



Academic Plan

2018-2021

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INTRODUCTION

Purpose

The purpose of the Academic Plan is to determine and promote a vision for academic and student development at LCCC. Academic Council, a group with broad representation from the academic and student development areas of the college, is charged with updating the Academic Plan annually. Because the college's vision and goals are truly dynamic, both the Academic Plan and the Strategic Plan have adopted a three-year, "rolling" timeframe. This provides for a longer-term vision while allowing for annual adjustments to the plan. Academic Council gathers input from other groups within the college and, works with President's Cabinet in a tactical capacity to implement academic and student development proposals.

The Academic Plan considers the mission, vision, and values of the college and sets short, intermediate, and long-term academic and student development goals.

Academics at LCCC should inspire intellectual curiosity, encourage a thirst for knowledge, promote a critical awareness of self and society, and create lifelong learners. The goals set in the Academic Plan outline the steps to achieve and maintain LCCC's vision for academic excellence.

Definition of Academic Excellence

Academic excellence is mastery of knowledge in a content area and of the analytical, practical, and/or creative skills to use this knowledge effectively.

Academic excellence at LCCC is fostered by exemplary teaching, rigorous curricula, engaging co-curricula, exceptional service, synergistic partnerships, and collective dedication to student learning and student development.

Academic excellence inspires and generates personal, professional, and intellectual growth of learners.

Guiding Principles

The Academic Plan will:

- Be consistent with Lehigh Carbon Community College's vision, missions, goals, and core values.
- Maintain high academic standards.
- Emphasize student success and learning.
- Support diverse teaching and learning environments.
- Support diverse practices in services that cultivate student learning, growth and development.
- Advocate credit and non-credit offerings in response to community needs.
- Promote partnerships.
- Inform the college's strategic planning process.
- Be reviewed and revised on an ongoing basis.

Basis for Current Goals

An overall, primary focus on student success leads to the Academic Plan's first goal and its related subgoals. LCCC's vision for academics involves student support and engagement both in and outside of the classroom. Effective classroom management focused on safety and having necessary resources to operate, cultivates an effective learning environment leading to student success.

Educational research confirms that increasing engagement enriches a student's college experience and improves retention. Grassroots efforts such as iCare and A+cademy are examples of programming to engage and enrich students' lives with the hope of improved persistence, completion, and graduation rates. Continuing to encourage high-impact practices and comparable services at each site will help LCCC continue to excel.

The current Academic Plan encourages continued involvement with the First-Year Experience by looking to switch gears from focusing on major to helping students focus on a career pathway. The plan calls for coordinated communication, integrated activities to assist students with successful transition to college and assist with the students' progress to identify and achieve their collegiate goals. Data will be an important aspect of evaluating and revising programming as needed.

Managing resources so as to provide the highest possible level of service at each site is a priority. Through comprehensive assessments and data analysis, the plan focuses on strategic implementation of additional services, administration, management, and program/course offerings at the sites. In addition, by augmenting collaborative conferencing, we are reviewing the potential to increase options for students to complete designated degree programs and more fully interact with service areas at the sites.

Through more systematic and collaborative planning and scheduling of courses and programs more students will be able to take full advantage of what LCCC has to offer, increasing persistence, completion, and graduation rates. Special attention will be given to customer service/provision of information, especially for our increasingly diverse student population and those using our mobile application.

Support for the college's curricula is the plan's second goal. Specific areas of focus are noted including developmental education, online education, and English Language Learners (ELL). A special focus of the plan is to focus on the Career Pathways Model of Student Success in curriculum development and departmental operations.

Technology is a foundational aspect of how we provide education to our students, which necessitates maintaining and supporting a strong technology infrastructure. It is just as essential, however, to provide the support system and training necessary to effectively utilize the technology to offer engaging educational experiences. Technology is only effective; however, to those who are able to access it and therefore the plan focuses on universal design, Quality Matters, and other initiatives focused on design and delivery. In addition, tools for faculty/staff/students to access the technology whether on or off campus are recommended.

Strengthening the college's organizational framework remains an important goal. To ensure a commitment to academic excellence we must strive to provide academic excellence through professional development, effective internal and external communication, and collaborative decision making processes. Sustainability is now one of the college's four focus areas, supported by the Academic Plan's subgoal for a "greener" campus. Recognition for the various grassroots and effective practices for student success is another aspect of strengthening the organizational framework.

The last goal addresses outreach and marketing. We continually strive to improve outreach with all stakeholders including prospective students, sponsoring high schools, four-year institutions, and employers. Designing ways to establish and enhance partnerships continues to be a highlighted goal of the plan.

CHAPTER 1: ACADEMIC/STRUCTURE

Goal: Promote a collegewide culture of student success.

Plans:

- 1. Cultivate a safe, supportive learning environment.**
 - 1.1 Continue to provide professional development activities for administration, faculty, and staff to engage with each other in learning behavior management strategies, de-escalation strategies, safety and emergency procedures for all college settings.
 - 1.1a Provide Essential Core Support Services, when college offices are not open.

- 2. Cultivate a culture of data decision-making to drive efforts to increase retention, degree completion, and career readiness.**
 - 2.1 Develop data tools and dashboards that support analysis of outcomes, measure progress to goal, identify and target gaps, and guide service/modality design, delivery, and resources.
 - 2.2 As it has been found students' retention and completion improve as they are more aware of successful completion of tasks, faculty can seamlessly facilitate this through the use of the online gradebook in the learning management system and/or other online gradebook option in all courses.
 - 2.3 Investigate and implement, as feasible, the use of Open Educational Resources (OER); as data suggests the cost of course materials can discourage students from persistence, retention, and ultimately completion.

- 3. Encourage student engagement with high-impact practices.**
 - 3.1 Continue to expand a co-curricular portfolio program for students to document academic, personal, career, civic responsibility, and leadership development.
 - 3.2 Integrate hands-on and cross-curricular experiences to enrich students' personal, career, and academic growth.
 - 3.3 Explore development of a Center for Civic Engagement to provide opportunities for students to develop competencies related to active citizenship and social responsibility through integration of academics with meaningful volunteer service and community partnerships.
 - 3.4 Build the Career Pathways infrastructure needed to proactively guide and support students' degree completion and achievement of learning, career development, and transfer goals. Consider an electronic student success platform solution to support coordination of efforts and to track and measure students' progress and outcomes.
 - 3.5 Enhance and strengthen students' understanding and application of the core collegewide learning competencies to career readiness competencies and skills.

4. **Provide the highest possible level of services at each site.**
 - 4.1 Conduct comprehensive assessments at the sites to evaluate, monitor, and use data to be responsive in:
 - 4.1.a Services
 - 4.1.b Administration
 - 4.1.c Management
 - 4.1.d Program/Course offerings
 - 4.2 Implement collaborative conferencing to increase options for students to complete designated degree programs at the sites as well as interact with other service areas of the college.
 - 4.3 Develop and implement a comprehensive strategy for re-locating the LCCC Allentown site.

5. **Enrich students' First-Year Experience.**
 - 5.1 Continue to build an onboarding and first-year model organized by common career pathways to enhance engagement, persistence, academic success, goal achievement/attainment, and degree completion.
 - 5.1.a Orientation for new students and parents
 - 5.1.b Summer Bridge
 - 4.1.c New Student Convocation
 - 5.1.d Common Reading
 - 5.1.e First Year Seminars
 - 5.2 Provide coordinated communications, integrated activities and learning experiences, designed to guide and support first year students' progress to identification and achievement of education, career development, and transfer goals.
 - 5.3 Assist first-year students with a successful transition to college by exploring use of noncognitive assessments, individualized success plans (integrated plan for achievement of academic, career, and transfer goals), and by providing access to appropriate supportive services/resources.
 - 5.4 Continue to research, implement, evaluate, and enhance the effectiveness of programs for first-year students(i.e. academies, seminars, bridge programs, etc.), making improvements as data indicate.

6. **Develop an onboarding, outreach and orientation program for working adult students.**
 - 6.1 Identify modality to enhance engagement, persistence, and academic success for the needs of working/part-time students, such as reworking scheduling options, instructional modalities, and/or the use of the CRM to inform students of opportunities.

7. **Increase customer service and provision of information collegewide through added human interaction and improved use of communication technologies.**
 - 7.1 Continue to increase the diversity of our workforce to better reflect the demographics of our surrounding communities, including the number of Spanish and Arabic language speaker(s).
 - 7.2 Improve use through increased functionality of the LCCC mobile application and provide additional multilingual resources to better meet the needs of our diverse community.

8. **Increase program persistence/completion/graduation rates.**
 - 8.1 Further develop and assess effectiveness of iCARE to promote student success and retention.
 - 8.2 Further develop and assess effectiveness of the A+cademy concept and program.
 - 8.3 Consider electronic Student Success Platforms that have a robust Early Alert component, with automated communications configurations to enhance response time and quality.
 - 8.4 In order to facilitate academic planning for students, use the web-based template showing when courses are scheduled, and the utilization of data to determine preferred student modalities, scheduling of courses offerings, and time offerings of courses.
 - 8.5 Establish additional bridges from non-credit to credit programs and build upon Career Pathways.

CHAPTER 2: CURRENT BROAD CURRICULAR INITIATIVES

Goal: Strengthen and support the college's curricula.

Plans:

1. **Develop curricula and departmental operations that supports a Career Pathways Model of Student Success.**
 - 1.1 Develop and assess the implementation of Career Pathways Model of Student Success.
 - 1.2 Incorporate innovative courses into existing programs of study to generate new student interest and career enhancement skills (drones, cybersecurity, entrepreneurship, social media).

2. **Review the developmental education curriculum.**
 - 2.1 Assess placement procedures and effectiveness for developmental courses in conjunction with a review of practices at other community colleges.
 - 2.2 Create opportunities to connect students in remedial courses into The Academy for educational support, mentoring, GRIT development, quiet study place, faculty support, workshops.

3. **Expand and enhance LCCC's online education opportunities.**
 - 3.1 Continue to enhance and promote services available to online students.
 - 3.2 Train faculty on the new learning management system (LMS) and encourage increased use of the LMS; as well as follow the best practices identified in the Quality Matters rubric.
 - 3.3 Continue to develop and offer more online and hybrid course and program options.
 - 3.4 Develop data analytics to assess enrollment, retention, and persistence to graduation in online courses.
 - 3.5 Develop a new student orientation to support the development of student's online literacy.

4. Continue **a collaborative decision-making process for the scheduling and modality of all courses.**
 - 4.1 Continue to collaboratively review and revise schedule building, ensuring clear multi-directional communication among all stakeholders.
 - 4.2 Collaboratively evaluate and identify appropriate sequencing of courses and offer a variety of instructional modalities for course and program offerings.

5. Embrace **the changing demographic of our supporting school districts.**
 - 5.1 Assess the needs of the growing English Language Learner population and identify applicable curricular connections needed to support movement into career paths.
 - 5.2 Identify the severe social issues (i.e. food insecurity, etc.) impinging upon student success and determine curricular changes (i.e. iCare) needed to offer a smoother transition.
 - 5.3 Continue development of authentic multiculturalism efforts across the College.
 - 5.4 Continue training for faculty to work with a linguistically diverse student population.

CHAPTER 3: TECHNOLOGY

Goal: Provide students and faculty with robust, responsive, and secure network technologies; highly available and accessible information, computing, and processing resources; and high quality end-user support.

Plans:

- 1. Provide educational experiences that are efficient and productive for students and faculty.**
 - 1.1 Maintain a wired and wireless infrastructure at all sites that allows for fast and reliable communication on the campus network and the Internet.
 - 1.2 Provide faculty with a centralized list of contacts to assist in technology troubleshooting of in-house and third party products and updated classroom technology instruction sheets.
 - 1.2b Provide faculty with instruction on how to leverage LMS features to assist with assessment.
 - 1.3 Provide all faculty with remote access to the campus network for file uploads and sharing.
 - 1.4 Identify and equip classrooms appropriately for wireless connectivity with devices that the faculty utilize in their courses.
 - 1.5 Publish and maintain a current list of computing devices and technology based solutions and where they are available.
 - 1.6 Plan for and increase availability of electrical outlets for students who have brought their own devices to the classroom.
 - 1.7 Incorporate assistive technology used at LCCC into part of the master technology plan to assist with monitoring upgrade requirements, support needs, and determine infrastructure.
 - 1.8 Articulate an information and content management strategy to guide uses of cloud computing (e.g., Google Apps for Education) for non-teaching work and to assess the impact of such uses on college committees, task forces, divisions, etc.
 - 1.9 Standardize collaborative conferencing solutions for use by individual faculty, divisions, student services, student organizations, advisory committees, etc., and disseminate the standard(s) to the college community.
 - 1.10 Periodically assess and update support solutions for faculty, staff, and students.
 - 1.11 Update and promote LCCC's communication policy. This should address entering into agreements with third party applications.
 - 1.12 Develop specific technology based strategies (conferencing, screen share, etc.) to complement LCCC's online education expansion initiative.
 - 1.13 Develop a policy for the procurement and usage of drone technology by faculty and students based upon best practices.
 - 1.14 Create an online orientation focused on social media for students that details safety precautions as well as how to leverage social media for career growth.
 - 1.14a Create a database of video orientations available for faculty and students.

2. **Promote Universal Design (UD) of courses/curricula and campus environment and ensure compliance with the college's Electronic Information Technology (EIT) Policy.**
 - 2.1 Provide education and training for all relevant college personnel on the concept of Universal Design and the new Electronic Information Technology policy.
 - 2.2 Educate college community on EIT policy and establish a procedure for monitoring compliance.
 - 2.3 Provide faculty with incentives to update materials and a timeline prioritizing particular modifications of course materials to increase accessibility.
 - 2.4 Provide faculty with incentives to utilize Quality Matters guidelines.
 - 2.5 Create a cohort of student workers trained in various technologies to assist with captioning of commercial and/or self-created video presentations.
 - 2.6 Institutionalize QM course design as it relates to content displayed on the LMS.

3. **Maintain and assess strategies used to determine academic technology needs and review ad hoc teams used to make recommendations for implementation.**
 - 3.1 Review the Technology Plan and provide input to its development.
 - 3.2 Review HEOA compliance status annually.
 - 3.3 Assess and, where appropriate, revise methodologies and expand funding sources to encourage grassroots faculty efforts to explore new technologies for use in all aspects of academics, encourage the use of this technology, and locate/provide training resources for adopters (examples include: Google Apps for Education, iTunes University, mobile device adoption and use, etc.).
 - 3.4 Establish a centralized archive of training videos and webinars across disciplines.
 - 3.5 Prioritize requests made through the Technology Requests form (in excess of \$20,000) as they relate to Academics.
 - 3.6 Review computer commons licensing agreements and determine whether increases or decreases need to be made.

CHAPTER 4: ORGANIZATIONAL FRAMEWORK

Goal: Provide an organizational framework that will support a strong academic commitment to excellence.

Plans:

- 1. Provide increased opportunity and support for professional development.**
 - 1.1 “Implement a comprehensive technology training plan for the 18-19 and 19-20 academic years to encourage adoption of the LMS tools, Quality Matters, Early Alert, Degreeworks and Banner 9. and other new classroom technologies.”
 - 1.2 Task the Director of Faculty and Organizational Development with the creation of a mechanism through which faculty members receive recognition for their professional development accomplishments and make recommendations to Academic Council.”
- 2. Improve both internal and external communication.**
 - 2.1 Work with Marketing and Publications to conduct an inventory of current communication tools and their effectiveness as well as areas of strengths and weaknesses. Implement new communication tools, i.e. LCCC mobile app, to address targeted deficiencies.
 - 2.2 Facilitate the dissemination of academic information more clearly and effectively through increased awareness and usage of Degreeworks, Canvas, and the Early Alert.
 - 2.3 Continue to review existing committees and councils annually to make modifications in keeping with strategic initiatives and priorities.
- 3. Move toward a “greener” campus.**
 - 3.1 Work with the sustainability committee to create a 3-5 year plan with goals (e.g. Reduce paper usage, collect data on recycling efforts by monitoring pounds of cans/bottles collected [should increase with more recycling] and pounds of paper collected [should decrease if paperless efforts are effective]).
- 4. Continue to provide a mechanism for collegewide input on facilities development during the facilities planning and renovation process by the stakeholders of that area.**
 - 4.1 Convene ad hoc committees of stakeholders as renovations or additions are planned on all campuses to provide input and advice, for example, the Library of the 21st Century, the Radio Station as a Creative Commons, Charging stations around campus for students, the Donley move to new location.
- 5. Ensure sufficient administrative support to maintain academic excellence**
 - 5.1 Continue to assess efficacy of the new school structure in the Academic Support and Student Services.

CHAPTER 5: OUTREACH

Goal: Ensure engagement in authentic partnerships.

Plans:

1. **Support full institutional marketing outreach to LCCC constituents regarding our comprehensive offerings.**
 - 1.1 Develop a direct, budgeted marketing plan to promote individual programs of study.
 - 1.2 Utilize data and established partnerships to offer courses of specific interest to students from local institutions (summer, winter sessions).
 - 1.3 Increase community academic partnerships (i.e. Allentown Civic Theatre, Center for Civic Engagement) across all sites.
 - 1.4 Maximize foundation initiatives through analysis of programmatic needs.
2. **Extend invitations to all campus events to college partners.**
 - 2.1 Maintain existing contacts and continually establish new ones to build strong bridges to the community through campus events.
 - 2.2 Use various methods, including social media and providing expert opinions for local media, to promote LCCC academic programs and related events.
 - 2.3 Initiate collaborations with high schools and/or community partners in utilization of our 21st-century learning spaces to meet common goals.

APPENDIX A: HISTORY OF THE DEVELOPMENT OF THE ACADEMIC PLAN

Planning Process

In a parallel activity to the Middle States Self-Study process during spring 2007, recognizing achievement of the principal benchmarks outlined in *2020 Vision: Student Learning Strategic Plan 2004-2013*, the President outlined the framework for the 2009-2014 Strategic Plan. Targeted for implementation fall 2009, the plan was to consider the valuable work which had been accomplished by the Self-Study; assure a direct linkage and guidance between institutional mission, values and goals and the plan itself; and further serve as a guide in program and curricular development and their outcomes. With a theme of *Transformation: Strategic Plan 2009-2014*, the Strategic Planning Steering Committee worked to assure campuswide collaboration and constituent representation in the Strategic Planning document recommended to the President.

Two recommendations resulting from the Self-Study were:

- Establish a formal Academic Plan that identifies, prioritizes, and coordinates policies and practices, improving student learning.
- Convene a broadly representative task force to discuss and clarify the concept of academic excellence, as it applies to student learning.

In considering an academic plan, the College noted a number of standing committees address elements of LCCC's academic activities. The Curriculum Committee oversees the process through which academic divisions create, revise or delete courses and programs. The Academic Standards Committee reports to the Vice President of Academic and Student Affairs and makes policy recommendations to the President regarding academic procedures, including entrance requirements, grading standards, and graduation requirements. A subcommittee of Academic Standards was at that time examining LCCC's general education requirements and the educational philosophy that serves as its basis. The Assessment Council reviews LCCC's collegewide, academic competencies and its process of academic assessment. In addition to these committees, the college has a formal cycle of Academic Program Reviews in which, every five years, each academic program audits its curriculum and use of resources. The college has identified and funded initiatives such as the creation of an Honors Scholars Program, the promotion of interdisciplinary learning communities, the development of the PA Academy (a program of advanced courses for high school students), the expansion of the concurrent enrollment program, and the growth of online learning. With this information, the institution developed a formal Academic Plan. The plan was intended to unify these activities and those of the individual departments and divisions, clarify long-term academic goals and coordinate activities across the campus. The plan was intended to provide additional guidance in the prioritization of resources in pursuit of LCCC's academic goal achievement.

Development of the LCCC Academic Plan began in the fall of 2007 as a parallel to the strategic planning process. The Community of Practice was identified as the group to follow through with the Self-Study recommendations of developing the Academic Plan and clarifying the concept of academic excellence.

Community of Practice Participants			
Dianne DeLong, Co-Chair		Dr. Barbara Kistler, Co-Chair	
Maryjane Albeck	Joanne Gerken	Cyndi Levis	Jeanette Polizzi
Wendy Barron	Tim Gibbons	Dr. Lori Madiara	Janet Seggern
Marc Bonanni	Jeannie Hause	Ilona McGogney	Jonathan Sponsler
Dr. Christine Bowditch	Valerie Hayes	Linda Mesics	Michelle Strein
John Callahan	Jeffrey Herman	Dianne Melnychuk	Joyce Thompson
Marsha Felsten	Juanita Kaness	Michelle Mitchell	Larissa Verta
Joe Flaherty	Nancy Kelley	David Moat	Pam Weldon
Jake Flyzik	Janet Kirkpatrick	Christine Orban	Melanie Wursta
Jim Garraway	Rebecca Landis	Barbara Platt	

Charge to the Community of Practice

The Community of Practice was directed to:

- serve as both a resource and critical reader for the Strategic Planning Steering Committee and Task Forces;
- remain mindful of the college's vision, mission, value statement and those elements the Institution holds as core, most specifically an outcome based student-centered learning institution, as the foundation of the Academic Plan;
- consider the work of the Middle States Self-Study, the strengths which were noted and the recommendations which followed as they pertain to the Academic Plan;
- consider the elements of the Academic Plan which currently exist within the Institution and their integration into the over-arching plan (including: academic standards, assessment of student learning and institutional effectiveness of academic programming, curriculum process, developmental education, enrollment management, general education, learning communities, learning support, partnerships, retention, workforce training, etc.);
- research and examine critically the external environmental factors, related to the Academic Plan, which may impact the college through 2014;
- define academic excellence;
- develop and recommend the Academic Plan based on an established educational model;
- recommend assessment and a cycle of review by which the Institution can measure its progress and the Academic Plan will be achieved.

The Community of Practice was divided into subcommunities to include the four categories identified, based on individual area of interest and expertise. Originally, there were six subcommunities identified. As the work of the subcommunities progressed, the categories were further refined and reduced to the four presented. Members from the other two groups continued with their work in the four remaining subcommunities.

Concurrent with the Strategic Planning Process, the groups met and developed definitions of the categories, discussed strategies, and developed action items. Throughout the discussions and upon review, as appropriate, items identified to be strategic in scope were referred to the appropriate strategic planning task force. As the result of numerous group meetings and after review of the findings the subcommunities identified, the initial plan dated October 1, 2008 was formulated.

APPENDIX B: DERIVATION OF THE DEFINITION OF ACADEMIC EXCELLENCE

Academic excellence was first identified as one of the collegewide goals by President Snyder in fall 2000. The Strategic Plan, *2020 Vision: Student Learning Strategic Plan 2004-2013*, defines academic excellence as a “commitment to academic standards, faculty professional development, and innovative course offerings.” Several measures have been used by the various academic planning teams to identify the achievement of academic excellence, these include: increases in graduation rates, students’ satisfaction with their college experience, and opportunities for service learning or civic engagement. In addition, the college supports various accreditation and certification opportunities, which demonstrate key student learning program outcomes.

During the October 2002 faculty meeting, the faculty was asked to share markers of excellence which were relevant to their programs. Several markers were identified; (1) transfer to bachelor programs, articulation agreements, acceptance of courses “as is,” transferability; (2) satisfaction/feedback (employer, student, graduate); (3) national exam pass rate, industry certification, national recognition, first-time pass rate; (4) job placement, advancement, industry demands, internship, post-graduation employment retention; (5) accreditation, approval, certification, certification as training site; (6) increase in graduation rates, graduation, high completion rate; (7) retention and success in next level courses (persistence). While the discussion was beneficial, it has been several years since the conversation occurred. The Middle States Steering Committee began an online discussion of academic excellence that was open to the whole by additional discussions in the 2007-2008 academic year resulting in a more universal and operational definition of academic excellence.

It was further noted as a recommendation from the Self-Study:

- Convene a broadly representative task force to discuss and clarify the concept of academic excellence, as it applies to student learning.

As a result of the Self-Study recommendation, and in conjunction with the strategic planning process (*Transformation: Strategic Plan 2009-2014*), further defining of academic excellence has taken place. The Community of Practice was given as one of their charges to define academic excellence; members discussed during their meetings several working definitions. In addition, the definition was presented in February 2008 at a faculty meeting where group discussions took place for continued refinement of the definition.

Based on the group discussions, the first definition of academic excellence emerged. Further revisions to the definition have been made through subsequent versions of the Academic Plan.

APPENDIX C: MISSION, VISION, VALUE STATEMENT, COLLEGEWIDE STUDENT LEARNING COMPETENCIES, AND COMPONENTS OF A COMPREHENSIVE COMMUNITY COLLEGE

MISSION:

Lehigh Carbon Community College serves the community by providing high quality learning experiences that are affordable and accessible.

VISION FOR EXCELLENCE AT LCCC:

Lehigh Carbon Community College will promote academic excellence, student achievement, and support of diverse populations as a comprehensive community college.

VALUE STATEMENT:

As a student-centered learning institution, Lehigh Carbon Community College values:

- **Access:** opportunity for students to pursue learning in an environment that supports identification and achievement of goals within their ability.
- **Continuous Improvement:** decision-making based on assessment, solid planning, and effective management of resources.
- **Diversity:** open dialogue for increased understanding of differing viewpoints; offering experiences that embrace the diversity of humanity.
- **Employees:** contributions, capabilities, collegiality, teamwork, and professional development of our employees.
- **Instructional Excellence:** an environment of best practices that engages and challenges students, advances intellectual curiosity; fosters lifelong learning with quality teacher-student contact and use of current technology.
- **Learning:** the development of foundational knowledge, critical thinking skills, and self-awareness, that advance intellectual, ethical, and social responsibility.
- **Partnerships:** relationships that provide innovative and entrepreneurial solutions to meet the demands of the community and region's economic development and workforce needs.
- **Student Development:** best practices that engage and challenge students; foster individual growth, leadership and service; and intentionally support holistic development.

OVERARCHING THEME: We are here to serve the best interests of our students.

- **Improve student's chances for success:** through college readiness, school district, workforce and community partners.
- **Broaden the understanding and application of best practices in enrollment management.**
- **Foster student learning, student development, academic success, and persistence to goal attainment.**
- **Ensure a diverse and inclusive environment to facilitate student learning and engagement.**
- **Act responsibly and ethically in the stewardship and development of institutional resources.**

COLLEGEWIDE STUDENT LEARNING COMPETENCIES:

Student Learning Competencies

- Think critically
- Communicate effectively
- Apply quantitative reasoning
- Participate cooperatively within a team
- Use current technology effectively
- Apply information literacy skills
- Analyze human diversity
- Apply scientific reasoning
- Evaluate ethical aspects of decision making

It is the college's belief that in acquiring these competencies students will develop confidence in their academic potential and recognize their own strengths and limitations.

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