## 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 2015 census unduplicated headcount**

| Major | Full-Time | Part-Time | Summary |
|---|---|---|---|
| **Accounting** | 23 | 45 | **68** |
| **Administrative Office Systems** | 10 | 23 | **33** |
| **Agri-Viticulture** | 1 | 0 | **1** |
| **Applications Development** | 7 | 5 | **12** |
| **Applied Science - General** | 9 | 16 | **25** |
| **Art** | 15 | 16 | **31** |
| **Assoc in General Studies** | 103 | 140 | **243** |
| **Biology** | 39 | 28 | **67** |
| **Business** | 36 | 44 | **80** |
| **Business Administration** | 81 | 127 | **208** |
| **Casino Management** | 1 | 12 | **13** |
| **Casino Management - Cert** | 0 | 3 | **3** |
| **Chemistry** | 4 | 5 | **9** |
| **CIS - Information Technology** | 2 | 12 | **14** |
| **CIS - Networking** | 10 | 21 | **31** |
| **CIS - Programming** | 7 | 6 | **13** |
| **CIS - Web** | 0 | 1 | **1** |
| **CIS Info Tech - Level 1 CERT** | 0 | 2 | **2** |
| **CIS Network Tech- Level 1 CERT** | 0 | 3 | **3** |
| **CIS Programming - Level 1 CERT** | 0 | 1 | **1** |
| **CIS Web - Level 1 CERT** | 0 | 1 | **1** |
| **Cisco - Cert** | 0 | 1 | **1** |
| **Communication** | 3 | 6 | **9** |
| **Comp Networking-Level 1 CERT** | 0 | 1 | **1** |
| **Computer Science WMU** | 12 | 11 | **23** |
| **Corrections, Probation, Parole** | 14 | 33 | **47** |
| **Culinary Management** | 15 | 14 | **29** |
| **Dental Assisting - Assoc** | 8 | 30 | **38** |
| **Dental Assisting - Cert** | 0 | 9 | **9** |
| **Diagnostic Med Sonography** | 7 | 12 | **19** |
| **Drafting and Design** | 4 | 6 | **10** |
| **Drafting and Design - Cert** | 0 | 2 | **2** |
| **Early Childhood Education-AAS** | 8 | 31 | **39** |

| | | | |
|---|---|---|---|
| **Early Childhood Education-Cert** | 2 | 5 | **7** |
| **Education-Elementary** | 14 | 27 | **41** |
| **Education-Secondary** | 4 | 2 | **6** |
| **Elem Ed WMU Southwest - AAS** | 18 | 22 | **40** |
| **Energy Prod & Dist Management** | 5 | 6 | **11** |
| **Energy Prod/Line Worker- Cert** | 1 | 1 | **2** |
| **Energy Production Technology** | 2 | 5 | **7** |
| **Energy Production/Crafts Mech** | 0 | 2 | **2** |
| **Energy Production/HPRP** | 0 | 2 | **2** |
| **Energy Production/Power Plant** | 0 | 3 | **3** |
| **English** | 10 | 11 | **21** |
| **Enology and Viticulture** | 7 | 4 | **11** |
| **Environmental Science** | 0 | 3 | **3** |
| **Foreign Language** | 4 | 1 | **5** |
| **General Technology** | 7 | 19 | **26** |
| **Graphic Design** | 15 | 16 | **31** |
| **Health** | 23 | 30 | **53** |
| **History** | 8 | 11 | **19** |
| **Hospitality Management** | 15 | 20 | **35** |
| **Hospitality Management - Cert** | 1 | 4 | **5** |
| **Humanities** | 3 | 3 | **6** |
| **Industrial Maintenance Tech** | 4 | 20 | **24** |
| **Law Enforcement** | 17 | 18 | **35** |
| **Law Enforcement - Transfer** | 1 | 1 | **2** |
| **Legal Office Assistant - Cert** | 2 | 1 | **3** |
| **Legal Office Systems** | 0 | 3 | **3** |
| **Liberal Arts** | 7 | 5 | **12** |
| **Machine Tool - Level 1 CERT** | 0 | 21 | **21** |
| **Machine Tool Technology** | 2 | 30 | **32** |
| **Machine Tool Technology - Cert** | 0 | 6 | **6** |
| **Magnetic Resonance Image-Assoc** | 7 | 1 | **8** |
| **Management - Level 1 CERT** | 0 | 2 | **2** |
| **Management/Marketing** | 9 | 20 | **29** |
| **Manu Production - Level 1 CERT** | 0 | 2 | **2** |
| **Manufacturing Engineering-WMU** | 0 | 5 | **5** |
| **Marketing - Level 1 CERT** | 0 | 1 | **1** |
| **Mathematics** | 4 | 5 | **9** |
| **Medical Assisting** | 6 | 10 | **16** |
| **Medical Assisting - Cert** | 16 | 18 | **34** |
| **Medical Office Assistant-Cert** | 3 | 6 | **9** |
| **Medical Office Systems** | 1 | 8 | **9** |
| **Music** | 20 | 9 | **29** |
| **Numerical Control-Level 1 CERT** | 0 | 6 | **6** |
| **Nursing-RN** | 15 | 110 | **125** |
| **Paramedic** | 0 | 1 | **1** |

| | | | |
|---|---|---|---|
| **Personal Interest** | 68 | 1,238 | **1,306** |
| **Philosophy** | 1 | 1 | **2** |
| **Physical Education & Wellness** | 12 | 5 | **17** |
| **Physical Science** | 5 | 1 | **6** |
| **Physics** | 0 | 1 | **1** |
| **Political Science** | 7 | 3 | **10** |
| **Pre-Athletic Training** | 0 | 1 | **1** |
| **Pre-Chiropractic** | 1 | 1 | **2** |
| **Pre-Dental Assisting** | 1 | 4 | **5** |
| **Pre-Dentistry** | 4 | 3 | **7** |
| **Pre-Diagnostic Medical Sonogra** | 31 | 38 | **69** |
| **Pre-Engineering** | 41 | 34 | **75** |
| **Pre-Forensics** | 3 | 5 | **8** |
| **Pre-Law** | 3 | 5 | **8** |
| **Pre-Magnetic Resonance Imaging** | 4 | 8 | **12** |
| **Pre-Med/Osteopathic** | 5 | 2 | **7** |
| **Pre-Mortuary Science** | 1 | 1 | **2** |
| **Pre-Nursing (Registered)** | 84 | 174 | **258** |
| **Pre-Paramedic** | 4 | 7 | **11** |
| **Pre-Pharmacy** | 2 | 3 | **5** |
| **Pre-Physical Therapy** | 10 | 8 | **18** |
| **Pre-Physician Assistant** | 1 | 1 | **2** |
| **Pre-Radiologic Technology** | 10 | 21 | **31** |
| **Pre-Veterinary Medicine** | 5 | 3 | **8** |
| **Psychology** | 52 | 33 | **85** |
| **Radiological Technology-X-Ray** | 21 | 17 | **38** |
| **Skilled Trades** | 1 | 25 | **26** |
| **Skilled Trades Technology-Cert** | 0 | 5 | **5** |
| **Sociology/Pre-Social Work** | 32 | 41 | **73** |
| **Theatre** | 8 | 5 | **13** |
| **Unde between 2 or more majors** | 1 | 5 | **6** |
| **Undecided (Arts - Transfer)** | 44 | 79 | **123** |
| **Undecided (Liberal Arts)** | 0 | 4 | **4** |
| **Undecided (Occupational)** | 0 | 1 | **1** |
| **Undecided (Science - Transfer)** | 51 | 22 | **73** |
| **Undeclared** | 0 | 2 | **2** |
| **Welding Production Technology** | 1 | 6 | **7** |
| **Summary** | **1,186** | **2,986** | **4,172** |

**Electronic Classrooms**

Lake Michigan College now offers courses in a Virtual Learning Environment (VLE). By using the Web, students have the option of attending class face-to-face or remotely, in real-time, using video conferencing software. Students access the virtual classroom by using device-independent web conferencing software, directly through Canvas, our learning management system. Lecture content, activities, assignments, and assessments are seamlessly integrated. Lectures are recorded, so all students may (re)view these sessions at their convenience. Regardless of mode of delivery, each students gets the same content, does the same work, and takes the assessments.

**The Teaching and Learning Center**

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

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

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

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

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 performed program reviews for seven programs. These program evaluations include quantitative data such as program enrollment, specialty course enrollment, program completion, employment, transfer, third-party credential attainment, program retention, and enrollment and completion by students who are pursuing education in a field non-traditional for their gender. Survey data are also collected from program faculty, administrators, students, and advisory committee members. All data collected, quantitative and qualitative are reviewed and analyzed to identify program strengths and areas in need of improvement. An action plan is developed to address areas in need of improvement as indicated by the evaluation.

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

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

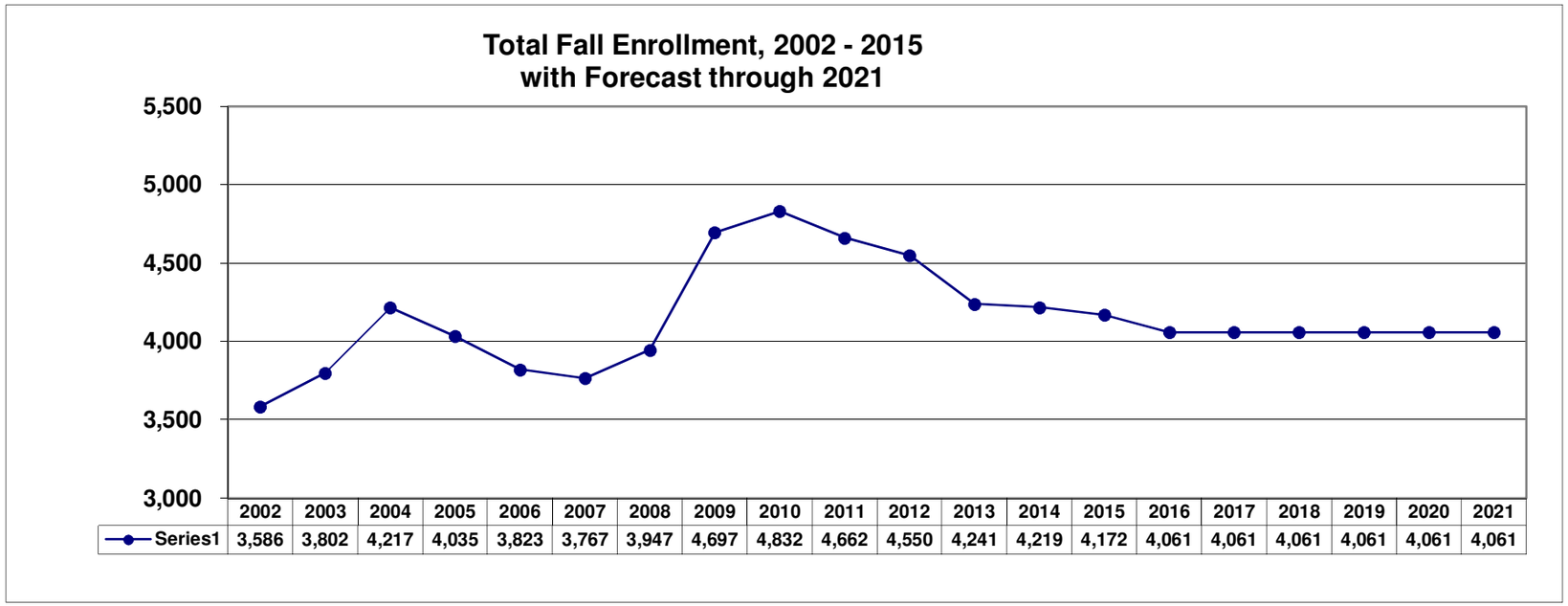
Each academic department at LMC also has a set of approved program outcomes that represent what a student should be able to do at the end of a program of study. The program outcomes are derived from a more granular set of learning objectives found in required program courses. A standing Student Learning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

the departments, along with other program quality measures, when the program is scheduled for its comprehensive Program Review.

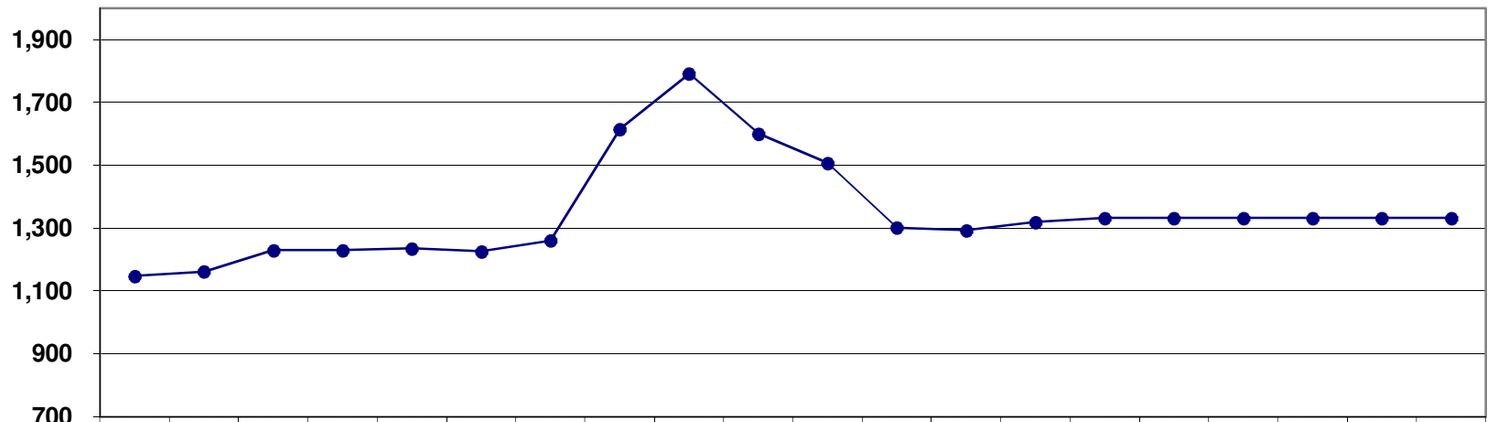
Finally, the College also collects data directly from students regarding their learning experiences in each course as well as their overall experience as an LMC student. Student class evaluation surveys are distributed each semester. The results of these evaluations are shared with the instructor, the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

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

| Fall semester | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | *2015* | *2016* | *2017* | *2018* | *2019* | 2020 | 2021 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total Fall Unduplicated Headcount | 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 | *4,172* | *4,061* | *4,061* | *4,061* | *4,061* | *4,061* | *4,061* |
| | | | | | | | | | | | | | | *2%* | *1%* | *0%* | *0%* | *0%* | *0%* | *0%* |
| Full-time Students | 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* | *1,333* | *1,333* | *1,333* | *1,333* |
| | | | | | | | | | | | | | | *2%* | *1%* | *0%* | *0%* | *0%* | *0%* | *0%* |
| Part-time Students | 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* | *3,013* | *3,013* | *3,013* | *3,013* |
| | | | | | | | | | | | | | | *2%* | *1%* | *0%* | *0%* | *0%* | *0%* | *0%* |

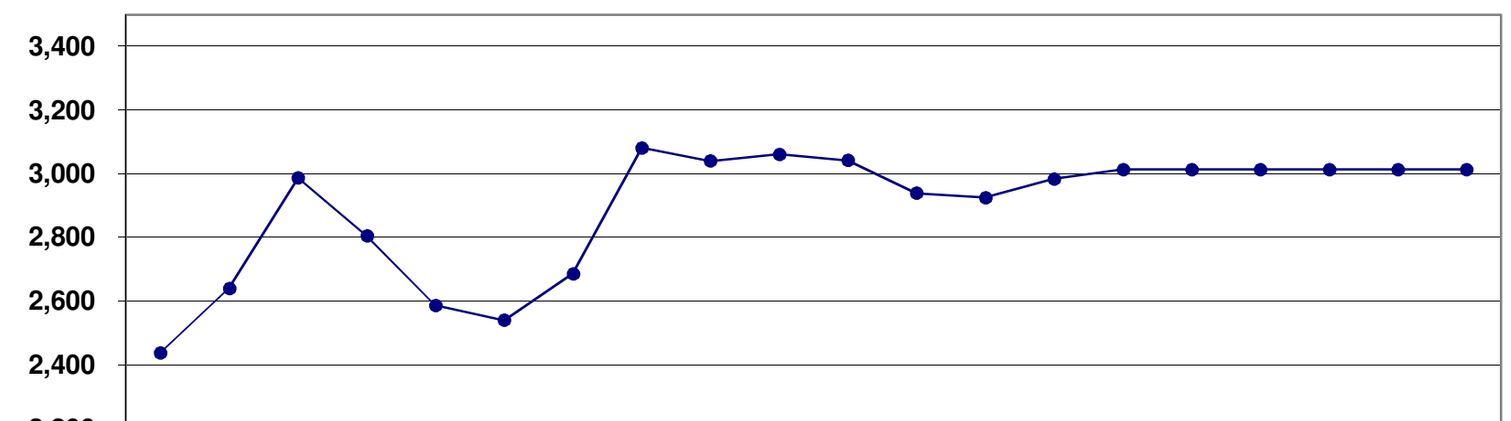


## Full-time Fall Enrollment, 2002 - 2015 with Forecast through 2021




| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Series1 | 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 | 1,333 | 1,333 | 1,333 | 1,333 |

## Part-time Fall Enrollment, 2002 - 2015 with Forecast through 2021




| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Series1 | 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 | 3,013 | 3,013 | 3,013 | 3,013 |

**Projection of enrollment patterns over the next five years –** Even though the region's overall populations are projected to decline over the next several years and low unemployment rates will continue to negatively impact community college enrollment, Lake Michigan College's enrollment projections for the next four years will be flat. The College continues with the work of its Strategic Enrollment Management Team (SEMT), 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 meet and hopefully exceed its enrollment goals: (1) greater penetration of the current high school market, (2) unique academic programs not offered by area competitors including; expanding our emerging technologies programs, continued growth of the new wine and viticulture technology program, and the new Culinary program, (3) increasing distance learning (online) courses and program options, and (4) increasing persistence and retention rates. The College is committed to retaining the students who already attend a given semester. Early College Program numbers will continue to be strong and represents 31.5% 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) new and revised academic programming, and 4) partnerships with K-12s for the College's Early College program.

Specifically:

- New programs have been developed in CIS, Culinary Management, Manufacturing, Health Sciences, and Wine 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 strong partnership 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.
- 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$^{th}$ 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 exhibit high levels of excellence, leadership, and innovation for the benefit of students, the institution, and the community.

There are 420 full- and part-time employees at the College and 172 contracted faculty: 58 full-time faculty and 172 adjunct faculty (117 contracted; 55 Lake Michigan College); 1 part-time teaching assistant; 39 administrators; 74 technical/professional staff; 17 classified staff; 13 facilities management personnel; 34 part-time employees, and 12 coaches (contracted.) Twenty-six employees hold doctoral degrees.

The ratio of students to full-time teaching faculty was 71:1 for Spring 2015, 75:1 for Fall 2015, and 72:1 for Fall 2016.

*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. Certain Mathematics classes are capped at 15 and 20 for a better faculty to student ratio. 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, wine and viticulture, and hydraulics/pneumatics laboratories range from 14 to 24. However, some introductory or survey classes in programs like Nursing can be larger.