

- A. Description of current full- and part-time student enrollment levels by academic program and define how the programs are accessed by the student (i.e., main or satellite campus instruction, collaborative efforts with other institutions, Internet or distance learning, etc.)

### **Student Body Composition**

#### **Fall 2016 census unduplicated headcount**

Major	Full-Time	Part-Time	Summary
Accounting	20	46	66
Administrative Office Systems	11	16	27
Agri-Viticulture	1	0	1
Applications Development	16	6	22
Applied Science - General	12	16	28
Art	17	17	34
Assoc in General Studies	114	127	241
Biology	32	29	61
Business	41	71	112
Business Administration	61	114	175
Casino Management	0	5	5
Casino Management - Cert	0	3	3
Chemistry	6	8	14
Child Development	7	6	13
CIS - Information Technology	0	4	4
CIS - Networking	6	9	15
CIS - Programming	1	7	8
CIS Network Tech- Level 1 CERT	0	1	1
CIS Programming - Level 1 CERT	0	2	2
Communication	1	4	5
Computer Science	13	8	21
Computer Science WMU	6	7	13
Corrections, Probation, Parole	3	19	22
Criminal Justice	19	17	36
Culinary Management	11	17	28
Dental Assisting	14	27	41
Dental Assisting - Cert	0	13	13
Dental Hygiene - Transfer	0	1	1
Diagnostic Medical Sonography	14	15	29
Drafting and Design	3	3	6
Early Childhood Educ - Cert	2	4	6
Early Childhood Education	10	25	35
Education-Elementary	12	16	28
Education-Secondary	2	3	5
Elem Educ (K-8th cert)WMU-Main	3	6	9

Elementary Education WMU SW	6	16	22
Energy Prod & Dist Management	1	6	7
Energy Prod/Line Worker- Cert	0	3	3
Energy Production Technology	2	4	6
Energy Production/Crafts Mech	0	1	1
Energy Production/HPRP	0	1	1
Energy Production/Power Plant	0	2	2
Engineering Technology	2	1	3
English	11	13	24
Enology and Viticulture	1	7	8
Environmental Science	0	3	3
Foreign Language	3	3	6
General Technology	10	19	29
Graphic Design	14	12	26
Graphic Design - Cert	0	1	1
Graphic Design - Level 1 CERT	1	2	3
Health	13	32	45
History	8	10	18
Hospitality Management	18	21	39
Hospitality Management - Cert	1	5	6
Humanities	2	1	3
Industrial Maintenance Tech	0	9	9
Information Tech -Level 1 CERT	0	1	1
Law Enforcement	8	11	19
Law Enforcement - Transfer	0	1	1
Legal Office Assistant - Cert	0	1	1
Liberal Arts	1	8	9
Machine Tool - Level 1 CERT	0	22	22
Machine Tool Technology	2	31	33
Machine Tool Technology - Cert	0	5	5
Magnetic Resonance Imaging	0	5	5
Major not listed	0	1	1
Management - Level 1 CERT	0	2	2
Management/Marketing	1	9	10
Manu Production - Level 1 CERT	0	1	1
Manufacturing Engineering-WMU	0	2	2
Mathematics	6	3	9
Mechatronics Technology	1	3	4
Medical Assisting	12	23	35
Medical Assisting - Cert	8	15	23
Medical Office Assistant-Cert	2	3	5
Medical Office Systems	0	6	6
Music	23	13	36
Networking	5	9	14
Numerical Control-Level 1 CERT	0	5	5
Nursing-RN	16	139	155
Office Automation Spec-Cert	0	1	1

Paramedic	0	1	1
Personal Interest	62	1,115	1,177
Pharmacy Technician	0	1	1
Philosophy	2	1	3
Physical Education & Wellness	12	6	18
Physical Science	1	3	4
Physics	3	1	4
Political Science	4	3	7
Pre Diagnostic Med Sonography	0	1	1
Pre Magnetic Res Image	0	1	1
Pre X-Ray	0	1	1
Pre-Athletic Training	0	1	1
Pre-Chiropractic	1	0	1
Pre-Dental Assisting	1	2	3
Pre-Dentistry	0	5	5
Pre-Diagnostic Medical Sonogra	15	41	56
Pre-Engineering	36	33	69
Pre-Forensics	0	3	3
Pre-Law	0	4	4
Pre-Magnetic Resonance Imaging	2	10	12
Pre-Med/Osteopathic	1	1	2
Pre-Mortuary Science	0	1	1
Pre-Nursing (Registered)	89	150	239
Pre-Paramedic	0	3	3
Pre-Pharmacy	1	2	3
Pre-Physical Therapy	1	4	5
Pre-Radiologic Technology	20	23	43
Pre-Veterinary Medicine	0	3	3
Psychology	41	43	84
Radiological Technology	17	12	29
Skilled Trades	1	15	16
Skilled Trades Technology	1	13	14
Skilled Trades Technology-Cert	0	14	14
Sociology/Pre-Social Work	25	43	68
Supervisory Skill-Level 1 CERT	0	1	1
Theatre	5	2	7
Unde between 2 or more majors	1	1	2
Unde between two H/S majors	0	1	1
Undecided (Arts - Transfer)	67	156	223
Undecided (Liberal Arts)	2	10	12
Undecided (Occupational)	0	1	1
Undecided (Science - Transfer)	63	24	87
Undeclared	0	2	2
Welding Prod Tech-Level 1 CERT	0	1	1
Welding Production Technology	7	10	17
Wine & Viticulture Technology	5	4	9
<b>Summary</b>	<b>1,122</b>	<b>2,937</b>	<b>4,059</b>

## **The Teaching and Learning Center**

Created in Fall 1996 with the aid of a federal Title III grant, the purpose of LMC's Teaching and Learning Center (TLC) is to introduce new teaching methods and classroom technology, to provide training and support for the College's Learning Management System (LMS), and to offer year-round professional development activities. The TLC is staffed with one full-time Director, one full-time Instructional Technologist, and the Director of Distance Education. It is located on the Napier Campus but routinely provides on-site faculty training and support services to the Bertrand Crossing and South Haven campuses. The Center is comprised of a 13-station computer lab, an adjacent gathering room with an additional 7 computing spaces, and three offices. Center staff provide support for a large number of software applications and instructional technologies, including audience response systems, video screen capture and conferencing, plagiarism detection, and webinars, as well as the administration of the College's LMS.

The College's LMS system (Canvas) supports not only traditional classroom teaching, but is also the primary platform for the LMC's distance education program. Demand for distance learning opportunities has steadily grown each year with all online course sections filling first and fastest each term. Enrollments in distance education have grown significantly over the last five years, with FTE and billable hours generated comparable to that of the satellite campuses. As enrollments increased in distance education, the TLC staff became increasingly involved in both the administration and training aspects of a maturing distance education program, leading to the creation of a Director of Distance Education position which was filled in the Fall of 2015.

The Director of Distance Education is responsible for all required training on the use of the College's learning management system in online courses and for coordinating and providing all pedagogical and course design training that faculty must complete in order to implement or teach distance learning courses.

The Director is also responsible for initiating the course design and review process and for advising and supporting the faculty throughout that process.

Recognizing the need for an expert resource for faculty, the Curriculum Committee, and the Assessment of Student Learning Committee to provide guidance on highly effective instructional design, teaching methodologies, and assessment strategies that support academic excellence and the Guided Pathways to student success model, the College approved the creation of a Curriculum Designer position during the 2017 Fall semester (201820). Slated for filling during the Spring 2018 semester (201830) this position also reports to the Director of the Teaching & Learning Center. Key responsibilities include:

- Collaborates with the faculty and staff to create effective learning environments that promote interaction, social presence, and community among learners and also between learners and faculty
- Provides guidance and support to subject matter experts (including faculty and business and industry partners) in the design and implementation of education and training content
- Supports oversight of academic progress and milestones of student outcomes and collaborates with the Guided Pathways Team in overall assessments of student progress and performance.

Finally, the TLC provides additional professional development activities crucial to assuring student success in LMC classrooms. These activities have included hosting various webinars on a wide variety of instructional topics, topical training requested by individual departments, and meetings or training activities with various publishers (Cengage, McGraw Hill, Pearson) that integrate with Canvas. Spirited discussions, collective problem-solving, and learning the art and science of teaching take place daily in LMC's Teaching and Learning Center.

Over the past ten years, changes have occurred in educational programs at the College that reflect changing programmatic and educational needs for students, advances in educational technology, and reorganization of personnel and departments. During this time-frame the College-installed personal computer base grew from an estimated 400 to over 2,000 and the number of labs went from 12 to over 50. Several open laboratories are available to students. Overall, the College has over 1,400 computers dedicated to Academic usage. Over 100 classrooms are now equipped with a teacher station, desktop computer and data projector. Information Technologies has implemented a five-year technology refresh plan to support instructional programs, faculty and staff. To further support the student technology needs, wireless Internet access points have been implemented across all campuses. New email collaboration services were also implemented in 2010 using Google Gmail and doc hosted services. In 2012, the College launched an iPad cart pilot program for determining the feasibility of using tablets in the classroom. In 2012, Lake Michigan College also replaced its legacy phone system with a Cisco VoIP system that included an internal alert notification system. The alert notification system is used by campus safety for lock-down, fire and weather notices. Digital clocks that support audio and digital signage were also installed that extended the alert-system to the hallways. In 2012, the aging copier (MFP) fleet was replaced and expanded providing additional services at a lower cost. Additional features have expanded availability of the printing features for users who prefer to use their personal devices, not only on campus but outside the institution.

The College network is also being enhanced to ensure that faculty and students have access to the Canvas learning management system and other online course content. Plans are also in process to evaluate the future instructional needs within the classroom. Some of these will include better instruction stations, LED monitors in place of projectors, next generation smart boards and a more personal device friendly teaching station. In 1999, the College instituted web-based courses in Chemistry and Economics. Web-enhancement has existed for several years and continues to grow through Title III grant activities. Currently, in addition to Canvas, the College employs an array of online resources, learning software and other technology-based media to enhance the learning environment of nearly all courses offered at the College; furthermore, in the Fall 2013 semester, the College offered 24 courses in either a fully online or a hybrid format. Information and communication technologies are continuing to revolutionize the way the College functions both administratively and academically. Applications and the means of communications provided by these technologies shape the learning environment and the student experience as a whole.

The College has offered credit classes in modular, open-entry, defined-exit (OE/DE) format in Dental Assisting, Computer Information Systems, and Technology for more than ten years. Instruction delivered in a flexible, modular format facilitates the transition from traditional classes to the OE/DE format and encourages employers to send employees for targeted training.

## **Student Program Assessment**

The College continuously assesses student learning through a variety of methodologies. Both formative and summative assessments are conducted at the classroom level. Some departments have developed common assignments and/or tests which allow them to gauge the consistency of learning in courses that share standard learning objectives. A college wide goal is to increase the number of common assessments in use and thereby increase our capacity for scaling up classroom interventions that promote student success.

All Career Education programs that are eligible for Perkins grant funding are required to conduct Program Reviews for Occupational Education (PROE) on a three-year cycle. This year, LMC performed program reviews for seven programs. These program evaluations include quantitative data such as program enrollment, specialty course enrollment, program completion, employment, transfer, third-party credential attainment, program retention, and enrollment and completion by students who are pursuing education in a field non-traditional for their gender. Survey data are also collected from program faculty, administrators, students, and advisory committee members. All data collected, quantitative and qualitative are reviewed and analyzed to identify program strengths and areas in need of improvement. An action plan is developed to address areas in need of improvement as indicated by the evaluation.

The College has identified core general education requirements expected of its associate degree graduates. These are grouped into five areas: English/Communication; Mathematics; Natural Science; Social Sciences, and Humanities and Fine Arts. For transfer degrees, students must also take a Wellness Course. Each LMC course syllabus documents its contribution to developing skills in these areas, emphasizing the fact that general education is not imparted solely through single course offerings, but instead through the integration of general education skills throughout a student's program of study. A standing faculty committee reviews annual reports from faculty about how these skills are being integrated and assessed, along with recommendations for improving course elements that support the mastery of the general education core.

In addition to PROE reports, the College has upgraded its Program/Discipline Review process. This expanded Program Review process will now include additional financial, curricular, and student learning data, along with the applicable elements of the state-mandated PROE. This move to include more types of data is driven by the desire to have a more comprehensive view of the effectiveness of each program offered by the College. It will also be integrated with the College's budgeting cycle so that resources needed for program improvements can be identified and funded in a timely manner. Each Program Review will result in a 3-year Action Plan and assist the College in program prioritization.

Each academic department at LMC also has a set of approved program outcomes that represent what a student should be able to do at the end of a program of study. The program outcomes are derived from a more granular set of learning objectives found in required program courses. A standing Student Learning Committee documents the types of assessments used to measure program outcomes as well as the level of mastery of these outcomes that are achieved by graduates of the program. This information is provided to the departments, along with other program quality measures, when the program is scheduled for its comprehensive Program Review.

Finally, the College also collects data directly from students regarding their learning experiences in each course as well as their overall experience as an LMC student. Student class evaluation surveys are distributed each semester. The results of these evaluations are shared with the instructor, the department chair and the division dean and used in annual faculty evaluations.