



**Criterion 3. Mission – Teaching and Learning: Quality, Resources, and Support -
The institution provides quality education, wherever and however
its offerings are delivered.**

3A – 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.

3.A.1. Whether developing new courses and programs, or changing existing curricula, the process begins with the identification of a need or opportunity. Whether that need/opportunity is identified by internal or external stakeholders, such as program faculty or an **advisory committee**, the faculty of the appropriate program evaluates whether the course(s)/program is relevant to a particular career and/or transfer partner. New program proposals are also subject to a **market analysis** by the Center for Data Science. Program faculty work with their Director/Associate Dean to collect all necessary information, including the market analysis for new program proposals. Each academic division has its own process, which are available to their faculty (**Arts and Sciences**, **Health and Human Services**, and **Technical Careers**). Once the appropriate Dean has approved the proposal, it is submitted to the Provost Cabinet. Finally, once any changes have been made, and all approvals have been received, the course or program is submitted to the **Curriculum Committee (CC)**.

The CC, a standing committee of the Academic Senate, is comprised primarily of faculty representing the three academic divisions, and is **Chaired** by an Academic Senator who is faculty. The CC provides a **CC Processing Guidebook** to support faculty and divisional personnel, as well as numerous worksheets and other documents available on the website:

- **New Course/Program SOP**
- **New Course Proposal Worksheet** – includes a proposed master course syllabus
- **New Program of Study Worksheet**
- **Revised Course SOP**
- **Revised Course Proposal Worksheet**
- **Expedited Revised Course Review Process**
- **Expedited Revised Course Proposal Worksheet**
- **Course Cancellation Program Discontinuation SOP**
- **Program of Study Discontinuation Worksheet**

Trusting that content area faculty's knowledge of their field, the market analysis (for new programs), and the Provost Cabinet's perspective on collegewide mission and goals are appropriate, the CC focuses on consistency across the different divisions in terms of course descriptions, learning outcomes, and prerequisites. The CC coordinates with the Director of Assessment to ensure that course learning outcomes are clearly written, measurable, and that the assessment methods are both appropriate and adequately distributed. Content area faculty are often invited to CC meetings to clarify issues with members of the CC.

The CC also pays careful attention to the number of credits requested for any new course. A **Credit Hour Assignment** statement is provided on the website, and the new course proposal worksheet requires a justification if the number of credits is not based on external accreditation or anticipated transfer. LCC faculty follow federal guidelines when determining the credit hour requirements for individual courses, as detailed in the accompanying Federal Compliance Filing. The potential for transfer is a key element of the CC's review of both new and revised course proposals. When significant changes are proposed for an exist course's learning outcomes, the CC often requires that the academic program confirms contact with transfer partners that the changes will not affect transferability.

Once new/revised courses and/or programs have been approved by the CC, they are sent to the Academic Senate and placed on the consent agenda. Once approved by the Academic Senate, proposals are sent to the Provost for final approval.

LCC assures the academic rigor of courses and programs in a number of ways. In addition to the professional judgement of program faculty and CC/Assessment Director review, many programs have **advisory committees**, particularly in the Health and Human Services and Technical Careers Divisions. As noted in the **Advisory Committee Handbook**, "there is no substitute for connecting with local business and industry leaders to learn first-hand what skills and knowledge their employees need to be successful." All occupational programs receiving Perkins V funding participate in the **Comprehensive Local Needs Assessment**, which includes addressing student performance, labor market alignment, program implementation, and ensuring the hiring and training of qualified CTE faculty. **Advisory committee survey results** revealed substantial support for LCC's programs, including providing job skills and knowledge for entry-level employment (95% favorable), reviewing and updating curricula to meet current requirements (92% favorable), having well-maintained and current equipment (83% favorable), having adequate instructional facilities (96% favorable), and that both career services of job opportunities are available for students completing the programs (89% favorable).

LCC maintains 3rd party **accreditation or certification** for a number of its academic programs (all programs are currently in good standing), as well as many transfer and articulation agreements. The Arts and Sciences Division has begun an Annual Changes Workshop program, to encourage programs to stay on top of needed changes within their programs, which would then occur more often than the reviews that are part of the regular program review cycle (see Core Component 4A). The College also monitors disaggregated **transfer rates**, indicating that many students are successful in moving on to a 4-year college or university.

In order to support academic innovation, the Board of Trustees designated \$500,000 in September 2021 for Innovative Program Research and Development Awards. These awards have been used for projects focused on either 1) offering a new certificate or degree program that may increase enrollment and prepare students for future job market opportunities or 2) offering an existing certificate or degree in an innovative modality such that an existing certificate or degree becomes more accessible to and increases completion opportunities for students. These awards support the Competitiveness and Innovation goals of our 2021-2024 Strategic Plan.

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

3.A.2. LCC offers 108 certificates and 115 associate degrees. In addition, the College adopted the Guided Pathways model, and each credential has a defined pathway which is readily available on the Degree and Certificate Program Pathways webpage (note: there are different pathways pages for each of the past five catalog years). LCC participated in the American Association of Community Colleges Pathways Project, and as that project approached completion the former President of LCC reiterated the College's commitment to continuing with the pathways model during an Academic Senate meeting. In the recent review of the AACC Pathways Project, it was noted that experienced garnered during the pathways project was instrumental in facilitating the sudden transition to primarily online education during the COVID-19 pandemic.

A Certificate of Completion must be less than 30 credits, with no more than 10 percent of the credits earned on the pass/fail grading system. A Certificate of Achievement must be a minimum of 30 credits, with the same limit on credits earned via a pass/fail grade. For both types of certificate a minimum grade of 2.0 (on a 4.0 scale) must be earned in each course, at least ¼ of the courses must be earned directly from LCC (except for consortial programs taught primarily by partner institutions), and courses that are not considered college-level may not be used. As described on the Degree and Certificate Program Pathways webpage, certificates are designed primarily for students who seek education and the acquisition of skills needed to enter the job market or to advance their current careers.

An associate degree must be a minimum of 60 credits, with no more than 10 percent of the credits earned on the pass/fail grading system, at least 15 credits earned directly from LCC (except for consortial programs taught primarily by partner institutions), and courses that are not considered college-level may not be used. In addition, associate degree pathways require that students complete general education requirements (see Core Component 3B). As described on the Degree and Certificate Program Pathways webpage, Associate of Arts and Associate of Science degrees are primarily transfer degrees designed for students who intend to transfer to a four-year college or university to pursue a baccalaureate degree. Students completing these degrees will also satisfy the Michigan Transfer Agreement to fulfill their general education requirements. Applied associate degrees, as with certificates, are primarily for students seeking to begin or advance a career and typically require a more specified set of general education courses (see CC 3B).

As part of developing our guided pathways, each academic program ensured alignment between course learning outcomes, program learning outcomes, and the College's **Essential Learning Outcomes**. Within this context, many of our certificates are designed to create stackable academic credentials. Following are examples of stackable credentials, as well as examples of program pathways in general:

- Arts and Sciences Division – **Applied Field Survey Methods** CC, **Field Survey Methods and Analysis** CA, and **Anthropology** AA
- Health and Human Services Division – **Basic Emergency Medical Technician** CC, **Paramedic** CA, and **Emergency Medical Services** AAS
- Technical Careers Division – **Robotics and Automated Technology** CC, **Robotics and Automated Technology** CA, and **Mechatronics – Multi-Skilled Maintenance Technology** AAS
- 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).

3.A.3. LCC evaluates and ensures program rigor for all modalities and locations, including additional locations, distance education, dual enrollment and High School Advantage, and our consortial partners (we have no contractual arrangements), through a combination of maintaining oversight over curricula, ensuring adequate resources for faculty support and professional development, and providing a wide range of student support services.

With the exception of consortial programs, all academic courses for credit at LCC are taught by faculty employed by the College, and the courses are LCC courses. Accordingly, the faculty are appropriately qualified, and all instructors are required to use a **standardized course syllabus template** with specific items that cannot be modified, including the course description, student learning outcomes, and institutional policies. In addition, the assessment methods for each course are more or less defined by the academic programs, with attention paid to including different types of assessment and the ranges within which each assessment method may be weighted. Each academic division utilizes a process to complete an **audit of course syllabi** every semester. The syllabi for each course section, including sections offered for dual enrollment, at additional locations, and online, are reviewed to ensure that faculty have appropriately filled out each required syllabus component that includes instructor-specific information. Instructor-specific items include contact information, meeting times/location, course materials including the textbook(s), section-specific grading criteria (must fall within the ranges set by the program), emergency closure plans (a new requirement), and a schedule.

As indicated above, all **dual enrollment** is handled either through online courses (including HyFlex and online real-time [ORT]), or by having the high school students attend LCC classes in-person on one of our campuses. The **High School Advantage** program involves LCC instructors teaching sections at a local high school. With regard to consortial programs, LCC partners only with other accredited institutions. At present, we have consortial agreements which allow our students to take courses for credit at Mid Michigan College (Magnetic Resonance

Imaging Technology – [LCC MRI Advising Guide](#), [MWTEC MRI Program](#) website, and [MRI Student Handbook](#)) and Michigan State University ([Agricultural Technology and Veterinary Nursing](#)), both of which are accredited in good standing with the Higher Learning Commission and have been approved as additional locations in accordance with HLC policy.

LCC provides substantial support for faculty and students at each of our other five additional locations. As noted above, the faculty teaching at these sites are LCC faculty, and they follow standard course syllabi and program academic requirements. In addition, to support student success in these programs a variety of student support services are offered on-site, as well as online for all students at LCC (see Core Component 3D).

In addition to requiring standard course syllabi, distance education is supported by our [Center for Teaching Excellence](#) (CTE) and [eLearning](#). Before faculty are allowed to teach distance education courses, they must complete the CTE’s Teaching Online Certification course, and prior to teaching HyFlex sections they must complete HyFlex training. eLearning provides support for both [faculty](#) and [students](#) working within the online environment. Overall, the eLearning Department is responsible for the administration of D2L, LCC's course management system. D2L support is provided, both in-person and online, to all students, instructors, and staff using D2L and online tools integrated into D2L.

Program rigor is further reinforced through efforts to build strong [transfer partnerships](#) with four-year institutions as well as strong business and industry partnerships, and to meet third-party accreditation standards. LCC offers numerous programs of study that prepare students for [third-party certifications and licensures](#). These standards and student success rates inform rigorous curricula designs. Faculty are provided disaggregated data to assess program rigor as part of the program review process (see Core Component 4A). The process is designed to encourage an evaluation of all courses that support the program, including all modalities, locations, and dual enrollment options. The review process encompasses an evaluation of student learning, enrollment and success data, student persistence and retention, currency and relevancy of the program and courses, and methods used to ensure faculty remain current in their discipline. Each of these metrics speak to academic program rigor, and they do not differ with regard to modality or location.

3B – 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.

3.B.1. LCC’s mission is broad, calling for both “high-quality education” and ensuring that students are “developing life skills necessary for them to enrich and support themselves, their families, and their community as engaged global citizens.” To support the mission, all students,

regardless of their chosen program of study, receive education aimed at achieving common, institutional-level outcomes that support our mission. In October 2014, the Academic Senate adopted the American Association of Colleges & Universities (AAC&U) Essential Learning Outcomes (ELOs). These outcomes were vetted with a wide variety of AAC&U member institutions, including community colleges. Each degree pathway is required to align with all four ELOs, and they are outlined on the ELOs document on the website:

- Knowledge of Human Cultures and the Physical and Natural World
 - Study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
- Intellectual and Practical Skills
 - Inquiry and analysis
 - Critical and creative thinking
 - Written and oral communication
 - Quantitative literacy
 - Information literacy
 - Teamwork and problem solving
- Personal and Social Responsibility
 - Civic knowledge and engagement – local and global
 - Intercultural knowledge and competence
 - Ethical reasoning and action
 - Foundations and skills for lifelong learning
- Integrative and Applied Learning
 - Synthesis and advanced accomplishment across general and specialized studies

The general education program at LCC is based on both the ELOs and, for transfer degrees, the Michigan Transfer Agreement (MTA; see 3.B.2. for history of adoption), and provides a broad base of knowledge and skills as described in the College Catalog. LCC's website lists both the Transfer Degree (MTA) general education requirements and the Applied Degrees general education requirements.

The MTA requires nine courses, for at least 30 credits, distributed across six areas:

- English Composition – one course
- English Composition (2nd course)/Communication – one course
- Humanities and Fine Arts – 2 courses from different disciplines, not more than one foreign language course
- Mathematics – one course
- Natural Sciences – two courses from different disciplines, at least one laboratory course
- Social Sciences – two courses from different disciplines

General education for applied degrees requires five courses distributed across five areas:

- English Composition or Applied English – one course

- English Composition (2nd course)/Communication or Applied Communication – one course
- Humanities and Fine Arts or Social Science or Applied Social Science – one course
- Mathematics or Applied Mathematics
- Natural Sciences Laboratory or Applied Sciences and Technology Laboratory – one course

As noted in 3.A.2., when LCC adopted the guided pathways model, each academic area aligned its course learning outcomes with their program learning outcomes. These alignments were recorded in curriculum maps. In addition, academic areas aligned their program learning outcomes to the ELOs. During program review, each program reviews its curriculum map and addresses how well students are achieving the learning outcomes (see Core Component 4A for more detail). Curriculum maps offer three stages of progression across a curriculum: introduce, reinforce, master. Introduce describes when the learning outcome is newly introduced, and reinforce is when the learning outcome is repeated and revisited. Master, when appropriate, comes close to the end of the curriculum after much exposure and many opportunities to demonstrate successful performance in the learning outcome.

Each general education course and cocurricular activity is required to align to at least one ELO. Indeed, any new course proposal must identify the course's alignment to program learning outcomes and to the ELOs, and any revised course proposal must identify any changes that alter alignment with either the program learning outcomes or the ELOs.

- 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.B.2. Although Michigan is not a system state, there have been statewide agreements signed by most colleges to facilitate the transfer of general education courses. From 1972-2012, many students were able to take advantage of the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Transfer Agreement. Then, in the 2012 community college appropriations bill, the Michigan Legislature created a committee to review the MACRAO Transfer Agreement. That committee included five community college representatives, five representatives from the state's public universities, two House representatives, and two Senate representatives. Based on their recommendation, MACRAO's Board of Directors established the Michigan Transfer Agreement (MTA) Ad Hoc Committee. The MTA committee submitted reports to the legislature in 2013 and 2014, and the MTA went into effect in Fall 2014. A total of 66 Michigan colleges and universities have signed on as participating institutions.

While participating in the MACRAO Transfer Agreement, LCC had also been requiring its own general education program, known as the General Education Core Requirements, since academic year 1996-97. "Core" required all associate degree pathways to include five courses distributed across the following areas: communication, global perspectives & diversity, mathematics, science, and writing. However, with the advent of the MTA, LCC's Academic Senate, following discussion in February and April 2019, voted in July 2019 to dispense with Core and focus solely

on the MTA for transfer degrees and a streamlined general education program for applied degrees. Although the applied general education categories are similar to the MTA, fewer courses are required (still 15 credits minimum in compliance with HLC Assumed Practices).

As LCC prepared to participate in the MTA, we established **MTA Guidelines** based on a combination of **MTA requirements** and LCC's internal expectations. Individual academic areas proposed courses for inclusion on the LCC MTA list of general education courses, and Academic Affairs reviewed those courses and approved them as appropriate. Since the adoption of LCC's MTA list of courses, when an academic area wants a new course added to the MTA list, they submit the **MTA Course Recommendation Form** to the Curriculum Committee for review. The Curriculum Committee ensures the course meets the MTA Guidelines requirements. If approved, the course(s) is forwarded to the Academic Senate, and then to the Provost for final approval. The same process is followed for adding new courses to the applied general education course lists (e.g., the **Applied Science Course Recommendation Form**).

The General Education website **clearly indicates** that some applied general education courses do not meet MTA requirements. In accordance with **LCC MTA Guideline #7**, vocational and technical courses may not be included on the MTA list. Nonetheless, applied courses, such as Electrical Mathematics (ELTE 121), Technical Math II (MATH 115), Math for Elementary Teachers I (MATH 210), or Technical Writing (ENGL 124) are acceptable for applied degrees.

- 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.

3.B.3. LCC recognizes and respects human and cultural diversity and strives to incorporate them in all we do. As noted in our mission statement, the College strives to ensure that our students become “engaged global citizens,” and **Focus Area 3 – Diversity, Equity, and Inclusion of the Strategic Plan** includes an objective addressing “global cultural awareness, knowledge of DEI concepts, and understanding of individuals with disabilities.” LCC has a Chief Diversity Officer who reports directly to the President, and an active **Office of Diversity and Inclusion** (ODI) that directly supports students and staff through the **Cesar Chavez Learning Center**, among other activities/units. A representative from ODI serves on the Academic Senate, helping to ensure that diversity, equity, inclusion, and belonging remain at the forefront of academic discussions and decision making. For example, our **Chosen Name and Pronoun Initiative** initially arose within the Academic Senate, and was sustained by the joint efforts of a former President of the Academic Senate and former Chief Diversity Officer. The initiative has now been institutionalized.

As noted above, every degree pathway at LCC must align with the **ELOs**. The first ELO is *Knowledge of Human Cultures and the Physical and Natural World*. The third ELO, *Personal and Social Responsibility*, includes *civic knowledge and engagement – local and global* as well as *intercultural knowledge and competence*. These outcomes are incorporated throughout the curriculum and all students are expected to attain proficiency in each of the outcomes as they progress through their academic programs. **Program pathways for transfer degrees**, which utilize the MTA for general education, require two courses in Humanities and Fine Arts and an

additional two courses in the Social Sciences. Included among these choices are many of the courses that were previously included in our Global Perspectives & Diversity Core category, such as: ANTH 270 – Cultural Anthropology, COMM 280 – Intercultural Communication, ECON 120 – Power, Authority, and Exchange, HUMS 160 – Mythology, MUSC 241 – Musical Cultures 1750-Present, POLS 260 – Comparative Political Systems, and SOCL 260 – Race and Ethnicity. **Applied degree pathways** typically offer the same options, but also include Applied Social Science courses that were on Global Perspectives & Diversity Core list, but do not qualify for the MTA: ANTH 272 – Food and Sustainability, ECON 260 – Comparative Economic Systems, and MGMT 234 – Diversity in the Workplace. Since the general education requirements for applied degrees combine Humanities and Fine Arts, Social Science, and Applied Social Science into a single category requiring a single course, students pursuing an applied degree have a meaningful selection of courses from which to choose (notwithstanding program requirements of limited choices).

In 2019, LCC’s Academic Senate began a concerted effort to coordinate the identification and assessment of cocurricular programs, the first step being the establishment of a clear definition of cocurricular programs:

“Cocurricular refers to activities and events that enhance and complement the educational experience at LCC, relate to the Essential Learning Outcomes, and connect students to the college and community.” (Academic Senate, March 29, 2019)

A key aspect of the cocurricular definition is the direct relationship between cocurricular activities and the ELOs – i.e., a connection between cocurricular programs and student learning/student success. In 2020, we made this the focus of our **Quality Initiative**. Several programs within ODI were included in our **Quality Initiative Proposal**, since they are an important aspect of our student success efforts and they have an emphasis on serving diverse groups of students. As indicated in our **Quality Initiative Report**, due to the COVID-19 pandemic and significant turnover in ODI, we faced significant challenges (see Core Component 4B for more detail regarding cocurricular assessment). Nonetheless, these cocurricular programs continued to serve students and support student success. We will highlight three programs here:

- **ACCESS** is a program which helps student navigate their tomorrow by providing training in career exploration, financial literacy, and soft skills. In addition to providing academic support, ACCESS celebrates diversity and multicultural achievement while fostering confidence. Some programming is specifically designed to support the personal, social, academic, and career success of Black, Indigenous, and other students of color; LGBTQIA+, first-generation, low-income, and adult students; learners of varying abilities; and other marginalized or underrepresented student groups.
- **LUCERO** programming is focused on embracing Latino student, connecting them to the LCC community, and equipping them to excel through mentorship, cultural celebrations, leadership opportunities, academic support, and skill development.
- **Men About Progress** (MAP) is focused on helping male students complete their education goals, network, and give back to the community. While all male students are welcome to join MAP, some programming is designed to support the cultural and social development

of men of color, specifically Black men. MAP is dedicated to preparing men for success in every aspect of their collegiate journey.

Another cocurricular activity that incorporates a significant DEI focus is **Beyond the Book**, a collaboration between LCC's Library and ODI's **Centre for Engaged Inclusion**. Beyond the Book is a community reading program focused on embracing diversity, equity, and inclusion through exploring books with themes related to gender and self-identity, cultural perspectives, accessibility, advocacy, and/or racial inequity, while fostering a great sense of community. From the first book in our program, *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, to the current book, *Interior Chinatown* by Charles Yu, the library maintains **research guides** that provide faculty, students, and any member of the community with a wealth of resources pertaining to the book and its topic.

LCC monitors and seeks to improve the effectiveness of our efforts to provide students with an education that emphasizes human and cultural diversity and multicultural awareness in various ways. For example, the Board of Trustees Annual Ends Report includes **Student Access and Equity** (E-101), **Student Learning and Success** (E-102), and **Diversity, Equity, and Inclusion** (E-104). In October 2023, the College chose to adopt HLC language to address our satisfaction with meeting goals for ensuring equity throughout the College. Given our commitment to equity, there are areas where we still have concerns. Nonetheless, as examples, we continue to strive toward equity for all students through programs within the **Cesar Chavez Learning Center** and on measures of **student success** such as credit momentum, completion of college-level math and/or English, persistence, retention, and completion. A recent Diversity, Equity, and Inclusion Report highlights efforts to **embed DEI into the curriculum** through an **Achieving the Dream** project to create partnerships between Academic Affairs and Student Affairs to remove barriers to student success, develop DEI-focused faculty training modules on a Pedagogy of Equity, and enhancing intervention efforts through Men About Progress in support of Black male students. This report also highlights our growing **Culture of Care** including **Appreciative Advising** (aka Appreciative Education), as well as our required DEI training for all employees.

- 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.

3.B.4. Faculty and students at LCC contribute to scholarship and creative work in a variety of ways. Many students are encouraged to participate in **StarScapes**. As noted on the website:

StarScapes is a student showcase of creative, imaginative, and interesting work. Presentations include projects produced for LCC classes, as well as work developed through students' own independent study and research. StarScapes is an opportunity for students to share research, capstone presentations, honors option projects, or other work with the LCC community. All students or groups of students are invited to participate in StarScapes with the support of a faculty sponsor. Students regularly present material from such fields as art, music, technology, fashion, anthropology, science, and engineering, in the form of live demonstrations, sculpture, film, poetry readings, sketches, mini-seminars, and

poster presentations. Over a hundred students participate in StarScapes every semester. [Example projects]

Students are also regularly encouraged to participate in the Liberal Arts Network for Development (LAND) Conference, including the LAND Creative Writing Contest, which is actively promoted by many faculty. In addition to students presenting at LAND, students have both placed and won awards in the creative writing contest, as well as winning student scholar awards.

Creative writing professors at LCC work with students to support the Washington Square Review (WSR). The WSR seeks “writing and art that builds compassion and solidarity by connecting people and places to each other and themselves.” Students play an active role in the editorial process, and also create content for the journal, podcast, blog, and Washington Square OnAir. One blog contains a student-written history of the WSR.

An area of scholarship that LCC has actively encouraged amongst its faculty is the development of Open Educational Resources (OER). The Board of Trustees provided \$500,000 in September 2017 to support OER development, an initiative supported and promoted by the Academic Senate and now housed within in the Center for Teaching Excellence (CTE). The CTE maintains an OER Showcase and continues to oversee the OER Award Program, which provides financial incentives for faculty willing to create and/or adapt OER materials for courses they teach at LCC. The OER Showcase also serves as a repository for OER developed by LCC faculty (see examples).

One OER project of particular note involves a collaboration between a chemistry professor, his students, and the CTE’s director of the Open Learning Lab (an economics professor). While also taking advantage of a sabbatical leave, the chemistry professor developed an open template for an online homework system that is now available to any faculty who’d like to input questions for their own content areas. The professor’s students helped him improve the quality of the system for his chemistry course.

LCC faculty and staff are active in scholarship and creative work in a variety of other ways, including (a brief sample):

- Directing theatre productions
- Presenting at the TRENDS Conference
- Launching a positive mental and emotional wellbeing podcast
- Participating in a video production on the history and engineering of Michigan bridges

3C – 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.

3.C.1. LCC’s ongoing commitment to ensure that our faculty and staff reflect the diversity within our community and our student body was strengthened by the **Board’s Resolution Addressing Racial Injustice** in 2020, which called for, among other things, diversifying the faculty. Each search committee now has an **Inclusion Advocate**, and special attention is paid to advertising open positions in varied ways. To assist with recruitment and welcoming new employees to the College, Human Resources created the position of HR Recruiter & Onboarding Coordinator to serve as the lead on recruitment activities, including finding new sources of talent and building networks with industry professionals and local colleges and universities. They also serve as a member of the HR employment team and participate in reviewing job descriptions and interview materials to ensure the College is utilizing inclusive hiring practices. Over the past year, they have focused on engaging with the community by being present at special events, including local job fairs, the Juneteenth festival, Black Girl Day of Play at the State Capital, the Hispanic Heritage Festival, and an employer networking aimed at people returning to the Lansing area. New activities related to onboarding include inviting all new employees to a quarterly luncheon, during which there is a Q & A session with the President of the College, and a monthly newsletter sent to all new employees, which highlights a different topic or area of the College each month (e.g., the **President** or **The Star**).

HR provides the Board with a semiannual **Report Regarding Diversity of Employees**, which includes disaggregated data on employee diversity, hiring rates, and attrition rates. The report also includes ongoing diversity efforts, including: efforts to identify recruitment and hiring challenges, identifying potential barriers for applicants, improving the use of digital channels for advertising jobs, obtaining the “Invests in Diversity” badge to support our profile on Handshake, increasing connections with local recruitment/job fair events serving underrepresented populations, and improving monthly onboarding information for new employees. One of our Strategic Plan projects has focused on **integrating DEI principles** into new employee and student orientations.

The **Lansing-E. Lansing, MI Metro Area** is moderately diverse, and a **demographics comparison** shows that our student body is slightly more diverse than the region overall. Our employee demographics, including our faculty demographics, are in line with those of our student body. A recent comparison of full-time faculty diversity showed that **LCC compares favorably** amongst all community colleges in Michigan. Nonetheless, we continue striving to ensure that we maintain healthy diversity amongst our faculty and staff.

- 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.C.2. LCC currently has 185 full-time teaching faculty and 692 adjunct faculty within 115 associate degree programs. The College maintains one of the lowest **student-to-faculty ratios**

among community colleges in Michigan, equal to or lower than all community colleges of comparable size. Routinely, the Deans and Associate Deans review enrollment numbers and the number of sections offered to determine the number of faculty needed. The College also monitors enrollment trends to predict future enrollment. Each semester, the divisional offices monitor waitlists for general education and other popular courses to determine if extra sections are needed. Department and program coordinators stay in contact with faculty in anticipation of these potential additional needs for staffing.

Each academic area has a **Program Operating Plan** which, among other content, addresses potential growth within a program or the need for new specialties in a program area. Recommendations for additional faculty are forwarded to the Dean. Divisional deans oversee a process for faculty prioritization, which weighs the needs of various areas against one another, and includes input from the Academic Senate. Thus, planning for instructional needs becomes part of each Divisional Operating Plan and, consequently, the **Academic Master Plan**. This collegewide process ensures resources are balanced to best serve the needs of our students.

Full-time faculty non-classroom duties are accounted for in their **Professional Activities Plan** (PAP), which are meant to align with program operating plans and must account for the equivalent of 32 full workdays of non-teaching assignments each academic year. PAPs are submitted at the beginning of each fall semester, reviewed by the Director/Associate Dean, and cover the full range of professional activities needed to support the business of the college, including governance and academic leadership, updating the Program Operating Plan, course and curriculum development, peer review and mentoring, professional development, special projects, student recruitment and advising, and community outreach. Adjunct faculty are encouraged to participate, and those who do are compensated.

Community Education and Workforce Development relies solely on as-needed adjunct faculty for instruction. When CEWD faculty are needed to assist with activities such as program or curriculum development, program coordinators rely on either **Non-Teaching Faculty Assignments** or **Project Agreements**, ensuring adequate faculty are available.

- 3. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial offerings.

3.C.3. LCC requires all faculty to meet the same qualifications, as determined by program faculty for each course, whether the faculty member teaches on an LCC campus, via distance education, for dual credit, or in a consortium program. LCC has no contractual arrangements, and our consortial arrangements are only with other HLC accredited institutions.

The Academic Affairs Project Manager (AAPM), as designee for the Provost, is responsible for overseeing faculty qualifications in accordance with the **Faculty Qualifications SOP**. Academic Affairs maintains a faculty qualifications matrix which lists, for each course we offer, the minimum academic qualifications, any necessary licensure or certification, and any alternative qualifications such as equivalent or tested experience. Since this matrix is a large Excel file, which does not readily convert to PDF format, we are including a few **screenshot examples**.

Determining minimum qualifications begins with the faculty in each academic program. Requirements for existing courses have been established, but when new courses or programs are proposed the faculty submit the **Faculty Minimum Qualification Recommendation Form**. This form is reviewed by divisional administration, culminating with the Dean, and is then reviewed and, if appropriate, approved by the AAPM. If necessary, the AAPM consults the Accreditation Liaison Officer to ensure compliance with HLC guidelines and the Provost to ensure compliance with LCC requirements. The same process is followed for a request to review qualifications needed for teaching a course if significant changes to the content of a course are necessary. At present, LCC continues to follow the more detailed guidance of the Assumed Practices as they were prior to November 2023.

Per the faculty contract, faculty may recommend **changes to the minimum qualifications** for a given course at any time by submitting a new qualifications form. When a new position is to be posted, divisional administrators are required to remind the faculty of this opportunity. HR assists divisional and departmental managers in identifying the skills, knowledge, and abilities required and preferred in the ideal candidate, and reviews the job descriptions. If a vacancy replaces an existing position, HR, the hiring department, and/or faculty members may use the opportunity to review and update the job description, thus ensuring the document reflects the most current duties as well as the required credentials and experience. Prior to posting a position, job descriptions are submitted to Academic Affairs for verification that credentials listed meet minimum qualification requirements (as per the qualifications matrix).

When a search committee has completed its initial screening of candidates, the committee submits a list of those they wish to interview to HR and Academic Affairs, along with their unofficial academic transcripts. Academic Affairs reviews transcripts to verify candidates meet the minimum faculty qualifications. HR reviews employment history to verify candidates meet work experience requirements, if applicable. Candidates may not be interviewed unless both Academic Affairs and HR confirm them. When a final candidate is selected, HR collects official academic transcripts as part of the job offer process.

LCC monitors certificate and licensure expiration dates to ensure that those required to have current credentials to teach submit current copies to the college. In the Health & Human Services Division, the Coordinator of HHS Business Relations uses a tracking system to monitor when licensees/certificates/CPR are expiring. Some programs are required by clinical sites to use a system called ACEMAPP to track licensure, certificates, immunizations, etc. HHS has access to the ACEMAPP site, providing an additional source of information as needed. For other programs, either the Coordinator or a Program Director reaches out to the faculty member to get updated copies of any necessary credential. Updated copies of all licenses and certificates are submitted to HR for maintenance in the faculty members' primary employment folder. The Technical Careers Division follows a **similar procedure** to ensure faculty licensure and/or certification remain up to date.

- 4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

3.C.4. The performance review processes for faculty, including adjunct faculty and academic professionals, are described in **Article XIV** of the MAHE contract and are managed by Human Resources. The purpose of these reviews is to establish a continuous improvement process focused on student success, while also supporting professional growth. The reviews address professional development activities and plans, performance of professional responsibilities, adherence to professional standards and codes of ethics, relationships with peers and students, and other work-related criteria. Performance reviews are based on assessments by an administrator, a peer, student/client feedback, and a self-assessment including an updated curriculum vitae. HR provides a training entitled **Performance Reviews at LCC**.

The faculty and academic professional **performance evaluation schedule** depends on an individual's status. Probationary full-time faculty and academic professionals are evaluated annually, whereas probationary part-time faculty are evaluated within their first 24 workload hours (one workload hour equates to a one-credit course) and each 40 workload hours thereafter, and probationary part-time academic professionals are evaluated within their first 1,000 clock hours and each 1,000 clock hours thereafter. Once faculty and academic professionals, including part-time members, achieve Continuing Contract (full-time) or Associate Continuing Contract (part-time) they are evaluated every 6th academic year after having achieved that status.

During a performance evaluation, the supervising administrator observes the faculty member's classroom/workplace performance for a minimum of at least one hour on at least one day during the academic year for which the review is scheduled; a second observation may be requested by either party.

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

Written student/client feedback is obtained at least annually, and may be sought more often. Data or comments are shared with the faculty member before they are used for the purpose of performance review, and are not to be used as the sole source of information for periodic reviews. LCC uses the **Explorance Blue student evaluation system**, which allows faculty to add personalized questions to the standard question set, as well as conduct mid-semester evaluations to enhance the quality of the course while it is still active. The opportunity for student feedback is provided in every section taught at LCC. Reminder emails are automatically sent to faculty, which allows the faculty to monitor the progress of submissions and, if necessary, to remind their students that the evaluations are ongoing. Promptly following the end of the semester, faculty receive a report of their **evaluation by students** in each individual section. This allows faculty adequate time to address any concerns before the following semester.

After taking into consideration all components listed above, including the self-assessment, the reviewing administrator prepares a comprehensive written summary. The administrator then meets with the faculty member to confidentially discuss the assessments and any

recommendations for improvement. If the faculty member disagrees with information contained in the comprehensive report or supporting materials, they may submit a written explanation, which becomes part of the periodic performance review file.

When problems are identified during a performance review, the individual is informed and a written **individual improvement plan** (IIP) may be prepared to identify employee actions as well as college actions necessary to support the employee's improvement efforts. The IIP includes objective and measurable standards and goals, and a mentor may be assigned to assist. Less than 10% of evaluations lead to individual improvement plans. Thus, most faculty are performing their duties as expected.

In order to facilitate continuous improvement, HR periodically surveys faculty (as well as bargaining unit members in other areas of the College) for feedback concerning the performance of their program administrators and/or department/division leaders. To the extent permitted by collective bargaining agreements, this feedback is considered during the period performance reviews of those administrators. According to the most recent **Survey of Employee Engagement sorted by MAHE** members, a majority of LCC faculty agree their evaluations are fair, they are able to do their best work, administrators are consistent and recognize outstanding work, and colleagues respect one another.

All performance evaluations are tracked by HR in the Cornerstone **Talent Management System** (TMS; HR's online training delivery system), allowing for process automation. Administrators are trained on reporting tools to gather information and to monitor completions for their direct and indirect reports. During the evaluation process itself, which utilizes the TMS, HR is able to **assign individuals to various tasks and set due dates for completion** of tasks during the process. An auto-generated report is available on the Dashboards page, enabling supervisors to see all steps currently **overdue**. The HR Manager for Organizational Development and Labor Relations includes the rate of faculty performance review completions in their annual performance review debrief sessions each summer. Individual Improvement Plans (IIPs) are monitored by the department in which an employee works. The divisional offices also maintain records of completed IIPs.

- 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.

3.C.5. LCC provides substantial support for the professional development of faculty, with regard to both their pedagogical skills and remaining current in their disciplines. Each division has its own professional development fund, which is determined during the College's annual budget development process. Executive Leadership Team (ELT) members review their divisional professional development needs based on employee goals, instructional needs, performance evaluations, college initiatives, and succession planning. For example, the Arts and Sciences Division receives over \$80K/year. Faculty submit an **A&S Request for Travel Funding Form** to their supervisor to initiate the **process**, which includes evaluations of whether the faculty is presenting at a conference or attending for professional development. Individual academic

programs can plan for professional development funds by incorporating requests into their Program Operating Plans, which is one step in the budgeting process at LCC.

The Health and Human Services Division process involves faculty meeting with their supervisor and, if approved, then submitting an **HHS Request for Travel Funds**. With a divisional budget of \$45K/year, the Dean also requests an additional \$15-20K/year from the collegewide professional development fund (see below) to send 12-16 faculty and administrators to the annual **TRENDS in Occupational Studies** conference. Some eligible programs also receive professional development funds from the Perkins grant. Likewise, with an annual budget of \$105K/year, the Technical Careers Division has a **Pre-Travel Form** and a **Post-Travel Form**. Once faculty have submitted an application, a designated review committee assess each request based on criteria including the potential impact on professional growth, alignment with TC objectives, and the feasibility of the proposed budget. As with HHS, some TC programs receive additional professional development funds from the Perkins grant.

As noted above, LCC also maintains a collegewide fund (\$174,000 for the current academic year) for professional development initiatives and to allow employees to attend valuable conferences and workshops. To request collegewide professional development funds, an ELT member outlines a plan for the request, including estimated cost, who will be attending, and how the activity aligns with the strategic plan, and submits the plan to their Vice President. Once approved, the budget review team prioritizes requests based on current college initiatives and the strategic plan. As another example of utilizing the collegewide fund, in October 2023 LCC sent 20 personnel (administrators, staff, and faculty from across the college) to the Michigan Community College Association's **2023 Student Success Summit**.

In addition to external opportunities, employees have a number of professional development opportunities available to them internally at LCC. The College maintains a **Center for Teaching Excellence (CTE)**, which provides a **new faculty orientation**, various workshops, **Professional Activity Days** in January and May each year, an **Open Learning Lab**, and a variety of **resources and support**. In conjunction with the Library, the CTE also provides support for **Open Educational Resources (OER)** – includes an **overview** and **program** information), including small grant support for developing and/or adopting OER. In addition, the **eLearning Instructor Resource Site** provides support for faculty on designing quality courses within the D2L learning management system, as well as how to use D2L itself. eLearning is also available on short notice via live chat, in-person during regular hours, or online by appointment.

The CTE offers its programs for all LCC faculty, staff, and administrators via face-to-face, online, and recorded workshops and courses. The CTE also offers informal opportunities, such as fireside chats and one-on-one course development assistance. These opportunities offer lessons on teaching techniques, technology in the classroom, support for college initiatives, and current educational issues and trends. In addition, the CTE provides ongoing support with its library of books and recorded workshops/webinars, one-to-one faculty consultations, and drop-in technical assistance.

The CTE-sponsored Professional Activity Days are required for full-time faculty, and part-time faculty are compensated for attendance if assigned. Staff are also welcome to attend, with

activities including faculty-led workshops on teaching and learning, instructional technology, accessibility, self-care, open educational resources, and services such as laptop tune-up.

College support for professional development is established in the MAHE contract, Article XIV, Section G – **Professional Development**. In this agreement, LCC is committed to continue providing support for the CTE’s Transforming Learning Through Teaching course, Teaching Online Certification, Professional Portfolio Workshop, and Faculty Observation Training, as well as additional professional development. Further, in **Section H** the College identifies the rights of adjunct faculty pertaining to pay for attending professional development and applying for travel funds to attend professional conferences. In the faculty subset of the **2021 Survey of Employee Engagement**, a significant majority of faculty agreed the college supports learning and training for both their work and their professional growth.

The 12-week "Transforming Learning Through Teaching" course provides faculty an opportunity to connect across disciplines to share, explore, and reflect on current teaching and learning practices, experience various teaching and learning strategies from a student's perspective, and apply newly learned techniques with the support of colleagues. A collaborative approach models various teaching and learning strategies and creates a faculty learning community. This course is available to any faculty member and is required for faculty seeking promotion to professor status. The Teaching Online Certification course prepares faculty to teach hybrid and online courses, and is required before faculty are approved to teach online. It models techniques in instructional design, effective use of technology, and how to engage students in the online environment. The final project is to create a new master course applying the techniques and technologies learned.

During the 2018-2019 academic year (the last year for which complete data are available due to a system error), 418 people attended Center for Teaching Excellence workshops, 600 people attended sessions during the Professional Activity Days, and 1,301 people visited the Center for Teaching Excellence for support services.

eLearning provides D2L support and assistance for faculty through a variety of in-person, online, and just-in-time resources. In 2023, eLearning provided training to over 450 faculty members to support teaching online, hybrid, hyflex, and face-to-face courses in D2L. Trainings focused on the application and benefits of following a **strategic course design approach**, navigating and utilizing D2L tools and functions for teaching, and enhancing D2L content to strengthen student interaction and engagement in courses. eLearning created over 20 new accessibility resources to guide and support the development of accessible course content, including three new accessibility trainings and 12 accessibility help videos. eLearning met with over 15 campus departments to present and discuss D2L updates, and build rapport with D2L stakeholders. Additionally, eLearning offered 14 D2L workshops, sent over 90 faculty-focused D2L communications (e.g., **Finalizing Your D2L Gradebook**), and handled thousands of technical D2L phone calls, emails, live chats, and service requests.

To provide continuous improvement to the educational experience at LCC for both faculty and students, eLearning released over 200 updates to the D2L system and over 400 updates to D2L

integrations. Furthermore, eLearning released multiple new D2L tools or features to support the diverse teaching and learning needs of faculty and students, including:

- D2L Creator+
 - D2L Course Homepage Widgets
 - D2L New Discussion Creation Experience
 - D2L New Quiz Creation Experience
 - D2L Quiz Timing Updates
 - D2L Learning Outcomes (*Currently Piloting*)
 - D2L Data Dashboard and Reporting (*Currently Piloting*)
- 6. Instructors are accessible for student inquiry.

3.C.6. All teaching faculty hold **student consultation/office hours** in accordance with the MAHE faculty contract, including face-to-face contact at or near the location where the course is taught for face-to-face classes and online contact for online classes. Associate Deans or Directors routinely check to ensure compliance. Additional locations provide space for faculty to meet with their students on site. All syllabi are required to communicate office hours (times and locations) to students. In addition, many faculty spend time in areas such as the **Cesar Chavez Learning Center** or in the **Learning Commons** providing support alongside tutors. The College has also established an SOP entitled **Timely Faculty Response to Students**, which requires faculty to respond to student inquiries within two business days.

- 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.

3.C.7. LCC ensures that all employees in the **Student Affairs Division**, the **Learning Commons** (tutoring), the Library, **Financial Aid**, and cocurricular personnel are appropriately qualified, and the College supports their training and professional development in accordance with their particular area of student support. When positions are posted, the job description includes the necessary qualifications. For example, **academic advisors**, whether full-time or **part-time**, must have a master's degree and experience in advising (or a similar responsibility). LCC also has **Academic Success Coaches** (ASCs), who are responsible for ensuring that students receive proactive mentoring and academic coaching, as well as attempting to remove any barriers to success a student may face (for more detail see Core Component 3D). The **ASCs are required to have** a bachelor's degree in a related area, excellent communication skills, and experience working with diverse populations. The **Center for Student Support** includes the **Center for Student Access** (CSA), which provides support and advocacy for students with disabilities, and **Counseling Services**. Qualifications for CSA personnel, such as **Access Consultant** or **Care Services Manager**, emphasize experience working in the field, whereas **Sign Language Interpreters** must have passed the Michigan Board for the Evaluation of Interpreters Level III exam or the National Interpreter Certification exam. **Counselors** must have a master's degree in counseling, appropriate Michigan licensure, and experience in both mental health counseling and working with diverse populations. Testing Services personnel, e.g. **Testing Specialists**, are expected to have experience working in a testing center and/or student affairs, whereas the

Manager is required to have experience working in a testing environment and in higher education.

Professional tutors must have a bachelor's degree in the appropriate field (or equivalent education and experience), with experience relevant to tutoring or similar instruction. A master's degree and certification are preferred. Librarians are members of the faculty, and require a master's degree in Library or Information Science from an American Library Association (ALA) accredited program (e.g., **online learning librarian**, **reference librarian**, or **web services librarian**). Key library administrators, such as the **Director** and the **Manager of Library Technical Services & Systems** must also have at least a master's degree in Library or Information Science from an ALA-accredited program.

Admissions counselors are required to have a bachelor's degree or equivalent education and experience and experience working with diverse populations and promotions or marketing. The **Director of Admissions** must have a bachelor's degree, experience with data analysis, and experience in higher education leading a team in promotions and/or marketing. The Director is expected to devote a significant portion of their time to **training and developing** the admissions counselors. **Financial Aid Advisors** are required to have a bachelor's degree with relevant work experience, and work in financial aid or a similarly regulated field is preferred. The **Director of Student Life** must have a bachelor's degree and demonstrated experience working in the field, as well as appropriate organizational skills.

Once a new staff member has been hired, aside from collegewide, new employee orientation and informal onboarding, some areas within Student Affairs have formal processes for onboarding and training their employees. For example, Academic Advising has a formal onboarding process for new employees that utilizes mentorship and a combination of **training**, job shadowing, co-advising appointments, and role-playing with senior advisors (see examples for **Week 1**, **Week 2**, and **Week 3** for a recent hire). When a new advisor is hired from within the college, the onboarding/training process is tailored to the individual based on their experience with the College. In addition, student employees in Academic Advising are provided with helpful documents to ensure students seeking advising get the right information or appointment: the **Academic Advising Appointment Workflow** and lists of **Career Communities** with associated advisors, frequently used **websites**, and **helpful phone numbers**. Advising has also developed a **transfer presentation** to be shared with faculty and others throughout the College to ensure that everyone is aware of essential information when talking with students about their academic pathways and plans.

The ASCs also have a formal **onboarding process**, which includes **specified outcomes** and introduces new ASCs to both the **ASC D2L site** (our learning management system – which the students will be using for their classes) and the extensive **ASC Handbook**. ASCs are also provided with a list of important things to be **aware of each month** during the academic year, as well as lists of **key terms**, **common systems**, and a guide for **new system access requests**. The ASC Manager also provides a standard set of questions to guide **check-ins with new employees** at 30 and 60 days after they start.

Onboarding in Testing Services typically involves a new employee spending the first day with the Manager of Testing Services and includes reviewing the Testing Services operations manual. The first week then includes shadowing other Testing Services personnel as the new individual learns about the services they provide to students and how interactions typically occur when students or faculty arrive at the service counter. Although the process is somewhat informal, there is a training log to ensure the new employee has covered all necessary topics, and new employees are provided with cheat sheets and checklists to help with placement testing, course testing, receiving D2L coversheets for online testing, and receiving paper exams for online courses which require in-person testing.

The library has a variety of onboarding materials, including for Help Zone personnel, Adjunct Librarians, the Technology Lab, and student employees. The library and Learning Commons hold a joint In-Service Retreat at the beginning of each academic year. There are also a series of Reference & Instruction Guide webpages for librarians (see homepage). New employees in the Learning Commons receive an onboarding packet with a variety of information. They have onboarding checklists, onboarding calendars, and a Task Comprehension Checklist for the new employee's 90 day check-in.

Financial Aid Advisors receive training via our Talent Management System on ARGOS, Banner, Degree Works, FERPA, and financial aid processes and ethics. They also participate in NASFAA U Online Courses and receive various in-house training, including shadowing StarZone personnel and current Financial Aid Advisors.

The College has recently developed an SOP and a training pertaining to personnel who talk with students prior to matriculation. In addition, the Office of Compliance has developed a training on Avoiding Misrepresentation. The College is planning to add the latter training to the list of mandatory annual trainings for all employees. Financial Aid staff have additional ethics training specific to their role.

As with all areas of the College, personnel who provide student support services have access to sufficient travel/professional developments funds. The Student Affairs Division has a professional development budget of approximately \$13K, the library has a professional developmental budget of approximately \$10K, and individual areas in Student Affairs include additional funds in their program budgets, and as appropriate these areas take advantage of the collegewide professional development funds. Academic Advisors regularly attend conferences offered by groups such as the Michigan and National Academic Advising Associations (MIACADA and NACADA), National Association of Student Personnel Administrators, American College Personnel Association (ACPA), Michigan Education Association, and Michigan Community College Association Student Success Summit, as well as various other small conferences and training at Michigan colleges and universities or online. Likewise, individual ASCs attend a variety of conferences, with funding obtained from various sources. CSA personnel attend conferences such as the Association of Higher Education and Disability (AHEAD), Michigan-AHEAD, Michigan Occupational Special Populations Association (MOSPA), and Accessing Higher Ground. Admissions counselors routinely attend the Michigan Association of Admissions counselors annual meeting. Upon returning from conferences or

completing training, personnel in all areas share information via formal presentations and informal discussions.

Librarians attend various conferences using either **departmental** or **collegewide** funds, including the Michigan Academic Libraries Association Annual Conference, LOEX conference, Access Services Conference, AAC&U Forum on Leadership, and Leadership in Higher Ed. The entire library department undergoes Accountability at Work training, and library administrators participate in **Crucial Conversations** training.

Student services personnel also take advantage of in-house professional development available to all employees and/or tailored to their specific role in student support. For Academic Advisors, in-house session topics include personality, appreciative advising, advising scenarios, de-escalation, and more. **ASC topics** include artificial intelligence, trauma-informed education, and appreciative education. Admissions counselors learn about DiSC profiles, communication skills, and presentation skills.

Financial Aid Advisors are supported in their professional development. Conference attendance approved for 2024 amounts to approximately \$15,000, and includes the National Association of Student Financial Aid Administrators (3 personnel), Michigan Student Financial Aid Association (6 personnel), Michigan Association of Student Financial Aid Administrators (4 personnel), and CoHEsion, for those who use Banner systems (1 person).

As examples of association memberships, Academic Advisors and the Director are affiliated with MIACADA, NACADA, ACPA, MACRAO, and more. There is also an Academic Advisor on LCC's Academic Senate. CSA personnel are affiliated with AHEAD, MI-AHEAD, MOSPA, International Board of Credentialing and Continuing Education Standards (autism & neurodiversity training and certification), National Association for Behavioral Intervention and Threat Assessment, among others. Some Testing Services personnel belong to the National College Testing Association. The Director of Student Life is a certified instructor for the Phi Theta Kappa Leadership Development Studies series. The Advisor to **The Lookout**, LCC's independent student newspaper, is member of the Michigan Press Association and the Michigan Community College Press Association. Four librarians are members of the American Library Association and five are members of the Michigan Academic Library Association.

As special training for all employees to become more familiar with a variety of services, each summer LCC holds a **Discovery Day**. Staff, faculty, and administrators from across the College share information about their programs and activities during a series of breakout sessions, with breakfast, lunch, and a closeout raffle provided.

3D – 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.

3.D.1. LCC strives to provide the support our students need by identifying those needs and then providing a full range of student support services. We survey our students with both the **Community College Survey of Student Engagement** (CCSSE, most recently in 2019) and the Ruffalo Noel Levitz survey of **Student Satisfaction and Priorities** (most recently in 2022). In addition, many student services areas conduct their own surveys on an ongoing basis (e.g., exit surveys). Student support services are provided primarily by three main areas of the College: Student Affairs Division, Academic Affairs, and the Office of Diversity and Inclusion.

Student Affairs Division:

- **StarZone** – The StarZone is LCC’s student services hub. Typically, if students have a question, the Enrollment Support Staff has an answer. Located in the Gannon Building at the Downtown Campus, it houses registration, financial aid, advising, academic success coaches, testing, and more. Services are also available by phone and online.
- **Admissions & Financial Aid** – Members of the admissions team are enrollment experts who are ready to guide students through the admissions process and help them discover LCC programs and courses. The **Financial Aid Office** assists students with finding resources to finance their postsecondary education.
- **Testing Services** – see 3.D.2.
- **Academic Advising** – see 3.D.3.
- **Registrar’s Office** – Provides services and information to students, faculty, staff, and others. Core functions include academic records and transcripts, certificates and diplomas, degree certification, enrollment and **registration**, grade collection and recording, fee classification, and transfer credit processing.
- **Center for Student Access** – Recognizes disability as an integral component of diversity. They consult with students, faculty, and staff to support the ongoing development of an accessible college. They regularly speak with families, work with various community partners, and visit with high school classes to discuss the transition to college.
- **Academic Success Coaches** (ASCs) – Responsible for ensuring that students receive persistent, proactive, individualized mentoring, academic coaching, and support throughout their time at LCC. They believe in working with students to help them identify and utilize their strengths while empowering them to succeed at LCC and accomplish their academic goals. The ASCs utilize a **3-tier classification system** to determine which students need the most proactive support. In **October 2023**, they discussed their **student retention efforts and ASC Dashboard** for tracking their student caseloads. At the fall Professional Activity Days, in conjunction with the Learning Commons, they discussed the **Academic Alert** process with College personnel. In the ASC lobby, they provide information on things such as **transfer, advising, and counseling**, as well as **internships, scholarship workshops**, the advantages of **cardio exercise, housing**, and the College’s **social media sites**.
- **Adult Resource Center** – Provides one-on-one appointments, registration assistance, referrals to community and campus resources, on-going student support, tuition and child care grants, a calculator lending program, and academic advising.
- **Counseling Services** – Free to all currently-enrolled students, LCC’s state-licensed, professional counselors help students manage stress, personal loss, relationships,

substance abuse, family matters, and provide support for all circumstances and stressors that affect a student's academic performance.

- **Career and Employment Services** – assists students and alumni with exploring career options, developing employability skill, learning job search strategies, and connecting with employers. Services include one-on-one appointments, class presentations, job fairs, and other events.
- **Fostering S.T.A.R.S.** – Fostering S.T.A.R.S. offers support and resources to foster youth alumni ages 14-22yrs old to improve college graduation and career achievement rates. Services include like skills coaching, community outreach, support services, and group activities.
- **Office of Student Compliance** – An integral part of the positive educational environment at LCC; responsible for upholding the Student Code of Conduct and General Rules and Guidelines, Student Title IX and Sexual Misconduct Complaints, and the LCC Behavior Intervention Team.
- **Student Life and Ombudsperson** – The Student Life Office enhances student success and leadership development by offering diverse educational, cultural, and social student engagement events and opportunities.
- **Transfer Center** – Provides information and support for students transferring credit to LCC, as well as for students transferring from LCC to a 4-year college or university.
- **Global Student Services** – Provides support for English Language Learning students who are immigrants, permanent residents, or U.S. citizens as well as for international students who are admitted to the U.S. in a temporary, non-resident status (any type of visa).
- **Veterans Services** – The Office of Veteran and Military Affairs provides a one-stop-shop atmosphere for our veteran and dependent students with the main goal being to assist them in selecting the proper VA GI Bill® education benefit and help them enroll in a chosen GI Bill® benefit.

Academic Affairs:

- **eLearning** – The eLearning Department is responsible for the administration of D2L, LCC's course management system. D2L support is provided in-person, online, and via Live Chat for all students, instructors, and staff using D2L and online tools integrated into D2L.
- **Learning Commons (Tutoring)** – The Learning Commons provides students with tutoring and help with research and technology. Resources include books, study rooms, laptops, calculators, scientific models, and other technology. Both in-person and online assistance are available. As noted in their most recent **Annual Report**, the Learning Commons provided tutoring to over 2,300 students in-person; via Brainfuse over 1,000 more students were served. Generally, students of color benefited most by attending tutoring sessions, and the Learning Commons collaborates with the Office of Diversity and Inclusion to enhance this success. For example, tutors often provide services in the Cesar Chavez Learning Center.
- **Library** – LCC maintains a full-service library with a staff that includes numerous professional librarians. The library staff supports both students and faculty in accordance with LCC's mission to provide high-quality education. The Learning Commons and the library share space in the Technology and Learning Center. On the first floor, numerous

handouts are readily available for the convenience of students and faculty, including Learning Commons information bookmarks, emergency response trifold, and emergency notification system cards, as well as library information cards, computer assistance cards, and sheets with library resources for program faculty and information on the cardio exercise program.

Office of Diversity and Inclusion:

- Centre for Engaged Inclusion – Provides education and training in diversity, equity, and inclusion. Programs include The RISE Institute, Safe Zone training, and the Chosen Name & Pronoun Initiative.
- Cesar Chavez Learning Center – Offers programs focused on the values of meeting the needs of our times, social justice, radical hospitality, student leadership, and cultivating brave spaces. The CCLC believes that all students, regardless of age, family background, learning style, or diverse-ability, should have equal opportunity to reach their full personal, academic, and career potential. Programs include ACCESS, LUCERO, Men About Progress, and WISE.

Financial Aid Advisors are available to assist students who have lost their financial aid, including informing them of their rights and responsibilities, and how to regain their financial aid eligibility. Substantial information is available on the Financial Aid Policies webpage.

Although LCC's student support services are housed primarily at the main campus, and many are available online or by phone, several units provide in-person services at additional locations. At West Campus, a large facility dedicated to nearly all of the Technical Careers Division's programs, a number of on-site services are provided for students (see recent Multi-Location Visit Institutional Report). Likewise, a variety of in-person services are provided at both LCC East and the Livingston County Center.

LCC is routinely exploring additional ways to support student success. In a report presented to the Board, the College emphasized its commitment to Appreciative Education, and highlighted a wide variety of other activities such as College Connect, our ongoing support for Open Educational Resources, eliminating and forgiving overdue fees for library books, encouraging prior learning assessment credit, utilizing Anatomage Virtual Cadaver technology, bringing a certified therapy dog to campus, and hosting Vet Net ALLY presentations for staff and faculty.

- 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.D.2. Although LCC is an open enrollment college, individual courses have appropriate prerequisites and corequisites as determined by program faculty and reviewed by the Curriculum Committee. Students are made aware of this in the catalog, when meeting with advisors, and during the registration process. Students are encouraged to visit Testing Services and establish their placement levels prior to registering. Testing Services uses a multiple measures approach to establish reading, writing, and math levels. In addition to their primary location, Testing Services

maintains a presence at LCC East, West Campus, and the Livingston County Center. They also provide proctoring for students from other colleges, CLEP testing, WorkKeys testing, and select certification testing. In 2023, Testing Services processed over 3,100 Accuplacer exams and over 7,400 waivers/overrides via multiple measures. They also proctored over 3,400 course exams, which includes exams for students with testing accommodations, and over 8,000 exams for online/hybrid courses, which includes on-site testing for math courses.

To support and encourage new students to begin college-level coursework upon entering LCC, the College has shifted to a corequisite approach for developmental education. For example, students with low reading and writing placement levels can take ENGL 098 – Integrated Reading Writing I together with SOCL 120 – Introduction to Sociology, PSYC 200 – Introduction to Psychology, or BUSN 118 – Introduction to Business. Students who place somewhat higher, but not quite into ENGL 121 – Composition I, can take the corequisite course ENGL 099 – Integrated Reading Writing II. Likewise, MATH 097 – Support for MATH 119 or STAT 170 serves as corequisite support for either Math – Applications for Living or Introduction to Statistics, whereas MATH 098 – Support for MATH 120 supports student taking College Algebra.

For students co-enrolled in ENGL 098/ENGL 099 and a college-level course, the College also offers non-credit labs to provide further support at no additional cost to the student. In addition, there are free workshops to help students enhance their math, reading, and writing placement levels. None of these academic support courses precludes students from also taking advantage of the Learning Commons or the Writing Center.

- 3. The institution provides academic advising suited to its offerings and the needs of its students.

3.D.3. Academic Advising at LCC has been striving to enhance its support of students. Our most recent student satisfaction survey identified advising as an area needing improvement; at approximately the same time the College rejoined Achieving the Dream (ATD). One of our ATD projects is to adopt a unifying student development theory, and we began with appreciative advising. Appreciative advising, based on appreciative inquiry and positive psychology, is a fully student-centered approach to student development. The concept is being expanded toward embracing an overall approach to appreciative education and a culture of care across LCC, with the initial focus on enhancing the role of academic advising at LCC.

The Academic Advising team at LCC consists of a director, 14 full-time academic advisors, and 6 part-time academic advisors. The advising webpage is available via a direct link from LCC's homepage, and has links for scheduling an appointment or asking a question. Upon selecting "Schedule Appointment," the student is reminded they should have taken their placement tests and/or submitted transcripts. It is also recommended that they complete orientation. The placement levels webpage contains additional information on math placement and the Accuplacer scores for reading, writing, and math levels. The waiver information webpage includes multiple measures on the Placement Level Equivalency Chart, in addition to submitting transcripts from other colleges.

Academic Advising offers standard (45-minute length) and express (30-minute length) appointments, and according to CCSSE results, 53% of LCC students meet with an advisor two or more times during an academic year. Standard appointments are booked in advance, and express appointments are booked one day prior. Appointments are held in-person, by telephone, or virtually. Questions can also be submitted via the website. Advisors also help students with activities such as Michigan Transfer Agreement and graduation audits, academic amnesty requests (policy and SOP), substitution and waiver requests, pre-nursing advising seminars, and career advising. Advisors also participate in orientation and offer classroom visits. In a typical semester they fill thousands of appointments. For example, in fall 2023, advisors met with students for standard appointments 1,657 times by phone, 1,239 time on Main Campus, 499 times via Webex, 162 time at West Campus, 90 times at the Livingston Center, and 46 times at LCC East. They also met 1,162 students for express appointments.

The Academic Advising webpage connects to Degree Works, a computerized guide to help the student and advisor plan a pathway to certificate or degree completion, including what-if scenarios. There are also tabs on the advising webpage for “Preparing for Your Appointment” and “Frequently Asked Questions,” so students can get the most out of their advising session. Finally, there is a tab for Envision Green, specialized information for transferring to Michigan State University. The advisors also participate in Pop-up advising sessions, provide an advising “One Sheet” for students and an advising handbill for Academic Success Coaches to share, and they organize Pizza with Professors advising events. Academic Advising routinely advertises in the student news section of the web portal, via social media, and on electronic signage around campus, among other venues.

Academic advisors participate in collaborative partnerships, such as Capital Area Michigan Works!, to provide academic and career advising, as well as other services as requested by case managers. Latter services include creating specialize education plans for students funded through various workforce programs offered through Capital Area Michigan Works!. Academic advisors also serve on the Provost’s Appreciative Education Team, as LCC endeavors to expand from appreciative advising to a comprehensive approach to supporting students in a similar way across the College.

To support the advisors, LCC has begun more intentionally incorporating faculty program advisors. In summer 2023, faculty program advisors began receiving formal training in order to provide direct, program-specific advising for students. This training includes sessions on the computer systems used by advisors (e.g., Degree Works and SPACMNT in Banner), appreciative advising, and the Transfer 101 presentation shared collegewide. Faculty who have already served as program advisors shared their thoughts as part of the training. Faculty program advisors also job-shadow with a regular academic advisor.

- 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).

3.D.4. LCC provides support and resources for both students and faculty, in order to facilitate effective teaching and learning, in three ways: awareness of resources, technology resources, and physical resources in terms of the buildings, classrooms, laboratories, and performance spaces that comprise the College proper. Guiding the assurance of the effectiveness of each of these areas are key documents, such as the **Strategic Plan**, **Academic Master Plan**, and **Five Year Capital Outlay Plan** – the latter includes the **Information Technology Strategic Plan/Master Plan**.

At the beginning of each new academic year, **divisional newsletters** include information on a variety of essential topics, including syllabus requirements, FERPA awareness, and the range of student services provided by the College – such as Academic Success Coaches, the Center for Student Access to assist students with disability accommodations, the Center for Teaching Excellence to assist faculty with pedagogy, Behavioral Intervention Team processes, and more. This information assists faculty in two ways: by informing them of assistance available to the faculty, e.g., the Center for Teaching Excellence, and by guiding faculty in ways to inform their students of the resources available to students (as described above).

The **Information Technology Services Division** (ITS) is responsible for the College’s overall technology infrastructure. Their Master Plan is directly tied to the Strategic Plan, and includes collaborating with faculty and students to maximize the effectiveness of technology in the classroom (which may be virtual “classrooms”). Technology security is also a priority for ITS, and one of their current initiatives is the implementation of multifactor authentication. Another important initiative is the expansion of available Hyflex classrooms, to support mixed modality course offerings and scheduling flexibility by academic programs and divisions. ITS also provides access to a limited selection of Microsoft Office 365 products for current students through our **5Star Service Center**.

ITS also has a Technology Replacement Plan, which calls for regularly replacing computers and AV systems throughout the College, including all additional locations. Laptop computers are replaced after 3.5 years, desktop computers, wireless access points, and classroom/laboratory AV systems after 5 years, meeting and conference room AV systems after 6 years, digital signage monitors after 7 years, and computer monitors after 8 years. Naturally, when any piece of equipment fails, it is replaced immediately. ITS has also extended our wireless networking to cover the College’s parking lots, so that students, and staff, have access to wireless connectivity outside of each building/location. Finally, ITS staff work with academic programs regularly to understand current and future needs, particularly in anticipation of the annual budget cycle. A recent example of these collaborations, noted above, is the initiative for substantial expansion of lecture capture/hyflex classrooms across the College.

Ensuring that LCC facilities continues to meet the needs of students and curricula takes place at two levels: a higher level that looks at the structure of the facilities overall, and a more focused level that takes into account the suitability of the facilities and equipment for individual programs. LCC is required by the State of Michigan to annually update a **Five Year Capital Outlay Plan**, which includes a **facilities assessment** and an **implementation plan** for making improvements to our facilities. In addition, the College relies on an Academic Master Plan and a Campus Master Plan to guide and implement updates to curricula and the facilities necessary for those programs. In **June 2023**, the Board approved developing a new Campus Master Plan in

conjunction with developing our new strategic plan (see Core Component 5C). By January 2024, our partners Colliers Engineering & Design and JMZ Architects & Planners were soliciting input from **employees** and from **students and the community** (the latter request ran as a banner on our homepage).

The Five Year Capital Outlay Plan prioritizes the College's facility needs. The facilities assessment includes, among other items, analyses of:

- Structural and maintenance needs
- Utilities costs and a campus-wide energy plan
- Classroom space utilization for each building – including additional locations
- Availability of computer labs and portable computer stations
- The fiscal resources needed to implement the plan

A brief **overview of LCC's facilities** identifies 25 major buildings comprising over 1.5 million square feet of space. Buildings of particular note and some of their facilities include:

- AOF – Administrative Services Division, Performing Arts Department's Scene and Costume Shops, a Wood Shop shared by Facilities and Performing Arts Department
- Paula D. Cunningham Administration Building – executive offices and Board of Trustees meeting room
- Arts & Sciences Building – Arts & Sciences Division offices, classrooms, science labs, planetarium, and the Cesar Chavez Learning Center – major renovations completed in 2013
- Dart Auditorium – the main auditorium, Performing Arts practice rooms and classrooms – major renovations completed in 2023
- Gannon Building – StarZone, Academic Success Coach lounge, Gymnasium and fitness facilities, general and specialized classrooms, Receiving and Mail Facility, LCC Police Department – major renovations completed in 2014
- Health and Human Services Building – offices, specialized classrooms, and labs for HHS
- Herrmann House – residence for the President – remodeled in 2012
- Abel B. Sykes Technology Learning Center – Library, Learning Commons, computer labs, classrooms, and Information Technology Services Division offices
- Washington Court Place – various offices including Financial Services, Purchasing, Registrar and Records, External Affairs & Development, K-12 Operations, Center for Data Science, and the LCC Foundation
- West Campus – a 290,536 square foot facility, opened in 2004, that houses the Technical Careers Division offices and most of their programs, including classrooms and specialized labs/shops
- Mason Aviation Center – classrooms, computer lab, and separate bay workstations for the Aviation Technology program – a designated Delta Air Lines Training Facility

Aside from West Campus and the Mason Aviation Center, LCC has five other additional locations. LCC East and the Livingston County Center have office space, meeting and study areas, classrooms, and computer labs, and the AIS Training Center has classrooms and repair

shops with the latest technology for heavy equipment repair. The two remaining additional locations, Mid Michigan College and Michigan State University, are HLC-accredited institutions with which we have consortial arrangements (see our most recent **Multi-Location Visit Institutional Report**).

To ensure the quality and safety of educational experiences at clinical sites, LCC has a **standard agreement** for arrangements between the College and clinical training providers. However, many clinical sites prefer to use their own template (e.g., **Sparrow Health System**, **Munson Healthcare**, and **McLaren Healthcare Corporation**). In all agreements, the LCC seeks to include the responsibilities and obligations of the facility, students, and LCC, and to address patient care, the refusal/termination of a student, insurance, non-discrimination, indemnification, confidentiality, and any other necessary terms of the agreement.

Pursuant to the COVID-19 pandemic, LCC utilized HEERF Funds to upgrade HVAC systems on most of the major buildings at the Downtown Campus and West Campus in order to meet American Society of Heating, Refrigerating and Air-Conditioning Engineers as well as CDC guidelines for air filtration. Recently, the Executive Director of Administrative Services **presented information** to the **Academic Senate** regarding the air filtration upgrades and indoor air quality in general at LCC.

Criterion 3 – Summary

LCC ensures the academic rigor of its courses and programs are college level by relying on the expertise of our faculty, numerous advisory committees, and maintaining 3rd-party accreditation as appropriate. All new course and programs are reviewed by the faculty-led Curriculum Committee, a standing committee of the faculty-led Academic Senate. The College offers Certificates of Completion and Achievement, as well as associate degrees in a wide range of academic disciplines, including career and technical education. LCC relies on standardized course syllabi to ensure that all sections of any given course meet the same academic standards, and all faculty, including those teaching distance education and/or dual enrollment sections, meet the same faculty qualifications. Faculty teaching distance education sections must complete a Teaching Online Certification course.

All degree programs at LCC are required to align with the AAC&U Essential Learning Outcomes, which were adopted by the Academic Senate. Applied degrees are required to meet a streamlined set of general education courses, whereas transfer degrees are required to meet the general education requirements of the Michigan Transfer Agreement (MTA). Both the applied general education and MTA requirements cover a broad range of skills that all college graduates should achieve, including the recognition of human and cultural diversity in a global, multicultural society. Both faculty and students demonstrate these varied skills through scholarship and creative works, often working together.

LCC has the faculty and staff needed to offer high-quality education and a wide range of student support services. In accordance with direction from the Board of Trustees, the College actively

strives to ensure diversity amongst its faculty and other employees. With some 185 full-time and 692 part-time faculty across 115 academic degree programs, we have one of the lowest student-to-faculty ratios in Michigan. All faculty meet the same faculty qualifications appropriate for their academic program, and the College ensures regular evaluation and substantially supports their professional development. Likewise, all student support staff are qualified and supported in their training and professional development.

The College offers a full range of student support services, including admissions and financial aid counseling, academic advising, a multiple-measures approach to pre-requisites and co-requisite instruction, tutoring and a writing center, disability support services, veterans support services, professional mental health counselors, student life organizations, and DEI programs to support students. LCC actively promotes its student support services amongst both students and faculty. The Information Technology Services Division ensures college personnel and employees have the computers and other digital resources they need, and that College systems are secure. The College maintains a main campus and five additional locations (not counting consortial partners). Many of the classrooms and labs have been updated within a reasonable timeframe, yet we continue to improve our facilities on an ongoing basis.