

Assurance Argument

Lansing Community College

Review date: 9/23/2024

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3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Argument

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 subject to a [market analysis](#) by the [Center for Data Science](#). Program faculty work with their Director/Associate Dean to collect all necessary information. Each academic division has its own process for curriculum development or revision, 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 recommended 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, utilizes the 5Star Service Center to facilitate tracking, and makes numerous worksheets and other documents available on the website:

- [New Course/Program SOP](#)
- [New Course Proposal Worksheet](#)
- [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](#)

For new programs of study, the Provost Cabinet ensures that the program fits within the College's mission and strategic goals. 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 appropriate for given courses and programs. Content area faculty are often invited to CC meetings to clarify issues with members of the CC.

The CC 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. 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. Once approved by the Academic Senate, proposals are sent to the Provost for final approval ([course](#) / [program](#)).

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 of prerequisites, learning outcomes, and assessment methods, many programs have [advisory committees](#) which ensure the currency and relevancy of those academic programs, given current workforce demands. 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.

As evidence of external recognition of the rigor of our academic programs, LCC maintains 3rd party [accreditation or certification](#) for a number of its academic programs, we have numerous transfer and articulation agreements, and disaggregated [transfer rates](#) indicate that students are successfully transferring to 4-year colleges or universities.

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](#).

Ensuring that courses and programs are current is a key component of the program review process (see 4.A).

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 the initial project approached completion the former President of LCC reiterated the College's commitment to continuing with the pathways model during an [Academic Senate meeting](#). A review of the AACCC Pathways Project noted that experience garnered during the project was instrumental in facilitating the sudden transition to primarily online education [during the COVID-19 pandemic](#).

Within the guided pathways model, each academic area aligned its course learning outcomes with their program learning outcomes. These alignments were recorded in [curriculum maps](#). Academic areas also aligned their program learning outcomes to [collegewide Essential Learning Outcomes](#) (see 3.B). During [program review](#), each program reviews its curriculum map and addresses how well students are achieving the learning outcomes (see 4.A). Curriculum maps offer three stages of progression across a curriculum:

- Introduce describes when the learning outcome is newly introduced
- Reinforce occurs when the learning outcome is repeated and revisited
- Master, when appropriate, comes close to the end of the curriculum after much exposure and numerous opportunities to demonstrate successful performance

These levels of progression help to differentiate the learning outcomes for first- and second-year courses.

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 pass/fail credit limit. For either certificate, in January 2024 the [Academic Senate approved](#) requiring a minimum grade of 2.0 (on a 4.0 scale) in each course required for the certificate. Also, at least $\frac{1}{4}$ of the courses must be earned directly from LCC (except for consortial programs taught primarily by partner institutions), and courses must be college-level. 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 must be earned directly from LCC (except for consortial programs taught primarily by partner institutions), and courses must be college-level. In addition, associate degree pathways require that students complete general education requirements (see 3.B). 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.

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, approximately half (55) of our certificates stack into associate degrees. Examples of stackable credentials include:

- 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.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 curriculum oversight, 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. Therefore, learning outcomes remain consistent no matter the modality or location. In addition, the assessment method ranges for each course are 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 a consortial agreement which allows our students to take courses for credit at Mid Michigan College in Magnetic Resonance Imaging Technology ([LCC MRI Advising Guide](#), [MWTEC MRI Program](#) website, and [MRI Student Handbook](#)). Until recently we had a consortium agreement with Michigan State University ([Agricultural Technology and Veterinary Nursing](#)), which we intend to convert to an articulation agreement. Both colleges are currently approved as additional locations in accordance with HLC policy.

In addition to requiring standard course syllabi, distance education is supported by our [Center for Teaching Excellence](#) (CTE), [eLearning](#), and LCC's [Help Desk](#). All faculty are required to complete [D2L for Instructors](#), and before teaching distance education courses they must complete the CTE's Teaching Online Certification course. 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 learning 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](#). To maintain these standards, LCC continuously evaluates the quality of our academic programs through program review (see 4.A).

Sources

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- Advisory Committee Handbook
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- Center for Data Science
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- Credit Hour Assignment
- CTE Website
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- eLearning Instructor Resources
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- LCC Michigan Transfer Agreement Guidelines
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- Psychology Program Curriculum Map
- Revised Course Approval SOP

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- TC Instructions and Due Dates 2023-2024
- Transfer Guides and Articulation Agreements
- Transfer Rates

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3.B - Core Component 3.B

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

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

Argument

3.B.1/3.B.2: 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 both support our mission and impart broad knowledge and intellectual concepts. 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:

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning

Although Michigan is not a system state, there have been statewide agreements 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. In 2012, the Michigan Legislature initiated a review of the MACRAO Transfer Agreement. Encouraged by representatives from the state's community colleges, public universities, and legislature, MACRAO's Board of Directors established the [Michigan Transfer Agreement](#) (MTA) Ad Hoc Committee. This committee reported 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 unified general education program for applied degrees that draws upon both MTA and appropriate applied courses.

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](#)).

Currently, LCC reviews courses with a dual focus: courses need to align with MTA for transfer and/or they must align with the ELOs to ensure broad knowledge upon completion of a degree. 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. Applied courses, such as Electrical Mathematics, Technical Math II, Math for Elementary Teachers I, or Technical Writing are acceptable for applied degrees.

The general education program at LCC is based on both the ELOs and, for transfer degrees, the Michigan Transfer Agreement (MTA), 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.

General Education/MTA (transfer) requires nine courses, for at least 30 credits, distributed across six areas:

- English Composition (1)
- English Composition (2nd course)/Communication (1)
- Humanities and Fine Arts (2)
- Mathematics (1)
- Natural Sciences (2)
- Social Sciences (2)

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

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

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

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](#). 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](#) (see 4.B). 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 students are expected to attain proficiency in the outcomes within their academic programs. [Program pathways for transfer degrees](#) utilize the MTA for general education, requiring two courses in Humanities and Fine Arts and an additional two courses in the Social Sciences, including courses such as: Cultural Anthropology; Intercultural Communication; Power, Authority, and Exchange; Mythology; Musical Cultures 1750-Present; Comparative Political Systems; and Race and Ethnicity. [Applied degree pathways](#) include Applied Social Science courses, such as: Food and Sustainability, Comparative Economic Systems, and Diversity in the Workplace. Since 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.

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. Nonetheless, these cocurricular programs continued to serve students and support student success:

- [ACCESS](#) helps student navigate their tomorrow by providing training in career exploration, financial literacy, and soft skills. Some programming is specifically designed to support the personal, social, academic, and career success of marginalized or underrepresented student groups.
- [LUCERO](#) focuses on embracing Latino students, connecting them to the LCC community, and equipping them to excel.
- [Men About Progress](#) (MAP) is focused on helping male students complete their education goals, network, and give back to the community. Some programming is designed to support the cultural and social development of men of color, specifically Black men.

[Beyond the Book](#), a cocurricular collaboration between LCC’s Library and ODI’s [Centre for Engaged Inclusion](#) 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 sense of community. The library maintains [research guides](#) that provide faculty, students, and any member of the community with a wealth of resources on these books.

LCC monitors and seeks to improve our efforts to provide students with an education emphasizing human and cultural diversity and multicultural awareness. 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). We continue striving 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 MAP. This report also highlights our growing [Culture of Care - An Appreciative Mindset](#) including [Appreciative Advising](#), as well as our required DEI training for all employees.

A variety of LCC [student organizations](#) are dedicated to underrepresented or marginalized groups, we have [Cultural Awareness 365 Committees](#), and an [Internationalization of the Campus Strategic Plan](#) (see 1.C).

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... Students regularly present material from such fields as art, music, technology, fashion, anthropology, science, and engineering... Over a hundred students participate in StarScapes every semester. [[example projects](#)]

Students are 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 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 create content for the journal, podcast, blog, and Washington Square On-Air. One blog contains a [student-written history of the WSR](#).

LCC has actively encouraged 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](#), providing financial incentives for faculty to create and/or adapt OER materials for their courses. The OER Showcase also serves as a repository for OER developed by LCC faculty ([see examples](#)).

One OER project involved a collaboration between a Chemistry professor, his students, the CTE Faculty Fellow creator of the [Open Learning Lab](#), and the CTE's Open Learning Specialist. While also taking advantage of a sabbatical leave, the professor developed an open template for an [online homework system](#) now available to any faculty.

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 [TRENDS](#)
- Presenting at [HLC](#)
- Launching a positive mental and emotional wellbeing [podcast](#)
- Participating in a [video production](#) on the history and engineering of Michigan bridges

- Producing the award-winning [We Shall Overcome: Raising Our Voices Together](#) video program

Sources

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- Board Packet October 2023 (page number 288)
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- Board Packet October 2023 (page number 324)
- Center for Engaged Inclusion
- Cesar Chavez Learning Center
- Chosen Name and Pronoun Initiative
- Croze Hicks HLC
- CTE Open Learning Lab
- Cultural Awareness 365 Committees
- Diversity Equity Inclusion Report
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- Essential Learning Outcomes
- Gen Ed Core
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- General Education Applied
- General Education Transfer MTA
- Internationalization Campus Strategic Plan
- LAND
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- MTA Participation Guidelines
- MTA Signatories
- New Course Proposal Worksheet
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- ODI
- OER Award Program
- OER Examples
- OER Showcase
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- Presidents Report December 2023
- Presidents Report December 2023 (page number 3)
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- StarScapes
- StarScapes Example Projects
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- Student Clubs Organizations
- Washington Square Review History
- Washington Square Review website
- We Shall Overcome

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3.C - Core Component 3.C

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

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

Argument

3.C.1: LCC's 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. Search committees now have an [Inclusion Advocate](#), and special attention is paid to how we advertise open positions. In the Vacancy Management and Review Team, Human Resources and the Chief Diversity Officer collaborate to ensure job descriptions are written in an inclusive manner.

To assist with recruitment and welcoming new employees to the College, HR created the position of [HR Recruitment & 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. 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, and a monthly newsletter sent to all new employees (e.g., the [President](#) or [The Star](#)).

HR provides the Board with a semiannual [Report Regarding Diversity of Employees](#), including disaggregated data on employee diversity, hiring rates, and attrition rates. The report includes ongoing diversity efforts to identify recruitment and hiring challenges, identify potential barriers for applicants, improve the use of digital channels for advertising jobs, obtain the “Invests in Diversity” badge to support our profile on Handshake, increase connections with local recruitment/job fair events serving underrepresented populations, and improve 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 [LCC region](#) is moderately diverse, and a [demographics comparison](#) shows that our student body is slightly more diverse than the region overall. Our employee demographics, including 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.

3.C.2: LCC currently has 188 full-time teaching faculty and 771 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 academic area has a [Program Operating Plan](#) (POP) 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. This process ensures resources are balanced to best serve students.

To ensure active oversight of the curriculum, assessment, and related activities, full-time faculty non-classroom duties are accounted for in their [Professional Activities Plan](#) (PAP). PAPs align with POPs and 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.

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.C.3: LCC requires all faculty to meet the same qualifications, as determined by program faculty, 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 HLC-accredited institutions.

The Academic Affairs Project Manager (AAPM), as designee for the Provost, is responsible for overseeing the process to ensure faculty meet minimum qualifications in accordance with the [Faculty Qualifications SOP](#). Academic Affairs maintains a faculty qualifications matrix listing, for each course, the minimum academic qualifications, any necessary licensure or certification, and any alternative qualifications or equivalent experience (file does not readily convert to PDF format - [screenshot examples](#)).

Determining minimum qualifications begins with the faculty in each academic program. Requirements for existing courses have been established; when new courses or programs are proposed the faculty submit the [Faculty Minimum Qualification Recommendation Form](#), which is reviewed by divisional administration 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.

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, 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. Prior to posting a position, job descriptions are submitted to Academic Affairs for verification that credentials listed meet minimum qualification requirements.

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. Candidates may not be interviewed unless both Academic Affairs and HR confirm them.

LCC monitors certificate and licensure expiration dates to ensure individuals have current credentials. 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. 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](#).

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](#).

For faculty and academic professionals, the [performance evaluation schedule](#) depends on an individual's status, per the MAHE contract. The steps in the review process, which documents both strengths and weaknesses, include:

- Faculty self-assessment
- Supervising administrator observation of the faculty member's classroom/workplace
- Peer performance assessment, with follow-up meeting
- Written feedback from students/clients

The reviewing administrator then prepares a comprehensive report and 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.

The opportunity for student feedback is provided in every section taught at LCC, utilizing the [Explorance Blue student evaluation system](#). Promptly following the end of each semester, faculty receive a report of each section's [evaluations](#), allowing faculty time to address concerns before the following semester. Student feedback is shared with faculty prior to being used for performance reviews, and are not the sole source of evaluative information.

To facilitate continuous improvement, HR periodically surveys faculty (as well as others) for feedback concerning the performance of their program administrators and/or department/division leaders. 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.

Performance evaluations are tracked by HR in the Cornerstone [Talent Management System](#) (TMS), allowing for process automation. Administrators are trained on reporting tools to gather information, the [D2L Course Design Training](#) when reviewing distance education sections, and to monitor completions for their direct and indirect reports. During the evaluation process itself, HR is able to [assign individuals to various tasks and set due dates for completion](#) of tasks. 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. Individual Improvement Plans (IIPs) are monitored by the department in which an employee works.

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.

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.

The Health and Human Services Division process involves faculty meeting with their supervisor and, if approved, 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 faculty and administrators to the annual [TRENDS in Occupational Studies](#) conference. The Technical Careers Division, with an annual budget of \$105K/year, has a [Pre-Travel Form](#) and a [Post-Travel Form](#). A designated review committee assesses each request based on criteria including the potential impact on professional growth, alignment with TC objectives, and the feasibility of the proposed budget. Some HHS and Technical Careers programs receive additional professional development funds from the Perkins grant.

LCC also maintains a collegewide fund (currently \$174,000) for professional development initiatives or opportunities. ELT members outline requests, including estimated cost, who will be attending, and how the activity aligns with the strategic plan. Once approved, the budget review team prioritizes requests based on current college initiatives and strategic planning. For example, in October 2023, LCC sent 20 personnel from across the College to the Michigan Community College Association's [2023 Student Success Summit](#).

Employees also have a number of professional development opportunities available internally. LCC 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](#). The CTE Director and Open Learning Specialist also provide support for [Open Educational Resources](#) (OER – includes an [overview](#) and [program](#) information), including small grant support for developing and/or adopting OER.

The CTE offers 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, office hours, and the [Food for Thought](#) series. These opportunities offer sessions 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. 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.

eLearning provides D2L support and assistance for faculty through a variety of in-person, online, and just-in-time resources. 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. 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. 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.

Together, the CTE and eLearning provide [extensive training and support](#) for LCC faculty.

As noted in 2.E.2 and 3.B.4, LCC supports [sabbatical/professional development](#) leave for [faculty](#). The LCC Foundation's Employee Development Fund also offers [personal and professional enrichment grants](#).

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 sections and online contact for online sections. 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 established an SOP entitled [Timely Faculty Response to Students](#), requiring faculty to respond to student inquiries within two business days.

3.C.7: LCC ensures that 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. Job descriptions include the necessary qualifications. For example, [academic advisors](#), including [part-time](#), must have a Master's degree and experience in advising. LCC's [Academic Success Coaches](#) (ASCs), responsible for ensuring that students receive proactive mentoring and academic coaching, as well as attempting to remove barriers to student success (see 3.D), 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 Specialists](#), are expected to have experience working in a testing center and/or student affairs; the [Manager](#) is required to have experience working in a testing environment and higher education.

[Professional tutors](#) must have an appropriate Bachelor's degree, with experience relevant to tutoring or similar instruction. Librarians, as faculty, and some key administrators, such as the [Director](#) and the [Manager of Library Technical Services & Systems](#), require a Master's degree in Library or Information Science from an American Library Association accredited program (e.g., [online learning](#) librarian, [reference](#) librarian, or [web services](#) librarian).

[Admissions counselors](#) must have a Bachelor's degree 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](#) must have a bachelor's degree with relevant work experience. The [Director of Student Life](#) must have a

Bachelor's degree and demonstrated experience working in the field, as well as appropriate organizational skills.

New staff members within Student Affairs undergo formal processes for onboarding and training. For example, Academic Advising 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). Student employees in Academic Advising are provided 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 developed a [transfer presentation](#) to be shared with faculty and others throughout the College to ensure 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](#) and the extensive [ASC Handbook](#). ASCs are provided with an academic timeline with key items to be [aware of each month](#), as well as lists of [key terms](#), [common systems](#), and a guide for [new system access requests](#). The ASC Manager provides a standard set of questions to guide [check-ins with new employees](#) 30 and 60 days after they start.

Onboarding in Testing Services involves mentoring and reviewing the Testing Services operations manual. 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 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 [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 and mentoring.

The College recently developed an [SOP](#) and training pertaining to personnel who talk with students prior to matriculation. In addition, the Office of Compliance developed training on [Avoiding Misrepresentation](#). LCC plans to require the latter training annually. Financial Aid staff have additional [ethics training](#) specific to their role.

The Student Affairs Division has a professional development budget of approximately \$13K, and individual areas budget for additional funds and take advantage of collegewide professional development funds to attend [various conferences](#). Individual ASCs attend a diverse [variety of](#)

[conferences](#). Upon returning from conferences or completing training, personnel in all areas share information via formal presentations and informal discussions.

The library has a professional developmental budget of approximately \$10K, and librarians utilize [departmental](#) or [collegewide](#) funds to attend various conferences. Library personnel receive Accountability at Work training, and administrators participate in [Crucial Conversations](#) training. Financial Aid Advisors had approximately \$15K in professional development funds for [conference attendance](#) in FY2024.

Student services personnel attend in-house professional development available to all employees or tailored to their specific role. Academic Advisors study 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. LCC employees also have access to LinkedIn learning modules.

With LCC's support, Student Affairs personnel are active in a [variety of organizations](#). An Academic Advisor serves on LCC's Academic Senate.

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.

Sources

- AandS Travel Funding Request Form
- AandS Travel Request for Funds Process
- Academic Advising Appointment Workflow
- Academic Master Plan 2022-2025 mission
- Academic Senate Charter 2024
- Academic Senate Charter 2024 (page number 2)
- Academic Success Coach Conferences 22-24
- Adjunct Librarian Onboarding
- Admissions Counselor Job Description
- Admissions Counselor Job Description (page number 4)
- Admissions Director Job Description
- Admissions Director Job Description (page number 3)
- Admissions Director Job Description (page number 5)
- Advising Frequently Used Websites
- Advising Helpful Phone Numbers
- Advising Onboarding Wk1
- Advising Onboarding Wk2
- Advising Onboarding Wk3
- Advisor Training Topics

- ASC 30 60 Day Manager Check In
- ASC Academic Year Timeline
- ASC D2L Site Info
- ASC Handbook
- ASC Homepage
- ASC Key Terms
- ASC List of LCC systems
- ASC New Staff Systems Access
- ASC Onboarding Agenda August 2023
- ASC Onboarding Outcomes 2023
- Avoiding Misrepresentation
- Blue Instructor Report Redacted
- Board Agenda 19Feb24
- Board Agenda 19Feb24 (page number 3)
- Board Packet October 2023
- Board Packet October 2023 (page number 365)
- Board Packet October 2023 (page number 404)
- Board Resolution Racial Injustice June 2020
- Career Communities and Associated Advisors
- Center for Student Access
- Center for Student Support
- Cesar Chavez Learning Center
- CEWD Non-Teaching Agreement
- CEWD Project Agreement
- Counseling Services
- Course Testing Cheat Sheet
- Crucial Conversations Training
- CSA Access Consultant Job Description
- CSA Care Services Manager Job Description
- CSA Sign Language Interpreter Job Description
- CTE eLearning Activity
- CTE Faculty Orientation
- CTE Featured Workshops
- CTE Latest June 2024
- CTE OER
- CTE OER Overview
- CTE OER Program
- CTE Open Learning Lab
- CTE Resources
- CTE Support
- D2L Course Design Training
- D2L Course Design Workshop
- Demographics Comparison
- Director Library and Learning Assistance
- Discovery Day June 2023
- eLearning End of Semester eMail

- eLearning Instructor Resources
- Employment Development Fund
- Employment Development Fund (page number 3)
- Ethics Training for Communication with Prospective Students
- Explorance Blue FAQs
- Faculty Contract 2021-2024
- Faculty Contract 2021-2024 (page number 38)
- Faculty Contract 2021-2024 (page number 65)
- Faculty Contract 2021-2024 (page number 68)
- Faculty Contract 2021-2024 (page number 69)
- Faculty Contract 2021-2024 (page number 70)
- Faculty Contract 2021-2024 (page number 80)
- Faculty Contract 2021-2024 (page number 112)
- Faculty Minimum Quals Recommendation Form
- Faculty Qualifications SOP
- Faculty Quals Matrix Examples
- Fin Aid Ethical Principles TMS Course
- Financial Aid Advisor Conference Attendance
- Financial Aid Office
- Food for Thought
- Fulltime Faculty Ethnicity
- Get to Know LCC Dr Robinson
- Get to Know LCC The Star
- Help Zone Onboarding Document
- HESEE MAHE 2021
- HESEE MAHE 2021 (page number 20)
- HESEE MAHE 2021 (page number 26)
- HHS Request for Travel Funds
- HR Recruitment Onboarding Coordinator
- In House PD for ASCs
- Inclusion Advocates
- Job Description Academic Advisor
- Job Description Academic Professional Lead Tutor Science Biology Health Careers
- Job Description Academic Success Coach
- Job Description Director of Student Life
- Job Description Financial Aid Advisor
- Job Description PT Supplemental Advisor
- Lansing Region Demographics
- Learning Commons
- Learning Commons Onboarding Calendar
- Learning Commons Onboarding Checklist
- Learning Commons Task Comprehension Checklist
- Library and Learning Commons Inservice Retreat
- Library Professional Development Collegewide
- Library Professional Development Department
- Library Website

- Manager Library Tech Services Systems
- MCCA 2023 Student Success Summit
- NASFAA U webpage
- Online Learning Librarian
- PA Days January 2023
- Performance Reviews at LCC
- Performance Reviews at LCC (page number 4)
- Performance Reviews at LCC (page number 5)
- Placement Testing Cheat Sheet
- Professional Activities Form 23-24
- Program Operating Plan Cycle
- Program Operating Plan Template
- Receiving D2L Coversheets Checklists
- Receiving Paper Exams for Online Classes
- Reference and Instruction Guide Homepage
- Reference Lead and Liaison Librarian
- SA Counselor Job Description
- Student Affairs Association Memberships
- Student Affairs Conference Attendance
- Student Affairs Division
- Student Employee Handbook
- Student Faculty Ratio
- Talent Management System Job Aid
- TC Faculty Credential Procedure
- TC Post Travel Form
- TC Pre Travel Form
- Technology Lab Onboarding Admin Supervisor Checklist
- Testing Services Manager Job Description
- Testing Specialist Job Description
- Timely Faculty Response to Students SOP
- Transfer 101 Advising Presentation
- TRENDS
- Web Services Librarian

3.D - Core Component 3.D

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

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

Argument

3.D.1: LCC provides a full range of student support services, and surveys student to determine their needs and concerns. The ASCs conduct [comprehensive surveys](#), and the Academic Senate recently conducted a collegewide [student forum](#). On a rotating schedule, we utilize both the [Community College Survey of Student Engagement](#) (CCSSE) and the Ruffalo Noel Levitz survey of [Student Satisfaction and Priorities](#), which address issues such as academic challenges, institutional challenges, and support for learners. LCC also maintains a comprehensive [student resources webpage](#).

Student support services are provided by three main areas: Student Affairs Division, Academic Affairs, and the Office of Diversity and Inclusion.

Student Affairs Division:

- [StarZone](#) – LCC's student services hub, housing registration, financial aid, advising, academic success coaches, testing, and more.
- [Admissions & Financial Aid](#) – Admissions team members guide students through the admissions process. The [Financial Aid Office](#) (technically in the [Financial Services Division](#), which also houses the [Student Finance 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](#) – Core functions include academic records and transcripts, certificates and diplomas, degree certification, enrollment and [registration](#), grade collection and recording, fee classification, transfer credit processing, and FERPA compliance.
- [Center for Student Access](#) – Consults with students, faculty, and staff to support the ongoing development of an accessible college.

- [Academic Success Coaches](#) (ASCs) – Ensure that students receive persistent, proactive, individualized mentoring, academic coaching, and support while at LCC, utilizing a [3-tier classification system](#). In [October 2023](#), they discussed their [student retention efforts and ASC Dashboard](#) for tracking their student caseloads. ASCs address [Academic Alerts](#), and provide information regarding [College resources](#) and [academic success](#).
- [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, and a calculator lending program.
- [Counseling Services](#) – Free to currently-enrolled students, state-licensed, professional counselors help students manage factors affecting academic performance, such as stress, personal loss, relationships, substance abuse, or family matters.
- [Career and Employment Services](#) – Assists students and alumni with exploring career options, developing employability skills, 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.](#) – Offers support and resources to foster youth alumni ages 14-22 yrs 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](#) – Responsible for upholding the Student Code of Conduct and General Rules and Guidelines, Student Title IX and Sexual Misconduct Complaints, and the LCC Behavioral Intervention Team.
- [Student Life and Ombudsperson](#) – Enhances student success and leadership development by offering diverse educational, cultural, and social student engagement events and opportunities. The Student Ombudsperson helps students with conflict resolution, appeals/grievances, support services, and more, via informal processes.
- [Transfer Center](#) – Provides information and support for students transferring credit to LCC and 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.
- [Veterans Services](#) – Provides a one-stop-shop atmosphere for our veteran and dependent students 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](#) – Responsible for the administration of D2L, LCC’s learning management system. 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) – Provides students with tutoring and help with technology. As noted in their 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, so the Learning Commons collaborates with the Office of Diversity and Inclusion and tutors provide services in the Cesar Chavez Learning Center.

- [Library](#)– LCC maintains a full-service library, including professional librarians and a comprehensive [website](#). The library and Learning Commons share common space, and their joint efforts include [information bookmarks](#), [emergency response trifolds](#), 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. Programs include [ACCESS](#), [LUCERO](#), [Men About Progress](#), and [WISE](#).

Financial Aid Advisors 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 Technical Careers Division 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](#), with limited services available at the [Aviation Maintenance Technology Center](#) and [AIS Training Center](#).

LCC routinely explores additional ways to support student success. In a report 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.

LCC has an [Accessibility Committee for Quality Assurance](#) (ACQA) overseeing collegewide efforts to provide services fully and equally accessible to and independently usable by individuals with disabilities. At the February 2024 [ACQA meeting](#), eLearning reported that the Ally report, a measure of accessibility, across the D2L learning management system was 83%. Some materials that are not yet accessible are stored in master courses, but prior to using them in active sections those materials are made accessible. Hence, many faculty achieve [full accessibility scores](#).

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 ([testing services activity](#)). They [also provide](#) proctoring for students from other colleges, CLEP testing, WorkKeys testing, and select certification testing.

To facilitate students beginning college-level coursework upon entering LCC, the College has shifted to a corequisite approach. Students with low reading and writing placement levels can take [ENGL 098 – Integrated Reading Writing I](#) together with Introduction to Sociology, Introduction to Psychology, or Introduction to Business. Students who place somewhat higher, but not quite into Composition I, can take Composition I with 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 students taking College Algebra.

For students co-enrolled in ENGL 098/ENGL 099 and a college-level course, the College also offers [non-credit labs](#). In addition, there are [free workshops](#) to help students enhance their math, reading, and writing placement levels, and the [College Connect](#) program. None of these academic support courses precludes students from taking advantage of the [Learning Commons](#) or the [Writing Center](#).

To guide students within curricula, LCC provides program pathways. The [Academics](#) webpage introduces student to career communities, which can help undecided students select from similar majors. For example, the [Science and Mathematics Career Community](#) includes [Conservation & Sustainability](#), whose Associate of Science pathway includes the [Science and Math Career Community Courses](#).

3.D.3: [Academic Advising](#) has been striving to enhance student support. Our recent [student satisfaction survey](#) identified advising as an area needing improvement; about 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](#), a fully student-centered approach to student development.

The Academic Advising team consists of a director, 14 full-time academic advisors, and 6 part-time academic advisors. The webpage is linked directly from LCC's homepage, and has links for scheduling appointments or asking questions. Upon selecting [Schedule Appointment](#), students are reminded they must complete their [placement tests](#) or [submit transcripts](#) and 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](#).

Academic Advising offers standard and express appointments and, according to CCSSE, 53% of LCC students meet with an advisor multiple times during an academic year. Standard appointments are booked in advance; express appointments are booked one day prior.

Appointments are held in-person, by telephone, or virtually. Questions can be submitted via the website. Advisors help students with [Michigan Transfer Agreement](#) and graduation audits, academic amnesty requests ([policy](#) and [SOP](#)), substitution and waiver requests, pre-nursing advising seminars, and career advising. Advisors participate in orientation and offer classroom visits, handling many [appointments per semester](#).

The Academic Advising webpage connects to [Degree Works](#), a computerized guide to help the student and advisor plan and monitor a pathway to certificate or degree completion, including what-if scenarios. There are 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. There is also a tab for [Envision Green](#), specialized information for transferring to Michigan State University. Advisors 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 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. Services include specialized education plans for students funded through various workforce programs offered through Capital Area Michigan Works!.

To support advisors, LCC has begun more intentionally incorporating faculty program advisors. In Summer 2023, faculty program advisors began receiving [formal training](#) 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 an academic advisor during their training.

3.D.4: LCC provides support and resources for students and faculty in three ways: awareness of resources, technology resources, and physical resources in terms of the buildings, classrooms, laboratories, and performance spaces. Guiding the assurance of the effectiveness of each of these areas are key documents, such as the [Strategic Plan](#) and [Five Year Capital Outlay Plan](#) – the latter includes the [Information Technology Strategic Plan/Master Plan](#). The [FY24 budget](#) included \$3.4M for physical improvements (line 13) and \$2.8M for technology infrastructure (line 14).

Each new academic year, [divisional newsletters](#) include information on a variety of essential topics, including syllabi requirements, FERPA awareness, and the range of student services provided by LCC – 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. The Arts & Sciences Division conducts a [First Year Introduction](#) program for all new divisional employees. This information assists faculty in two ways: by informing them of assistance available to faculty and by preparing them to inform their students of student support services.

The [Information Technology Services Division](#) (ITS) is responsible for the College's 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 (including virtual "classrooms"). Technology security is also a priority for ITS; 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 has a collegewide Technology Replacement Plan. 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. When any piece of equipment fails, it is replaced immediately. ITS 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. ITS staff work with academic programs to understand current and future needs, particularly in anticipation of the annual budget cycle. Recent examples include the expansion of lecture capture/hyflex classrooms and the [laptop lending](#) program.

Reviews ensuring facilities are adequate involves both a higher level that looks at the structure of facilities overall, and a more focused level that accounts for 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. In [June 2023](#), the Board approved developing a new Campus Master Plan alongside our new strategic plan (see 5.C). By January 2024, our partners Colliers Engineering & Design and JMZ Architects & Planners were soliciting input from [employees](#) and from [students and the community](#). The Board received an [update](#) during a special meeting in June 2024.

Space requests requiring a budget of over \$100,000 are reviewed by the [Space Management Review Team](#). Capital project development includes consulting with primary end users (e.g., faculty or staff) as appropriate.

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
- Dart Auditorium – the main auditorium, Performing Arts practice rooms and classrooms
- Gannon Building – StarZone, Academic Success Coach lounge, Gymnasium and fitness facilities, general and specialized classrooms, Receiving and Mail Facility, LCC Police Department
- Health and Human Services Building – offices, specialized classrooms, and labs for HHS
- Herrmann House – residence for the President
- Abel B. Sykes Technology Learning Center – Library, Learning Commons, eLearning, Center for Teaching Excellence, 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 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. Mid Michigan College and Michigan State University are HLC-accredited institutions with which we have consortial arrangements (see 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 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 Main Campus and West Campus 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 at LCC.

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- Veterans Services webpage
- Waiver Information webpage
- West Campus
- WISE
- Writing Center

3.S - Criterion 3 - Summary

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

Summary

LCC ensures academic rigor by relying on the expertise of faculty, advisory committees, and 3rd-party accreditation as appropriate. New courses and programs are reviewed by the Curriculum Committee. The College offers certificates and associate degrees in a wide range of academic disciplines, including career and technical education. Standardized course syllabi ensure that all sections of any given course meet the same academic standards, and all faculty meet the same qualifications. Faculty teaching distance education sections must successfully complete a Teaching Online Certification course.

All degree programs align with ELOs. Applied degrees include a streamlined set of general education courses, whereas transfer degrees 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. 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. The College 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. 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. 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. LCC maintains a main campus and five additional locations. Many of the classrooms and labs have been recently updated, yet we continue to improve facilities on an ongoing basis.

Sources

There are no sources.