

## Staffing and Enrollment

- 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, collaboration efforts with other institutions, Internet or distance learning, etc.)*

### **Student Body Composition**

#### **Fall 2014 census unduplicated headcount**

Major	Full-Time	Part-Time	Summary
Accounting	26	33	59
Administrative Office Systems	8	21	29
Agri-Commercial Horticulture	1	3	4
Agri-Commercial Turfgrass	0	1	1
Agri-Landscape Horticulture	1	3	4
Agri-Viticulture	1	2	3
Apprentice/Trade Related-Cert	0	3	3
Art	12	21	33
Assoc in General Studies	115	148	263
Associate in Arts	0	1	1
Biology	14	20	34
Business	21	15	36
Business Administration	115	144	259
Business Systems Supp Spec	0	1	1
Casino Management	1	9	10
Casino Management – Cert	0	3	3
Chemistry	8	5	13
CIS - Information Technology	8	10	18
CIS – Networking	9	16	25
CIS – Programming	8	12	20
CIS – Web	2	1	3
CIS Info Tech - Level 1 CERT	0	2	2
CIS Network Tech- Level 1 CERT	0	2	2
CIS Programming - Level 1 CERT	0	2	2
Cisco – Cert	0	2	2
Communication	14	6	20
Computer Science WMU	16	7	23
Corrections, Probation, Parole	16	31	47
Culinary Management	16	14	30
Dental Assisting – Assoc	10	17	27
Dental Assisting – Cert	4	9	13
Dental Hygiene – Transfer	2	2	4
Diagnostic Med Sonography	16	11	27
Draft/Design - Level 1 CERT	0	1	1
Drafting and Design	5	6	11

Drafting and Design – Cert	1	3	4
Early Childhood Education-AAS	13	43	56
Early Childhood Education-Cert	2	6	8
Education-Elementary	37	23	60
Education-Secondary	10	6	16
Electronics Technology	0	1	1
Elem Ed WMU Southwest – AAS	14	14	28
Energy Prod & Dist Management	3	8	11
Energy Prod/Line Worker- Cert	0	2	2
Energy Production Technology	1	3	4
Energy Production/Chemistry	0	1	1
Energy Production/Crafts Elec	0	1	1
Energy Production/Crafts Mech	0	4	4
Energy Production/Fossil Fuels	1	0	1
Energy Production/HPRP	1	1	2
Energy Production/Power Plant	3	10	13
English	10	12	22
Environmental Science	1	3	4
Fire Science - Transfer Cert	1	0	1
Foreign Language	3	2	5
General Technology	11	18	29
Geology	1	1	2
Graphic Design	18	15	33
Health	22	23	45
History	6	11	17
Hospitality Management	18	26	44
Hospitality Management – Cert	2	6	8
Humanities	1	2	3
Industrial Maintenance Tech	3	20	23
Law Enforcement	12	15	27
Law Enforcement – Transfer	3	0	3
Legal Office Assistant – Cert	0	1	1
Legal Office Systems	5	4	9
Liberal Arts	10	19	29
Machine Tool - Level 1 CERT	0	13	13
Machine Tool Technology	3	25	28
Machine Tool Technology – Cert	0	5	5
Magnetic Resonance Image-Assoc	7	9	16
Major not listed	2	6	8
Management - Level 1 CERT	0	1	1
Management/Marketing	23	38	61
Manufacturing Engineering-WMU	1	2	3
Marketing - Level 1 CERT	0	1	1
Mathematics	5	6	11
Medical Assistant – Cert	15	17	32
Medical Office Assistant-Cert	1	6	7
Medical Office Systems	10	19	29

Music	21	9	30
Numerical Control-Level 1 CERT	0	7	7
Nursing-RN	17	138	155
Office Automation Spec – Cert	0	1	1
Paramedic	5	2	7
Personal Interest	59	1,141	1,200
Physical Education & Wellness	7	2	9
Physical Science	2	1	3
Physics	4	0	4
Political Science	7	3	10
Pre-Athletic Training	0	2	2
Pre-Chiropractic	2	0	2
Pre-Dental Assisting	4	13	17
Pre-Dentistry	4	4	8
Pre-Diagnostic Medical Sonogra	19	20	39
Pre-Engineering	37	33	70
Pre-Forensics	9	1	10
Pre-Law	9	7	16
Pre-Magnetic Resonance Imaging	2	7	9
Pre-Med/Osteopathic	14	8	22
Pre-Mortuary Science	1	3	4
Pre-Nursing (Registered)	89	197	286
Pre-Paramedic	5	8	13
Pre-Pharmacy	6	7	13
Pre-Physical Therapy	25	18	43
Pre-Physician Assistant	3	6	9
Pre-Radiologic Technology	14	39	53
Pre-Veterinary Medicine	15	8	23
Psychology	51	26	77
Radiological Technology-X-Ray	23	18	41
Skilled Trades	2	30	32
Skilled Trades Technology-Cert	0	6	6
Sociology/Pre-Social Work	40	49	89
Technology - Level 1 CERT	0	1	1
Theatre	6	2	8
Unde between 2 or more majors	36	20	56
Unde between two H/S majors	1	6	7
Undecided (Arts - Transfer)	21	44	65
Undecided (Science - Transfer)	5	2	7
<b>Summary</b>	<b>1,294</b>	<b>2,925</b>	<b>4,219</b>

### **Electronic Classrooms**

Lake Michigan College was the **first** Michigan community college to offer two-way interactive courses. The College is equipped with three electronic classrooms capable of originating and receiving two-way interactive classes between all three sites simultaneously. The technology is used to conduct classes between the Napier Avenue Campus, the Bertrand Crossing Campus, and the South Haven Campus.

During the past twenty years, enrollments in these classes have averaged about 293 students each year. In addition to Lake Michigan College courses, the College also has facilitated two-way interactive courses for educational institutions including Western Michigan University, Michigan State University and the Van Buren Intermediate School District.

### **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 and one full-time Instructional Technologist. It is located on the Napier Campus but routinely provides on-site faculty training and support services to the Bertrand Crossing, South Haven, and M-TEC 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 ("clickers"), screencasting, blogs, wikis, and webinars, as well as the administration of the College's LMS.

The College's LMS system 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 by 33% over the last two years. As enrollments increase in distance education, the TLC staff have become increasingly involved in both the administration and training aspects of a maturing distance education program.

In FY '12, the convergence of several factors convinced the College that it was time to consider a new learning management system (LMS). After considerable market research, the Vice President of Instruction asked the Teaching & Learning Center to host a "Demo Week" in Spring, 2012. During that week, faculty and students had access to four different LMS systems to compare features and to experiment with their various components. At the end of the week, 85% of participants had identified Canvas as the preferred system to replace Blackboard. In addition to numerous "must have" attributes the faculty wanted in the new LMS, Canvas also provided outcomes tracking and e-portfolios—system elements not offered by the other vendors and a high priority for moving the College's assessment of student learning to the next level. Canvas was also the most "Web 2.0" compliant choice, given the underlying Ajax technology and "Ruby On Rails" development environment on which it is based. A consensus decision to adopt Canvas was made, and a

multiyear contract was negotiated and signed in Summer 2012. The implementation timeline included a one-year period during which Blackboard and Canvas were run in tandem in order to facilitate faculty training and course conversion. In Fall 2013, the College fully transitioned to Canvas. The adoption rate by full-time faculty is nearly 100%.

The Teaching and Learning Center (TLC) is responsible for all required training on the use of the College's learning management system 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 TLC is also responsible for initiating the course design and review process and for advising and supporting the faculty throughout that process.

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 collegewide 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 submitted six program reviews to the Community College Service Unit of the Michigan Workforce Development Agency. 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 is also in the process of revising 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.

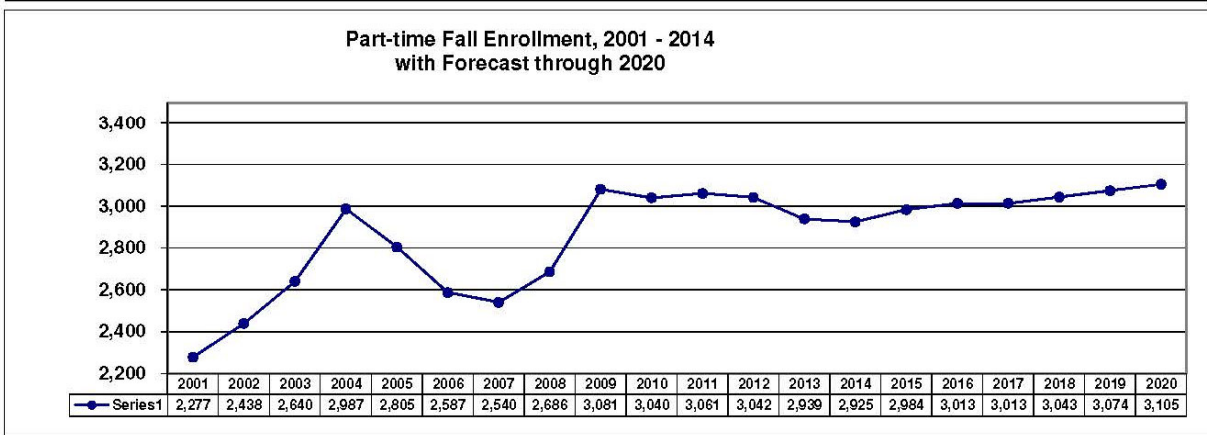
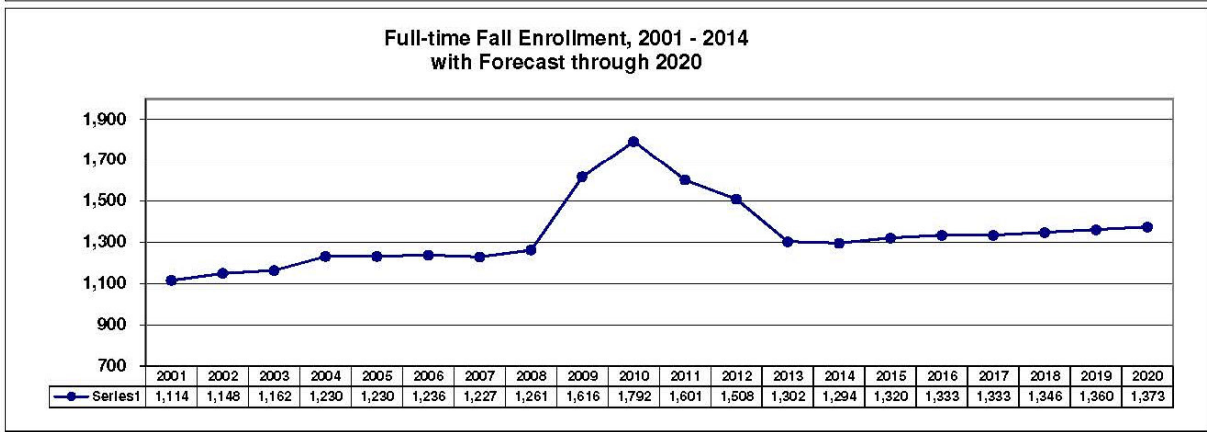
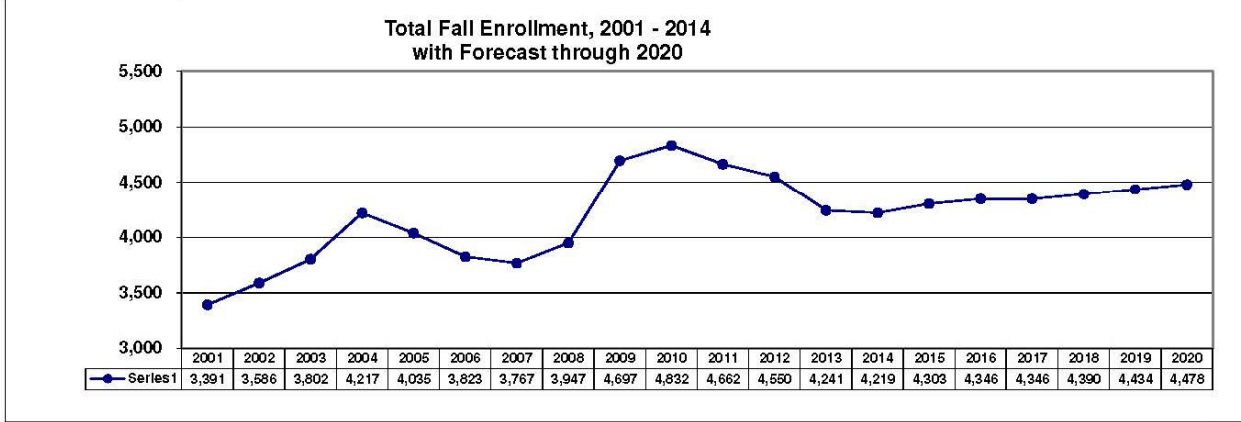
Each academic department at LMC also has a set of approved program outcomes that represent what a student should be able to do at the end of a program of study. The program outcomes are derived from a more granular set of learning objectives found in required program courses. A standing Student Learning 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.

*B. Projection of enrollment patterns over the next five years (including distance learning initiatives)*

With the addition of the Bertrand Crossing Campus with Fall 1998 and the M-TEC<sup>SM</sup> at Lake Michigan College coming on line Fall 2000, and the South Haven Campus in Fall 2003, the College President and Board of Trustees worked with the College Staff to develop a long term financial plan. The enclosed chart depicts the College's anticipated enrollment pattern.

Fall semester	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total Fall Unduplicated Headcount	3,391	3,586	3,802	4,217	4,035	3,823	3,767	3,947	4,697	4,832	4,662	4,550	4,241	4,219	4,303	4,346	4,346	4,390	4,434	4,478
<i>M-TEC/Bertrand Crossing/South Haven Growth</i>															2%	1%	0%	1%	1%	1%
Full-time Students	1,114	1,148	1,162	1,230	1,230	1,236	1,227	1,261	1,616	1,792	1,601	1,508	1,302	1,294	1,320	1,333	1,333	1,346	1,360	1,373
<i>M-TEC/Bertrand Crossing/South Haven Growth</i>															2%	1%	0%	1%	1%	1%
Part-time Students	2,277	2,438	2,640	2,987	2,805	2,587	2,540	2,686	3,081	3,040	3,061	3,042	2,939	2,925	2,984	3,013	3,013	3,043	3,074	3,105
<i>M-TEC/Bertrand Crossing/South Haven Growth</i>															2%	1%	0%	1%	1%	1%





**Projection of enrollment patterns over the next five years** – Even though Southwest Michigan’s overall populations are projected to decline over the next several years, Lake Michigan College’s enrollment goal for the next four years is to increase enrollment by 2% each year. The College continues with the work of its Strategic Enrollment Management Team (SEMT), which is made up of 32 members throughout the institution, to focus on enrollment. The purpose of the SEMT is to coordinate recruitment, registration, advising, admission, financial aid and retention, while working collaboratively with the academic community, campuses, and administrative units to identify and implement processes to meet, and wherever possible, exceed expectations and College enrollment goals. The College will focus on four areas to grow: (1) greater penetration of the current high school market, (2) unique academic programs not offered by area competitors including expanding our emerging technologies programs and introduction of enology and viticulture, (3) increase distance learning (online) course and program options, and (4) increase persistence and retention rates. The College is committed to retaining the students who already attend a given semester. Early College Program numbers continue to grow, which represents approximately 18% of the overall College enrollment.

C. *Evaluation of enrollment patterns over the last five years.*

A number of factors have been identified which have positively impacted overall enrollment. These factors have been identified as: 1) an increase in the overall adult population of the College’s service area, 2) increase in high school penetration rates, 3) a major new employer in the area (Four Winds Casino) providing high starting salaries for entry-level employees, many of whom were a part of the College’s student body, 4) new and revised academic programming, and 5) partnerships with K-12s for the College’s Early College program.

Specifically:

- New programs have been developed in Energy and related pathways and Enology and Viticulture. Current programs such as welding have been expanded to full certificate and degree programs.
- College recruiters visit all area high school seniors each year at their home schools and provide visitation tours to Lake Michigan College.
- The College has strong partnerships with area business and industry, which depend on the College for a skilled workforce.
- A new partnership agreement has been developed with Allegan County, with the College offering programming there.
- The College provides dual enrollment, direct credit and academies in cooperation with area high schools, experiencing continuous enrollment growth.
- Spring Arbor University offers upper level courses in Business Administration on site, with LMC students articulating into the program.
- The College provides outreach services to parents and prospective students including informational events held at all campuses on the following topics:
  - Financial Aid Workshops
  - Dual Enrollment Orientation Sessions for Students and Parents
  - Onsite registration and advising at some area high schools each spring

- Participation in K-12 administrative meetings throughout the year
- Transfer Day/College Night
- Six 8<sup>th</sup> grade career days to introduce the College to students in this age group

*D. Provide instructional staff/student and administrative staff/student ratios for major academic programs or colleges*

Lake Michigan College faculty and staff comprise individuals who exhibit high levels of excellence, leadership and innovation for the benefit of students, the institution and the community.

There are 304 full- and part-time employees at the College and 165 contracted faculty: 54 full-time faculty and 228 adjunct faculty (165 contracted; 63 Lake Michigan College); 2 part-time teaching assistants; 41 administrators; 74 technical/professional staff; 19 classified staff; 12 facilities management personnel; 29 part-time employees and 10 coaches. Twenty-two employees hold doctoral degrees.

The ratio of students to full-time teaching faculty was 70:1 for Spring 2014, 75:1 for Fall 2014, and 72:1 for Fall 2015.

*E. Projection of future staffing needs based on 5-year enrollment estimates and future programming changes.*

# of FTEs	Employee Classifications
2.0	Administrator
1.5	Classified Staff
1.0	Professional/Technical Staff
1.0	Facilities Staff
9.0	Faculty, Full-time

*F. Identify current average class size and projected average class size based on institution's mission and planned programming changes.*

One College educational priority is to maintain small class sizes so instructors can work with each student and so all students can have opportunities to engage in class discussions and dialogues.

Special circumstances such as room design or number of workstations available cause exceptions to the cap of thirty. These can result in smaller or larger class sizes. English composition classes are limited to 22 to ensure adequate exposure to our writing faculty for each student. Many science classes are capped at 24 to 27, depending on laboratory capacity. Communication classes are capped at 24, so students all have opportunities to make multiple presentations. For accreditation and safety purposes and to enhance student/faculty interactions, class sizes in dental assisting, nursing, radiologic technology, sonography, machine tool, robotics, welding, drafting, enology and viticulture and hydraulics/pneumatics laboratories range from 14 to 24. However,

some introductory or survey classes in programs like Energy Production and/or Nursing can be larger. The Introduction to Energy Production class is designed for up to 40 and in some cases, the combined nursing classes can be up to 145 students (first year 80 and second year 65). The Fall 2015 semester was 132.