Lawrence Technological University - MI

HLC ID 1339

OPEN PATHWAY: Open Pathway Year 4 Assurance Review   Review Date: 6/23/2025

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Context and Nature of Review

Review Date

6/23/2025

Review Type:
Open Pathway Year 4 Assurance Review

Scope of Review

- Assurance Review

There are no forms assigned.

Institutional Context

Lawrence Technological University (LTU), established in 1932 as Lawrence Institute of Technology by Russell Lawrence, was initially characterized by its focus on part-time evening engineering education. Its foundational years were significantly influenced by Henry and Edsel Ford, who provided guidance and initial facilities adjacent to the iconic Model-T plant in Highland Park, Michigan. Embodying its enduring motto of "Theory and Practice."

LTU's current mission, formally updated as part of its 2023 Strategic Plan, commits to "fostering cross-disciplinary, experiential, and forward-facing education that empowers students to excel in technology, scholarship, and design in all disciplines". Its vision is "to be the University that transforms lives". This mission is operationalized through a wide range of academic offerings, from certificate and associate degrees to bachelor's, master's, and doctoral programs, largely concentrated in STEM fields across five colleges. A key strategic aspiration for LTU, which drives resource allocation and academic development, is to achieve R2 Carnegie classification status, necessitating increased research activity and the conferral of research doctoral degrees. This strategic direction demonstrates LTU's commitment to applied research and innovation, aligning with its "Theory and Practice" motto.

Dedicated to continuous improvement, LTU engages in systematic and integrated planning, with its strategic plan regularly reviewed by all internal and external constituencies, including the Board of Trustees, administration, faculty, and staff. The university provides extensive student support services, notably through the newly formalized Zaven Margosian Student Success Center, offering academic advising, tutoring, and robust technological infrastructure, all designed to foster a student-centric learning environment. Furthermore, LTU demonstrates a strong commitment to the public good and civic engagement through initiatives like the Marburger STEM Center, which provides K-12 outreach, and the Centrepolis Accelerator, which supports local entrepreneurship. This current review, an Open Pathway Year 4 Assurance Review, builds upon the comprehensive evaluation in Fall 2020, which noted a specific monitoring requirement for LTU to develop and convey a federal-compliant credit hour policy and a process for monitoring its adherence.

Interactions with Constituencies

As a mid-cycle review, only the President and the ALO were involved during the review.

Additional Documents

- Addendum_2.A_Faculty_Inclusive-Input-and-Actions.pdf
- Addendum_2.C.1_BoT-Approvals_Mission.pdf
- Addendum_2.C.1_BoT-Approvals_Strategic-Plan.pdf
- Addendum_2.C.1_BoT-Onboarding-Training.pdf
- Addendum_3.A.3_Sample-Syllabus_1_of_5_FIN3103.pdf
- Addendum_3.A.3_Sample-Syllabus_2_of_5_MBA6103.pdf
- Addendum_3.A.3_Sample-Syllabus_3_of_5_PHY2413.pdf
- Addendum_3.A.3_Sample-Syllabus_4_of_5_MCS1414.pdf
- Addendum_3.A.3_Sample-Syllabus_5_of_5_PAS5035.pdf

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Lawrence Technological University publicly articulates a clear mission, deeply rooted in its 1932 founding principle of connecting theory with practice to empower individuals through technology education, a vision reinforced by automotive pioneers Henry and Edsel Ford. This mission, along with LTU's updated 2023 Strategic Plan, vision "Be the University that transforms lives," and core pillars like "Technological eminence" and "Industry immersion," was developed and refined through a formal strategic planning process initiated in 1999. This process consistently involves key stakeholders—including faculty, staff, students, administration, and community partners—and is overseen by the Board of Trustees, ensuring the mission's widespread public understanding and its continuous relevance.

The mission is systematically operationalized throughout the institution, notably through a student-centered learning environment that foregrounds the blend of theory and practice. Evidence of this integration is seen in codified mission/purpose statements specific to each of LTU's colleges (Business + Information Technology, Engineering, Health Sciences) and even individual programs like the Physician Assistant Program and the Department of Athletics, all consistently aligning with the university's overarching goals. LTU's academic offerings, which are primarily STEM-based, and its comprehensive student support services, including internships and co-ops, are explicitly guided by its mission, demonstrating a cohesive and pervasive commitment to its foundational principles across

all operations. This deep integration ensures the institution operates with integrity in its academic functions, implicitly aligning with Assumed Practice A.2 regarding clear and accurate self-description in public information.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

LTU's mission profoundly demonstrates its commitment to the public good through strategic efforts that span local, regional, national, and global communities. As an independent non-profit institution, LTU reinvests all tuition revenue and philanthropic contributions directly into student education, learning experiences, and university operations, clearly prioritizing its educational and public service responsibilities over generating financial returns. This fundamental operational principle ensures that the institution's resources are dedicated solely to its mission of serving the public, establishing a clear ethical foundation for its conduct.

The university actively engages with its external constituencies to address community needs, exemplified by its Innovative Pathways Initiative which partners with over 50 K-12 school districts, including Southfield and the Detroit Public School Community District, to offer dual-enrollment opportunities. Furthermore, LTU hosts numerous public events, such as the Walker L. Cisler Memorial Lecture Series to engage K-12 students in STEM, the Harold Hotelling Memorial Lecture on business law and ethics, and the President's Symposium Series, showcasing its role as a community resource. Collaborative efforts like the Office of Student Engagement's partnership with the CROP Hunger Walk further underscore LTU's dedication to serving the broader public good through accessible and impactful programming.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

Lawrence Technological University actively prepares its students for informed citizenship and workplace success in a diverse and globally connected world through a robust combination of curricular and co-curricular opportunities. Core academic objectives, particularly in STEM education, emphasize leadership, integrated into specialized courses such as "Design Leadership" and "Leadership and Professional Development for Engineers". Co-curricularly, LTU fosters civic engagement through its sponsorship of 22 varsity sports teams, recognized by the NAIA as a Five-Star Champion of Character Institution, and through Robofest, a global robotics contest that has involved over 34,000 students from diverse backgrounds and countries, developing crucial problem-solving and teamwork skills.

The institution's commitment to diversity and inclusion is further evident in initiatives like its sustained participation in Michigan's King-Chavez-Parks (KCP) Partnership Program and the LTU Scholars Program, which supports academically and/or economically disadvantaged students. LTU cultivates a climate of respect among all members of its community through programs such as the First Year Ignite (FYI) orientation, designed to integrate new students, and the "Successful Women in Leadership" seminar series, which promotes discussion on professional and personal hurdles in technology fields. The presence of an "It's On Us" chapter for sexual assault awareness and the hosting of diverse lecture series and exhibitions further demonstrate LTU's dedication to fostering a space for varied ideas and perspectives, aligning with the assumed practice of promoting ethical behavior and responsible conduct across the institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

Lawrence Technological University (LTU) has a clear mission rooted in its 1932 founding principle of connecting theory with practice to empower individuals through technology education. This mission, reinforced by automotive pioneers Henry and Edsel Ford, is articulated through LTU's 2023 Strategic Plan and core pillars like "Technological eminence" and "Industry immersion." The mission is operationalized throughout the institution, with a student-centered learning environment that blends theory and practice, and is reflected in the mission statements of LTU's colleges and programs. LTU's academic offerings, primarily STEM-based, and comprehensive student support services, including internships and co-ops, are guided by its mission, ensuring integrity in its academic functions.

LTU demonstrates its commitment to the public good through strategic efforts that span local, regional, national, and global communities. As an independent non-profit institution, LTU reinvests all tuition revenue and philanthropic contributions into student education and university operations. The university engages with external constituencies to address community needs, exemplified by initiatives like the Innovative Pathways Initiative and various public events. LTU also prepares students for informed citizenship and workplace success through a combination of curricular and co-curricular opportunities, emphasizing leadership, civic engagement, diversity, and inclusion.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

In the addendum, Board of Trustees minutes from June 27, 2024, were provided to confirm that LTU's Board of Trustees had approved an update to its mission and vision statements.

The assurance argument links to some policies and procedures to document how LTU operates with integrity. The evidence provided included an updated faculty handbook from 2022, a staff handbook from 2019, a student code of conduct, a conflict of interest statement from 2018, and social media guidelines.

The Board of Trustees has oversight of LTU's operations and is guided by its Bylaws, which were last amended in June 2024, as well as their Articles of Incorporation, which were restated in March 2018. In the assurance argument, it is stated that the Cabinet conducts bi-weekly meetings to discuss any "mission- and margin-centered policies that affect LTU's units and constituencies". Evidence of conducted Cabinet meetings would have been helpful to substantiate LTU's commitment to collaboration.

A chart showing LTU governance and administrative meetings was provided. In the Addendum, LTU provided Faculty Senate Meeting Minutes from January 21, 2025, and April 1, 2025, noting discussion of upcoming changes to the faculty handbook. An all-faculty luncheon was held on April 15, 2025, to provide updates from the Faculty Senate on the faculty handbook changes process as well as other academic issues being discussed.

The VPFA is responsible for maintaining the integrity of its financial management. Ultimately, LTU's Board of Trustees Finance Subcommittee is responsible for approving its annual budget. Meeting minutes from the finance subcommittee of the BOT should be available to verify the integrity of this process. LTU shared its most recent financial audit from June 30, 2024.

As stated in 3C4, LTU provided their faculty handbook, section 2.6, to verify the process of annual evaluations for full-time and adjunct faculty. Section 2.10 details the process for tenure and promotion. 3C7 notes that performance evaluations are also completed annually for staff. These evaluations are handled by Human Resources at LTU.

The integrity of academics at LTU is handled in various ways. The Provost prepares reports to the Academic Affairs Committee of the Board of Trustees as evidenced by the 2025 report provided in the Assurance Argument. Dean's Council Meeting minutes from February 11, 2025, provide a snapshot of the academic areas addressed in collaboration with the Provost. Processes for new course approvals from 2016 and the new academic program proposal and approval process were also included. A faculty credential manual from June 2020 guides decisions on faculty qualifications for teaching at LTU.

Effective communication across LTU is important to maintain the integrity of LTU operations within its community. Provost updates, the President's State of the Union Address, email announcements, and newsletters are more formal ways LTU promotes communication. An informal channel of communication where faculty and staff can freely ask questions of the President happen during Coffee and Conversations gatherings.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

After reviewing documents linked to the Assurance Argument and information on LTU's public webpages, LTU has shown its commitment to presenting information to its students and community in a transparent manner.

- The LTU website is the primary source for current and prospective students and other stakeholders to receive information, such as costs to students (tuition by student population and by program), access to the academic catalogs for undergraduate and graduate students, and a consumer information page including graduation and enrollment rates for 2021-22. A consumer research tool, such as the Net Price Calculator, is available.
- Since LTU's website is the primary source of information to its constituents, LTU partners with Yellow Flag Productions to manage marketing consistency and brand accuracy. An annual calendar of webpages for the review process has been developed for working with clients to ensure accuracy of the website and all public-facing materials.
- LTU is active on social media and states that they have a dedicated staff member who manages it.
- LTU maintains two dedicated webpages for accreditation approvals and memberships, such as the accreditation by HLC, and external accreditation for specific programs.
- Details about faculty and staff can be found through the faculty directory. The President and Board of Trustees are also found on the website. It would be helpful to see the President's leadership team and governance structure also noted on the website.
- The Office of the Provost is responsible for ensuring the accuracy of its academic offerings, which are included in the website review process.

LTU makes substantial efforts to engage with its community partners and provide service to the professions.

- Research: The Course-based Research Experience (CRE) program allows students to learn in a project-oriented environment by conducting an authentic research experience.
- Experiential Learning: The Quest Program is a co-curricular experiential learning program for

College of Arts and Sciences majors; the Office of Study Abroad is available to all students who want to develop as a leader with a global view.

- Community Engagement: LTU hosts several lecture series throughout the year, many of which are free for public attendance. According to the January 2023-December 2024 report, the Marburger STEM Center provides hands-on STEM experiences for K-12 students, their families, and educators. LTU also partners with their community in programs such as Detroit Studio, Focus Hope, Habitat for Humanity, and Next Energy.
- Economic Development: LTU has partnered with the City of Southfield's Business and Economic Development Department to create the Centrepolis Accelerator, which helps to build businesses and manufacture products in Michigan. According to the March 17, 2025, Academic Affairs Committee Report, their services include technology commercialization, mining, business development, product development, start-up financing, and incubation facilities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

The governing board of LTU is in compliance with board policies and ensures the integrity of the institution. Photos of LTU's Board of Trustees can be found on their website for the public to view. Since the board members come from various sectors of industry, training about LTU and higher education is essential. Board members are provided with a Board of Trustees Handbook, recently developed for 2024/25, which includes many documents such as the Bylaws, restated articles of incorporation, business list, committees, trustees' responsibilities, conflict of interest policy statement, information about each college, and the strategic plan. Continuing education includes presentations by LTU leaders and guided tours of various colleges by LTU leaders. A tour of the College of Arts and Sciences was provided by the interim dean based on meeting minutes included from October 19, 2023. It would also be beneficial for the Board of Trustees to have external training, such as access to the Association of Governing Boards of Universities and Colleges (AGB) publications and presentations, to stay informed of higher education beyond LTU. An annual self-assessment of Board members would also inform future additional training.

LTU's Board of Trustees reviews the interests of the institution and is able to deliberate and make well-informed decisions about the institution. Before each BOT meeting, Board members receive a meeting book that contains information from all sectors of the university. so they can be well-prepared to discuss matters at hand on the day of the board meeting. The Board of Trustees Handbook from their March 18, 2025, meeting was included in the assurance argument. The five committees of the Board, each with its own charter, present reports at the three board meetings each year to review developments and make decisions in the best interest of the institution.

The Board of Trustees is involved in LTU's 2023-27 strategic plan and processes, which were unanimously approved in the BOT meeting minutes from October 19, 2023, provided in the

addendum.

The BOT Handbook also includes the conflict of interest policy and disclosure statements that they must sign annually to ensure they are avoiding any conflicts of interest serving in their role as the Board of Trustees of LTU. According to the BOT agenda from March 18, 2025, the Governance and Nominating Committee discussed the trustees' responsibilities and the conflict of interest policy at that meeting.

As noted in the 2018 LTU Bylaws, the Board delegates day-to-day management of the institution to the President, who is assisted by the vice-presidents of LTU. The President reports to the Board of Trustees and provides updates at each BOT meeting.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Rating

Met

Rationale

Academic Freedom is detailed in LTU's faculty handbook, effective August 2019, Section 1.4 stating that faculty are entitled to freedom in research and in discussing course subjects. Faculty are obligated to promote conditions of free inquiry and to further public understanding of academic Freedom. The protection of academic Freedom and the requirements of academic responsibility apply to all faculty according to what is written in the handbook. Section 2.1.3 also provides information on professional duties as a faculty member to uphold ethical behavior and intellectual integrity in every aspect of employment.

The student code of conduct provided as evidence was adopted in June 2006 and revised in August 2015, identifying the standards students must abide by to engage in responsible student conduct at LTU, as well as procedures for any violations of that student code.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Lawrence Technological University oversees research, ensuring compliance, ethical behavior, and fiscal accountability. LTU's Internal Review Board Committee is identified in a web document as responsible for developing and maintaining LTU's policies and procedures for protecting human subjects, upholding federal guidelines, and reviewing all protocols for human research conducted by faculty, staff, and students. In addition to the IRB, faculty, staff, and students engage with the Institutional Animal Care & Use Committee to ensure compliance with the human care and use of animals in research. In accordance with USDA standards, the IRB maintains a website containing general information on the process, documents, and trainings to be completed to promote successful research.

LTU has other supports in place to ensure integrity in any research projects. The Office of the Provost and Academic Affairs maintains a webpage of necessary forms to be completed and information on external funding and fiscal accountability. The Research Support Services Committee guides U.S. Government Export Controls. LTU also provides a research and grant incentive program to support faculty research and assist with applications. An intellectual property policy is established to protect research, scholarship, and creative works of faculty and students.

Students receive guidance on research ethics and the ethical use of information sources in various areas. In March 2024, the Zaven Margosian Student Success Center was established, which includes the Horldt Family Writing Center. Guidance can also be found through LTU's Library and in courses such as COM1001 Pathways to Research Careers, introducing first-year Arts and Sciences students to a diversity of research projects and career paths, and COM1103, where students learn how to produce an annotated bibliography.

The RAISE system for academic integrity is introduced at orientation, and policies and procedures of the Academic Honor Code can be downloaded from LTU's website. The Undergraduate and Graduate Catalogs include the policy on academic honesty and integrity, defining plagiarism and providing the

steps of the reporting and appeals processes. As stated in the faculty handbook, faculty have the responsibility to prevent unethical practices and violations of the Academic Honor Code in their courses. The Academic Honor Code and Student Code of Conduct are available on their website and should be included in all syllabi.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Lawrence Technological University provided evidence that the appropriate documents such as operational, financial, and academic policies, procedures, and guidelines, along with the Faculty and Student Handbooks, are developed to guide and support LTU to operate with integrity across the many functions. These documents are posted and accessible on LTU's webpages.

LTU's governing board is directly provided institutional information at the regular Board of Trustee meetings throughout the academic year. The Bylaws provide similar guidance and requirements for the ethical and responsible conduct of the Board of Trustees necessary for the Board of Trustees to meet its fiduciary responsibilities. A self-evaluation for the Board of Trustees would be beneficial to learn what additional external training is needed to better understand the landscape of higher education beyond LTU to help inform future decision-making especially as LTU strives to achieve R2 Carnegie status.

LTU's website is the primary source of information for the university community and interested public. LTU partners with Yellow Flag Productions for regular updating and monitoring of the webpages for accuracy and accessibility, and the Office of the Provost provides accuracy of their academics ensuring LTU continues to present itself clearly to its students and to the public. LTU provides educational experiences appropriate for all students including opportunities for community engagement and numerous research opportunities.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

In order to ensure that its academic programs are current and appropriate, LTU conducts an Academic Program Planning and Review (APPR) process, as evidenced by an APPR online repository and APPR template. Much of the template focuses on what about the program is new or modified. The frequency of these reviews appears to be changing, due to some contradictory statements, but a schedule submitted for the review team confirms that they have been occurring since 2017 and are scheduled to continue through 2030. Other examples of ways that LTU ensures the rigor of its academic offerings include program accreditation, advisory boards for professional programs such as Mechanical, Robotics, and Industrial Engineering, and direct assessment of student learning. See Core Component 4.A for further evidence of LTU's work.

The APPR template does not include a requirement to list program-level outcomes, but LTU provided other evidence of its articulation of learning outcomes. The university developed new undergraduate general education (five areas), undergraduate program-specific (five areas), and graduate learning (four areas) outcomes in 2017. These outcomes are articulated, along with performance indicators and curriculum maps linking the outcomes to each academic program, on the Assessment webpage of the Office of the Provost and Academic Affairs. A 2022-2023 compilation by the University Assessment Committee includes tables/lists of unique learning goals for the core curriculum and 29 undergraduate academic programs.

LTU teaches face-to-face courses both on- and off-campus (including dual credit), as well as online and hybrid courses. It maintains a document to ensure consistency in seat time for face-to-face courses according to the number of credit hours, in alignment with the Carnegie unit of measure and

its own catalog policies. Faculty are assigned to departments, not academic programs, so they may teach either face-to-face or online versions of the same course. Regardless of the delivery mode or location, LTU claims that its courses fulfill the same quality requirements, meet the same learning goals, and follow the same syllabus template. The review team requested syllabi to verify this claim, but did not receive sufficient examples to do so. Online courses have a documented development process and are designed to meet Quality Matters standards. The office of eLearning Services at the university supports online course development by offering a course in online pedagogy, helping faculty with video lecture capture, and maintaining Canvas as its learning management system.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

LTU's Core Curriculum is described on its website as preparation "to take a leadership role in the diverse world in which you will live, advance your career, and contribute to your community." This is consistent with its stated mission and its objective to put theory into practice to solve real-world problems. Undergraduate general education requirements are clearly articulated on the website and in the catalog.

Although its programs are technologically-oriented, the Core Curriculum is designed as a liberal education that prepares students for global citizenship, with five stated learning outcomes (Written Communication, Oral Communication, Critical Thinking in Humanities, Quantitative Reasoning, and Scientific Analysis) that link to the specific course requirements. Final reports from the various subcommittees of the Core Curriculum Task Force describe how the program and its requirements were developed by the faculty over the past decade.

In addition to the general education emphasis on liberal education and preparation for diverse experiences, LTU provides students with growth opportunities in multicultural settings. The Grand Challenge Scholars Program is designed to create graduates with global awareness as they collaborate in multidisciplinary and multicultural teams and evaluate problems with various methodologies and cultural perspectives. LTU also offers study abroad experiences in Germany, Italy, England, and Ireland in order to develop leaders with global viewpoints.

Because LTU has a stated goal to move to R2 Carnegie status, it has made a demonstrable effort to

increase its overall production of research, scholarship, and discovery of knowledge beyond the regular expectations of faculty that are articulated in the Faculty Handbook. The university spent more than $9M on research in 2023-2024, including $1,000 Presidential Undergraduate Research Awards for ten students and a Course-based Research Experience program that includes STEM and humanities courses. An annual Research Day is hosted on campus each spring to view student posters and celebrate outstanding work.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

LTU operates in a large, urban setting with a diverse population, and it states that it strives to ensure that the diversity of the student body is reflected in its employee population. Per the US DOE College Scorecard, its population of Black students is 3x greater than the same for staff, and its population of non-US citizen staff is 3x greater than the same for students, but the university appears to be mostly successful in its efforts. LTU also acknowledges its deficit of female faculty in technical fields, but has made improvements in those percentages since 2020.

In 2024, LTU had 121 full-time faculty and 375 total faculty for its 5 colleges and 100 academic programs. The Fall 2023 student-to-faculty ratio published in its Common Data Set was 11-to-1, and 95% of its undergraduate class sections are smaller than 30 students, so it appears to have a healthy level of instructors to carry out the work of the faculty, as described in its Faculty Workload Policy and documented on Faculty Load Assignment Forms.

LTU maintains a Faculty Credentials Manual to communicate expectations for faculty qualifications that are consistent with HLC Core Component 3.C and Assumed Practice 2.B. It provides guidance on the minimum faculty credentials required for various LTU academic programs, the use of tested experience, and the process for evaluating faculty credentials by the Office of the Provost and Academic Affairs using a Faculty Credentialing Report Form. A Dual Enrollment Process document

articulates how dual enrollment faculty are held to the same standard as on-campus faculty.

Newly hired faculty are supported through an informational New Faculty Orientation, course release time during their first year, a faculty mentoring program, and a $6000 faculty research stipend. All faculty are supported in their teaching efforts by eLearning Services and the Center for Teaching and Learning, as discussed in Core Component 3.D. The Faculty Handbook describes how faculty members may be reimbursed for the pursuit of their own faculty development activities, either through the university or through individual colleges or departments. Outstanding teaching is celebrated through an annual Excellence Awards luncheon in the fall. Consistent with the university's efforts to achieve R2 status, the Office of Sponsored Research and Institutional Grants provides research support through a grant incentive program, sabbatical opportunities, and an annual spring Research Day with awards and a colloquium.

Faculty at LTU, including adjunct faculty, are evaluated via an annual performance evaluation, as described in the Faculty Handbook. The university uses Faculty180 to manage and store faculty contributions to teaching, service, and scholarship, which can be used in the evaluation process. Course evaluations (using Watermark Course Evaluations & Surveys) may also be uploaded to Faculty180. The Faculty Handbook and a separate document describe LTU's Tenure and Promotion Processes. The Office of the Provost conducts midterm tenure reviews as well, after three years of employment.

Faculty make themselves available to students via traditional office hours, Zoom web conferencing, and various Google apps. The Faculty Handbook states that regularly scheduled and posted office hours are a faculty responsibility, and full-time faculty should be accessible in their offices at least three days per week. Faculty teaching online are expected to hold a sufficient number of "online office hours." A review of provided syllabi suggests that faculty are indeed making themselves available to their students in a variety of ways.

Student support services at LTU include the Student Success Center, the Office of Financial Aid, and the Office of Student Life. Nearly half of the staff at LTU hold master's degrees, and the university strives to ensure that those working with students are qualified and developed to appropriately support them. Evidence of such efforts includes a job description (and faculty reference form) for peer tutors and a job description for a financial aid counselor, all with stated education, experience, and skill requirements. Staff working in the area of academic advising have the appropriate credentials to be helpful to faculty advisors. Employees and their supervisors complete a performance evaluation annually, and staff are supported through tuition waiver/reimbursement programs, regional and national trainings, and on-campus health and safety programming.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

LTU maintains a "One Stop Center" with offices for Financial Aid, Registrar, and Student Accounts all in one location. Their webpages include forms and important registration and financial information to serve students remotely as well. An electronic helpdesk (eHelp) provides technology support, and LTU also has a laptop program that provides devices pre-loaded with relevant software to each student. The Office of Student Life webpage describes student services such as clinical counseling, career services, wellness resources, a student veterans group, campus and local transportation, and programs to support international students. International students have access to an electronic welcome guide provided as a part of a week-long orientation.

The Student Services Center includes a writing center with peer tutors and faculty writing consultants, as well as an office of disability services that provides academic support and accommodations. A webpage with available accommodations, forms, and FAQs is accessible on the LTU website. All entering freshmen and some transfer students are required to take placement exams relevant to their major, and the university provides a study guide to describe the assessment formats and study topics. First Year Ignite is a two-day orientation program for all first-year students that helps to prepare new students for the transition to LTU.

The Student Services Center is also the home for academic advising, and LTU employs professional academic advisors who distribute advising assignments to faculty members. The advising webpage provides helpful information for students, including an advising appointment checklist, planning guide, scheduling grid, degree path flowcharts, and general FAQs. The Office of International Programs has created a variety of electronic academic advisor forms specifically for international students. LTU has been using DegreeWorks for course tracking and degree audits, but recently switched to Civitas to improve the student/faculty experience and facilitate communication between stakeholders.

Although a campus tour is not possible during a virtual Assurance Review, LTU provided evidence of its infrastructure and physical resources in its Assurance Argument. Key hubs for teaching and learning are the Zaven Margosian Student Success Center, the Center for Teaching and Learning (with an instructor resources repository and e-learning services), and the library. A document provided evidence of the library's holdings, circulation, programming, virtual support, and physical enhancements in 2024-2025. Important facilities for specific academic programs include Ascension Michigan hospitals for nursing clinical experiences and the 36K+ square foot A. Alfred Taubman Complex that provides high-tech learning environments for students studying engineering, architecture, and other multidisciplinary STEM programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Rationale

Lawrence Technological University pursues a level of rigor in its academic offerings that is appropriate to higher education because it conducts a periodic Academic Program Planning and Review process, maintains curriculum maps that link its various university learning outcomes to individual academic programs, and employs eLearning Services staff who help faculty to develop online courses that are consistent with courses offered in other modalities and locations. The Core Curriculum takes a "theory and practice" approach to solving real world programs, consistent with the university mission, which helps students to develop skills in communication, critical thinking, and quantitative reasoning and analysis. It offers additional opportunities for students to engage in research and global learning so that they are prepared for work and life. LTU seeks faculty who are diverse, appropriately qualified, and accessible to students, and it maintains a suitable number of full-time and part-time faculty for its 100 academic programs. Faculty and student support staff are both offered professional development opportunities and evaluated annually to ensure that students are served well. Additional support for student learning and resources for effective teaching includes a "One Stop Center" for Financial Aid, Registration, and Student Accounts; a Student Services Center for tutoring, writing support, and academic advising; a Center for Teaching and Learning; and the Taubman Complex for programs in engineering, architecture, and other STEM fields.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

Lawrence Technical University (LTU) has a robust and well-established program review process. This process includes: templates, a standard data set provided to all programs, a schedule maintained by the office of the provost, and a repository for complete program reviews. All professional programs have an advisory board that provides additional input for use in the program review process. While the APPR template document states that programs are reviewed on a three-year schedule, in practice, and articulated throughout the assurance argument, programs are reviewed at least twice in a ten-year period. To ensure action on program reviews, the APPR template includes a section that summarizes program actions taken since the last program review.

There are several mechanisms by which LTU ensures the quality of transcripted credit. Guidelines are in place for AP, IB, military, and CLEP credit. There are placement assessments for incoming

students, and the credit review process for transfer students includes both content and minimum grade requirements. LTU also participates in the Michigan Transfer Agreement and has articulation agreements with other institutions.

With regard to LTU courses, the University maintains appropriate prerequisites for courses, has in place a grading process, definitions of credit hours, and a new course approval process. Dual credit faculty must meet the faculty requirements as outlined in the LTU Faculty Credential Manual, use the same course syllabi, and have the same learning objectives as the campus courses. Additionally, LTU maintains several specialized accreditations: National Architectural Accrediting Board, Council for Interior Design Accreditation, National Association of Art and Design, American Chemical Society, Accreditation Board for Engineering and Technology, and the Commission on Collegiate Nursing Education. The physician's assistant program has provisional accreditation. Additional review of graduate courses is through a graduate council. LTU clearly and effectively communicates requirements through the course catalog and flowcharts for each program of study.

Graduate outcomes are tracked by a post-graduation employment survey and through the program review process.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

Lawrence Technical University articulates general education core curriculum goals, five learning areas for undergraduate programs, and four learning areas for graduate programs. LTU clearly documents assessment for both graduate and undergraduate programs; has extensive course maps, and uses both direct and indirect assessment. The majority of assessments described in the sample provided are direct assessments at the undergraduate level, including the use of rubrics and performance on specific exam questions, and external juries (for art and design). Examples of indirect assessments include student surveys of their perception of their own learning, peer evaluations of participation of their peers in group projects, and responses to course objectives and alumni surveys.

The Core Curriculum Assessment Report provides a summary of the 2019-2021 direct assessment of the core curriculum. If LTU has continued with this practice and report structure, direct assessment of the core demonstrates good practice, faculty engagement and "closes the loop".

Accredited programs must meet the learning outcomes and assessment requirements of their accrediting bodies. The example of the assessment report provided indicates that LTU reviews and makes changes as indicated by assessment outcomes. As with the Program Review Template, the Assessment Report Template includes a section in which programs describe changes made as a function of assessment. Assessment reports through the academic year 2021 are available on the university website. LTU has recently developed a co-curricular process that requires student participation in on-campus events. While this provides tracking, it will be important for the university to develop more direct assessments of the learning outcomes of the required activities.

Assessment is supported in a number of ways, including faculty workshops and support from the Center for Teaching and Learning, Assessment Day, and new faculty workshops on assessment.

The Assessment Committee has broad representation from across the university. These individuals also serve as assessment leads for their respective areas. This structure ensures appropriate faculty

responsibility for assessment in program areas.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

Lawrence Technical University is focused on retention as defined by IPEDS. This focus has resulted in improvements in that measure. These efforts should result in corresponding improvements in persistence and completion. As LTU moves forward, establishing goals and metrics for these is the logical next step. Accredited programs also track retention and completions as required by the accrediting bodies.

The strategic plan defines the goals for retention. LTU's most recent quality initiative focused on retention, resulting in retention of fall first time fulltime students to their second fall increasing from 74% to 77%. In 2018, LTU participated in the HLC Persistence and Completion Academy. Subsequent retention efforts included establishing a Retention Committee, improving financial aid services and access, implementation of an early warning system, with dashboards to track student participation, creation of a one stop shop, and the development of the Zaven Margosian Student Success Center. The center tracks student interactions with the center and targets students who are in need of assistance.

LTU uses the Common Data Set as a means to share data with the cabinet. These data are also presented to the Board of Trustees and are made available on the website. Additionally, LTU provides each college with data on retention. However, there is no information on further use of this information. Finally, the Program Review datasets provide information on fall to retention and time to completion.

LTU provides two examples of using data for improvement of retention. The university is currently

focused on increasing retention in the College of Business and Information Technology and the College of Arts and Sciences. As the College of Business and Information Technology enrolls a significant number of athletes, the College has embedded an athletic recruiter to assist with identifying students who may face retention challenges. A second example of a retention effort is to identify students with W, F, or WF grades and blocking registration until the student has met with an advisor to create a success plan.

The document provided by the College of Business and IT include a goal of increasing graduation rates, but does not provide a target value for this increase.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Rationale

Lawrence Technical University (LTU) provides ample evidence of robust program review and assessment through the early 2020s. Assuming that these practices are continuing as documented, LTU has the needed processes in place to assure high-quality academic programs and can serve as a model for assessment of the co-curriculum. Additional evidence for quality academics is found in the specialized accreditations maintained by LTU. Retention is a focus of the current strategic plan and is tracked and evaluated. As LTU moves forward, the addition of goals for persistence and completion will enable the institution to continue to improve student outcomes.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

Lawrence Technological University (LTU) demonstrates a commitment to shared governance, actively engaging its diverse internal constituencies in planning, policies, and procedures. This engagement is foundational to LTU's strategic planning process with the administration and Board of Trustees. LTU consistently seeks input from faculty, staff, and students to inform initiatives and foster collaboration. Since formalizing its strategic planning in 1999, LTU has established an exchange of ideas, structured around an annual calendar of institutional meetings designed to ensure communication.

The university employs a multi-tiered approach to shared governance, such as the President's Cabinet, Deans' Council, Faculty Senate, College Faculty Councils, Graduate Council, and Staff Senate. All play roles in decision-making and policy development. According to the assurance argument, the President and Provost actively solicit guidance from these groups. Informal interactions at university events bridge communication gaps that may exist. Students are integrated into this process through the Student Government and their participation on various committees, including the Academic Honor Council, where their input influences academic integrity and assessment strategies.

LTU's approach to shared governance is an integrated system, designed to empower all internal constituents. By fostering open communication channels and providing formal and informal avenues

for input, the university ensures that decisions are well-informed and reflective of the entire community's perspectives. This engagement strengthens institutional planning and policy development and cultivates a culture of collective responsibility and shared ownership in LTU's mission and future direction.

LTU integrates data-driven decision-making across levels of institutional planning to serve the interests of its stakeholders. Guided by its mission of "Theory and Practice," LTU employs an approach to collecting and analyzing data from sources, including curriculum assessment and program review processes. Academic departments assess student learning outcomes, align them with programmatic accreditation standards, and implement data-informed improvements in curriculum and pedagogy. The Academic Program Planning and Review (APPR) cycle ensures that enrollment trends, demographic shifts, resource utilization, and employment projections inform strategic decisions about academic offerings.

LTU's administration uses enrollment data to shape institutional strategies and respond to market conditions. Enrollment is a primary revenue driver, so the University tracks trends by term, program, and delivery mode. The Assurance Argument indicated that an analysis of post-recession enrollment patterns led to a shift from a commuter to a residential campus, supported by the construction of new residence halls and the expansion of athletic programs. Enrollment data generated new partnerships with 50 secondary schools, enhancing dual enrollment opportunities and broadening LTU's student recruitment.

LTU's administration employs data monitoring to optimize resource allocation and operational decisions. The Office of Institutional Research provides reports on enrollment headcounts and credit hour production at the university, college, and program levels. These data enable administrators to adjust faculty assignments, course sections, and budget allocations as needed to meet demand and enhance student success. LTU's expansion of online offerings—reflected in the doubling of online course enrollment since 2016—demonstrates a responsive approach to emerging educational trends and student preferences.

LTU maintains a structure of shared governance that engages faculty, staff, and students in shaping academic requirements, policies, and processes. The Faculty Senate, Faculty Councils, and Graduate Council lead the development and approval of academic programs, ensuring faculty ownership in curriculum decisions. Programs and courses undergo a vetting process requiring department faculty approval before advancing. Collaborative structures, such as committees for academic integrity and assessment, ensure input across the institution.

Several examples illustrate the effective operation of these structures. The Academic Integrity policies, developed through faculty, staff, and student collaboration, were revised in 2024 to strengthen the Student Code of Conduct. The Assessment Committee, composed of faculty representatives from undergraduate and graduate levels, oversees learning outcomes and assessment processes. When selecting LTU's new Learning Management System, students and faculty were surveyed, with their input directly influencing the adoption of Canvas. In addition, colleges like Business & Information Technology use student focus groups to inform curriculum improvements.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

Lawrence Technological University demonstrates a commitment to maintaining a qualified operational staff and contemporary infrastructure, essential for supporting its program delivery methods. The university prioritizes the quality of its faculty, ensuring they possess subject-matter expertise, which is validated through a credentialing process and a Faculty Credential Manual. For faculty teaching online, an additional requirement of completing a course in online pedagogy and ongoing training opportunities ensures effective instruction. This dedication to faculty preparedness was showcased during the transition to emergency remote teaching in Spring 2020, successfully supported by LTU's eLearning Services and their enduring Quick Start Guide to Online Teaching.

LTU's operational strength is supported by a skilled staff, with 85% holding post-secondary degrees, and a comprehensive background check process implemented by Human Resources since 2017. The Department of Information Technology plays a crucial role. IT is staffed with experts who manage a technical infrastructure, including redundant internet connections, secure servers housed in the Edward Donley Computer Center, and a 10Gb backbone with widespread wireless access. Continuous technological enhancements, such as a one-to-one laptop program for all students, faculty, and staff, and seamless cloud migration for essential systems, ensure support for academic and operational needs. The Associate Vice President for Technology and Instructional Innovation's involvement in planning aligns IT practices with the university's overall goals. Extensive online student support services, including "Librarian on Call," Zoom conferencing, online counseling, and 24/7 Canvas and HelpDesk support, ensure comprehensive assistance for all students.

LTU's mission of "fostering cross-disciplinary, experiential, and forward-facing education that empowers students to excel in technology, scholarship, and design in all disciplines," and its vision to "Be the University that transforms lives," are supported by its defined organizational structure, resources, and strategic opportunities. The university's planning is tied to these core principles, and a continuous strategic planning process ensures the maintenance of resources essential for mission attainment. This approach, encompassing collaborative processes, financial management, and diverse

resources, positions LTU to achieve its goals for the future.

The university's shift from a commuter school to a residential campus since 2011 demonstrates an effective adaptation to evolving educational landscapes, directly supporting its mission to advance technology education. This has involved campus development, including the establishment of new STEM and Nursing programs and the College of Health Sciences, which in turn necessitated new laboratories. The expansion of campus facilities, described in an updated Master Plan, serves the goal of creating a student-centric learning environment.

LTU's commitment to maintaining its physical resources is evident in its detailed Facilities Predictive Maintenance Plan, which ensures buildings remain safe, functional, and compliant with governmental codes. The university's design choices, such as small capacity classrooms for personalized learning and purpose-built student housing like the Lloyd E. Reuss and East Residence Halls, directly foster a student-centric environment. These facilities, equipped with spaces for study, collaboration, and recreation, provide a residential experience.

The university's focus on STEM and design is realistic, given its specialized facilities like the A. Alfred Taubman Complex and the Marburger STEM Center. An entrepreneurial mindset is fostered through the Centrepolis Accelerator, providing students with practical business assistance and prototyping capabilities. LTU's partnership with the Kern Entrepreneurial Engineering Network (KEEN) and the training of over 40 faculty members as Kern Innovation Teaching Fellows demonstrate an investment in cultivating an entrepreneurial-minded learning. Despite recent enrollment declines, LTU's strategic growth plan, characterized by a 77% retention rate, growth in online programs, and targeted recruiting, may be attainable, aligning with its goal of achieving R2 institutional status

LTU has a well-developed and collaborative process for budgeting and financial monitoring, ensuring its financial health aligns with its educational mission and strategic plan. This process is led by the Finance Committee, a Board subcommittee that meets at least three times annually to oversee the institutional budgeting. The committee, comprising key stakeholders like the Board President and LTU's President, ensures that financial decisions support strategic initiatives. The VP of Finance's involvement in multiple committees, including the President's Cabinet and Strategic Planning Committee, facilitates informed university-wide financial priority setting and resource allocation.

LTU has a budget process with planning for the next fiscal year beginning in mid-fall, while the current year's budget is monitored. Throughout this period, ongoing dialogue and information sharing among various university committees, combined with key positions serving on multiple committees, ensure fiscal responsibility to LTU's goals and optimal resource utilization. Budget owners receive monthly summary reports from the Finance Office, providing detailed expenditure, encumbrances, and account balance data, and departments can access the finance portal for real-time information. At the university level, the Finance Department monitors crucial financial indicators, such as enrollment and tuition revenue, making necessary budget adjustments to maintain financial alignment. Independent audits conducted by Plante Moran, adhering to FASB Standards, affirmed LTU's financial stability.

Lawrence Technological University strategically allocates its fiscal resources to ensure the achievement of its educational purposes and long-term institutional strength. With a 2024 operating budget exceeding $95 million, LTU directs nearly two-thirds, or $60 million, toward academic programs and research initiatives. This commitment is evident in the strategic increases in funding for key areas like STEM fields, including Natural Science, Math & Computer Science, Biomedical

Engineering, Mechanical Engineering, and Engineering Technology. LTU has doubled budgets for Student Housing and Activities/Recreation to support its shift to a residential campus environment, and it has increased allocations for Enrollment Management and Marketing to meet enrollment growth targets.

LTU's financial health and strategic planning demonstrate its capacity to support and advance its academic agenda, including the goal of achieving R2 Carnegie classification. The university is making progress toward this goal by growing research funding and doctoral research programming, supported by new policies and procedures for doctoral research development. Despite a 19 percent decline in enrollment over the past decade, LTU maintains a financial margin, as detailed in the 2024 audit from Plant Moran, which highlights substantial assets including cash, investments, and property. The university also holds a stable BBB- bond rating from Standard & Poor's,

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

Lawrence Technological University allocates its resources to align with its mission and priorities, as detailed in its 2023 Strategic Plan. The university's budgeting process is designed to achieve its mission while ensuring financial stability, based on projected enrollment growth and strategic investments to maintain this trajectory. A Program Cost Analysis directs resource allocation towards academic programs and promotes efficiency. LTU has increased budgets for STEM-supporting departments and invested in facilities like the A. Alfred Taubman Engineering, Architecture, and Life Sciences Complex, which houses the Marburger STEM Center. This commitment extends to hiring key personnel, such as an Executive Director for the STEM Center, and fostering student engagement through new academic programs, including the resourced Physician Assistant Program, and supporting undergraduate research opportunities like the NSF-sponsored Research Experiences for Undergraduates Program.

LTU has made substantial investments in enrollment initiatives since 2020, transforming from a commuter to a residential campus with $4 million in facilities enhancements. Allocations of $2 million have gone into athletic programming support, and $3 million into enhancing undergraduate experiences and spaces. These investments, alongside $55,000 for overall growth in enrollment, retention, and online programs, detail a commitment to student success and campus development. Technology resources are a focus, with continuous investments detailed in various sections, ensuring students, faculty, and staff have access to needed tools. The expansion of campus facilities, including new buildings, student housing, and athletic training facilities, underscores LTU's dedication to providing a comprehensive and supportive environment.

LTU's commitment to its mission extends to its advancement initiatives. The Office of Advancement

focuses on three key funding priorities aligned with the Strategic Plan: student scholarship endowments, academic department/chair endowments, and athletic endowments, while also planning to enhance philanthropic education for the Board of Trustees. LTU is advancing its status to a Research-2 institution, having exceeded the required $5 million in research and development expenditures with $9.4 million. The university projects to meet the requirement of conferring at least 20 research doctoral degrees within the next five years, supported by the expansion of doctoral programs from two to seven and continued institutional support for academic research through college budgets, outside grants, and seed funding for new faculty. LTU actively supports associated institutes and affiliated centers, exemplified by its ongoing partnership with West Bloomfield Schools and annual support for the Tech Hub.

Lawrence Technological University links its processes for assessing student learning, evaluating operations, and informing planning and budgeting. The university mandates that academic programs assess student learning and submit annual reports, which directly support departmental and college budget requests. This connection is illustrated in a diagram, highlighting how assessment data flows into the budgeting cycle. Assessment is central in the LTU's Academic Program Planning and Review (APPR) process. The outcomes of these reviews, such as those for the B.S. in Interior Design and M.S. in Cardiovascular Perfusion programs, influence changes and bolster budget justifications, suggesting a data-driven approach to resource allocation.

LTU evaluates its supporting departments to ensure student-centered services. The Student Success Center (SSC) utilizes data from platforms like Civitas Learning and EdSights to analyze student engagement and inform decisions about academic and social support services. Dining Services conducts annual surveys, like the Fall 2024 Dining Style Survey, to gather student feedback on preferences and challenges. This direct input led to changes, such as expanding a la carte options at lower costs to address student concerns about convenience, quality, and cost. In Library Services, velocity statistics are reviewed, as demonstrated by the decision to discontinue underutilized database subscriptions. The resulting savings were then reallocated to highly valued resources, such as 24/7 online library chat services.

LTU's current Strategic Plan, updated from 2019, is rooted in its mission of preparing students for excellence in STEM through scholarship and design, guided by the "Theory and Practice" motto. The planning process is comprehensive, embracing the entire institution and actively integrating perspectives from both internal and external stakeholders. As described in the assurance argument, the LTU Board of Trustees, through its Strategic Planning Committee, engages faculty, staff, students, and administration, with input provided by the Deans Council, Faculty Senate, Staff Senate, and Student Senate. Externally, Board members from major manufacturing and healthcare companies contribute insights on global influences, while the University Architect collaborates with the City of Southfield on campus facility development. Academic programs involve employers, advisory boards, and accrediting agencies in their planning, and operational departments consult professional agencies and incorporate research from organizations like Quality Matters and the Online Learning Consortium.

LTU demonstrates agility in adapting to fluctuating enrollment and shifts in revenue. Recognizing increased competition in online education and for non-traditional students, LTU developed new student enrollment models. A significant shift involved redirecting resources toward creating a campus life experience for undergraduate residential students. This commitment is evident in sustained investments in athletic programs since their re-establishment in 2011. LTU continues to monitor these costs in light of the enrollment gains generated by a campus environment,

encompassing athletes, pep band members, cheer teams, and recruitment.

LTU's planning is grounded in an understanding of its capacity. While traditionally strong in Engineering, Architecture, and Business STEM fields, market analysis revealed a demand for healthcare STEM careers, offering avenues for enrollment growth. LTU integrated health programs, launching its first nursing program in 2016, followed by the M.S. in Physician Assistant Studies and M.S. Cardiovascular Perfusion programs. The formal establishment of the College of Health Sciences in 2024 solidified academic programming and support for health technology. LTU's enrollment growth model is based on monitoring of yearly enrollment fluctuations to inform future resource allocation, with new STEM facilities and student housing reinforcing the university's capacity for new programs.

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LTU's planning is grounded in an understanding of its capacity. While traditionally strong in Engineering, Architecture, and Business STEM fields, market analysis revealed a demand for healthcare STEM careers, offering avenues for enrollment growth. LTU integrated health programs, launching its first nursing program in 2016, followed by the M.S. in Physician Assistant Studies and M.S. Cardiovascular Perfusion programs. The formal establishment of the College of Health Sciences in 2024 solidified academic programming and support for health technology. LTU's enrollment growth model is based on continuous monitoring of yearly enrollment fluctuations to inform future resource allocation, with new STEM facilities and student housing reinforcing the university's capacity for new programs. The university remains aware of potential risks, actively monitoring financial resources and adjusting budgets as needed.

LTU is committed to continuous improvement and student success by integrating institutional processes to achieve its strategic goals. The university's current Strategic Plan forms the foundation for regular progress reports to the strategic planning committee and the Board, enabling timely adjustments and tracking of key initiatives like progress towards R2 status. LTU's dedication to enhancing student outcomes is evident in new structures such as the 2024 Zaven Margosian Student Success Center. It is designed to align advising with other essential support services. The university is leveraging its Canvas LMS to systematically collect assessment data, with outcomes and rubrics integrated directly into courses and assignments, feeding into an Assessment Data Dashboard for comprehensive reporting on student progress.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Rationale

LTU employs a comprehensive and inclusive planning process, gathering input from all internal stakeholders—faculty, staff, administration, students, and the Board of Trustees—to shape its resource allocation, structures, and operations. The university actively seeks guidance from external sources like employers, governmental agencies, and professional associations to identify trends and strategies that align with its mission and promote agility. With an operating budget exceeding $95 million in 2024, nearly $60 million is directly allocated to academic programs and research, including the strategic goal of achieving R2 institution status. This approach is informed by global trends, evolving career skills, and internal assessments of student learning. LTU ensures continuous improvement in academic offerings and overall institutional strength. The university's collaborative planning aims to cultivate innovative leaders in a student-centric learning environment.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

Lawrence Technological University (LTU) demonstrates a remarkable and sustained commitment to its strategic vision, continually adapting since its founding in 1932 on the enduring principle of "Theory and Practice". Following the economic shifts of 2008, LTU proactively engaged in a significant transformation to evolve from a commuter-centric institution into a more residential university, expanding its academic offerings beyond traditional engineering to include vital health-related programs such as Nursing in 2016 and plans for a Physician's Assistant program. This forward-looking approach is further articulated in its 2023 Strategic Plan, which emphasizes fostering cross-disciplinary, experiential, and forward-facing education, and sets an ambitious aspiration to achieve R2 Carnegie classification status. The university's active engagement with external constituencies, notably through the Marburger STEM Center and the Centrepolis Accelerator, demonstrates its dedication to the public good and civic engagement within the Detroit Metropolitan area and beyond.

This Open Pathway Year 4 Assurance Review confirms LTU's effective and systematic commitment to continuous improvement across its operations and academic offerings. Crucially, LTU has successfully addressed the monitoring requirement from the Fall 2020 comprehensive evaluation regarding the development and adherence to a federal-compliant credit hour policy. The university now clearly articulates its credit hour policy, based on the Carnegie unit of measure, within its undergraduate and graduate catalogs, demonstrating compliance with federal and accreditation expectations. This responsiveness, coupled with the overall "Met" rating across all other HLC Criteria in this review, underscores LTU's dedication to maintaining instructional integrity and quality across all modalities and programs.

Moving forward, as LTU prepares for its ten-year review, adding more evidentiary statements and documents will help it show off the wonderful work the entire university is engaged in.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Not Applicable to This Review

No Interim Monitoring Recommended.