

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

LAKE SUPERIOR COLLEGE

July 24, 2006



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

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ELEMENTS OF Lake Superior College's FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Strategic and Accreditation Issues Analysis Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary. Summative statements agreed upon by the Systems Appraisal Team based upon the institution's achievements and challenges in regards to each of the nine AQIP Categories. Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each

Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report. At the end of the list of strengths and opportunities for each Category is the team's consensus assessment of the institution's stage of development on that particular Category. This section consists of a series of statements reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

EXECUTIVE SUMMARY FOR LAKE SUPERIOR COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight Lake Superior College's achievements and to identify challenges yet to be met.

LSC is developing reliable processes to assist in "Helping Students Learn." Performance data exist for many of their measures and they are aware of the need to establish external benchmarks for comparison. In addition, they also realize the need to openly communicate the results of their measures of student learning in order to provide evidence of learning and to use this feedback to make improvements.

There seems to be disconnection and confusion within this category related to what exactly the "Other Distinctive Objectives" are, as defined by LSC, and how they are measured. As processes in this category mature, LSC can expect to be able to better evaluate performance measures due to the closer alignment of mission indicators with consistent, congruent results.

LSC has made strides in gathering information in regards to "Understanding Students' and Other Stakeholders' Needs." In some areas such data has been analyzed and acted upon. However, in a variety of areas, the links between data and processes to implement the findings of the data are yet to be developed. It appears that a great deal of effort is being made to gather information without the requisite effort expended to analyze and implement findings. Such activity is planned for the future.

LSC places a high priority on "Valuing People," as documented by budgets. As LSC continues to develop a culture of quality, it should identify benchmarks of other AQIP institutions, from which it may find reliable ways and processes to measure those areas of satisfaction, health, safety and well-being, workplace climate, and employee satisfaction.

LSC is at the beginning stages of planning, developing and implementing cycles of improvement respective to elements 5R1, 5I1 and 5I2 of "Leading and Communicating." LSC has developed some reliable processes to work consistently to provide evidence of improving levels of performance in a few areas, for example, section 5R1 contains comparative data related to the improved performance of senior administrators for a two-year period.

LSC has clearly established processes for the assessment of all stakeholder and constituent needs in “Supporting Institutional Operations.” Further, their financial picture as it relates to fund balances and increased services and efficiencies is admirable. Improved institutional operations should result from execution of the new Process Review Manual. Focusing on responsibility for implementation of future initiatives, gathering data to assess effectiveness and efficiency, and the broad communication of goals will serve to expand upon the results already achieved.

The college has processes for selecting, managing and utilizing information in support of its mission, objectives, planning and improvement. One drawback to LSC’s success in “Measuring Effectiveness” is the lack of knowledge of what information and data is needed and how it is used. The plans for additional databases and the Data Zone Project are promising as are its efforts to provide easy access to more data.

In “Planning Continuous Improvement,” LSC has worked to coordinate and align its planning processes, strategic and actions plans. Although the College does not currently have direct measures in place that measure planning effectiveness, the results for accomplishing both strategic and action plans are moving forward.

With the strong emphasis LSC places on “Building Collaborative Relationships,” it will need to develop systematic ways to collect and analyze data related to those relationships in order to gauge their effectiveness.

Accreditation issues and Strategic challenges for Lake Superior College are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution’s strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission’s accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institutions under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Lake Superior College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the *Criteria* will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist Lake Superior College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Lake Superior College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

1P2: To help ensure proper placement and address various learning styles, it is important to design curricula, programs, and courses which take student needs into consideration.

1P9: Although LSC has multiple learning support systems in place, it is not clear that LSC has processes for determining what students and faculty need in terms of learning support. Determining these needs will help to ensure success for all students.

2R1, 2R2: LSC has not yet established a consistent or systematic process for benchmarking with peers relative to the data collected respective to achieving other distinctive objectives. LSC will benefit from comparing its performance against benchmark data collected from peer institutions and therefore needs to establish systematic cycles for capturing and comparing results with and among their peers.

4R4: Results of the 2004 Student Satisfaction Survey indicate that LSC students are less satisfied than the national average of students in 10 of the 12 scale areas. LSC recognizes the need to develop benchmark institutions and collect and analyze comparative results.

5R2, 5I1, 5I2: LSC has not yet designed systems with which to capture data, improve processes and systems, and establish targets in these categories. Establishing robust systems will better enable LSC to benchmark data, evaluate and measure improvement and work consistently toward achieving its goals.

USING THE APPRAISAL FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate

lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Lake Superior College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Lake Superior College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item Critical Characteristic

O1a Lake Superior College (LSC), serving a regional population of 243,815, is one of 29 public, two-year colleges in the Minnesota State Colleges and Universities System (MnSCU).

- O1b LCS maintains multiple facilities. The 100-acre main campus, located near Duluth, MN, is an award-winning, natural setting that includes an urban forest and trout stream; a second 100-acre site houses an emergency response training center, truck driving program, and firing range; rented space in the downtown area and at the airport provide sites for the Workforce Development Division and Professional Pilot program.
- O1c LSC's vision is to be an area leader of higher education and strive to excel in community responsiveness by developing innovative and relevant programs, delivering excellent instruction, and providing dedicated service in an engaging, comfortable environment with a focus on non-discrimination, intellectual freedom, and student and faculty participation in decision making.
- O2a With a total enrollment of 8,876, and an online enrollment in excess of 1,900 and over 128 course sections, LSC has the largest online instructional program of the two-year colleges in the MnSCU system and is approved to offer all programs via the internet.
- O2b LSC is a consolidated community and technical college, offering 110 technical majors, hundreds of non-credit classes, and awarding AA, AS and AAS degrees as well as BA in business administration and elementary education.
- O3a Most of the growth at LSC from 2001 – 2003 has been in the Virtual Campus programs, representing 21% of the FTE; online enrollments continue to grow.
- O3b The majority of students are from within a 100-mile radius of Duluth, and are female, traditional age, and white.
- O3c Student housing is an unmet need; on-campus housing will be available in fall 2008.
- O4a LSU places special emphasis on Building Collaborative Relationships as detailed in Table O2 and fully discussed in Category 9.
- O5a Only 3% of the 400 employees are classified as administration; nearly all employees are represented by a bargaining unit.
- O5b As part of the MnSCU, LSC has shared governance among the President's Council and advisory committees as well as prescribed channels of communication. In addition, student participation is key on all committees.

- O5c LSU values accessible and lifelong learning, equity and diversity, pursuit of excellence, innovation and initiative, a sense of community, academic freedom, and integrity. These values are reinforced through various activities and events, including a diversity center and online honors program for high school students.
- O6a 28,400 square feet will be added in 2007 for enhanced student services and additional classrooms, and an additional 44,230 square feet are planned to expand and update the Health and Science facilities (if approved by the legislature).
- O7a LSC uses multiple tracking measures for collecting, managing and reporting its data. This data is fundamental for assessment validation and planning purposes.
- O8a LSU identifies 6 competitive institutions within a 50-mile radius and 5 more institutions within a 100-mile radius, along with the MnSCU and MnSCU Online systems.
- O8b LSC has vision through 2010 which includes smart growth, collaborative partnerships, diverse student opportunities and innovative technology.
- O9a Partnerships with numerous K-12 districts provide Honors Online and College in the Schools programs which have improved LSC's familiarity with high school students by providing college transfer credit in a variety of disciplines and technical programs.
- O9b There is a continuing decline in support from the state as it moves from a state-funded higher education model to one of state support for higher education.
- O9c Deluth/St. Louis County experienced a 4% growth in population between 1993 and 2003 yet the population of 15-19 year-olds is expected to decline 20% through 2030.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these "strengths and opportunities" sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention,

either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Lake Superior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item Comment

- 01b LCS maintains multiple facilities. The 100-acre main campus, located near Duluth, MN, is an award-winning, natural setting that includes an urban forest and trout stream; a second 100-acre site houses an emergency response training center, truck driving program, and firing range; rented space in the downtown area and at the airport provide sites for the Workforce Development Division and Professional Pilot program.
- 01c LSC's vision is to be an area leader of higher education and to strive to excel in community responsiveness by developing innovative and relevant programs, delivering excellent instruction, and providing dedicated service in an engaging, comfortable environment with a focus on non-discrimination, intellectual freedom, and student and faculty participation in decision making.
- 02a With an enrollment of 8,876 and an online enrollment in excess of 1,900 and over 128 course sections, LSC has the largest online instructional program of the two-year colleges in the MnSCU system and is approved to offer all programs via the internet.

- O2b LSC is a consolidated community and technical college, offering 110 technical majors, hundreds of non-credit classes, and awarding AA, AS and AAS degrees as well as BA in business administration and elementary education.
- O5c LSC values accessible and lifelong learning, equity and diversity, pursuit of excellence, innovation and initiative, a sense of community, academic freedom, and integrity. These values are reinforced through various activities and events, including a diversity center and online honors program for high school students.

Here are what the Systems Appraisal Team identified as Lake Superior College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1C1	S	To ensure that its mission is met, LSC has identified three sets of outcomes with which to measure students learning: College-wide outcomes, the Minnesota Transfer Curriculum (MnTC), and Program Outcomes. These outcomes are clearly defined for students at the degree, diploma and certificate level.
1C2	S	The curriculum development process requires measurable student outcomes tied to evaluation and assessment ensuring the alignment with LSC mission as well as state and program objectives.
1C3	SS	LSC offers a wide variety of academic programming as well as non-credit training for industry. In addition, LSC is the leader in online courses among MnSCU two-year colleges and has been approved by the HLC to offer all degrees online.
1C4a	S	LSC offers multiple opportunities to prepare students for a rapidly changing global community by providing various curricular and co-curricular activities.
1C4b	O	To optimize learning for all students, the process (es) by which LSC accommodates various learning styles needs to be clarified.

- 1P2-1P4 O To help ensure proper placement and address various learning styles, it is important to design curricula, programs, and courses which take student needs into consideration.
- 1P6a O LSC uses a comprehensive faculty evaluation system with multiple sources of data to gauge faculty effectiveness. It is important to link student learning with faculty evaluation as it underscores the relationship between effective teaching and optimal student learning.
- 1P6b O Although the college is committed to assessing student learning at the course, program and college levels and has recently acquired software (eLumen) to assist them in documenting these outcomes, it will be important to fully document all learning outcomes and share the results with the entire campus community.
- 1P7 S Schedules suggested by faculty are reviewed by administration and adjustments are made based on course demand, changing needs of the program due to enrollment fluctuation, faculty availability, and changing requirements of the program. In addition, LSC is working to develop a two-year scheduling process.
- 1P9 O Although LSC has multiple learning support systems in place it is not clear that LSC has processes for determining what students and faculty need in terms of learning support. Determining these needs will help to ensure success for all students.
- 1P11-1P13 OO Faculty use licensure/certification/credentialing exams, portfolio and capstone courses, student demonstrations, written exams and internship or clinical experiences to ensure students have met outcomes. Assessments include course assessment and other measures, but it is not clear what other measures are collected and analyzed on a regular basis.
- 1R1 O Since 2001 LSC has collected and analyzed data for three of the common learning objectives; in 2006 they began to design methodology to assess the remaining three objectives. All common learning objectives require analysis on a more frequent, regular basis.

1R1-1R3	S	Over the last six years there has been a 58% increase in graduates as well as a 57% increase in enrollment.
1R4	OO	Incorporating external benchmarks to evaluate student learning would assist LSC in comparing their learning results with other higher education institutions.
1I1-1I2	OO	One of the principles of the AQIP model is to provide open communication and sharing of information. LSC's results for program outcomes remain primarily within the program and are not made public but shared only with the division. LSC has begun the process of "closing the loop" in efforts to guide faculty to improve student learning.

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Lake Superior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

Item Critical Characteristic

- O2a With a total enrollment of 8,876, and an online enrollment in excess of 1,900 and over 128 course sections, LSC has the largest online instructional program of the two-year colleges in the MnSCU system and is approved to offer all programs via the internet.
- O2b LSC is a consolidated community and technical college, offering 110 technical majors, hundreds of non-credit classes, and awarding AA, AS and AAS degrees as well as BA in business administration and elementary education.
- O5c LSC values accessible and lifelong learning, equity and diversity, pursuit of excellence, innovation and initiative, a sense of community, academic freedom, and integrity. These

values are reinforced through various activities and events, including a diversity center and online honors program for high school students.

O8b LSC has vision through 2010 which includes smart growth, collaborative partnerships, diverse student opportunities and innovative technology.

O9a Partnerships with numerous K-12 districts provide Honors Online and College in the Schools programs which have improved LSC's familiarity with high school students by providing college transfer credit in a variety of disciplines and technical programs.

Here are what the Systems Appraisal Team identified as Lake Superior College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

Item	S/O	Comment
2C1&2C2	S	LSC explicitly identifies its other distinctive objectives as: providing high quality, affordable higher education which benefits diverse learners, employers, and the community; preparing learners for a rapidly changing global community.
2C3	O	It is not clear why the strategic priorities for helping students learn were only recently established (Spring 2006), nor the plan to link them with the planning processes. Regular reference to, and inclusion of, these critical components will help ground the planning process to address issues related to improving student learning.
2P1-2P2	S	LSC reports a very thorough process, which includes input from all levels of constituencies, for determining and communicating distinctive objectives. LSC posts their IE plan to their website and updates it semi-annually to reflect the progress on institutional goals and objectives.
2P3	SS	Determining needs for faculty and staff is accomplished through annual planning and budgeting processes which include input from campus-wide teams and committees.

- 2P4 O Objectives are measured and assessed within the unit that originated them, but do not appear to be a part of college-wide, aggregate planning. Greater success from LSC's planning may be achieved via clearly linking and integrating objectives from respective units into the overall planning.
- 2P5 O Not until the Data Zone project is complete will LSC be able to systematically report on measures of other distinctive objectives collected and analyzed on a regular basis. Developing and implementing a robust process to gather and analyze information will improve LSC's ability to aggregate results and provide feedback into its IE plan.
- 2R1&2R2a OO LSC has not yet established a consistent or systematic process for benchmarking with peers relative to the data collected respective to achieving other distinctive objectives. LSC will benefit from the opportunity to compare its performance against benchmark data collected from peer institutions and therefore, needs to establish systematic cycles for capturing and comparing results with and among their peers.
- 2R1&2R2b O Results listed (workforce development enrollment, financial summary, and client and student satisfaction) do not align with the stated distinctive objectives of access to services, partnerships, community life and accountability.
- 2R1&2R2c S LSC has consistently earned a high rate of satisfaction from clients and students relative to its offerings in Customized Training and Continuing Education (see Table 2.3).
- 2I2 O LSC has established a goal to collect and compile data for every question in the Contract Client Satisfaction Survey. Developing a reliable process to gather and analyze data related to stakeholder satisfaction will provide important feedback relative to LSC's success with improving levels of performance.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's

processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Lake Superior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item Critical Characteristic

- O2a With a total enrollment of 8,876, and an online enrollment in excess of 1,900 and over 128 course sections, LSC has the largest online instructional program of the two-year colleges in the MnSCU system and is approved to offer all programs via the internet.
- O3a Most of the growth at LSC from 2001 – 2003 has been in the Virtual Campus programs, representing 21% of the FTE; online enrollments continue to grow.
- O3b The majority of students are from within a 100-mile radius of Duluth, and are female, traditional age, and white.
- O3c Student housing is an unmet need; on-campus housing will be available in fall 2008.
- O5c LSC values accessible and lifelong learning, equity and diversity, pursuit of excellence, innovation and imitative, a sense of community, academic freedom, and integrity. These values are reinforced through various activities and events, including a diversity center and online honors program for high school students.
- O9a Partnerships with numerous K-12 districts provide Honors Online and College in the Schools programs which have improved LSC's familiarity with high school students by providing college transfer credit in a variety of disciplines and technical programs.

Here are what the Systems Appraisal Team identified as Lake Superior College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

Item	S/O	Comment
3C1-3C2	S	LSC has clearly identified their key groups of students and stakeholders and has enumerated their expectations. (See Table 3.1).
3P1	O	Although LSC uses a variety of methods to identify the needs of the student groups, it does not indicate how that information is analyzed and used to determine a course of action. Without a plan to respond to this information, the data will be of limited value.
3P2a	O	LSC has identified a need for improvements in registration and related student services as well as advising and is addressing these issues by making modifications to their operations in order to enhance their relationship with students. Examples of actions they have taken include: restructuring their Student Services in order to serve students better by realignment of advisors that is grounded in a Student Relationship Management philosophy based on the Convoy Model; purchasing a new software system, Qmatic, in order to track students through the entire enrollment process; adopting a new philosophy of student advising and developing a new approach to New Student Orientation.
3P2b	S	Table 3.3 outlines multiple avenues for building and maintaining relationship with students.
3P5	O	Determining new student and stakeholder needs is impaired because there appears to be no process to identify new student and stakeholder groups or to assess their needs.
3P6	O	Although a complaint log is maintained and reviewed annually, the formative aspects of such review and communication of action is not identified in the Systems Portfolio.
3P7	S	LSC is active in assessing student satisfaction and student results are being benchmarked through instruments as the Noel-Levitz Student Satisfaction Inventory (SSI), the Priority Survey for Online Learners (PSOL) the Community College Survey of Student Community College Survey of Student Engagement (CCSSE), Disability Services Survey and the Multicultural Services Survey.

- 3R1a S LSC has begun collecting and analyzing data concerning student satisfaction and has acted upon concerns revealed in the survey data. Results from the 2006 PSOL indicate that efforts to improve several areas of dissatisfaction have resulted in significant improvements in students' satisfaction in the areas of billing and payment options and bookstore service.
- 3R1b O According to LSC's results from the Noel Levitz SSI there is a significant differential in importance of and satisfaction with "concern for the individual."
- 3R3 O Although LSC actively measures student satisfaction, it appears to have no measures to determine other stakeholders' satisfaction with the College's performance.
- 3I1 O LSC does not yet have the processes in place to consistently evaluate the effectiveness of the methods used to better understand the needs of its stakeholders.

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Lake Superior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item Critical Characteristic

- 01c LSC’s vision is to be an area leader of higher education and strive to excel in community responsiveness by developing innovative and relevant programs, delivering excellent instruction, and providing dedicated service in an engaging, comfortable environment with a focus on non-discrimination, intellectual freedom, and student and faculty participation in decision making.
- 04a LSC places special emphasis on Building Collaborative Relationships as detailed in Table O2 and fully discussed in Category 9.
- 04b LSC invests significantly in professional development and cross-training staff.
- 05a Only 3% of the 400 employees are classified as administration; nearly all employees are represented by a bargaining unit.
- 05b As part of the MnSCU, LSC has shared governance among the President’s Council and advisory committees as well as prescribed channels of communication. In addition, student participation is key on all committees.

Here are what the Systems Appraisal Team identified as Lake Superior College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4C1	S	LSC is operating at a significant space deficit and has reorganized services and begun construction to better organize the work environment.
4C2a	S	The College has an excellent record of labor management relations and processes only a few grievances each year.
4C2b	S	LSC makes use of faculty performance reviews that include annual professional development plans as well as student evaluations of faculty and classroom observations.
4C4	S	LSC places a high value on professional development as demonstrated through budgets; the Professional Development Committee is responsible for identifying, planning, and implementing training activities for employees, including five professional development days annually.

4P1, 2a	S	Job descriptions and a published hiring process for both faculty and staff ensures that LSC attracts and hires high quality individuals.
4P1, 2b	SS	LSC enjoys an employee retention rate greater than 95% annually.
4P3	O	While ethical policies and practices are clearly indicated, it is not clear how LSC's work processes contribute to communications, cooperation, high performance, innovation, empowerment, organizational learning and skill sharing.
4P4-4P6	S	Professional development activities are well developed and 360 degree and annual performance reviews reinforce the training.
4P5	O	It is not clear how the training needs assessments conducted by the Professional Development Committee are aligned to other objectives such as planning continuous improvement, helping students learn, and accomplishing other distinctive objectives; to foster a culture of quality, it is important to make those connections.
4P6	O	While it is clear that faculty is involved in the design of their evaluation systems, it is not clear how administrators and support staff are involved in the design of their evaluation systems. Campus-wide involvement, a core AQIP principle, will help create buy-in and provide equity among groups.
4P7	O	It is not clear how LSC designs their recognition, reward or compensation systems to align with other objectives.
4P8	O	It is not clear how LSC determines key issues related to the motivation of faculty, staff, and administrators nor how a course of action is selected based on results.
4P9, 10	O	There are no data to indicate LSC evaluates employee satisfaction, health, safety and well-being or the workplace climate.
4P10	O	During 2005-2006 LSC has begun to develop a process for measuring and analyzing data related to employee satisfaction and training.
4R2	OO	LSC does not appear to have results from the processes associated with valuing people.

4R3	S	Although LSC has not systematically collected and analyzed data concerning faculty and staff productivity and effectiveness, the continuing growth in enrollment and development of online courses as well as employee participation on committees suggests positive evidence of such.
4R4	OO	Results of the 2004 Student Satisfaction Survey indicate that LSC students are less satisfied than the national average of students in 10 of the 12 scale areas. LSC recognizes the need to develop benchmark institutions and collect and analyze comparative results.
4I1	SS	A 2004-2005 AQIP Action Project resulted in a Process Review Manual in which the Office of Human Resources reviewed and revised new employee entry and processing and timelines for faculty staffing plans and payroll.
4I2	OO	LSC recognizes the need to develop targets for valuing people and communicate results, which they will be doing in 2006.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Lake Superior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item Critical Characteristic

O5a Only 3% of the 400 employees are classified as administration; nearly all employees are represented by a bargaining unit.

- O5b As part of the MnSCU, LSC has shared governance among the President's Council and advisory committees as well as prescribed channels of communication. In addition, student participation is key on all committees.
- O5c LSC values accessible and lifelong learning, equity and diversity, pursuit of excellence, innovation and initiative, a sense of community, academic freedom, and integrity. These values are reinforced through various activities and events, including a diversity center and online honors program for high school students.
- O8b LSC has vision through 2010 which includes smart growth, collaborative partnerships, diverse student opportunities and innovative technology.

Here are what the Systems Appraisal Team identified as Lake Superior College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5C1&5C2	S	Decision-making and strategic planning at LSC is shared among administrators, employee groups/committees and student leaders. The Institutional Effectiveness Committee, a large cross-constituent committee, leads institutional planning efforts, coordinates accreditation activities and generates important college-wide initiatives. Most significant decisions are offered for discussion at shared governance sessions before final approval by the President's Cabinet.
5P1a	S	Student members are recruited for all college committees and system policy requires the president to meet with the student association at least twice a semester.
5P1b	S	The president holds bimonthly meetings with the LSC Community Advisory Committee (CAC). The committee members provide valuable input regarding the future directions for LSC and serve as a sounding board for new ideas that may impact the college.
5P1c	S	LSC participates in a planning process that aligns MnSCU Guiding Principles, Systems Directions, Accountability Framework, Strategic Plan

and Annual Work Plan, and AQIP categories to produce its college wide Institutional Effectiveness Plan.

5P2	S	Employees are involved in many community-wide task forces, boards, and interest groups. These partnerships with external entities enable LSC to identify new opportunities for the college to build and sustain relevant programs.
5P3&5P4a	S	Table 5.1 provides evidence of how LSC administrators used multiple sources of data to make decisions.
5P3&5P4b	O	LSC reports a decentralization of decision-making, e.g., middle managers are encouraged to handle the decision-making that most directly affects their units and that input is requested from affected constituents, but further elaboration as to which teams, task forces, committees, and so on, recommend, make or carry out decisions other than those made at the executive level (Table 5.1) would provide evidence of systematic, data-driven, horizontal empowerment across the college.
5P5	S	Multiple channels and opportunities for each of the constituent groups to communicate with the LSC administrative team are facilitated through the faculty Shared Governance meetings, Labor Management meetings and Meet & Confer sessions.
5P6	SS	Mission, vision and values for LSC are communicated in multiple, continuous methods including email, posters, websites, notices and hard copy materials. In all planning documents, each institutional priority is aligned with one or more of the nine AQIP Categories.
5P7	S	Middle managers participate in activities designed to expand their skills from managing to leading. A separate professional development fund has been established to help LSC facilitate its commitment to developing leaders.
5P9	S	Annual reviews of personnel in leadership positions include 360 degree evaluations, which address communication, decision-making, management and organization, interpersonal, and leadership skills.
5R1	S	College-wide surveys are conducted annually on administrators and mid-level managers. Data from these surveys document improvements in

communication, decision-making, management, interpersonal skills, and leadership and planning from 2003 through 2005.

- 5R2, 5I1&5I2 OO LSC has not yet designed systems with which to capture data, improve processes and systems, and establish targets in these categories. Establishing robust systems will better enable LSC to benchmark data, evaluate and measure improvement and, thereby, work consistently toward achieving its goals.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Lake Superior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item Critical Characteristic

- O1b LCS maintains multiple facilities. The 100-acre main campus, located near Duluth, MN, is an award-winning, natural setting that includes an urban forest and trout stream; a second 100-acre site houses an emergency response training center, truck driving program, and firing range; rented space in the downtown area and at the airport provide sites for the Workforce Development Division and Professional Pilot program.
- O3c Student housing is an unmet need; on-campus housing will be available in fall 2008.
- O6a 28,400 square feet will be added in 2007 for enhanced student services and additional classrooms, and an additional 44,230 square feet are planned to expand and update the Health and Science facilities (if approved by the legislature).

Here are what the Systems Appraisal Team identified as Lake Superior College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6C1	S	Lake Superior College has multiple processes in place to address the needs of all constituents and stakeholders. (Table 6.1)
6P2	S	LSC uses a myriad of mechanisms for assessing needs of employees. These mechanisms include surveys, exit interviews, and through dialogue among faculty, staff and administration.
6P3	O	Although LSC has been charged with creating cross-constituent teams to evaluate and revise processes and services to ensure efficiency and quality service, and Process Review Teams have been established in each of the major units (Academics, Student Services, Human Resources, Finance and Facilities, Public Information and Institutional Research), they are only now being formed and it is unclear how feedback will be used to change processes when necessary.
6R1	O	Results from the 2004 Student Satisfaction Inventory indicate that LSC students have lower than national average ratings on services that they believe are highly important and, in particular, registration, advising, and ease of access to services.
6R2a	S	LSC has the second lowest tuition per credit of all public colleges and universities in Minnesota, yet the College’s fund balance has remained at the highest level allowed by the System. Results of administrative support service needs include additional new space, energy efficiencies, expanded service hours, and reduction in financial aid default rate.
6R2b	O	LSC does not have sufficient data to assess the effectiveness and efficiency of their administrative processes.
6R3	O	LSC reports that MNSCU collects data in several areas and directs the reader to the website, but fails to report on any results of comparison of LSU with other institutions.

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| 6I1 | S | LSC has identified several continuing processes and a newly developed Process Review Manual that will serve to improve results for institutional operations. |
| 6I2 | O | Although LSU is clearly working to improve, broad communication of such targets, initiatives and results needs to be addressed. Thirty-two recommendations for improved process have been identified but it is unclear how these recommendations will be acted upon and who is responsible for carrying these recommendations forward for action. |

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Lake Superior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item Critical Characteristic

- O7A LSC uses multiple tracking measures for collecting, managing and reporting its data. This data is fundamental for assessment validation and planning purposes.

Here are what the Systems Appraisal Team identified as Lake Superior College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

Item S/O Comment

- 7C1 O While the statewide data collection system is well developed, the college system is in the beginning stages and LSC recognizes the need to implement data-driven decision-making processes. Many areas are yet to be inventoried and decisions must be made relative to management and the use of the data inventory.
- 7C2 S The Institutional Effectiveness Committee is nearing completion of an Action Project (Mission Indicators) that has developed a framework of performance indicators and measures that are closely linked to its mission and are aligned with MnSCU System Accountability Framework.
- 7P1a S Lake Superior College has processes for selecting, managing and using information and data in support of student learning, overall institutional objectives and planning improvement.
- 7P1b O The College acknowledges the fact that it does not have a well communicated, common knowledge of what information and data is needed and how it is used. An effort is underway to develop and build an additional database to provide information not currently housed in the ISRS system with plans to provide wide access to those with data needs.
- 7P2 O LSC appears to have no coordinated efforts to determine the information needs of departments and units. The Data Zone project may improve access to data.
- 7P3a S National benchmarks are being used to evaluate instructional costs. In addition, a variety of instruments are administered allowing for other national comparative data.
- 7P3b O Although LSC does use several regional and national comparison instruments; LSC has not developed a formal process for systematic comparison of information and data, and recognizes the need to develop benchmark institutions, baselines and targets.
- 7P4 S The institutional Effectiveness Plan is a compilation of the goals and intended outcomes of each of the college units for each fiscal year. Upon the close of the year, the plan is updated with actual outcomes and next steps where relevant. In addition, the Data Zone Project will provide

- public display of the measures that LSC intends to analyze on a regular basis.
- 7P5 S College-wide outcomes are in direct alignment with the college's philosophy and mission. The Student Academic Achievement committee conducts assessments for the competencies within each of these outcomes and analyzes the results relative to acceptable levels of performance. New software has been purchased to enhance this process.
- 7P6 S Student Services has led the move to electronic storage and retrieval of sensitive data such as college applications, program change requests, petitions and appeals. The college reports a well developed system of ensuring the effectiveness of information systems and related processes with a particular emphasis on security.
- 7P7 O Currently, LSC does not have processes in place with which to measure the effectiveness of its system of measurement. Developing a framework to include important steps and timelines for developing robust processes to provide accurate measures could focus this effort for the college.
- 7R1 O LSC recognizes the importance of developing processes to measure the effectiveness of their systems.
- 7R2 O LSC recognizes the importance of identifying peer institutions with which to benchmark performance.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Lake Superior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:

Item Critical Characteristic

- O1c LSC’s vision is to be an area leader of higher education and to strive to excel in community responsiveness by developing innovative and relevant programs, delivering excellent instruction, and providing dedicated service in an engaging, comfortable environment with a focus on non-discrimination, intellectual freedom, and student and faculty participation in decision making.
- O8a LSC identifies 6 competitive institutions within a 50-mile radius and 5 more institutions within a 100-mile radius, along with MnSCU Online systems.
- O8b LSC has a vision through 2010 which includes smart growth, collaborative partnerships, diverse student opportunities and innovative technology.

Here are what the Systems Appraisal Team identified as Lake Superior College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8C2	S	The College has a clearly articulated vision for the future, including long and short-term goals.
8P1, 8P2, 8P3	S	The planning process at LSC involves all internal stakeholders including each of the seven major units that develop goals and strategies aligned with college priorities, the System Strategic Directions and AQIP Categories. The Institutional Effectiveness Committee sets college priorities on a four-year cycle which are updated twice a year and unit plans are developed on a two-year rolling basis; all planning materials are available on the IE website. Plans and completions are an integral part of the unit leader’s performance review.
8P5	S	System measures are determined at various levels; by the Board of Trustees, at the college level and at the individual departmental level.

8P6	S	Strategies and action plans within units contribute to the development of each unit's annual budget request and once budgets have been allocated, each unit allocates funds according to priorities. Grants also provide monies for strategic initiatives as defined by the units.
8R1	S	For fiscal year 2005, 57% of the 228 goals was completed, 29% carried over to the next fiscal year, and 2.6% were not accomplished. Of those goals completed, 63% met the expected level of success identified during the planning stage. The goals represent an aggressive plan and achievement rates appear to be successful.
8R4	S	Responses to the survey question, "committee work clearly supports the college's strategic priorities as determined through the Institutional Effectiveness Committee's work," were extremely favorable.
8P4	S	There is a clear process identified to align planning processes and strategies.
8P8	O	LSC is aware of its need to establish direct measures for the effectiveness of its planning system. Currently, there are no measures to do so.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Lake Superior College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

Item Critical Characteristic

- 01a LSC serves a regional population of 243,815 and is one of 29 public, two-year colleges in the Minnesota State Colleges and Universities System.
- 01c LSC's vision is to be an area leader of higher education and strive to excel in community responsiveness by developing innovative and relevant programs, delivering excellent instruction, and providing dedicated service in an engaging, comfortable environment with a focus on non-discrimination, intellectual freedom, and student and faculty participation in decision making.
- 04a LSC places special emphasis on Building Collaborative Relationships as detailed in Table O2 and fully discussed in Category 9.
- 08b LSC has vision through 2010 which includes smart growth, collaborative partnerships, diverse student opportunities and innovative technology.
- 09a Partnerships with numerous K-12 districts provide Honors Online and College in the Schools programs which have improved LSC's familiarity with high school students by providing college transfer credit in a variety of disciplines and technical programs.

Here are what the Systems Appraisal Team identified as Lake Superior College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9C1	SS	LSC recognizes the critical importance of building and maintaining collaborative relationships and has defined three broad areas of relationships: educational institutions, community entities, and governmental agencies (see Table 9.1)
9C2	S	Collaborative relationships support LSC's mission of providing high quality, affordable education that benefits diverse learners, employers and the community and has used recommendations from advisory committees to redesign existing programs.
9P1a	S	LSC partners with 30 high schools and awards college credit to approximately 3,500 high school juniors and seniors through a variety of programs.

- 9P1b S LSC has articulation agreements in place to enable students to transfer credits into multiple associate- and baccalaureate-level institutions within the area.
- 9P1c S LSC encourages faculty and staff to be of service to the community by encouraging them to be active members and board members of community organizations.
- 9P2 O A variety of measures are used to determine if the varying needs of stakeholders are being met, but there is no evidence that the information collected is systematically collated and reviewed. Without systematic collection and analysis of data by appropriate committees or personnel, it will be difficult to quantify progress and gauge LSC's effectiveness in meeting external stakeholders' needs.
- 9P3 O Participation and representation of staff on various committees provides opportunity for internal collaboration but it is not clear if members at various levels of the organization are equally involved. Involvement at all levels will increase commitment to the AQIP culture.
- 9P4 O LSC employs both direct and indirect measures of key collaborative relationships but it is not clear how these measures are analyzed or acted upon. Without systematically collecting, analyzing, and using data it will be difficult to gauge LSC's effectiveness in collaborative relationships.
- 9R1 S LSC reports positive results from building key collaborative relationships, including a 38% growth in High School Connections between 2003 and 2005, a 200% growth in Minnesota Job Skills Partnership Grants, and the creation of many programs as a result of industry partnerships.
- 9R1,2 O It is not clear how student satisfaction levels near the national average demonstrate successful collaborative relationships. Greater or deeper analysis of the results of the summary areas in Table 9.3 will help LSC identify opportunities and targets for process improvement.