencies originate in the college strategic plan and are articulated in the Instructional Master Plan. (1C1)

The college conducts a wide array of both online and face-to-face training. For example, since technology infusion is a critical part of the college's educational programs, the institution provides extensive training in technology skills. (4R2)

Core component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

The college's general education core curriculum, required of all associate degree seekers, includes a requirement entitled, "Global Perspectives and Diversity." Eighteen different courses satisfy this requirement including courses such as World Civilizations, Diversity in the Workplace, and Race and Ethnicity. (1C4)

The college offers certificate and degree programs as well as professional certifications in hardware and software knowledge and skills. (1C3)

College courses require competencies in using and adapting to changes in career-related technology. The college measures student technological literacy. (1R1, item 3) The college has steadily increased its use of technology in its mix of instructional delivery methods. (1R3)

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

College institutional values are articulated in the guiding principles/values of its strategic plan and inform college planning and policy. (5C3)

Full-time faculty members are eligible for paid sabbatical leave every 7 years. The college supports this opportunity for faculty to research program-related topics. (1P2)

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Since 1997, the college has measured student satisfaction regarding their needs for access to the college, feeling of safety, convenience, affordability, variety of options, goal accomplishment and overall satisfaction. (3C1, 3C2, 3R1, 3R2)

The college maintains a database of and analyzes student complaints to discern patterns that may require a change in college policy, process or practice. (3P6)

Core component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

The college identifies needs of its constituents and develops measurable processes to address them. (3C1, 3C2, 3P2, 3P7, 3R1, and 3R2)

Over the past four years, the college has increased its enrollment of service-area graduating high school seniors from 19% to 31% of the total. (9R1)

Core component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Area employers overwhelmingly report that LCC graduates are above average to excellent employees. (1R1)

Of surveyed employers, 53% report that they have hired LCC graduates. (9R1)

Core component 5d. Internal and external constituencies value the services the organization provides.

The college measures repeat business from clients in business and industry, employee ratings of the value of training and information received both overall (through ISCD) and at the program level, community opinion of the benefits of LCC and community opinion of obstacles to attending LCC (3R3 & 3R4)

Increasingly, once enrolled, students continue with their studies at the college. (1R1)

College enrollment has increased, on average, 5.5% annually for the last four years. (9R1)