



**Lansing Community College  
Academic Master Plan  
2006-2012**

**Theme: Student Success**

**Office of Academic Affairs**

**December, 2006**

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## 1.0. Introduction

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This Academic Master Plan, prepared with the participation of faculty and staff of the college, describes the instructional priorities of the college for the next six years. It is an extension and revision of the Instructional Master Plan 2001-2003. The academic master plan provides a framework for decision making and resource allocation in instruction and student services areas of the college. This plan aligns with and supports the college's Strategic Plan and the Academic Quality Improvement Program. The Academic Master Plan is intended to serve several purposes:

- To establish priority initiatives that enhance and expand instruction and student learning.
- To advance the college's work on: 1) operational initiatives that improve the college's effectiveness, and 2) transformational initiatives that help move the college in new, strategic directions.
- To align work and resources across the college with the priority of student learning as the college's central purpose.
- To provide a focus for planning in academic and student services divisions of the college.
- To guide other units of the college to develop plans that support achievement of the Academic Master Plan.
- To provide ongoing assessment, accountability, and continuous improvement measures that will guide all future decisions affecting student learning at every level throughout the college.
- To provide guidance for developing the college budget.
- To cultivate a climate that supports and enhances diversity in teaching and learning.

The theme of the Academic Master Plan is "Student Success." This theme aligns with the LCC Motto, "Where Success Begins." The college is committed to helping students develop and successfully attain their academic and life goals. In order to do this, we must clearly state what it is that we want students to be able to do as a result of their experiences at LCC and communicate those expectations. We must develop plans and strategies to help students attain these outcomes and also develop effective methods to assess the level at which students have mastered them.

Nothing in this Academic Master Plan is intended to supersede agreements between the College and any bargaining units. As with all sections of this plan, faculty and leadership working on instructional staffing or any other issues must evaluate the effectiveness of processes used and remain flexible in making improvements from year to year.

## 2.0. An Overview of the Academic Master Plan

### 2.1. Relationship of the Academic Master Plan to the Strategic Plan

The Academic Master Plan aligns with and supports the college’s Strategic Plan. The college’s Strategic Plan includes a “Vision,” a “Mission,” a set of “Guiding Principles,” and “Strategic Drivers.” The College’s Vision is “Serving the Learning Needs of a Changing Community.” Its Mission is “LCC exists so that the people it serves have learning and enrichment opportunities to improve their quality of life and standard of living.” In harmony with the Strategic Plan, the heart of the Academic Master Plan is a set of prioritized “Strategic Directions for Learning” that will assist the college in accomplishing the goals outlined in the Strategic Plan.

**Academic Master Plan Strategic Directions for Learning**  
**Priority 1:** Improve student success and retention.  
**Priority 2:** Enhance student ownership of their learning.  
**Priority 3:** Ensure quality and academic integrity of courses and curricula.  
**Priority 4:** Align curricula and courses with external standards and/or professional practices.  
**Priority 5:** Meet the changing needs of students through faculty development.  
**Priority 6:** Strengthen partnerships between the college, area high schools and area transfer institutions.  
**Priority 7:** Foster the use of data driven decision making.  
**Priority 8:** Integrate more fully the concepts of globalization and diversity in instruction and services.  
**Priority 9:** Increase entry and exit pathways into programs.

The following table (Table 1) illustrates the connections between the Strategic Plan and the Academic Mater Plan’s Strategic Directions for Learning.

**Table 1. Alignment of the Academic Master Plan with LCC’s Strategic Plan**

Academic Master Plan Strategic Directions for Learning	Strategic Plan
Improve student success and retention.	<b>Guiding Principles:</b> Continuous improvement, commitment to diverse populations, working for the betterment of all. <b>Strategic Initiative:</b> Strategic enrollment management.
Enhance student ownership of their learning.	<b>Guiding Principles:</b> Student-centered learning approaches. <b>Strategic Initiative:</b> Strategic enrollment management.
Ensure quality and academic integrity of courses and curricula.	<b>Guiding Principles:</b> Continuous improvement in courses and services, diversity, state of the art <b>Strategic Initiative:</b> Alternative energy, university center.
Align curricula and courses with external standards and/or professional practices.	<b>Guiding Principles:</b> Career emphasis, state of the art, cooperative relationships.
Meet the changing needs of students through faculty development.	<b>Guiding Principles:</b> Well-qualified, committed faculty, diversity, betterment of all. <b>Drivers:</b> Team-based learning, service learning.
Strengthen partnerships.	<b>Drivers:</b> K-12 partnerships.
Foster the use of data-driven decision-	<b>Guiding Principles:</b> Continuous Improvement.

making.	<b>Strategic Initiatives:</b> Strategic enrollment management.
Integrate globalization and diversity in instruction and services.	<b>Guiding Principles:</b> Maintaining connections to the world, diversity, betterment of all <b>Strategic Initiatives:</b> Faculty of the future.
Increase entry and exit pathways into programs.	<b>Guiding Principles:</b> Careers emphasis, state of the art. <b>Strategic Initiatives:</b> Alternative energy, university center.

## 2.2. Relationship of the Academic Master Plan to the Academic Quality Improvement Program

The Academic Master Plan aligns with and supports LCC’s Academic Quality Improvement Program. The Academic Quality Improvement Program (AQIP) provides an alternative accreditation process through which Lansing Community College can maintain its accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) (See also Instructional Master Plan 2001-2003, p.2). By participating in AQIP, the college provides the HLC with evidence that it meets the HLC’s accreditation standards and expectations through a systematic framework which guides institutions to perform self-assessment focused on the nine AQIP categories. The nine AQIP categories deal with a related group of key processes and allow institutions to analyze, understand, and explore opportunities for improvement.

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| <p><b><u>The Nine AQIP Categories</u></b></p> <ul style="list-style-type: none"> <li>• Helping Students Learn</li> <li>• Accomplishing Other Distinctive Objectives</li> <li>• Understanding Students and Other Stakeholders’ Needs</li> <li>• Valuing People</li> <li>• Leading and Communicating</li> <li>• Supporting Institutional Operations</li> <li>• Measuring Effectiveness</li> <li>• Planning Continuous Improvement</li> <li>• Building Collaborative Relationships</li> </ul> |
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The systems appraisal, conducted by a team of six external reviewers, provides a comprehensive evaluation of Lansing Community College’s current performance in each of the nine AQIP categories. The Systems Appraisal Report (see AQIP Systems Portfolio, 2005), submitted to the college every four years, points out where the appraisal team sees LCC’s current activities and practices as strengths and where the team sees opportunities for improvement. It helps us identify which of our activities, or group of related processes, most deserves our immediate attention.

The alignment of the Academic Master Plan and the AQIP categories is evident by examining the Academic Master Plan’s Strategic Directions for Learning. The Strategic Directions for Learning provide directions to fill the AQIP gap, but also coordinate efforts toward the following outcomes which will not only build up our strengths, but also address the opportunities identified in the AQIP Systems Appraisal Report. The opportunities identified in the AQIP Systems Appraisal Report are as follows:

- High quality educational programs and services that promote accessibility, support retention, and enhance learning success.
- Excellent teaching and learning environment.
- Diverse student, staff, and programming.

- Financial stability through appropriate growth and program development.
- Mechanisms to measure outcomes and provide feedback.

**Table 2. Alignment of Academic Master Plan with the AQIP Categories**

<b>Academic Master Plan Strategic Directions for Learning</b>	<b>AQIP Categories</b>
Improve student success and retention.	Category 1: Helping students learn.
Enhance student ownership of their learning.	Category 1: Helping students learn.
Ensure quality and academic integrity of courses and curricula.	Category 1: Helping students learn.
Align curricula and courses with external standards and/or professional practices.	Category 1: Helping students learn.
Meet the changing needs of students through faculty development.	Category 3: Understanding students' and other stakeholders' needs.
Strengthen partnerships.	Category 9: Building collaborative relationships.
Foster the use of data-driven decision-making.	Category 7: Measuring effectiveness.
Integrate globalization and diversity in instruction and services.	Category 6: Supporting institutional operations.
Increase entry and exit pathways into programs.	Category 1: Helping students learn.

### **2.3. Environmental Scanning Information**

The Academic Master Plan has benefited from an analysis of general demographic trends in the areas where LCC has campuses. According to the U.S. Census Bureau, the population in the tri-county area rose 5.4% from 1990 to 2003 as compared to 8.5% in Michigan and 16.9% in the U.S. The largest changes in population occurred in the 65 and over age bracket and with African Americans and Hispanics. The Michigan Department of Education reports a 2.2% decrease in high school graduates from 2002 to 2003. LCC enrollment has grown from 16,404 in the Fall of 1995 to 19,490 in the Fall of 2006, an 18.7% increase.

Employment in the tri-county area has declined 1.4% from 2000-2004 while the labor force has increased by 1.4% according to the Michigan Department of Labor and Economic Growth. The Unemployment rate has grown from 2.5% in 2000 to 6.8% in 2004. Employment is expected to increase by 24,000 jobs or 9.9% from 2002 – 2012 with the largest increase expected in Professional, Service, Sales, Administrative Support and Healthcare

Given these statistics, it is clear that LCC must focus its efforts on curricula that provide students with the skills needed for the 21<sup>st</sup> Century economy including the ability to continue to learn new skills.

### **2.4. Strategic Enrollment Management**

As stated previously, LCC's Academic Master Plan aligns with and supports the college's Strategic Plan. LCC's Strategic Plan contains a number of guiding principles and strategic initiatives that align with the Academic Master Plan's prioritized Strategic Directions for Learning. Some of the Strategic Plan's Guiding Principles are continuous improvement, commitment to diverse populations and working for the betterment of all,

while the corresponding Strategic Initiative is “Strategic Enrollment Management.” This section of the Academic Master Plan discusses in detail the Strategic Enrollment Management element of LCC’s Strategic Plan as that element aligns with the Academic Master Plan.

In May of 2005, the Strategic Enrollment Management (SEM) work teams were charged with answering the following questions: Who are our students? Where do they come from? What do they want from us? Why do they leave or why do they come back? A broad spectrum of LCC stakeholders met and discussed SEM issues throughout the 2005-2006 academic year culminating in a SEM Summit in May of 2006 and a final report submitted in June of 2006. The full report is available at [http://avalon.lcc.edu/portal/page?\\_pageid=33,31311,33\\_31345:33\\_32023&\\_dad=portal&\\_schema=PORTAL](http://avalon.lcc.edu/portal/page?_pageid=33,31311,33_31345:33_32023&_dad=portal&_schema=PORTAL) (see section 8.0 References). This report will be the starting point for work to be performed with the assistance of Noel-Levitz consultants to finalize SEM recommendations. The Academic Master Plan provides support and guidance for the SEM’s and the work that Noel-Levitz will conduct.

## **2.5. Student Learning and LCC General Education Core Outcomes**

The Academic Master Plan provides a framework for LCC’s Student Learning Outcomes and General Education Core Outcomes. The Student Learning Outcomes (AQIP Systems Portfolio, 2005, p.10; Instructional Master Plan 2001-2003, p.5) include such outcomes as competencies in literacy, knowledge specific areas, career-related technologies, relating to diverse peoples, and abilities to work both independently and collaboratively. The General Education Core Outcomes are centered around five key areas: communication, global perspectives and diversity, mathematics, science, and writing.

### Student Learning Outcomes

A key ingredient to assure student success is a system for clearly defining and communicating a set of student learning outcomes. What is it that we expect our students to be able to do as a result of studying at LCC? These learning outcomes start with broad statements that pertain to all students attending LCC but also include general education outcomes, program outcomes and course outcomes.

Through its strategic planning process, the college has developed a set of co-curricular learning outcomes that are applied throughout the curricula of the college. These include:

1. Competencies in literacy (listening, reading, writing, speaking, computation), critical reasoning skills, and the ability to apply skills in real world contexts upon completion of course/programs/degrees.
2. Competencies in skills and knowledge specific to their area of study at levels required by employers, transfer institutions and credentialing agencies.
3. Competencies in using and adapting to changes in career-related technology.
4. Competencies in relating to people with different points of view and different cultural backgrounds.
5. Ability to work productively in both independent and collaborative settings upon completion of a course/program/degree or transfer to another college or university.

In addition, the college has a set of general education outcomes that must be attained by all students in order to be awarded an associates degree. These outcomes are

categorized in five areas, communication, global perspectives and diversity, and are included in core courses for each area.

### LCC General Education Core Outcomes

1. Communication
  - a. Define and explain the nature of the communication process.
  - b. Use language and nonverbal behavior to express ideas and feelings clearly and responsibly.
  - c. Participate constructively in group/team discussions/activities.
  - d. Research, prepare and present oral and/or visual information effectively.
  - e. Listen/interpret, with both literal and critical comprehension, in a variety of communication situations.
2. Global Perspectives and Diversity
  - a. Describe and analyze the ways in which societies and/or world civilizations establish socio-cultural order and the effects of these individuals and societies and/or world civilizations.
  - b. Describe and analyze how different societies and/or world civilizations have searched for truth, justice, and an understanding of what it means to be human.
  - c. Describe and analyze how major ideologies within societies and/or world civilizations have resulted in peaceful and/or violent solutions to conflicts.
  - d. Describe and analyze how major ideas, issues, values, and institutions in societies and/or world civilizations have shaped cultures and the effects these have on individuals.
  - e. Describe, analyze and examine the impact of the inclusion and/or exclusion of diverse perspectives of gender and ethnicity by societies and/or world civilizations.
3. Mathematics
  - a. Use the strategies of arithmetic, geometry and algebra to solve problems and affectively communicate the solution in a variety of disciplines.
  - b. Use, interpret and produce one or more representations of a function, including graphs in one or more variables.
4. Science
  - a. Discuss and summarize basic knowledge of the nature, scope, purpose, and limitations of science and technology.
  - b. Explain and apply the fundamental concepts of one of the sciences.
  - c. Gather, analyze, interpret and draw conclusions from empirical data.
  - d. Use scientific knowledge and methods as tools to make decisions about contemporary issues involving science and technology.
5. Writing
  - a. Use reading, writing, and critical thinking skills to analyze, synthesize and evaluate abstract concepts and concrete information.
  - b. Use the stages of the writing process effectively.
  - c. Properly locate, incorporate, and attribute sources of information.
  - d. Produce effective writings that are targeted to various academic, community, and/or professional audiences.
  - e. Conform to conventions of grammar, punctuation, and spelling.

The college will encourage the development of program learning outcomes through the program review process (PRESS) and course learning outcomes through course syllabi.

### **3.0. Strategic Directions for Learning**

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The central focus of the Academic Master Plan is a set of prioritized Strategic Directions for Learning that establishes Academic Goals for the college. They are listed below:

- Priority 1:** Improve student success and retention.
- Priority 2:** Enhance student ownership of their learning.
- Priority 3:** Ensure quality and academic integrity of courses and curricula.
- Priority 4:** Align curricula and courses with external standards and/or professional practices.
- Priority 5:** Meet the changing needs of students through faculty development.
- Priority 6:** Strengthen partnerships between the college, area high schools and area transfer institutions.
- Priority 7:** Foster the use of data driven decision making.
- Priority 8:** Integrate more fully the concepts of globalization and diversity in instruction and services.
- Priority 9:** Increase entry and exit pathways into programs.

As described below, each Strategic Direction for Learning includes action plans, process changes, performance indicators and resource needs. Although the list is extensive, the prioritization will help promote a focused implementation.

#### **3.1. Priority 1: Improve student success and retention.**

1. Action Plans
  - a. Fully implement, monitor and review the procedures for establishing basic skills levels.
    - i. Provide descriptions of skills corresponding to specific basic skills scores.
    - ii. Monitor the impact of changing basic skills prerequisites on success rates and enrollments.
    - iii. Establish a process for faculty to review basic skills prerequisites. Provide assistance to faculty as needed.
    - iv. Meet the demand for developmental classes.
  - b. Strongly encourage an Educational Development Plan (EDP) that integrates student services and instruction for all students seeking to gain a degree, certificate, transfer or an upgrade of skills. Require the EDP for all students under an academic warning (< 2.0 GPA). Consider the Women's Resources Model or the high school model.
  - c. Strongly encourage students to attend student orientation.
  - d. Develop a comprehensive data collection and analysis system to support continuous improvement in student success and retention.
  - e. Provide supplemental instruction and tutoring.

- f. Embed basic skills and general education outcomes including cross curricular skill where possible in all courses.
2. Steps for Implementation
    - a. Provide a process for gathering, reporting and analyzing data.
    - b. Annually review all syllabi to make changes in basic skill levels based on student success data as appropriate while maintaining high academic standards.
    - c. Provide training and access to data analysis tools for analysis of student success data.
    - d. Develop tools for implementing electronic Education Development Plans (EDP).
    - e. Increase cooperation between student services and academic divisions.
  3. Performance Measures
    - a. Student success data before and after basic skill levels were established or changed.
    - b. Successful completion of college-level coursework by students who have completed developmental coursework.
    - c. Improved student success in selected courses.
    - d. Student completion of certificates, degrees or transfer as defined in their Education Development Plans (EDP).
    - e. Retention as defined by the Strategic Enrollment Management Process.
    - f. Student success data by supplemental instruction participation.
  4. Resources
    - a. Additional assessment center staff.
    - b. Data support from a college-wide research office.
    - c. Support for the development of an EDP system.
    - d. Support for expanding student orientation program.

### **3.2. Priority 2: Enhance student ownership of their learning.**

1. Action Plans
  - a. Infuse student behavioral change in alignment with college policies, curriculum and instruction.
    - i. Emphasize student self-assessment, including identification of learning styles and the use of authentic assessment practices such as student portfolios.
    - ii. Strongly encourage electronic Educational Development Plans (require of probationary students).
    - iii. Encourage utilization of student services (special populations funding, tutoring, Women's Resource Center, etc.).
  - b. Redesign learning spaces to better meet the needs of students.
2. Steps for Implementation
  - a. Provide first year learning experiences for certain student populations.
  - b. Provide counseling/advising opportunities for students each academic year to stay on course with their EDP.
  - c. Serve students by developing personal connections with college faculty and staff.
  - d. Coordinate student services and instruction by strengthening the connections between the counseling and advising center and program advisors.
  - e. Refine processes for evaluating the needs of students such as student surveys.

- f. Develop faculty expertise in student self assessment, Langford Quality Learning principles, learning styles and use of authentic assessment practices.
3. Resources
    - a. Counseling and advising services.
    - b. Support for faculty and staff development.
    - c. Langford Quality Tools.
    - d. College-wide research office support.
    - e. Learning style assessments.
  4. Performance Measures
    - a. CCSSE (Community College Survey of Student Engagement) or Noel-Levitz tool.
    - b. Percentage of students completing EDPs.
    - c. Percentage of students meeting educational goals as defined in their EDPs.
    - d. Number of unduplicated students seeing an advisor or counselor.
    - e. Number of students accessing tutorial services.

### **3.3. Priority 3: Ensure quality and academic integrity of courses and curricula**

1. Action Plans
  - a. Align curricula with professional and industry standards.
  - b. Where appropriate, develop common assessments of incoming-student skills and performance at the course level so that pre- and post-course assessments can be compared.
  - c. Provide professional development for faculty focusing on:
    - i. Academic quality in teaching and learning.
    - ii. Mentoring.
  - d. Assess outcomes
    - i. Using common assessments regardless of delivery mode.
    - ii. Using assessments that are aligned with outcomes.
    - iii. Using assessments that are described on course syllabi.
2. Process Changes
  - a. Develop a new electronic syllabus process which will generate a Section Syllabus using the Official Course Syllabus.
  - b. Review section syllabus for alignment to the outcomes on the Official Course Syllabus.
  - c. Course or program coordinator system to monitor outcomes through development of common assessments.
  - d. Processes to encourage professional development.
  - e. Establish a formal system of using DACUMs (a formal curriculum development process; Designing a Curriculum), advisory committee meetings, professional and industry standards when creating new curricula.
3. Performance Measures
  - a. Number of Program Completers in Specific Programs.
  - b. Student Success Rates in Sequence Courses.
  - c. Transfer Student Success Data.
  - d. Employer Satisfaction Data.
  - e. Licensure and Certification Pass Rates.
  - f. Comparison of pre- and post- performances on common assessments.

4. Resource Needs
  - a. Professional Development Funds for curriculum development, instructional practices and assessment.
  - b. Support for Syllabus System.
  - c. Budget for the Center for Teaching Excellence to Expand Offerings.
  - d. Program and Course Coordinators.
  - e. Resources to support faculty training and mentoring.

**3.4. Priority 4: Align curricula and courses with external standards and/or professional practices.**

1. Action Plans
  - a. Identify existing applicable external (industrial) standards, professional/discipline practices, certifications, and licensures, conduct a DACUM or get input from advisory committees.
  - b. Align program and course learning outcomes with external standards, DACUM duties and tasks, certifications, or licensures.
  - c. Validate DACUM results using a survey instrument or process such as a DELPHI or peer review.
  - d. Conduct a gap analysis and implement needed changes.
2. Process Changes
  - a. Revise the new course and curricula approval process to include the steps listed in the action plans.
  - b. Adopt a continuous improvement process for existing curricula (annual review, advisory committee recommendations, sabbaticals, etc.).
3. Performance Measures
  - a. Percentage of employers who indicate that graduates are qualified.
  - b. Percentage of graduates working in their chosen field (Perkins Measure).
  - c. Percentage of graduates retained in their jobs after six months (Perkins Measure).
  - d. Certification and Licensure exam pass rates.
  - e. Program capstone assessment.
4. Resources
  - a. Funds for DACUM.
  - b. Release time and/or compensation for faculty to revise, align, develop, and monitor courses, curricula, and assessments.

**3.5. Priority 5: Meet the changing needs of students through faculty development.**

1. Action Plans
  - a. Identify a set of core faculty competencies college-wide and by division – see “Quality Instructional Practices” and “Faculty of the Future.”
  - b. Require orientation/development over a period of semesters.
  - c. Develop incentives, such as a credit system, for professional development.
  - d. Increase support and opportunities for faculty professional development in these areas:
    - i. Instructional design.

- ii. Technology/computer learning.
  - iii. Learning styles with accompanying pedagogical preferences.
  - iv. Service learning.
  - v. Team-Based learning.
  - vi. Mentoring.
  - vii. Opportunities to network with other schools.
  - viii. Opportunities for externships.
  - ix. Opportunities for international experiences.
  - e. Encourage cross-departmental/cross-divisional interactions in professional development.
  - f. Increase the support of faculty who have an interest in a specific pedagogical technique through professional development opportunities such as Teaching Circles, workshops and seminars.
2. Process Changes
- a. Increase the use of release time for: instructional design, mentoring, etc.
  - b. Develop “credit system” to recognize professional development work.
  - c. Implement faculty development program to meet Strategic Directions for Learning action plan goals.
  - d. Develop a process for offering pilot curricula.
  - e. Increase the use of demonstration of skills and/or knowledge necessary for team-based learning, service learning, and a commitment to the use of technology in the faculty hiring process.
  - f. Develop a process for sharing successful instructional methods with other faculty members in the program and department.
  - g. Develop a collaborative review of course and/or program capstone assessment.
3. Performance Measures
- a. Improvement in Perkins indicators.
  - b. Improvement in any identified student success indicators.
  - c. Increased faculty participation in optional professional development activities.
  - d. Improvement in faculty core competencies.
  - e. Improvement in College-Wide Performance Indicators, such as:
    - i. CAAP Test.
    - ii. Employer Satisfaction Surveys.
    - iii. Licensure and Certification Exam Pass Rates.
    - iv. Student Satisfaction Rates.
    - v. Success of Transfer Students.
    - vi. Course Success Rates.
    - vii. Perkins Indicators.
    - viii. State Indicators.
    - ix. Certificate/Degree Completion Rates.
4. Resource Needs
- a. CTE and OD support for faculty professional development.
  - b. Support to partner with other organizations for training or CEUs.
  - c. Service Learning Coordination.
  - d. Hire Instructional Designers to facilitate course design.

**3.6. Priority 6: Strengthen partnerships between the college, area high schools and area transfer institutions.**

1. Action Plans
  - a. Secondary
    - i. Strengthen the connections between the College and high schools to ease student transition to higher education.
    - ii. Develop partnerships with area schools to assess juniors' and seniors' basic skill levels and provide developmental education opportunities to prepare them for entry to higher education (example: St. Clair Community College).
    - iii. Tie our curricula to Career Clusters.
    - iv. Develop professional connections between area high school counselors with the counseling services department. i.e. counselor day to invite all counselors to campus to answer questions and develop relationships.
    - v. Expand the high school dropout initiative.
    - vi. Expand early college learning opportunities:
      1. Advanced Placement.
      2. College-Level Examination Program (CLEP).
      3. International Baccalaureate.
      4. Dual Enrollment.
      5. Concurrent Enrollment.
      6. K-12 Articulation.
  - b. Postsecondary: increase partnerships with four-year universities including:
    - i. Articulation agreements.
    - ii. 2+2 agreements.
    - iii. 3+1 agreements.
    - iv. Expanded degree offerings of University Center partners.
  - c. Secondary and Postsecondary
    - i. Explore grant opportunities to connect high school faculty with LCC faculty and LCC faculty with transfer institution faculty.
    - ii. Increase articulation efforts with high schools, other community colleges and four-year institutions.
2. Process Changes
  - a. Communicate the processes for initiating articulation agreements, both K-12 and with other postsecondary institutions.
3. Performance Measures
  - a. Number of partnerships and students who participate in them.
  - b. Student perceptions of smooth transition through career clusters from K-12 to LCC.
  - c. Success of students at LCC who participated in K-12 partnership learning.
  - d. Success of students at transfer institutions who participated in LCC partnerships.
4. Resources
  - a. Financial support to develop these relationships.
  - b. Support for data gathering and analysis.

### **3.7. Priority 7: Foster the use of data driven decision making.**

1. Action Plans
  - a. Ensure that the indicators on the PRESS template are aligned with the strategic plan.
  - b. Ensure that PRESS action plans are linked to the strategic plan.
  - c. Develop tools for surveying projected community needs for courses or curricula (e.g., environmental scanning).
  - d. Provide adequate staff for an Institutional Research and Reporting Office.
  - e. Use data to drive decisions regarding:
    - i. Basic Skill Levels.
    - ii. Course Prerequisites.
    - iii. Appropriate Delivery Modes.
    - iv. Program Improvement.
    - v. New Program Development.
    - vi. Strategic Enrollment.
    - vii. Resources Allocation.
2. Process Changes
  - a. Confirm alignment of Press with the Strategic Plan.
  - b. Provide opportunities for department and divisional leadership to review PRESS Action Plans and provide input prior to finalization.
3. Performance Measures
  - a. Perceptions of alignment between PRESS and the Strategic Plan.
  - b. Perceptions of timely access to data and information.
  - c. Program/course enrollment trends.
  - d. Trends in numbers of graduates.
  - e. Percent of graduates who get a first job in field or related field, or who transfer.
  - f. Perceptions that PRESS data motivate the content in PRESS action plans.
4. Resources
  - a. Environmental scans.
  - b. Research Office staff and support.

### **3.8. Priority 8: Integrate more fully the concepts of globalization and diversity in instruction and services.**

1. Action Plans
  - a. Identify types of learning experiences or services that support this strategic direction (e.g. service learning, internships, clinicals, worksite, study abroad, apprenticeships).
  - b. Identify current best practices at LCC and elsewhere.
  - c. Establish appropriate levels of integration in courses/programs/services.
  - d. Promote enhanced learning experiences for global exposure and diversity, imbed these experiences into courses and curricula.

- e. Expand the Global Perspectives Conference and include community members.
2. Process Changes
    - a. Review course syllabi and curriculums (verify that learning experiences for global exposure and diversity are included).
    - b. Revise course syllabi and curriculums as appropriate.
    - c. Change Program Review (PRESS) to incorporate an accounting for this strategic direction.
    - d. Develop an infrastructure to facilitate these changes.
    - e. Evaluate credit awarded for these experiences.
  3. Performance Measures
    - a. Number of courses that have a globalization or diversity learning outcome.
    - b. Number of students enrolled in these courses.
    - c. Students' ability to apply globalization or diversity principles.
    - d. Number of internal and external participants in the Global Perspectives Conference.
  4. Resources
    - a. Professional development for faculty.
    - b. Instructional design support.
    - c. Travel resources for faculty and students (e.g. for international study participation).

**3.9. Priority 9: Increase entry and exit pathways into programs.**

1. Action Plans: provide alternative certificate (credential) options to meet student goals and increase completion rates and retention.
  - a. Create more certificates as subsets of associate degrees to promote progress toward the degree.
  - b. Create certificates specific to a set of marketable skills.
  - c. Monitor emerging jobs and create certificates to meet those needs.
2. Process Changes
  - a. Identify student goals (i.e., professional development, personal interest, post-baccalaureate study).
  - b. Establish common or shared assessment measures for each certificate program.
3. Performance Measures
  - a. Number of students enrolled in degree or certificate programs.
  - b. Number of graduates from degree and certificate.
  - c. Employment rate for graduates.
  - d. Employer satisfaction data.
  - e. Performance on certificate assessment measures.
4. Resources
  - a. Funding for faculty development of alternative programs.
  - b. Support for creating and implementing employer surveys.

## **4.0. Full-Time Faculty Staffing Plan**

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The Academic Master Plan provides a framework for LCC's Full-Time Faculty Staffing Plan. The role of faculty in student learning is at the center of learning experiences at Lansing Community College. The college is committed to maintaining a dedicated and qualified faculty to meet students' needs. Moreover, LCC is committed to providing the appropriate complement of faculty in every program to deliver learning experiences that promote student success (see "Instructional Initiative #4," Instructional Master Plan 2001-2003, p.28).

Full-time faculty play a key role in establishing a learning environment that promotes student success. The college is committed to gradually increasing the number of full-time faculty. Each program within the college will determine its required complement of FT faculty. The default goal is at least 35% of sections taught by FT faculty but each program can provide rationale for changing that goal.

Each year the Deans will establish a college-wide priority list of FT faculty needs. When a vacancy occurs, the Deans will first determine whether or not the program will be under its FT faculty goal with the loss of that position. The Deans will then compare the needs of the program in which the vacancy occurred to the needs identified for the highest priority new position and make a recommendation to the Executive Leadership Team of which position to fill.

In order to increase the number of FT faculty, the college will establish during each budget cycle through 2012, a budget set-aside for at least 5 new faculty positions per year.

## **5.0. Quality Instructional Practices**

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The Academic Master Plan also provides a framework for and informs LCC's Quality Instructional Practices (see also "Instructional Process #3," Instructional Master Plan 2001-2003, p.22). In order to promote student success, the college must also promote an awareness of quality instructional practices that have shown promise in increasing student learning. LCC faculty and staff have developed seven criteria for defining quality instructional practices. These criteria, which will be used to identify and promote quality instructional practices across the college, are consistent with the college's mission, goals, and the Academic Master Plan. Furthermore, the practices are in alignment with a national consensus best articulated in "Seven Principles for Good Practices in Undergraduate Education" published by the American Association for Higher Education (AAHE) (Chickering & Gamson, 1987).

### **Quality instructional practices are those that:**

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#### **1. Communicate well-defined student learning outcomes that are aligned with learning activities and assessments.**

LCC faculty and staff understand that presenting clear learning outcomes and "taking inventory" of knowledge, or, in other words, "knowing what you know and don't know" focuses your learning. In getting started, students need help in assessing their existing knowledge and competence. Then, in classes, students need frequent opportunities to perform and receive feedback on their performance "(AAHE Principle 4).

**2. Include assessment of student learning using professional and/or industrial standards and plans to improve upon that learning.**

LCC faculty and staff recognize that "at various points during college, and at its end, students need chances to reflect on what they have learned, what they still need to know, and how they might assess themselves"(AAHE Principle 4).

**3. Promote relationships among faculty and students within a community of learners.**

LCC faculty and staff know that "frequent student-faculty contact in and out of class is a critical factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and plans"(AAHE Principle 1).

**4. Embrace different student learning styles.**

LCC faculty and staff recognize and respect that "different students bring different talents and styles to the college. Brilliant students in a seminar might be all thumbs in a lab or studio; students rich in hands-on experience may not do so well with theory. Students need opportunities to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily" (AAHE Principle 7).

**5. Promote active student participation and reflection, and connect students' learning to their lives.**

LCC faculty and staff understand that students need to "talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves"(AAHE Principle 3).

**6. Include understanding and application of the richness of human diversity.**

LCC faculty and staff promote this understanding and application through awareness that "good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's ideas and responding to others' improves thinking and deepens understanding"(AAHE Principle 2).

**7. Help students persist toward pursuit of their goals.**

LCC faculty and staff recognize that "high expectations are important for everyone—for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy"(AAHE Principles 5 & 6).

## **6.0. Divisional Goals**

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Consistent with the Strategic Plan and the Academic Master Plan, each of LCC's five divisions has established the following sets of divisional goals. (More complete descriptions are available in Division Offices).

### **6.1. Student and Academic Support Division**

1. Student Access, Retention and Success: Develop a comprehensive integrated system that contributes to student retention and success.

2. Continuous Quality Improvement: Build a high-performing student and academic support division through continuous quality improvement.
3. Quality Services and Instruction: Develop convenient, accessible, responsive, effective and flexible services and instruction to students.
4. Community Impact: Enhance the quality of community life.

## 6.2. Human Health and Public Service Careers Division

1. Alignment with External Standards: Align 100% of programs with external standards by 2008, either through state or national accreditation or alignment of curriculum with standards.
2. Increase Access, Diversity & Student Success through Mastery Learning and Innovative Programming: Increase student success in courses by 10% and graduation rates across division by 5% by 2008.
3. Serve Community Need for High-Demand Programming and Professional Continuing Education: Increase growth of admissions in high demand programs by 5% per year.
4. Improve ROI of High Cost Programs: All HHPS programs with minimum ROI of \$.80 by 2008.
5. Seek Grant Opportunities to Fund Additional Initiatives: Initiate divisional involvement in 7 grant projects by 2008.
6. Increase Partnerships to Enhance Opportunities: Increase partnerships and articulations by 5 per year.
7. Offer Improved Service Through Streamlined Processes: Decrease student complaints by 5%. Increase response time to internal and external requests by 5%. Maintain divisional administrative costs while expanding programs.
8. Add "seats" rather than "sections": Increase average seat size in 80% of programs by 5% by 2008.
9. Improve Teaching & Learning Through Assessment of Student Learning Outcomes: Implement assessment strategies into 90% of HHPS programs by 2008.
10. Work toward increased health and wellness of HHPS employees: Involve 50% of HHPS employees in LCC or personal wellness activities by 2008.
11. Increase Implementation of Technology into Teaching, Learning, and Related Areas: Increase online and/or hybrid courses by 5% by 2008. Increase of use of Angel course sites by 10% by 2007.

### **6.3. Business, Media and Information Technology**

1. Improve Student Success: All classes will have a success rate of 80% or more.
2. Monitor Section Cancellations Rates: Cancellation rates are 10% or less of the sections offered.
3. Monitor Room Utilization: BMIT Designated Computer Classrooms are used 90% of the time the room is open, over a five year period.
4. Improve Communication Strategies Within the Division: Dean's Advisory Council meets once per quarter; Division Leadership Meetings occur minimally twice per month; the Divisional Instructional Board meets regularly; the Divisional Support Staff Meetings are held monthly; Division newsletter is provided once per semester; ISO Standards are adhered to; and the Communication Survey results, Summer 2005 continue to be addressed.
5. Maintain Cutting Edge Curriculum: Course and Curriculum Proposals are approved annually based on consultation with program business and industry advisory committees; review of national program standards, program strategic direction, and input from program professionals.

### **6.4. Liberal Studies**

1. Course Assessment: Departments will annually complete the "Course Assessment Report Form" for all courses for which they have a course assessment plan.
2. Student Success: Improve success rates in selected large enrollment courses.
3. Online Courses: Improve success rates in selected online course.
4. Team-Based Learning: Collect and share best practices.
5. Teacher Preparation: Recruit underrepresented populations to teaching. Recruit students for high-need areas. Implement Career Clusters in Teacher Preparation.
6. Weekend Offerings: Maintain or increase weekend offering while maintaining a reasonable cancellation rate.
7. Summer Offerings: Maintain or increase summer offerings while maintaining a reasonable cancellation rate.

### **6.5. Technical Careers**

1. Apprenticeships, Internships and Externships: Increase the number of participants in apprenticeships, internships and externships.
2. Alternative Energy: Integrate alternative energy content into TC courses to increase the number of technicians in relevant areas of priority need.
3. Facilities Planning and Improvements: Improve facilities used for teaching and learning.
4. Develop Partnerships: TC programs will enhance and expand partnerships to include all program areas to upgrade course content, ensure rigor and relevance, while providing increased student employment opportunities, faculty professional development, and financial resources.
5. Human and Instructional Resource Improvements: Increase the number of FT faculty in high-growth areas. Improve student advising, curriculum and course materials and align assessments with outcomes.

## **7.0. Conclusion**

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This Academic Master Plan is designed to guide the College's academic and student services decision making and budget processes. The Academic Master Plan is also designed to be a living document. The document will continue to evolve and be modified as annual adjustments are made. It will also be reviewed and updated on a periodic basis to address feedback from faculty and staff and reflect the changing needs of students and the LCC community. Through careful consideration of the goals, processes and strategies outlined in this plan, the college will position itself to effectively meet the learning needs of its changing community.

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