



Lansing Community College Board of Trustees

(Part 2 of 2)

Regular Meeting
November 17, 2025
6:00 p.m.

Lansing Community College - Board of Trustees
November 17, 2025

Agenda Item: Board of Trustees Annual Ends Report

Presented for Information

PURPOSE

To provide the material needed to evaluate Dr. Robinson annually.

BACKGROUND

Every December, the Board of Trustees carries out a formal evaluation of Dr. Robinson. A key aspect of this evaluation is assessing organizational performance in relation to the Board's policies regarding its Ends. The information in the Annual Ends Report and accompanying documents shows that Dr. Robinson has either met or is in the process of meeting all the criteria outlined in the Board of Trustees' End statements.

IMPLICATIONS

Financial:

N/A

Strategic Plan:

N/A

Human Resources:

N/A

RISKS

N/A

OTHER OPTIONS/ALTERNATIVES

N/A

RECOMMENDATIONS

N/A

ATTACHMENTS: (Separate Packet – Part 2 of 2)

1. Board's Annual Ends Report
2. Supplemental Annual Ends Report



2024 - 2025

President's Performance Appraisal

Document and Supporting Materials

OFFICE OF THE PRESIDENT



Board of Trustees Annual Ends Report

2024-2025

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Student Access and Equity

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Persons shall have maximum feasible access to all college services regardless of their race, color, religion, national origin, marital status, pregnancy, height, weight, citizenship, age, gender, ethnicity, sexual orientation, gender identity, gender expression, military or veteran status, parenting status, financial/income status, or physical or mental disability.

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The college shall produce equitable outcomes for minority and low-income students, and others often underserved.

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Student Learning and Success

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Based on students' individual educational goals, upon successful completion, students will be capable of demonstrating competency in LCC's Essential Learning Outcomes.

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To fulfill its mission, LCC facilitates and measures student success in the following areas: credit momentum, gateway math/English completion, persistence/retention, and earned degree or significant credential anywhere within six years.

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Occupational programs are designed for regional employment needs.

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Students are employable.

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Community Impact

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The college is a visible and recognized contributor to area and regional problem-solving.

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Training and worker preparation needs of the area are satisfied.

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Vibrant cultural opportunities are present in the community.

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LCC is a capacity-building resource for community organizations.

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The college is recognized as a state, regional and national leader.

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Diversity, Equity, Inclusion, and Belonging

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Law enforcement procedures and policies prevent behaviors that impede on racial and social equities.

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Diversity, equity and inclusion are embedded into academic curricula/program design.

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Student and employee orientations increase cultural awareness and understanding of diversity, equity and inclusion.

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Recruitment and hiring practices incorporate diversity, equity and inclusion into the college's workforce.

E-100 – Mission, Vision, and Motto

This section reviews how Lansing Community College has fulfilled its mission, vision, and motto throughout the 2024-2025 academic year.

MISSION:

Lansing Community College provides accessible, high-quality education through relevant and innovative instructional methods to equip and empower a diverse community of learners to complete their educational goals while becoming engaged global citizens.

How We Fulfilled Our Mission:

This year, Lansing Community College demonstrated its commitment to accessible, high-quality education that equips and empowers students:

1. Exceeding Educational Standards:

We once again surpassed our 70% goal across all Essential Learning Outcomes (ELOs), with students achieving competency rates of 76% in Knowledge of Human Cultures, 84% in Intellectual and Practical Skills, 82% in Personal and Social Responsibility, and 80% in Integrative and Applied Learning. This achievement reinforces our dedication to providing high-quality educational experiences.

2. Workforce Development and Training:

LCC remained a leader in workforce training and development across multiple disciplines. The Business & Community Institute delivered 661 customized corporate trainings to 4,964 individuals across healthcare, human resources, information technology, organizational development, quality management systems, technical training, and safety. Our Job Training Center served 191 participants with short-term training for local in-demand jobs, focusing on unemployed, underemployed, and underserved populations.

3. Innovative Programming for Community Needs:

In response to emerging industry demands, LCC launched a Material Handler Training Program for Ingham County inmates and released citizens, providing second-chance opportunities and preparing individuals for jobs of the future. This forward-thinking program exemplifies our commitment to offering relevant, timely educational opportunities that meet both individual and societal needs.

4. Educational Success and Career Readiness:

Our graduates consistently excel, with an overall licensure exam pass rate of 86%. Students in programs requiring national certification exams demonstrated strong performance, including 100% pass rates in Dental Hygiene and Interpreter Training (92% for Spring 2023-Summer 2025 period), 95% in Radiologic Technology, and 97% in Fire Academy. Additionally, 84% of health and human services graduates for the class of 2024 and 2025 reported employment after graduation, with post-graduation survey data showing that 87% of associate degree career-related graduates and 91% of certificate career-related graduates were employed.

5. Engaged Global Citizens:

LCC fostered community engagement through numerous resources and opportunities. The Office of Empowerment provided 89 events, workshops, and conversations supporting students from diverse backgrounds. Programs including Men About Progress (119 participants), Women Inspiring Scholarship through Empowerment (133 participants), LUCERO (67 participants), Next Level Networking (75 participants), and Identity Unlocked (73 participants) created meaningful connections and support systems. Through career services, volunteer programs, student clubs, and campus resources, students built the skills needed to positively impact the world around them.

5. Flexible and Accessible Education:

We continued to meet students where they are by offering flexible program delivery through hybrid, hyflex, online, and in-person formats. This accessibility ensures students can balance education with other life responsibilities while receiving the support they need to succeed.

VISION:

Serving the needs of our diverse community through relevant educational and training opportunities.

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How We Fulfilled Our Vision:

LCC's vision focuses on serving our diverse community through relevant education and training, which we achieved through several key initiatives:

1. Material Handler Training Program for Justice-Involved Citizens:

This new program demonstrates our commitment to providing relevant training opportunities that address both workforce needs and social justice. By training Ingham County inmates and released citizens in material handling, we're preparing individuals for emerging industries while providing second-chance opportunities.

2. Apprenticeship Expansion:

Our focus on holistic student services LCC serves as the provider of Related Technical Instruction (RTI) for 436 apprenticeships with 58 sponsor companies—a 25% increase over the previous year. This includes 205 LEJATC Apprentices, 191 Trades Apprentices, 40 Electrical Apprentices, and innovative healthcare apprenticeships in Paramedic, First Responder, Fire Medic, and Medical Assistant programs that address critical workforce shortages.

3. The Office of Empowerment:

The Office of Empowerment reflects our deeper commitment to fostering an inclusive environment that empowers all students to succeed. The Office of Empowerment created and operationalized three distinct centers:

The **César Chávez Multicultural Center** (CCMC) focuses on cultural awareness, mentorship, and community/relationship building through student-facing programs.

The **Maya Angelou Training Center** (MATC) provides professional learning and development in diversity, equity, inclusion, and belonging, offering 75 students RISE trainings and 26 participants Empowerment Writing Workshops.

The **Martin Luther King Equity Center** (MLKEC) ensures equity and belonging for students, staff, faculty, and the community through initiatives like Let's Talk-Voices Unveiled (31 participants) and Community Love Tables (100+ participants across 14 events).

4. Occupational Programs Aligned with Regional Needs:

Our programs are designed to meet high-wage, high-skill, in-demand jobs in the Lansing/East Lansing metropolitan statistical area. LCC offers training for jobs employing 9,599 (69%) of individuals with Community College Relevant Training earning at or above the median income of \$45,000.

5. Holistic Student Support:

We expanded support services to address the diverse needs of our community, including 4,681 food pantry visits (an increase of 1,646 from the previous year), professional clothing drives serving 292 students, Mobile Health Clinic services, and Secretary of State Mobile Office visits.

MOTTO:

Where success begins.

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LCC's motto, "Where Success Begins," reflects our role as a launching point for students' educational and professional journeys. Throughout 2024-2025, this commitment was evident in key student progress indicators:

- + **Early Academic Momentum:** 65% of students in the 2024 cohort earned six or more college credits in their first semester, establishing a strong foundation for degree completion.
- + **Sustained Persistence:** 61% of the 2024 cohort were retained into their second year, demonstrating that students who begin at LCC continue their educational journey.
- + **Completion and Transfer Success:** For students who began at LCC in fall 2022, 40% graduated or transferred within three years, reflecting LCC's role as a starting point for both immediate career entry and continued education.

LCC remains committed to being the place where success begins—whether students are launching a new career, changing fields, pursuing personal growth, or preparing to transfer to a four-year institution.

E-101 – Student Access and Equity

E-101: Met

E-101- 1: Met

The college has demonstrated that it has met this criterion using the census data to show that the population of students attending LCC closely mirrors the population of Lansing in ethnicity and gender thereby granting access to the college and available services for all ethnicities and genders. In addition, the college provides services for parents, low-income students and students with disabilities as demonstrated by the number of childcare and institutional scholarship dollars given and number of students with disabilities participating in student access programs. The number of students with disabilities accessing the services available participating increased 15% over last year.

E-101-2: Met

The college has met this criterion through demonstrated improvement in equity outcomes for underrepresented students. Many of the students in these demographics showed significant improvement across all key success metrics monitored by the college. Specifically, the gap between Black students and the overall cohort decreased substantially in credit momentum (from 25% gap in 2023 to 12% gap in 2024), persistence improved dramatically (from 55% in 2022 to 77% in 2024, closing the gap to 1%). Additionally, Black students completing college English in the first year improved to 46%, narrowing the completion gap to 3%. The Office of Empowerment's first full year of redesigned programming provided targeted support through the César Chávez Multicultural Center, Maya Angelou Training Center, and Martin Luther King Equity Center, serving hundreds of students through culturally responsive programs. While gaps still exist and continued focus is needed, the consistent positive trajectory across multiple metrics demonstrates that the college is producing more equitable outcomes for minority and low-income students.

E-101-1

Persons shall have maximum feasible access to all college services regardless of their race, color, religion, national origin, marital status, pregnancy, height, weight, citizenship, age, gender, ethnicity, sexual orientation, gender identity, gender expression, military or veteran status, parenting status, financial/income status, or physical or mental disability.

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LCC provides access to all college services to each and every student who chooses to start or continue their educational journey at the College. In addition to being an open access, comprehensive community college, we strive to be innovative in the learning opportunities, options, and programs offered to students so that upon completion of their program or academic goals, they are able to transfer, start their career or advance in their current position. In an effort to ensure that we continually meet this End, we offer a wide range of support services and resources for students across a number of these specific groups including but not limited to:

- + Writing Center
- + Laptop and Calculator Lending program
- + Center for Career Employment Services
- + Cesar Chavez Multicultural Center
- + Maya Angelou Training Center
- + Martin Luther King, Jr. Equity Center
- + Adult Resource Center
- + Center for Student Support
- + Food Panty
- + Learning Commons and Library
- + Advisors and Academic Success Coaches
- + Counseling
- + Envision Green
- + Dressed for Success
- + Testing Services
- + Transfer Center

We continue to look for additional opportunities to offer new and/or different ways to help our students.

To help support employees in helping all students feel welcome and reach their educational goals, the college provides a number of trainings in the areas of diversity, equity and inclusion, title IX, safe zone, emergency training, and preferred and chosen name.

Demographic Data:

The tables below represent the past five years of Integrated Postsecondary Education Data System (IPEDS) demographic data for LCC students. Wherever possible, we have also included the corresponding 2023 census tax data for comparison.

Fall Enrollment					
Status	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Enrolled	10,306	10,303	9,573	9,207	9,821

Time Status of Enrolled Students					
Educational Status	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-Time	66%	68%	70%	70%	68%
Full-Time	34%	32%	30%	30%	32%

⚡ KEY TAKEAWAY:

The decrease in the past year's part-time enrollment could be partially due to Michigan Community College guarantee that rolled out late summer 2024. The funding for this program requires students to be full-time.

Residency Status					
Residency	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
International Student	0.5%	0.3%	0.4%	0.5%	0.5%
Michigan In-State	38.9%	38.0%	38.5%	37.2%	37.4%
Out-of-State	0.7%	0.5%	0.5%	0.7%	0.6%
Resident of LCC District	59.7%	60.8%	60.3%	61.2%	61.3%
Senior Michigan In-State	0.0%	0.1%	0.1%	0.1%	0.1%
Senior Resident of LCC District	0.2%	0.3%	0.3%	0.3%	0.1%
Veteran In-State	0.0%	0.0%	0.0%	0.0%	0.0%
Special Population Rate	0.0%	0.2%	0.0%	0.0%	0.0%

⚡ KEY TAKEAWAY:

The percentage of students claiming the various available residency statuses has remained steady for the past 5 years

Student Age Compared to Census Tax District Data Traditional and Non-traditional Students

Age of Students	Under 25	25 or older
Fall 2020	73%	27%
Fall 2021	66%	34%
Fall 2022	69%	31%
Fall 2023	70%	30%
Fall 2024	73%	27%
2023 Census Tax District Estimates	35%	65%

« KEY TAKEAWAY:

Majority of LCC students tend to be under 25 years old.

Enrollment by Gender Compared to Census Tax District Data

Enrollment by Gender	Female	Male
Fall 2020	57%	43%
Fall 2021	58%	42%
Fall 2022	57%	43%
Fall 2023	55%	45%
Fall 2024	55%	45%
2023 Census Tax District Estimates	51%	49%

« KEY TAKEAWAY:

Female students continue to represent the majority of LCC students (55%) despite a near 50-50 female to male split in the census data for the tax district.

Ethnicity of LCC Students Compared to Census Tax District Data						
Ethnicity	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	2023 Census Tax District Estimates
America Indian or Alaska Native	0.4%	0.4%	0.4%	0.4%	0.4%	0.2%
Asian	3.7%	3.1%	3.0%	3.2%	3.4%	5.4%
Black or African American	7.9%	9.6%	9.6%	9.7%	9.9%	10.3%
Hispanic/Latino	8.1%	8.8%	8.8%	9.2%	9.9%	8.1%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.1%	0.1%	0.1%	0.0%
White	70.9%	69.3%	69.7%	68.5%	67.1%	70.2%
Two or more races	4.3%	4.4%	4.3%	4.6%	4.9%	5.2%
Race and ethnicity unknown	3.7%	3.6%	3.5%	3.5%	3.4%	0.6%
Nonresident alien	0.8%	0.6%	0.6%	0.8%	0.8%	NA

⚡ KEY TAKEAWAY:

The ethnicity of the LCC student body is similar to the census data for the area.

Parenting status

LCC does not collect data on students’ parenting status through admissions or regulatory reporting. As a result, the primary measure of support for parenting students is the distribution of childcare scholarship funds. To expand this support, the Adult Resource Center has implemented a comprehensive outreach strategy that includes collaboration with One Stop, a State of Michigan grant program that helps individuals become licensed childcare providers. The center has also sent information to more than 100 local childcare providers, hosted informational sessions, meet-and-greet events, and resource fairs both on campus and in the community, and utilized digital platforms such as campus TV screens and social media. Additional strategies include revising the Student Aid Index (SAI) income criteria, conducting direct email campaigns to eligible students, incorporating scholarship information into Academic Success Coach newsletters, and posting key dates and deadlines on the Special Populations D2L site. Collectively, these efforts have continued to strengthen the college’s commitment to supporting students who are parents.

Scholarship Amounts Awarded by Fiscal Year	
Fiscal Year	Amount Awarded
2019	\$350,425
2020	\$173,707
2021	\$98,765
2022	\$111,672
2023	\$209,178
2024	\$231,719
2025	\$217,834*

*Through summer of 2025

Financial/Income Status

In addition to providing over 2.4M in institutional scholarships to students, the college also offers additional resources and programs for students with socio-economic barriers like the food pantry, CATA bus vouchers, loaner laptops, and WIFI hotspots. The table below shows the tuition for the twenty-eight community colleges in Michigan.



Did you know?

LCC offers the sixth lowest in-district tuition cost in the state and is 19th for in-state tuition cost

\$2,412,348 awarded in institutional scholarships in FY 23.

Tuition Comparison with Michigan Community Colleges

Community College	Fiscal Year 2024			Fiscal Year 2025		
	In-District	In-State	Out-State	In-District	In-State	Out-State
Washtenaw	\$99	\$181	\$256	\$99	\$186	\$264
Oakland	\$111	\$211	\$211	\$115	\$217	\$217
Henry Ford	\$116	\$202	\$293	\$119	\$208	\$301
Macomb	\$113	\$212	\$270	\$113	\$212	\$270
Wayne County	\$112	\$121	\$152	\$112	\$121	\$152
Lansing Community College	\$120	\$240	\$360	\$120	\$240	\$360
Montcalm	\$121	\$231	\$378	\$123	\$236	\$386
Grand Rapids	\$124	\$261	\$392	\$127	\$267	\$402
West Shore	\$125	\$190	\$270	\$131	\$196	\$276
Northwestern Michigan	\$126	\$269	\$350	\$131	\$280	\$364
Kalamazoo Valley	\$127	\$219	\$292	\$127	\$219	\$292
Monroe County	\$130	\$221	\$246	\$134	\$229	\$256
Delta	\$133	\$224	\$235	\$136	\$229	\$240
Muskegon	\$135	\$253	\$354	\$141	\$264	\$369
Kellogg	\$134	\$216	\$307	\$137	\$221	\$314
Glen Oaks	\$135	\$201	\$237	\$139	\$207	\$244
Schoolcraft	\$139	\$200	\$270	\$139	\$200	\$270
Gogebic	\$144	\$205	\$235	\$149	\$213	\$244
Kirtland	\$143	\$215	\$299	\$149	\$225	\$310
Southwestern Michigan	\$145	\$192	\$209	\$151	\$200	\$218
North Central Michigan	\$148	\$250	\$320	\$152	\$260	\$330
Mid-Michigan	\$155	\$258	\$347	\$155	\$258	\$347
St. Clair County	\$153	\$284	\$410	\$158	\$291	\$420
Alpena	\$154	\$246	\$246	\$159	\$253	\$253
Bay de Noc	\$155	\$267	\$327	\$160	\$275	\$337
Mott	\$156	\$200	\$284	\$160	\$210	\$299
Lake Michigan	\$182	\$259	\$259	\$187	\$187	\$187
Jackson	\$193	\$225	\$288	\$201	\$234	\$300
AVERAGE	\$137	\$223	\$289	\$140	\$216	\$294

Physical or mental disability

LCC assists students with disabilities through a self-identification process managed by the Center for Student Access (CSA). The college believes that the number of students who could benefit from accommodations are greater than those formally identified, which underscores the importance of proactive accessibility measures. Faculty and staff are working to ensure that course materials in the college’s learning management system (D2L) are created with accessibility standards in mind, supporting both students who receive accommodations and those who may not self-identify. The college’s accessibility initiative has achieved substantial progress and remains ongoing, reflecting LCC’s commitment to equity and inclusive learning environments.

The following tables offer detailed information on the number of students seeking accommodations, including breakdowns by gender, type of disability, ethnicity, and age.

Approved Accommodations for Students by Academic Year	
Academic Year	Students Approved for Accommodations
2016-2017	426
2017-2018	426
2018-2019	464
2019-2020	508
2020-2021	517
2021-2022	464
2022-2023	629
2023-2024	645
2024-2025	741

⬆️ KEY TAKEAWAY:

The number of students approved for accommodations continues to increase year over year.

Student Accommodations by Gender		
Gender	Students	Percentage
Female	514	69.4%
Male	192	25.9%
No response	35	4.7%
Total	741	100%

⬅️ KEY TAKEAWAY:

Majority of the students asking for accommodations are female.

Student Accommodations by Type of Disability Presented		
Disability ¹	Students	Percentage ²
Learning Disability	115	16%
Physical Impairment	45	6%
Visual Impairment	21	3%
Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder	310	42%
Chronic Health Conditions	107	14%
Deaf/Hard of Hearing	14	2%
Autism Spectrum Disorder	72	10%
Psychological/Psychiatric Impairment	362	49%
Speech and Language Impairment	9	1%
Traumatic Brain Injury	15	2%
Intellectual Disability	11	1%
Pregnancy and Pregnancy Related	5	1%

⚡ KEY TAKEAWAY:

Majority of the students disclosed that their disability is either a learning disability, attention deficit disorder or a psychological/psychiatric impairment

¹Some students have disabilities that fall into more than one category, so the sum of totals is greater than 741. Similarly, the total of percentages is larger than 100%.

²Students may have other disability demographic information that is not documented. The CSA is using documented disabilities as categorical information. Also, students may have an incorrect diagnosis.

E-101-2

The college shall produce equitable outcomes for minority and low-income students, and others often underserved.

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For this End statement, we will respond both in this section and in E 102-2.

Here, we provide some of the student programs and projects created to help underrepresented and low-income students feel engaged with, and have a sense of belonging at, LCC. These programs are important to students' overall success at the college and help to provide equitable outcomes. Students outside of the target demographics are invited to participate as well, if they feel a desire to join.

In E 102-2, success data is presented for the overall student population and then disaggregated by race, gender and Pell grant status. Pell grant status is often used to identify low-income students.

Office of Empowerment (OE)

The **Office of Empowerment** creates an environment where all students – regardless of race, color, sex, age, religion, national origin, creed, ancestry, height, weight, sexual orientation, gender identity, gender expression, disability, familial status, marital status, military status, veteran status, or other identity – have what they need to learn and reach their full potential. Within OE, there are three centers with distinct roles.

The **Cesar Chavez Multicultural Center (CCMC)** is student-facing, centered on cultural awareness, mentorship, and community/relationship building. It creates opportunities for students to engage with cultural programming, leadership development, and affinity groups that support personal and academic success. The **Maya Angelou Training Center (MATC)** focuses on professional learning and development in diversity, equity, inclusion, and belonging as defined by LCC. It provides workshops, training, and resources to build cultural competency and strengthen the college’s capacity to serve its diverse community. The **Martin Luther King, Jr. Equity Center (MLKEC)** ensures equity and belonging for students, staff, faculty and the community. It leads initiatives that address barriers, foster inclusive practices, and provides spaces for dialogue and engagement to advance institutional goals.

In addition to regular programming activities, each center participates in Summer Impact, a series of events designed to welcome and acclimate students to LCC’s diverse community, the supports offered, and celebrations surrounding each center’s icon.

Cesar Chavez Multicultural Center (CCMC)

CCMC programs are free and open to all registered LCC students. Programs are designed to support the personal, social, academic and career success of underrepresented student groups including Black, Indigenous and other students of color (BIPOC); LGBTQIAS2+, first-generation, low-income, and adult students; learners of varying abilities.

Support programs available through CCMC include Identity Unlocked, Men About Progress (MAP), Latinos Unidos con Energia Respeto y Orgullo (LUCERO), Next Level networking, and Women Inspiring Scholarship through Empowerment (WISE).

Support program through CCMC	
Program Areas	Student Participants
MAP	119
WISE	133
LUCERO	67
Next Level	75
Identity Unlocked	73

Joint events for MAP, LUCERO and WISE created opportunities to explore transfer options, embrace diversity, promote cultural awareness and discuss issues facing underrepresented students within our communities. In addition, community service opportunities were designed to inspire civic engagement and social responsibility.

CCMC programs continue to be structured to align with the overall goal of increasing participant retention, persistence, and graduation rates. This ongoing work also

focuses on establishing standardized methods of data collection and supporting intentional assessment of program impact. For details on events please review the supplemental material.

Men about Progress (MAP)

Men About Progress (MAP) is a program established to encourage, support and empower male students of color as they seek academic and career success. Moreover, MAP seeks to increase graduation rates for male students of color through mentorship, academic support, and community engagement activities. Participants engage in a variety of programs designed to create a sense of community, embrace cultural differences, discuss issues facing male students of color, enhance critical thinking skills, promote personal accountability, share keys to college success, and enrich the overall academic experience.

119 students participated in 10 different events throughout the academic year. For more details on the type of events and participation numbers, please see the supplemental material.

Topics of discussion for academic year 2024/2025 included:

- + Personal Growth and Self-Discovery
- + Balancing Responsibilities
- + Strategies for Academic Success
- + Developing Cultural Currency
- + Strategies for Networking
- + Navigating Academic Support
- + Professional Growth

Latinos Unidos con Energia Respeto y Orgullo/ Latinos United with Energy, Respect and Pride (LUCERO)

LUCERO is focused on embracing Latino students, connecting them to the LCC community and equipping them to excel through mentorship, cultural celebrations, leadership opportunities, academic support and skill development. The program seeks to create positive connections for Latino students with each other to create a sense of belonging by connecting them to LCC and community resources that eliminate barriers to college success.

67 students participated in eight different events throughout the academic year.

Topics of discussion for academic year 2024-2025 included:

- + Community Resources
- + Communication Skills
- + Managing Personal Finances
- + Language Barriers
- + College Success Tips

Women Inspiring Scholarship through Empowerment (WISE)

Women Inspiring Scholarship through Empowerment (WISE) is a program dedicated to the education and support of the professional career interests of women students at LCC. WISE seeks to inspire, support, and empower women by offering educational opportunities to develop leadership skills, build professional and personal connections, promote the presence of professional women, and foster mentoring relationships. WISE provides mentorship and career guidance to LCC students who identify as women from other women working in a field of interest. Most of the program participants are women of color, first generation students, or belong

to other underrepresented communities. The intentions of this program are for every student participant to receive mentorship, have an opportunity to job shadow and/or volunteer to work in an environment that mirrors the environment they hope to work in one day, and have multiple opportunities to network with other students and mentors from the community.

133 students participated in 11 different events throughout the academic year.

Topics of discussion for academic year 2024-2025 included:

- + Dominance, Influence, Steadiness, and Conscientious (DiSC) Training
- + Public Speaking
- + Women in Leadership
- + Becoming your Own Boss
- + Self-Confidence and Belief

Next Level Networking

Next Level Networking is an exclusive event designed to connect LCC college students with college administrators, faculty, and influential community members. This program aims to foster meaningful interactions, professional growth, and collaborative opportunities. 75 students participated in six different events throughout the academic year.

Identity Unlocked

An innovative program designed for college students eager to explore and understand the complex landscape of personal identity.

- + Delve into various aspects of identity, including race, ethnicity, gender, sexuality, religion, and more
- + Engage in thought-provoking discussions and reflective activities
- + Develop a deeper understanding of their own identity and those of others

73 students participated in seven different events throughout the academic year.

Martin Luther King, Jr. Equity Center (MLKEC)

OE invites students, faculty and staff to share equity experiences, successes, and opportunities for improvement with MLKEC. The center works to ensure all members of the LCC community have the resources to succeed while proactively fostering equity and inclusion by addressing concerns early and advancing systemic change. MLKEC is dedicated to cultivating a campus climate where diversity is celebrated and every member can thrive by championing equity, inclusion, belonging, and social justice through transformative initiatives.

Supporting programs and services offered at the MLKEC include Let's Talk – Voices Unveiled, Community Love Tables, listening spaces, advisory and advocacy support, a resource center, consultation and collaboration, data collection, and oversight of cultural awareness committees and events.

The 2024-2025 academic year marks MLKECs first year of being fully operational. As the center continues to grow, programs are being structured with a clear focus on increasing participant retention, persistence, and graduation rates.

The center is also implementing standardized data collection and

assessment to measure student success, and strengthen equity and belonging through community engagement.

1. **Let's Talk-Voices Unveiled** is designed to create space for open dialogue and meaningful feedback. Through facilitated discussions, affinity group conversations, surveys, and one-on-one meetings, MLKEC gathers insight to better understand the changes needed for individuals to feel included, supported, provided with equitable opportunities. These sessions focus on what matters most to participants, including barriers they face, concerns they hold, and potential solutions they propose. There were 31 participants across three events. Program participants include students, faculty and staff across all campuses.

Topics of discussion for academic year 2024-2025 included:

- + Let's Get Those Math Scores Up
- + How Can We Help You Feel Like You Belong?
- + Holistic Support

2. **Community Love Tables** is a tabling initiative to invite students, faculty and staff to connect, share positivity, and spread kindness through uplifting messages, resources, and conversations that foster a sense of care and belonging. Rather than wait for students, staff and faculty to come to our office, our team went out to them. Based on comments received, these events contributed to a feeling of community, being seen, and heard.
3. **Let Freedom Sing: The Power of Music in Social Change** featured a film screening, live music, and panel discussion with faculty experts in history, sociology, and music. The

program highlights the role of music as a catalyst for justice, equity, and unity, examining how songs have historically amplified civil rights movements and continue to inspire activism today.

Maya Angelou Training Center (MATC)

The MATC is dedicated to advancing diversity, equity, inclusion, and belonging awareness through empowerment workshops and training opportunities. The center provides diverse training resources designed to support leaders, staff, faculty, students, and community members. MATC prepares participants to thrive in a diverse world and reinforces the importance of LCC's definition of diversity, equity, inclusion, and belonging to build a stronger, more inclusive campus community.

Empowerment workshops and training opportunities offered at MATC are Reframing Inclusion Through Scholarship and Equity (RISE) trainings, and Empowerment Writing Workshops.

The 2024-2025 academic year marks the MATC's first year of being fully operational. As the center continues to grow, empowerment workshops and training opportunities are being structured with a clear focus on building diversity, equity, inclusion, and belonging awareness, empowering marginalized voices, and preparing participants to thrive in a diverse world.

RISE Trainings

Diversity, Equity, Inclusion, and Belonging training that helps students, faculty, and staff see the value in diverse backgrounds

and experiences. It provides strategies for more effective communication and offers guidance on creating more inclusive practices and behaviors in the classroom, workplace, and the community at large.

75 students participated in a series of three trainings over the 2024-2025 academic year. The trainings included:

RISE I: Understanding my diversity, equity, inclusion, and belonging story

RISE II: Defining diversity, equity, inclusion, and belonging: Understanding Identity, Privilege and Systems Part I

RISE III: Privilege and Systems Part II

Empowerment Writing Workshop- Empowerment, Self-Expression, and Literary Craft

In collaboration with the Writing Center, MATC hosted an Empowerment Writing Workshop focused on empowerment, self-expression, and literary craft. The workshop encouraged students to express themselves with confidence while deepening their understanding of the cultural and emotional power of words. In addition, it provided an opportunity to enhance reading and writing skills in an inclusive and supportive environment. In total, 26 participants learned how to harness the power of their words for self-expression and connection.

Pop-Up Food Pantry

Food insecurity among college students represents a significant and expanding challenge across the nation. In response to this critical issue, the Pop-Up Food Pantry was launched in February 2023, underscoring our unwavering commitment to student support and success. The primary objective of the pantry is to ensure that students have easy access to shelf-stable food options, eliminating hunger while on campus as an obstacle to their educational pursuits. Importantly, we uphold the dignity of students seeking assistance by not requiring them to demonstrate financial hardship or disclose their names. Demonstrating its vital role and impact, the food pantries on Lansing Community College campuses were visited 4,681 times from last fall through the summer semesters. This is an increase of 1,646 students from the previous academic year.

Professional Clothing Drives and Pop-up Shop

Career and Employment Services hosted a professional clothing drive. In the 2024-2025 drive, more than 400 professional clothing items were donated from LCC faculty and staff. Students were provided with the opportunity to explore and select from donations at the professional clothing pop-up shops, which were located in the Career Center. More than 292 students participated in the pop-up shops.

Mobile Health Clinic

In the Fall of 2023, LCC partnered with University of Michigan Sparrow Health System to offer free monthly healthcare services to students, employees, and community members. The Mobile Health Clinic occurs on the downtown campus mall, making it easily accessible for those in the community.

Secretary of State Mobile Office Visits

LCC is serving as a host site for the State of Michigan's Secretary of State (SOS) Mobile Office. During the fall and spring semesters, SOS staff set up a mobile office in the Gannon Building's hallway to provide the same services that individuals can access at traditional SOS locations, with the exception of title transfers. This service is available to students, employees, and members of the community.

Accessibility

In accordance with the Americans with Disabilities Act, LCC is committed to ensuring that individuals with disabilities have equal access. This means all of LCC's resources must be accessible to all students and employees. Beyond being a legal requirement for the College, ensuring our students and employees have the materials they need to succeed is the right thing to do and in line with our mission as an institution.

The Accessibility Committee for Quality Assurance (ACQA, pronounced "aqua") is made up of representatives from academic and non-academic areas of the College, and is charged with oversight and monitoring our quality review process.

To that end, ACQA is focusing on the following areas:

Establishing Guidelines

To provide accessibility guidelines and to regularly evaluate and update those guidelines as needed.

Systematic Accessibility Review System

To conduct periodic, regular reviews of course materials, forms, documents, and websites in order to check their accessibility, provide remediation when

necessary, and ensure the College's accessibility efforts are ongoing.

Consistent And Relevant Training

Provide training to ensure employees understand and support accessibility at LCC.

Communication About Accessibility

To ensure that the importance of accessibility is consistently communicated to the College community and to provide useful resources for best practices.

Accessibility Review Data

Each year, ACQA reviews non-course materials for accessibility. Reviewers receive training before the process begins, with weekly drop-in sessions available for questions. Documents are evaluated using Ally accessibility scores and manual checks, and two remediation drop-in sessions are offered for those whose materials are reviewed.

Most reviewed documents were Word, PowerPoint, Excel, or PDFs. The 2025 Audit revealed common issues consistent with previous years:

- + Headings: missing or not logically structured
- + Font: below 12 pt minimum size
- + Alternative text: missing for tables, images, drawings, and charts
- + Form fields: incorrectly used

When averaged across four years, the top issues remain:

- + Headings: missing or not logically structured
- + Alternative text: missing for non-text elements

- + Font: incorrect size or type (minimum 12 pt, sans serif required)
- + Tables: missing specified headers

The average number of issues per document declined from 4.4 in 2024 to 3.8 in 2025, further staff training is still needed.

The eLearning Department, who administers the College's course management system, has developed, trained, and deployed accessibility-focused strategies to offer continued support to faculty and staff in designing accessible learning experiences and course materials, as well as to provide students and faculty access to integrated accessibility tools within D2L:

Campus Presentations, eLearning LIVES, and Communications on Accessibility

- + Presented on accessibility features of D2L in classes for both faculty and students, as well as with student serving areas including Success Coaches, Library, and Learning Commons.
- + Offered live training sessions on accessibility tools and features in D2L for students, faculty, and staff each semester.
- + Communicated across campus regarding accessibility tools and features in D2L via D2L announcements, email, The Star, the Instructor Resource Site, and the Student Resources Site each semester.
- + Developed and maintains the campus-wide Accessibility Communication Schedule in coordination with the ACQA committee- Accessibility Communication Schedule- Spring, Summer, Fall 2025.

D2L Course Accessibility Office Hour Drop-In Sessions

- + Monthly scheduled sessions, hosted both in-person and online, each semester.

Monthly D2L and D2L Integrations Updates for Accessibility Enhancements

- + Implemented updates to Ally into D2L to enhance and streamline the process for reviewing and creating accessible course materials, and to provide students with access to personalized learning through alternative formats.
- + Implemented updates to ReadSpeaker to enhance the user experience and provide additional accessibility features.
- + Implemented updates to TextAid to enhance the user experience and provide additional accessibility features.
- + Implemented updates to D2L Quizzes to provide access to print quizzes.

System and Integration Updates Reviewed for Accessibility (July 2024- June 2025)

System/Tool	Number of Updates Reviewed
Ally	90
D2L	147
Kaltura	598
ReadSpeaker/TextAid	68
Respondus	8
Webex	168

Professional Development

- + eLearning attends monthly Accessibility Interest Group meetings, hosted by D2L and accessibility experts to learn about new products, guidelines, and practices related to accessibility

Accessibility Trainings

- + Revised and updated Accessibility at LCC: Inclusive Design for Files, Forms and Multimedia in the Talent Management System
- + Revised and updated Creating Accessible Microsoft Excel Spreadsheets
- + Revised and updated Creating Accessible Microsoft Word Documents
- + Revised and updated Creating Accessible PDF Documents with Adobe Acrobat Pro
- + Revised and updated Creating Accessible PowerPoint Documents

Usage Stats for Accessibility Tools and Features in D2L

The eLearning Department administered and maintains integrated tools in D2L to help create an inclusive, inviting, and positive learning environment for all users.

- + **Ally Accessibility Features:** Ally provides a range of accessibility features, including automatically checking course content and files for accessibility issues, assigning course content and files with an accessibility score and icon for easy identification, providing accessibility guidance to instructors, and offering a course accessibility report to view all course materials, generating alternative formats of content for students.

Ally Alternative Formats Totals by Semester			
Semester	Unique Users	Formats Launched	Formats Downloaded
Summer 2024	276	2,064	1,084
Fall 2024	1,055	8,253	4,727
Spring 2025	1,042	11,534	8,264
Summer 2025	347	8,005	5,890

Ally Alternative Formats Downloads Types by Semester				
Download Type	Summer 2024	Fall 2024	Spring 2025	Summer 2025
Audio MP3 version for listening	23	67	134	59
BeeLine Reading enhancement tool for easier and faster on-screen reading	28	35	77	18
Braille BRF version for use on electronic braille displays	0	13	8	5
ePub eBook file format for reading on an iPad or other e-book device	74	179	279	153
HTML For viewing in-browser and on mobile devices	157	664	759	289
Immersive Reader Reading comprehension and grammar tools	8	24	22	17
OCRed PDF Automatically extracts text for improved reading and searching	24	53	52	13
Original File Original file as uploaded by the course instructor	0	0	1,620	1,733
Tagged PDF Structured PDF for improved use with assistive technologies	770	3,692	5,313	3,603

**+ ReadSpeaker/TextAid
Accessibility Features:**

ReadSpeaker and TextAid provide a range of accessibility features, including text-to-speech, highlighted text, customizable pronunciation, page masks, reading ruler, and keyboard shortcuts all designed to enhance readability and accessibility for individuals with learning disabilities, visual impairments, and low literacy.

ReadSpeaker and TextAid Number of Uses by Semester	
Semester	Number of Uses
Summer 2024	18,198
Fall 2024	40,019
Spring 2025	39,474
Summer 2025	10,293

- + **Kaltura Accessibility Features:** Kaltura provides a range of accessibility features, including HTML5 support, screen reader support, closed captions, interactive transcripts, accessible controls, colorblind compliance, high contrast, keyboard shortcuts, and a fully accessible video player.

Kaltura Media Number of Machine Captioned Videos by Semester	
Semester	Number of Uses
Summer 2024	1,124
Fall 2024	2,943
Spring 2025	2,214
Summer 2025	557

D2L System Course Accessibility (Ally):

- + Sent accessibility score reports to departments and divisions twice a semester, as well as worked with instructors one-on-one to review course materials to proactively identify and correct potential accessibility issues.
- + Monitored course accessibility scores for all semester courses and supplemental courses to assist with campus-wide accessibility goals for creating an accessible, inclusive learning environment.

Average Ally Score in D2L by Semester	
Semester	Ally Score in D2L (Average % of Current Courses)
Summer 2024	84.80%
Fall 2024	84.50%
Spring 2025	83.10%
Summer 2025	86.60%

Open Educational Resources (OER)

OERs are teaching and learning resources that are licensed for re-use with Creative Commons licenses and therefore free for students and educators, and publicly available. This includes a wide variety of resources such as textbooks, full courses, journal articles, datasets, and interactive learning content. OER are separated from other "free" content by the reuse rights that have been granted through an open copyright license such as Creative Commons (CC). With these rights, or permissions, we are able to adapt OER content for various contexts without worrying that we are violating copyright law.

OER materials are released under an open license granting permission for every one to:

- + **Retain:** users have the right to make, archive, and own copies of the content
- + **Reuse:** content can be reused in its unaltered form
- + **Revise:** content can be adapted, adjusted, modified, and altered
- + **Remix:** original or revised content can be combined with other content to create something new
- + **Redistribute:** copies of the content can be shared with others in its original, revised or remixed form.

Open Educational Resources Savings by College and Year
Totals by Semester

Colleges	2020		2021			2022		
	SU	F	SP	SU	F	SP	SU	F
Alpena	—	2,600	4,500	—	7,500	4,700	4,100	—
Bay de Noc	26,700	170,900	173,900	24,200	151,900	150,700	21,600	150,700
Davenport University	—	—	—	—	—	—	—	—
Delta College	44,500	133,100	147,100	39,900	150,400	151,000	—	—
Glen Oaks	—	—	6,700	—	—	—	—	—
Grand Rapids	205,000	513,700	509,600	218,000	462,900	484,900	186,800	471,500
Henry Ford	—	130,300	130,300	109,500	412,000	345,200	135,600	461,900
Kellogg	28,000	185,700	146,700	38,200	205,200	116,700	—	—
Kirtland	7,700	36,100	45,000	13,800	27,500	40,300	14,100	56,100
Lansing Community College	98,500	834,800	531,800	166,200	712,500	426,700	140,300	586,100
Macomb	—	397,700	362,700	92,900	423,500	413,100	179,700	438,500
Mid Michigan	37,200	229,200	194,400	—	223,100	194,800	48,600	310,400
Monroe County	—	—	—	—	—	31,800	6,100	39,700
Montcalm	10,200	27,000	24,700	15,600	38,900	29,200	13,000	—
Mott	151,300	151,300	129,000	—	106,300	79,200	—	—
Muskegon	12,700	65,500	99,700	—	133,400	93,200	23,300	117,000
North Central Michigan	—	40,000	48,200	5,900	615,00	55,600	—	88,400
Northwestern Michigan	32,400	144,300	119,400	20,300	129,700	118,300	26,500	131,900
Oakland Community	27,600	129,500	104,300	71,400	200,500	185,000	71,100	211,900
Schoolcraft	137,500	271,400	279,600	265,700	487,100	355,100	216,200	373,000
Southwestern Michigan	16,800	—	73,300	—	90,300	65,900	—	—
St. Clair County Community	11,000	—	115,000	—	23,300	62,800	6,700	49,100
Washtenaw Community	180,200	500,300	562,800	562,800	654,400	844,300	523,900	683,900
West Shore Community	9,200	76,800	70,100	—	100,600	71,900	8,000	133,900
Totals	10,36,500	4,040,200	3,878,800	1,644,400	4,802,500	4,320,400	1,625,600	4,304,000

2023			2024			2025			Totals
SP	SU	F	SP	SU	F	SP	SU	F	
—	—	12,600	8,300	—	4,800	2,300	—	—	51,400
141,600	19,200	154,100	134,500	20,100	212,400	183,900	—	—	1,736,400
—	—	—	—	—	240,600	—	—	—	240,600
—	—	—	—	—	—	—	—	—	666,000
—	—	—	—	—	—	—	—	—	6,700
458,500	147,800	518,400	434,300	190,000	496,700	469,800	177,000	—	5,944,900
499,300	148,300	475,300	507,400	158,300	466,300	—	—	—	3,979,700
—	—	—	—	—	—	—	—	—	720,500
46,500	14,300	51,700	44,600	8,700	79,100	80,000	22,800	—	588,300
—	—	561,000	—	—	—	—	—	—	4,057,900
—	—	—	—	—	—	—	—	—	2,308,100
253,700	64,000	314,800	267,300	65,700	—	—	81,200	—	2,284,400
35,500	4,500	23,400	13,400	1,900	14,300	—	—	—	170,600
—	—	—	—	—	—	—	—	—	158,600
—	—	—	—	—	—	—	—	—	617,100
101,500	34,200	140,600	101,000	35,500	163,200	126,100	—	—	1,246,900
86,900	—	95,400	92,600	16,900	153,300	115,000	—	—	859,700
126,300	22,100	154,900	125,200	28,400	179,800	—	—	—	1,359,500
218,500	111,000	219,200	251,200	139,500	255,900	267,100	146,400	—	2,610,100
389,900	269,400	379,900	438,500	304,300	471,600	511,600	—	—	5,150,800
—	22,100	161,800	—	97,000	136,700	97,500	—	—	761,400
62,400	9,900	45,600	86,900	30,100	131,300	132,900	41,500	—	808,500
597,200	337,800	705,500	741,300	506,800	876,800	865,000	569,200	—	9,712,200
100,200	—	98,700	42,500	—	—	—	—	—	711,900
3,118,000	1,204,600	4,112,900	3,289,000	1,603,200	3,882,800	2,851,200	1,038,100	—	46,752,200

E-102 – Student Learning and Success

The college sets expectations for what students should learn, measures whether they are doing so, and uses that information to improve.

E-102: Met

E102-1: Met

The College sets expectations for what students learn through assessing competency in Essential Learning Outcomes (ELOs); over 30k student assignments were assessed and show that the majority of LCC students meet these competencies.

E102-2: Met

The Center for Data Science tracks, monitors and analyzes Student Success Data based on measures recommended by American Association of Community College (AACC). These measures show a student's likelihood to persist and graduate. The data shows that the combination of college initiatives are helping Black students succeed at a higher rate than previous years.

E102-3: Met.

Analysis was completed on market demands for the Lansing/East Lansing metropolitan statistical area. Using high wage, skill, and demand metrics to define filters, it was concluded that LCC offers degrees and certificates that produce workers for programs classified as high wage, skill, and in-demand in the MSA area. In many cases, jobs for which no program is offered provide limited income and high turnover.

E102-4: Met.

Our students are prepared and employable; our training programs prepare students to step directly into the workforce. Our students pass necessary exams and continue working in their chosen field.

E-102-1

Based on student's individual educational goals, upon successful completion, students will be capable of demonstrating competency in LCC's Essential Learning Outcomes.

Executive Summary

Annual student learning evidence is gathered to monitor and respond to how well students are meeting institutional-level student learning goals. The following provides a summary of student learning outcomes for 2024-2025.

Essential Learning Outcomes (ELOs)

LCC adopted the Association of American Colleges & Universities (AAC&U) four essential learning outcomes (ELOs) as institutional student learning outcomes. The ELOs describe how learning in courses, programs, and activities contribute to preparing students for twenty-first-century opportunities and challenges. The AAC&U assembled expert faculty teams to collaboratively develop a set of broad skills and competencies that are applicable to students in over 5,600 colleges and universities. LCC's Academic Senate adopted these ELOs in 2014 and the Committee for Assessing Student Learning (CASL), a subcommittee of the Academic Senate, contextualized the ELOs for LCC student learning. During the 24-25 Academic year, Student Wellness and Fitness was included within the ELOs.

To monitor student competency in each ELO, LCC established a target that $\geq 70\%$ assignments collected have a score of $\geq 70\%$. The following summary of ELOs shows the percentage of assignments that had a score of $\geq 70\%$.

This report provides institutional-level student learning outcomes (ELOs) for 2024-2025 (n=34,031). They are intentionally broad to describe the wide range of learning that occurs across diverse disciplines. LCC collects student assignments that give students opportunities to demonstrate competency of each ELO. The assignments are scored by faculty to certify competency. LCC's goal is that at least 70% of those assignments collected scored at least 70%. The following provides a summary and disaggregated views of each ELO.

ELO Summary Table 2024-2025 (n=34,031 total)

73%
(n=7,704)

Knowledge of Human Cultures and the Physical and Natural World

Students demonstrate competency by engaging with complex, contemporary, and enduring questions of human cultures and the physical and natural world.

86%
(n=8,499)

Intellectual and Practical Skills

Students demonstrate competency of inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving through extensive and progressively challenging projects, problems, and standards of performance.

89%
(n=7,948)

Personal and Social Responsibility

Students demonstrate competency of local and global civic knowledge and engagement, intercultural knowledge and competence, ethical reasoning and action, and acquiring foundations and skills for lifelong learning through active involvement with diverse communities and real-world challenges.

86%
(n=9,880)

Integrative and Applied Learning

Students demonstrate competency of integrating and applying their accumulated learning by applying their knowledge, skills, and responsibilities to new settings and complex problems.

Summary Table ELO 1: Knowledge of Human Cultures and the Physical and Natural World

ELO 1

LCC students demonstrate their competency in this ELO by engaging with complex, contemporary and enduring questions of human cultures and the physical and natural world.

Meet Competency Overall

73%

We collected 7,704 assignments that prompted students to demonstrate their competency in this ELO. Assignments included: assessments, exams, and tests

Of those student assignments, 5,611 (73%) scored at least 70%.

Meets Competency by Gender

Analysis by gender shows all gender groupings meet the $\geq 70\%$ target.

Female (n=4,453)

73%



Male (n=2,973)

72%



Non-disclosed (n=278)

74%



Meets Competency by Ethnicity

Analysis by ethnicity shows three ethnicity groupings did not meet the $\geq 70\%$ target.

Note: Some groupings may have few students which can lead to large year-to-year variances in scores.

American Indian or Alaskan Native (n=23)

74%



Asian (n=23)

68%



Black (n=689)

61%



Hispanic (n=773)

69%



Two or More (n=351)

73%



Unknown (n=275)

76%



White (n=5,230)

75%



■ Meets $\geq 70\%$ ■ Does Not Meet $< 70\%$

Summary Table ELO 2: Intellectual and Practical Skills

ELO 2		Meet Competency Overall
<p>Students demonstrate competency of inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving through extensive and progressively challenging projects, problems, and standards of performance.</p>		<p>86%</p> <p>We collected assignment scores from 8,499 students that prompted students to demonstrate their competency in this ELO.</p> <p>Of those student assignments, 7,274 (86%) scored at least 70%.</p>
<p>Meets Competency by Gender Analysis by gender shows all gender groupings exceed $\geq 70\%$ target.</p>		
Female (n=4,062)	86%	<div><div></div></div>
Male (n=4,191)	85%	<div><div></div></div>
Non-disclosed (n=246)	87%	<div><div></div></div>
<p>Meets Competency by Ethnicity Analysis by gender shows all ethnicity groupings exceed $\geq 70\%$ target. Note: Some groupings may have small n which can lead to large year-to-year variances in scores.</p>		
American Indian or Alaskan Native (n=38)	84%	<div><div></div></div>
Asian (n=397)	85%	<div><div></div></div>
Black (n=831)	77%	<div><div></div></div>
Hispanic (n=832)	85%	<div><div></div></div>
Two or More (n=378)	81%	<div><div></div></div>
Unknown (n=265)	87%	<div><div></div></div>
White (n=5,750)	87%	<div><div></div></div>

■ Meets $\geq 70\%$
■ Does Not Meet $< 70\%$

Summary Table ELO 3: Personal and Social Responsibility

ELO 3

Students demonstrate competency of local and global civic knowledge and engagement; intercultural knowledge and competence; ethical reasoning and action; and acquiring foundations and skills for lifelong learning through active involvement with diverse communities and real-world challenges.

Meet Competency Overall

89%

We collected scores from 7,948 student assignments that prompted students to demonstrate their competency in this ELO.

Of those assignments, 7,085 (89%) scored at least 70%.

Meets Competency by Gender

Analysis by gender shows all gender groupings exceed $\geq 70\%$ target.

Female (n=5,249)

90%



Male (n=2,464)

87%



Undisclosed (n=235)

89%



Meets Competency by Ethnicity

Analysis by gender shows all ethnicity groupings exceed $\geq 70\%$ target.

Note: Some groupings may have small n which can lead to large year-to-year variances in scores.

American Indian or Alaskan Native (n=14)

93%



Asian (n=298)

86%



Black (n=763)

84%



Hispanic (n=751)

85%



Native Hawaiian Pacific Islander (n=15)

100%



Two or More (n=421)

88%



Unknown (n=252)

90%



White (n=5,434)

91%



■ Meets $\geq 70\%$ ■ Does Not Meet $< 70\%$

Summary Table ELO 4: Integrative and Applied Learning

ELO 4

Students demonstrate competency of integrating and applying their accumulated learning by applying their knowledge, skills, and responsibilities to new settings and complex problems.

Meet Competency Overall

86%

We collected scores from 9,880 student assignments that prompted students to demonstrate their competency in this ELO.

Of those assignments, 8,541 (86%) scored at least 70%.

Meets Competency by Gender

Analysis by gender shows all gender groupings exceed $\geq 70\%$ target.

Female (n=4,845)

86%



Male (n=4,763)

87%



Undisclosed (n=272)

88%



Meets Competency by Ethnicity

Analysis by gender shows one ethnicity groupings did not meet the $\geq 70\%$ target.

Note: Some groupings may have small n which can lead to large year-to-year variances in scores.

American Indian or Alaskan Native (n=46)

91%



Asian (n=312)

85%



Black (n=883)

79%



Hispanic (n=1,002)

83%



Native Hawaiian Pacific Islander (n=13)

69%



Two or More (n=414)

85%



Unidentified (n=347)

85%



White (n=6,863)

88%



■ Meets $\geq 70\%$ ■ Does Not Meet $< 70\%$

E-102-2

To fulfill its mission, Lansing Community College facilitates and measures student success in the following areas:

- + Credit momentum (six or more credits in the first semester)
- + College-level math and/or English course completion within the first year
- + Persistence and retention
- + Graduate or transfer within three years

The data presented track new student cohorts and are further disaggregated by declared race and ethnicity as well as Pell grant eligibility.

What is a New Student Cohort?

Integrated Postsecondary Education Data System (IPEDS) defines a new student cohort as a degree-seeking student, counted in the fall semester, who has no prior enrollment at a college. It includes both full-time and part-time students as well as students who were dual-enrolled while in high school and entered college for the first time after high school graduation.

What is the Pell Grant?

Pell Grants are a form of federal financial aid awarded to undergraduate students who demonstrate exceptional financial need. The Pell Grant is often used as a proxy for identifying low-income students.

Total cohort

The total count of students for each of the past five cohorts is provided here for ease of reference. Race and ethnicity counts are provided in the tables for each success metric in this section along with overall counts and percentages.

Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
1,946	1,779	1,824	1,754	1,885

Credit momentum: Complete six or more college credits in the first term

What it means:

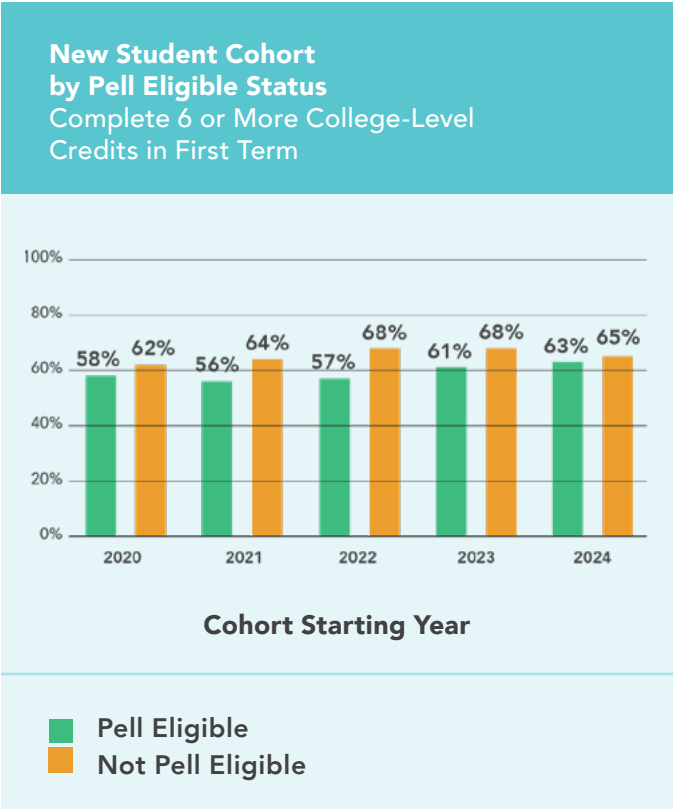
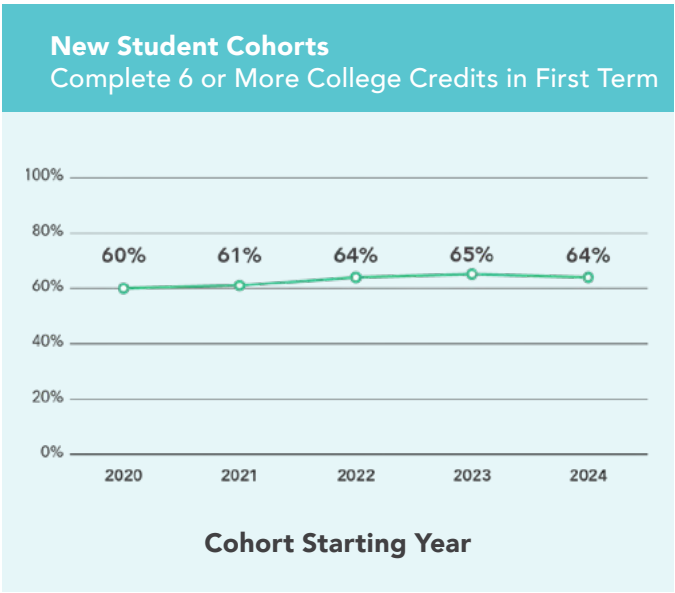
This metric is used to track how many students in each new student cohort are able to complete six or more college-level credits in their first semester.

Why it matters:

- + Serves as an early measure of a student’s timely progress towards completion within three years
- + Leading indicator for persistence, retention, and graduation or transfer
- + Influenced by placement practices, co-enrollment interventions, academic planning and various other student support initiatives

Data and analysis:

The first chart below shows the overall percentage of new student cohorts successfully achieving this metric and the second chart shows this success rate by Pell status.



➤ KEY TAKEAWAY:

- + Historically, there has been a fairly large difference in the completion of this metric between the Pell eligible and non-Pell eligible.
- + The gap in this metric between Pell and non-Pell eligible students has decreased to 2% for the 2024 cohort.

⏪ KEY TAKEAWAY:

- + 64% of students in the 2024 cohort earned six or more college credits in their first semester.

The table below shows both the percentage and count of students by race and ethnicity successfully completing the milestone course metric.

New Student Cohort that Complete 6 or More College Credits Count and Percentages by Race/Ethnicity										
Cohort	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	#	%	#	%	#	%	#	%	#	%
American Indian or Alaskan Native	3/4	75%	4/7	57%	1/1	100%	4/8	50%	2/6	33%
Asian	41/65	63%	40/63	63%	45/72	63%	51/77	66%	47/69	68%
Black	66/167	40%	59/165	36%	66/168	39%	71/177	40%	116/223	52%
Hispanic	109/209	52%	94/183	51%	133/204	65%	122/212	58%	128/226	57%
Native Hawaiian/ Pacific Islander	0	--	0/1	0%	1/1	100%	1/2	50%	1/1	100%
Two or More	73/117	62%	42/77	55%	43/91	47%	42/82	51%	62/111	56%
White	851/ 1,341	63%	813/ 1,239	66%	850/ 1,236	69%	817/ 1,148	71%	825/ 1,195	69%
Unknown	29/43	67%	29/44	66%	26/51	51%	31/48	65%	30/54	56%
Overall	1,172/ 1,946	60%	1,081/ 1,779	61%	1,165/ 1,824	64%	1,139/ 1,754	65%	1,211/ 1,885	64%

➤ KEY TAKEAWAY:

- + The table above shows both the percentage and count of students by race and ethnicity successfully completing the credit momentum metric.
- + The 12% gap between Black students and the overall rate for the 2024 cohort is a marked improvement compared to the 25% gap in the 2023 cohort.

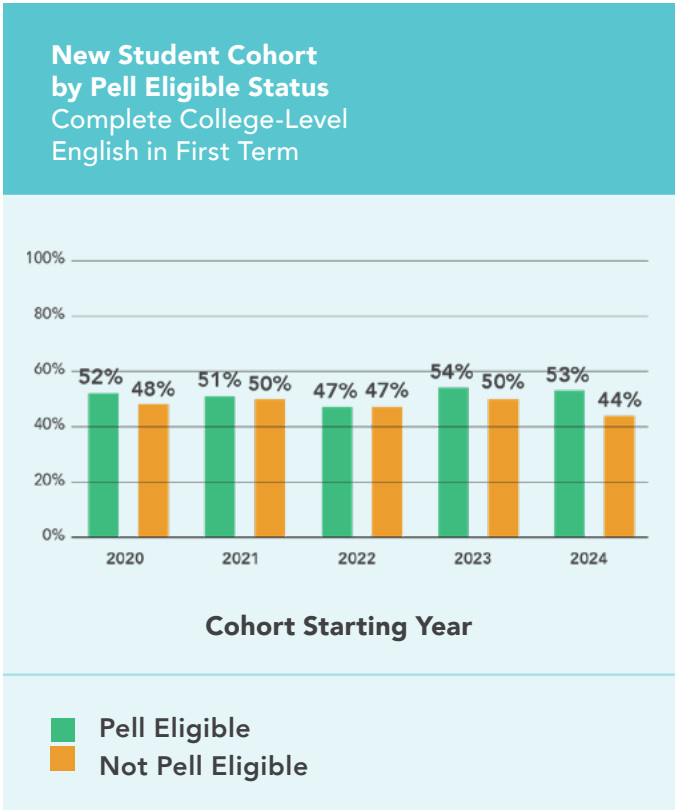
Gateway course completion – English

What it means:

This metric is used to track how many students in each new student cohort complete a college-level English course by the end of their first year.

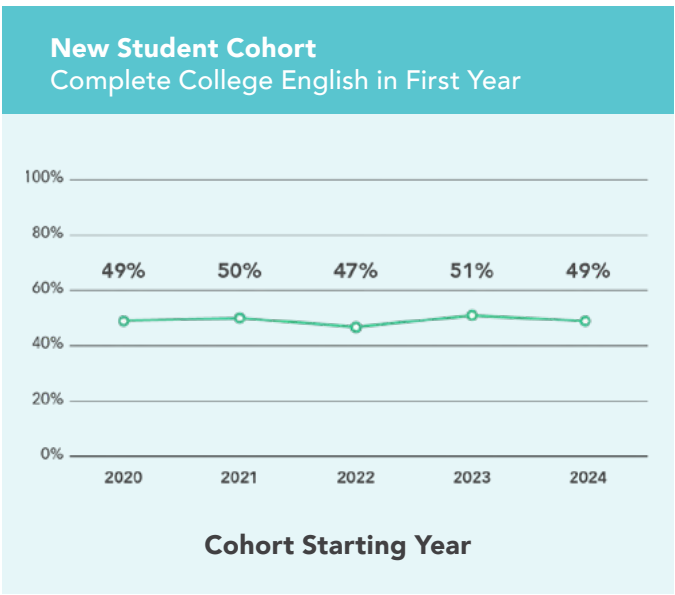
Why it matters:

- + Students completing this milestone are much more likely to graduate or transfer
- + Satisfies a common pre-requisite requirement to take most college courses



Data and analysis:

The first chart below shows the overall percentage of new student cohorts successfully achieving this metric and the second chart shows this success rate by Pell status.



➤ **KEY TAKEAWAY:**

- + 53% of Pell eligible students in the 2024 cohort completed college English in the first year compared to 44% of students who were not Pell eligible.
- + Pell eligible students have consistently outperformed non-Pell eligible students in this metric.

⏪ **KEY TAKEAWAY:**

- + The percentage of students **completing** college English in the first year dropped slightly to 49% for the 2024 cohort.
- + A lower percentage of students in the 2024 cohort (63%) **attempted** English in the first year compared to the 2023 cohort (68%).
- + In 2024, 77% of students who **attempted** English successfully completed it in the first year compared to 76% in 2023.

The table below shows both the percentage and count of students by race and ethnicity successfully completing the milestone course metric.

New Student Cohort that Complete College-Level English in First Year Count and Percentages by Race/Ethnicity										
Cohort	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	#	%	#	%	#	%	#	%	#	%
American Indian or Alaskan Native	0/4	0%	4/7	57%	1/1	100%	2/8	25%	2/6	33%
Asian	40/65	62%	33/63	52%	36/72	50%	41/77	53%	31/69	45%
Black	57/167	34%	60/165	36%	63/168	38%	73/177	41%	103/223	46%
Hispanic	107/209	51%	96/183	52%	95/204	47%	109/212	51%	115/226	51%
Native Hawaiian/ Pacific Islander	0	—	0	0%	0/1	0%	1/2	50%	0/1	0%
Two or more	58/117	50%	40/77	52%	30/91	33%	38/82	46%	52/111	47%
White	676/ 1,341	50%	644/ 1,239	52%	609/ 1,236	49%	614/ 1,148	53%	587/ 1,195	49%
Unknown	25/43	58%	20/44	45%	18/51	35%	24/48	50%	27/54	50%
Overall	963/ 1,946	49%	897/ 1,779	50%	852/ 1,824	47%	902/ 1,754	51%	917/ 1,885	49%

➤ KEY TAKEAWAY:

- + The 3% gap between Black students and the overall rate for the 2024 cohort is a marked improvement compared to the 10% gap seen in the 2023 cohort.
- + Hispanic students outperformed the overall rate for the 2024 cohort (51% vs 49%).

Gateway Course Completion – Math

What it means:

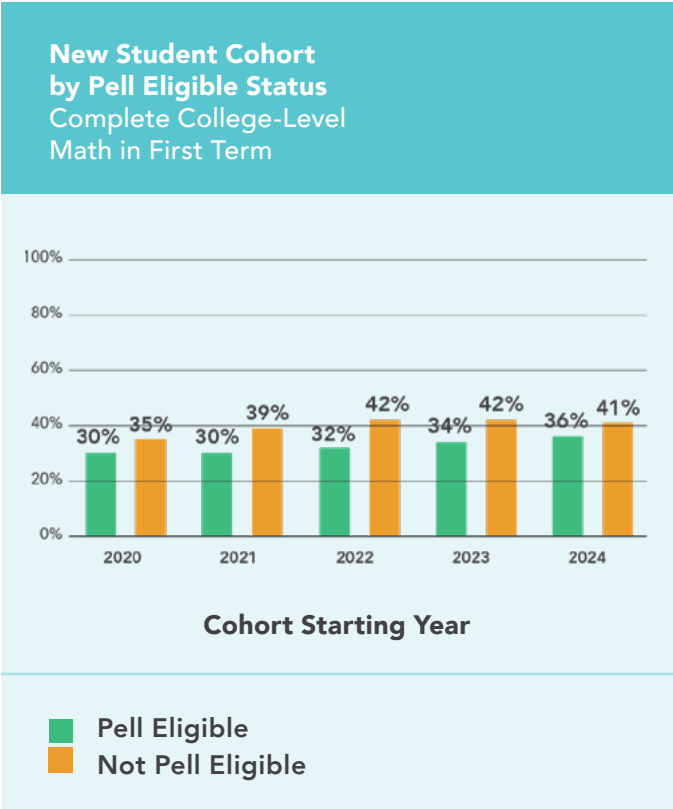
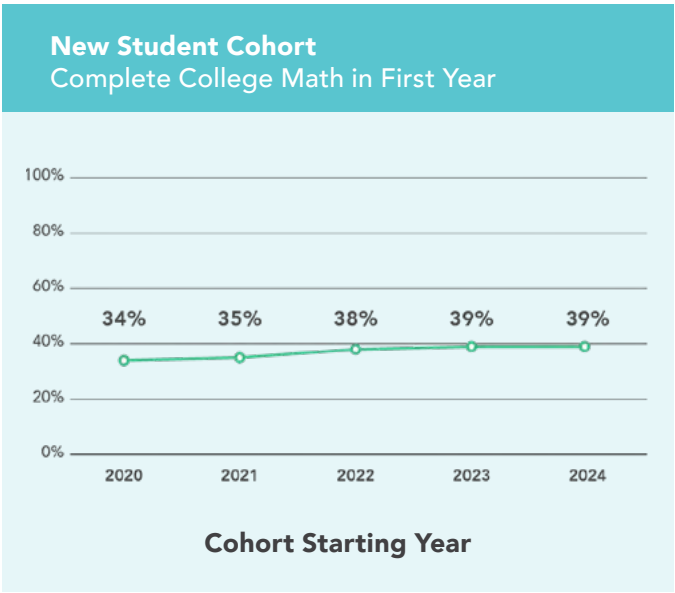
This metric is used to track how many students in each new student cohort complete a college-level math course by the end of their first year.

Why it matters:

- + Students completing this milestone are much more likely to graduate or transfer
- + Satisfies a requirement to complete a degree and may be a pre-requisite barrier to college courses, depending on the student’s program of study

Data and analysis:

The first chart below shows the overall percentage of new student cohorts successfully achieving this metric and the second chart shows this success rate by Pell status.



➤ KEY TAKEAWAY:

- + 36% of Pell eligible students in the 2024 cohort completed college math in the first year compared to 41% of students were not Pell eligible. This continues a trend of Pell-eligible students completing this metric at a lower rate than non-Pell eligible.

⏪ KEY TAKEAWAY:

- + The percentage of students in the 2024 cohort **completing** math in the first year remained steady at 39%.
- + 53% of the 2024 cohort attempted college math in the first year and of those who **attempted** math in the first year, 72% successfully **completed**.

The table below shows both the percentage and count of students by race and ethnicity successfully completing the milestone course metric.

New Student Cohort Cohort that Complete College-Level Math in First Year Count and Percentages by Race/Ethnicity										
Cohort	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	#	%	#	%	#	%	#	%	#	%
American Indian or Alaskan Native	2/4	50%	3/7	43%	0/1	0%	1/8	13%	3/6	50%
Asian	32/65	49%	27/63	43%	31/72	43%	38/77	49%	30/69	43%
Black	19/167	11%	29/165	18%	34/168	20%	36/177	20%	59/223	26%
Hispanic	58/209	28%	50/183	27%	71/204	35%	71/212	33%	82/226	36%
Native Hawaiian/ Pacific Islander	0	—	0/1	0%	0/1	0%	1/2	50%	0/1	0%
Two or more	39/117	33%	19/77	25%	27/91	30%	25/82	30%	36/111	32%
White	483/ 1,341	36%	485/ 1,239	39%	509/ 1,236	41%	492/ 1,148	43%	495/ 1,195	41%
Unknown	19/43	44%	16/44	36%	16/51	31%	13/48	27%	22/54	41%
Overall	652/ 1,946	34%	629/ 1,779	35%	688/ 1,824	38%	677/ 1,754	39%	727/ 1,885	39%

➤ KEY TAKEAWAY:

- ✦ While there continues to be a considerable and persistent disparity in the rate of the overall cohort compared to LCC's Black and Hispanic students who complete a college-level math course in the first year, there was a 6% improvement for Black students and a 3% improvement for Hispanic students in the fall 2024 cohort compared to the fall 2023 cohort.

Persistence

What it means:

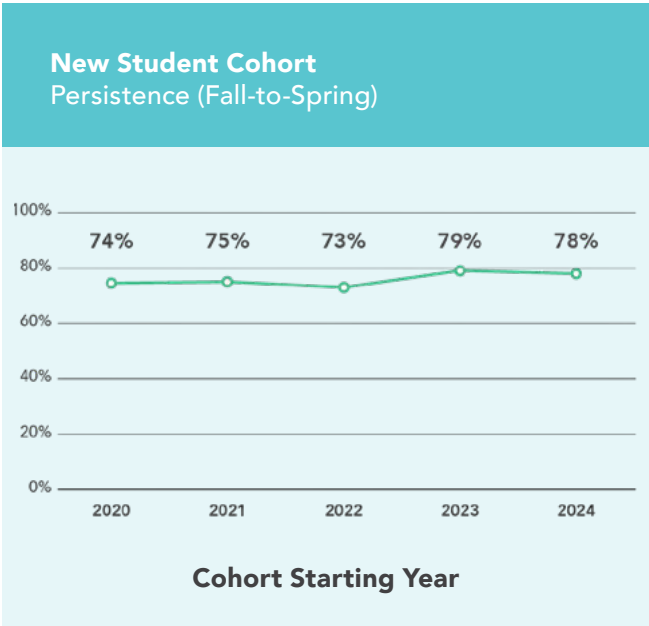
Persistence data tracks how many new students from each fall semester returned the following spring semester.

Why it matters:

- + Maintaining and improving these rates has an immediate impact on enrollment
- + A high-level measure of academic momentum
- + Leading indicator for graduation or transfer within three years
- + Influenced by various internal and external factors, including academic planning and various other student support initiatives, health of economy, and commitments outside of school

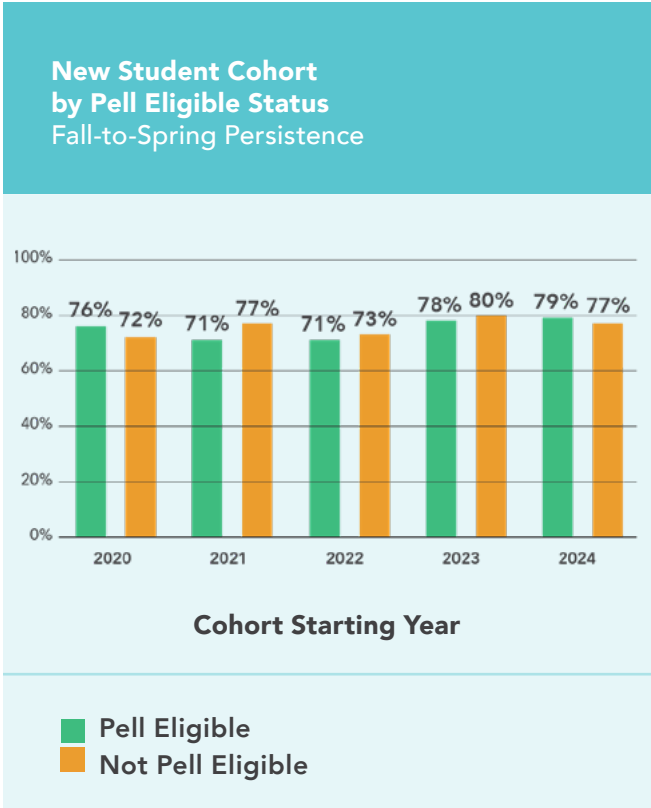
Data and analysis:

The first chart below shows the overall percentage of new student cohorts successfully achieving this metric and the second chart shows this success rate by Pell status.



⚡ KEY TAKEAWAY:

- + Persistence for the 2024 cohort was 78%, on par with the fall 2023 cohort.



⚡ KEY TAKEAWAY:

- + Persistence rates are similar for students who are Pell eligible and those who are not Pell eligible for the last three cohorts.

The following tables show both the percentage and count of students by race and ethnicity meeting the criteria for persistence.

New Student Cohort Persistence (Fall-to-Spring) Count and Percentages by Race/Ethnicity										
Cohort	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	#	%	#	%	#	%	#	%	#	%
American Indian or Alaskan Native	2/4	50%	5/7	71%	1/1	100%	5/8	63%	3/6	50%
Asian	51/61	78%	54/63	86%	54/72	75%	60/77	78%	51/69	74%
Black	113/167	68%	101/165	61%	93/168	55%	124/177	70%	171/223	77%
Hispanic	150/209	72%	131/183	72%	163/204	80%	167/212	79%	168/226	74%
Native Hawaiian/ Pacific Islander	0	—	0/1	0%	1/1	100%	1/2	50%	0/1	0%
Two or more	82/117	70%	56/77	73%	59/91	65%	61/82	74%	75/111	68%
White	996/ 1,341	74%	958/ 1,239	77%	918/ 1,236	74%	938/ 1,148	82%	964/ 1,195	81%
Unknown	38/43	88%	33/44	75%	34/51	67%	35/48	73%	39/54	72%
Overall	1,432/ 1,946	74%	1,338/ 1,779	75%	1,323/ 1,824	73%	1,391/ 1,754	79%	1,471/ 1,885	78%

➤ KEY TAKEAWAY:

- + The 1% gap between Black students and the overall rate for the 2024 cohort is a marked improvement compared to the 9% gap observed with the 2023 cohort.

Retention

What it means:

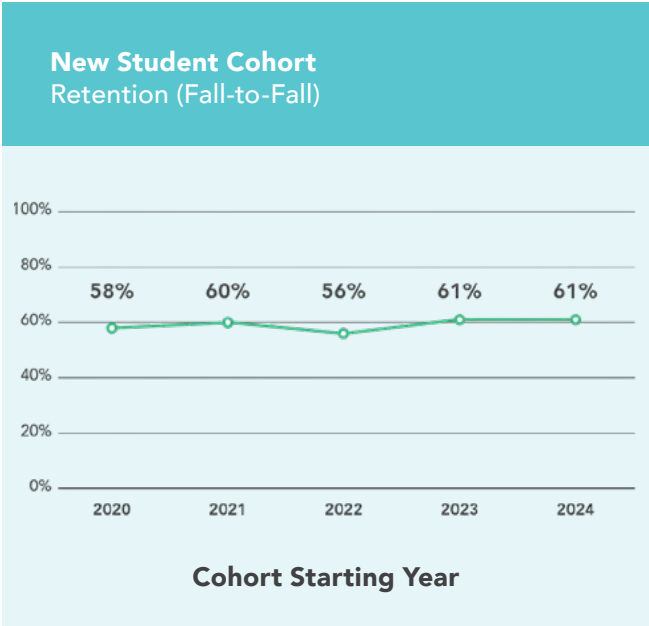
Retention data tracks how many new students from each fall semester returned for the subsequent fall semester.

Why it matters:

- + Maintaining and improving these rates has an immediate impact on enrollment
- + A high-level measure of academic momentum
- + Leading indicator for graduation or transfer within three years
- + Influenced by various internal and external factors, including academic planning and various other student support initiatives, health of economy, and commitments outside of school

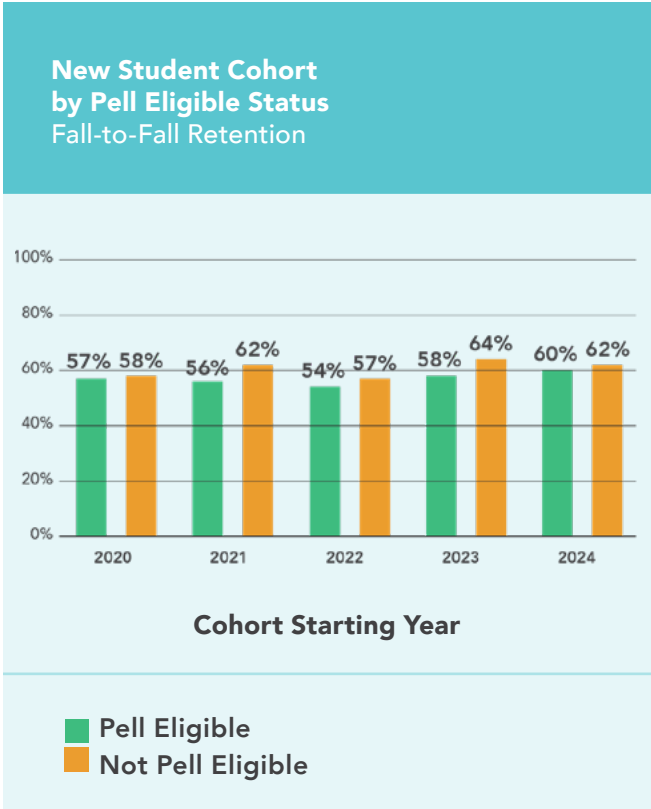
Data and analysis:

The first chart below shows the overall percentage of new student cohorts successfully achieving this metric and the second chart shows this success rate by Pell status.



⚡ KEY TAKEAWAY:

- + Retention for the 2024 cohort was 61%, on par with the fall 2023 cohort.



⚡ KEY TAKEAWAY:

- + The retention rate for Pell eligible students in the 2024 cohort was 2% lower than students who were not Pell eligible (60% vs 62%), an improvement over the fall 2023 gap of 6%.

The following tables show both the percentage and count of students by race and ethnicity meeting the criteria for retention.

New Student Cohort Retention (Fall-to-Fall) Count and Percentages by Race/Ethnicity										
Cohort	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	%	#	%	#	%	#	%	#	%	#
American Indian or Alaskan Native	3/4	75%	5/7	71%	0/1	0%	1/8	13%	3/6	50%
Asian	39/65	60%	46/63	73%	48/72	67%	51/77	66%	34/69	49%
Black	82/167	49%	75/165	45%	63/168	38%	83/177	47%	139/223	62%
Hispanic	126/209	60%	101/183	55%	115/204	56%	131/212	62%	144/226	64%
Native Hawaiian/ Pacific Islander	0	—	0/1	0%	1/1	100%	2/2	100%	0/1	0%
Two or more	60/117	51%	44/77	57%	53/91	58%	47/82	57%	55/111	50%
White	781/ 1,341	58%	763/ 1,239	62%	713/ 1,236	58%	739/ 1,148	64%	753/ 1,195	63%
Unknown	30/43	70%	27/44	61%	24/51	47%	24/48	50%	26/54	48%
Overall	1,121/ 1,946	58%	1,061/ 1,779	60%	1,017/ 1,824	56%	1,078/ 1,754	61%	1,154/ 1,885	61%

➤ KEY TAKEAWAY:

- + The retention rate of Black students in the fall 2024 cohort was 15% higher than the retention rate of Black students in the fall 2023 cohort (47% vs. 62%) and it was 1% higher than the retention rate of the overall cohort.
- + The retention rate of Hispanic students in the fall 2024 semester was 2% higher than the retention rate of Hispanic students in the fall 2023 cohort and it was 3% higher than the retention rate of the overall cohort.

Graduate or transfer within three years

What it means:

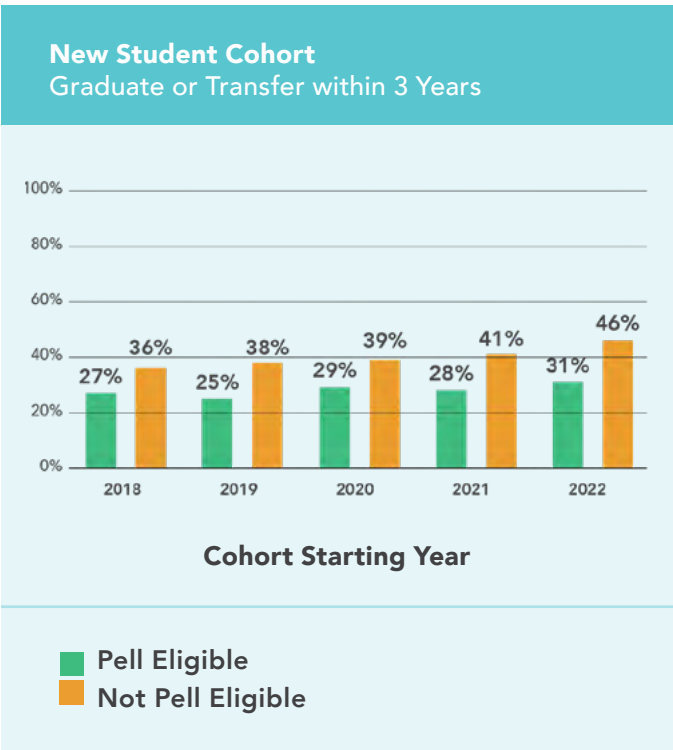
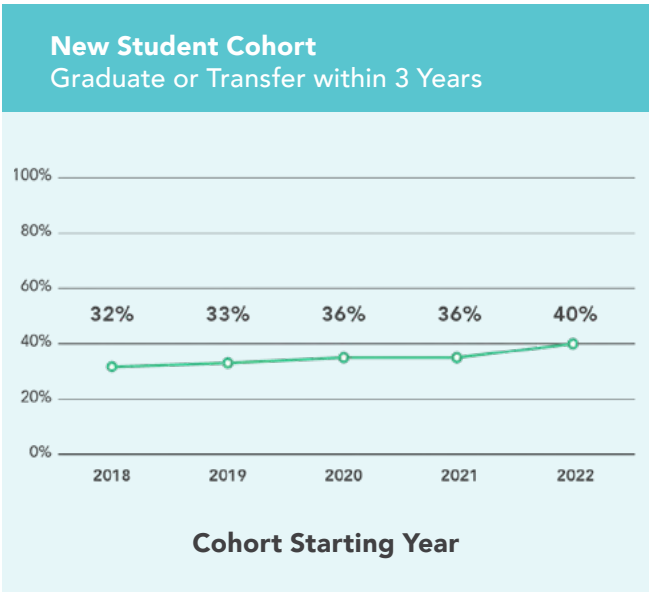
This metric is used to track how many students in each new student cohort complete a degree or certificate from LCC or transfer to another college/ university within three years.

Why it matters:

- + Students attend community college for many reasons, such as earning a degree or certificate or transferring to another college or university. This metric reflects these multiple measures of success.
- + Many programs at LCC are built to help students transfer in pursuit of a bachelor’s degree.
- + Michigan set a goal of 60% of working-age residents to have a certificate or college degree by 2030.

Data and analysis:

The first chart below shows the overall percentage of new student cohorts successfully achieving this metric and the second chart shows this success rate by Pell status.



KEY TAKEAWAY:

- + The graduation or transfer rate within three years was 15% lower for Pell eligible students in the fall 2022 cohort compared to students who were not Pell eligible (31% vs 46%).

KEY TAKEAWAY:

- + The graduation or transfer rate within three years improved to 40% for the most recent cohort (fall 2022).

New Student Cohort

Graduate or Transfer within 3 Years by Race/Ethnicity

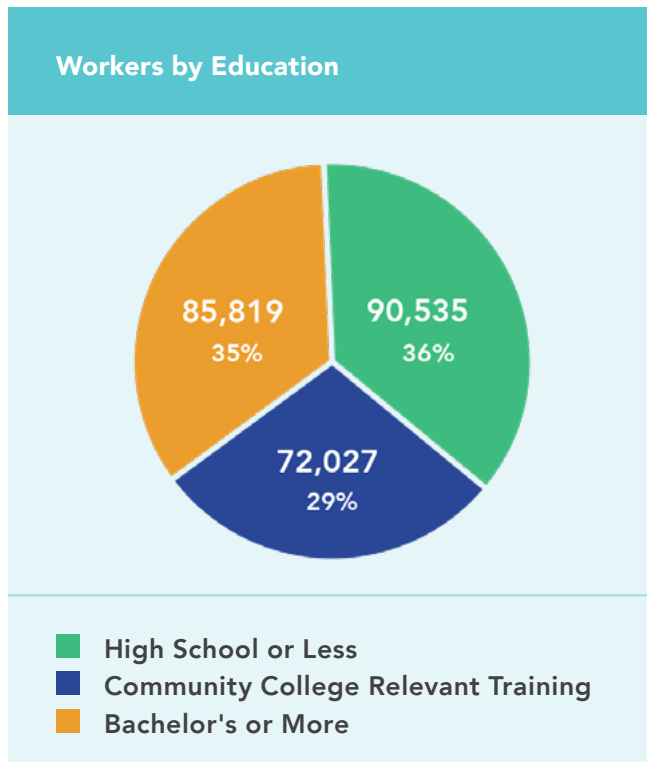
Cohort	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	#	%	#	%	#	%	#	%	#	%
American Indian or Alaskan Native	2/8	25%	3/19	16%	2/4	50%	1/7	14%	0/1	0%
Asian	33/121	27%	39/107	36%	28/65	43%	26/63	41%	32/72	44%
Black	47/207	23%	55/261	21%	39/167	23%	33/164	20%	36/167	22%
Hispanic	45/200	23%	53/212	25%	51/209	24%	38/184	21%	72/206	35%
Native Hawaiian/ Pacific Islander	0	—	2/3	67%	0	—	1/1	100%	1/1	100%
Two or more	27/105	26%	35/138	25%	33/117	28%	20/77	26%	32/91	35%
White	447/ 1,205	37%	573/ 1,571	36%	526/ 1,341	39%	502/ 1,239	41%	553/ 1,235	45%
Unknown	15/59	25%	15/68	22%	13/43	30%	21/44	48%	11/51	22%
Overall	616/ 1,905	32%	775/ 2,379	33%	692/ 1,946	36%	642/ 1,779	36%	737/ 1,824	40%

KEY TAKEAWAY:

- + The graduation or transfer rates within three years for Hispanic students in the 2022 cohort improved by 14% compared to the 2021 cohort and reduced the gap with the overall rates to 5%.
- + The graduation or transfer rates within three years was 18% lower for Black students compared to the overall for the most recent cohort (2022).

E-102-3

Occupational programs are designed for regional employment needs



In the Lansing/East Lansing Metropolitan Statistical Area (MSA), educational attainment of the workforce is divided somewhat evenly across three generalized levels. Of the 248,381 estimated workers, 72,027 hold Community College Relevant Training (CCRT), 85,819 hold a bachelor's degree or higher, and the remaining 90,535 have a high school diploma or less.

Our programs provide students with skills to fill a majority of jobs in the largest occupations. Additionally, when consideration is given to median income for people with CCRT, our catalogue of programs includes occupational preparation for a majority of Lansing's labor force. In total there are 13,859 people throughout the MSA with CCRT working in jobs where pay is at or above the median for an individual with that level of education, currently \$45,000. Programs at LCC provide aligned training for jobs employing 9,599 (69%) of those individuals.

Current curricular offerings at LCC prepare students for the most in-demand jobs that also provide adequate income for individuals in our service area. Additionally, employers have access to training programs for a wide range of skills needed in our service area.

What is Lightcast?

A college technology subscription that provides the world's most comprehensive and complex labor market data, delivered with clear actionable insight.

Preparing students to join the workforce

Career and Employment Services (CES) supports current students and graduates (alumni) in exploring and understanding their career paths by offering a broad range of resources, services, and events. The team focuses on building employability skills, facilitating internships, creating networking opportunities with employers, and assisting with job placement. Staff collaborate closely with academic advisors, success coaches, and counselors to ensure students receive coordinated support that strengthens both their academic and professional success.

To prepare students for gainful employment, and to develop career readiness skills, individualized support includes guidance on resumes, cover letters, interview preparation, and job search strategies. CES also responds to requests from faculty and student organizations by delivering workshops and presentations. During the 2024-2025 academic year, CES served 1,520 students and graduates through these efforts.

CES hosts monthly Employer Spotlights, posting Q&A materials online before campus visits to help students prepare and connect directly with recruiters. Additional engagement opportunities include specialized career fairs, such as Non-Profit and Government, Careers in Business, and the annual Job and Internship Fair, as well as on-campus employer recruitment tables.

The CES website further supports students and graduates by listing off-campus jobs and internship openings, on-campus employment opportunities, upcoming career events, and resources such as guidebooks and instructional videos.

Through these efforts, Career and Employment Services help students and graduates secure gainful employment while reinforcing the college's role as a vital contributor to the region's workforce.

The new Perkins Special Populations Coordinator provided dedicated support to occupational students enrolled in both state-approved and non-state-approved programs. The coordinator ensured that the Center for Student Support is compliant with Perkins V requirements in reporting to the College. The coordinator role focused on tracking and connecting with students identified through outreach or referral, and provided them with specialized case management. The coordinator met with Perkins-eligible students to enable their successful completion of their occupational program of study.

Summary of key accomplishments from the 2024–2025 academic year:

- + Completed intake assessments for each Perkins-eligible student.
- + Provided individualized follow-up and case management to 110 students.
- + Launched a D2L site providing centralized access to events, resources, and support services, and established a web page for self-referral.
- + Partnered with the State of Michigan to promote Career and Technical Education enrollment, with an emphasis on special populations.

- + Attended State and Local Perkins meetings to keep in compliance
- + Created a tracking system for referrals, student engagement, and student outcomes.
- + Delivered informational presentations to key LCC teams, including the Success Coaching Team, StarZone staff, and Financial Aid Team.

Corporate training provided to the regional area

In FY25, the Business and Community Institute (BCI) delivered 661 customized corporate trainings to 4,964 individuals (duplicated) across multiple industries. They trained across numerous disciplines, including:

- + Healthcare
- + Human Resource Development
- + Information Technology/Computer Training
- + Organizational Development
- + Quality Management Systems
- + Technical Training
- + Safety

These learning experiences provide participants with skills that increase their ability to succeed in their current place of employment, progress along their career pathway, and achieve their educational goals.

E-102-4**Students
are employable.**

.....

Overall licensure exam pass rate is 86%.
In addition, 84% of the health and human
services students for the class of 2024
and 2025 are employed after graduation.
Post-graduation survey data shows that
113 out of 135 students reported that
they are employed in their field of study.

We will provide evidence for this
end statement using data from
three different indicators:

1. Regional and national licensure exam rates. Students in programs that require licensures must pass their exams to be employable.
2. Employment rates for health programs that require employment numbers be reported as part of their accreditation process.
3. Graduate follow-up surveys are given to alumni six months after they graduate from LCC.

Licensure Exam Rates:
Two-year Rate (Spring 2023-Summer 2025)

Program Name	Total: Students who passed the exam	Total: Students who registered for the exam	Two-Year Combined Pass Rate
Interpreter Training Program Screening (sign)	16	16	100%
Radiologic Technology	42	44	95%
Nursing RN Option ¹	350	456	77%
Nursing PN Option	145	162	90%
Dental Hygiene	63	63	100%
Diagnostic Medical Sonography ²	44	47	95%
Surgical Technology	45	61	74%
Basic EMT ³	70	78	90%
Paramedic	21	26	81%
Medical Assistant ⁴	4	4	100%
MRI ²	6	12	50%
Neurodiagnostic Technology (NDXT)	15	22	68%
Fire Academy	89	93	95%
Police Academy	141	159	89%
Massage Therapy	34	40	83%

¹ From 2023-2025, the RN NCLEX pass rate increased from 61.76% to 100%, with a 3yr average of 84% reflecting a total increase of 38%.

² Data for DMS statistics are for students in the cohorts who graduated 2022 and 2023. Class of 2024 results are not reported until December 2025. Data for the Class of 2025 is not available until January 2026.

³ EMT report is from 2022-2023. Per accreditation, they don't report numbers for two years.

⁴ The Medical Assistant program served 91 students from 2022-2024. The State of Michigan does not require the CMA credential to work as a medical assistant. The number of students who register for the credentialing exam remains low.

Employment of health occupational students post-graduation

The table below shows the number of students working in their degree field after graduation. This information is required by the program areas accrediting body.

Employment of Health Occupational Students Post-Graduation		
Program Name	Class of 2024	Class of 2025
Dental Hygiene	18/20	17/21
Neurodiagnostic Technology	11/15	8/12
Surgical Technology	22/23	18/19
IRXT	14/14	16/16
Diagnostic Medical Sonography ¹	15/16 reported in 2023	15/16 – reported in 2024
Child Development ²	1/1 ²	8/14 ²
Medical Assistance (MA Apprenticeship and MA traditional students) ³	16/24	15/21
Massage ⁴	17/23	—
Paramedic ⁵	10/12	16/16

¹ DMS Year 2024 is for 2022 graduates reported in 2023. Year 2025 is for 2023 graduates reported in 2024. Data for the 2025 class is not reported until January 2026.

² CHDV for Class of 2024 and 2025: This figure is based on the response rate to the graduate employment survey and student employed in the field when completing the CHDV Early Childhood Practicum in their last semester before graduation.

³ MA class of 2025 data is unavailable due to the August 2025 graduation.

⁴ Current 2024 data is not available because Commission on Massage Therapy Accreditation to report graduate employment.

⁵ Per accreditation, they do not report for two years.

Graduate follow-up survey data

The table below represents responses to the survey students complete once they graduate. In addition, it shows how many students are employed in their field of study six months after graduation. Please note, that many of the initial degrees listed are designated as transfer degrees where students intend to go on to receive their bachelor degree.

- + 49 out of 107 students who graduated with an associate degree reported being employed
- + 28 out of 46 students who graduated with a certificate reported being employed

2023-2024 Graduates Survey						
Degree and Certificate Type	Total Surveyed	Total Survey Respondents	Number Employed	Percentage Employed	Number Employed Related	Percentage Employed Related
AA	211	22	17	77%	6	35%
AAA	36	4	3	75%	0	0%
AAS	343	32	30	94%	27	90%
AB	117	12	12	100%	8	67%
AFA	3	0	0	—	0	—
AGS	297	28	23	82%	8	35%
AM	0	0	1	—	0	—
AS	68	9	6	67%	0	0%
CA	269	17	14	82%	10	71%
CC	375	29	27	93%	18	67%
Total	1,719	153	133	87%	77	58%

E-103 – Community Impact

The college is a vibrant and respected academic community with a strong impact on the region it serves.

CRITERION MET:

The college has met this criterion by continuing to build local, regional and national partnerships and connections through institutional memberships in addition to providing crucial educational opportunities, engagement events, and critical funds to local organizations.

- + The College is an institutional member in over 100 organizations including representation on boards or initiatives at the local, state, regional, and national levels.
- + In FY 25, the Community Education and Workforce Development (CEWD) Division provided almost 9,000 clients with just over 1,000 educational experiences.
- + LCC provides cultural experiences, events and opportunities across campus and to the community.
- + To date, LCC has contributed over \$35,550 in funds to help support local and regional organizations.

E-103-1

The college is a visible and recognized contributor to area and regional problem-solving.

.....

LCC serves the community through 120 institutional memberships across divisions on campus (see supplemental document). Additionally, many employees, including Executive Leadership Team members, serve on various community, local, state and regional councils and boards.

In addition to this work, LCC, through the Perkins V grant, completes a comprehensive local needs assessment with employers and organizations in the region. This assessment allows LCC to participate in solving critical industry needs by redesigning or creating curriculum to meet employer needs. The work is completed through the help of our dynamic advisory boards. Membership on these advisory boards can be found in the supplemental material.

Training and worker preparation needs of the area are satisfied.

.....

LCC engages in cooperative efforts with both the community and industry to effectively address training and worker readiness requirements. This is achieved through biannual Advisory Committee Meetings (see supplemental document).

Furthermore, LCC plays a vital role as the provider of Related Technical Instruction (RTI) for apprenticeships sponsored by companies across the Capital Region. Currently, an impressive total of 436 apprenticeships have been established in collaboration with 58 sponsor companies. Within the Technical Careers (TC) Division, support has been extended to 205 LEJATC Apprentices, 191 Trades Apprentices, and 40 Electrical Apprentices. The number of apprenticeships has increased by 25% over last year's number. Outside of the TC division, the HHS division continues to innovate with Paramedic, First Responder, Fire Medic, and Medical Assistant apprenticeships. Because there is a critical need for Emergency Medical workers across our state, these apprenticeships help address that shortage by upskilling workers and making them more flexible on the job. LCC-HHS also provides funding, through the Strengthening Community College (SCC) grant, which helps to lower the cost of training these healthcare apprentices. LCC also developed and provided tuition for 10 Fire Medic (Fire Fighter/Paramedic) apprentices with the East Lansing Fire Department and the Lansing Fire Department for the 2024-2025 Academic Year. These innovative, high

quality apprenticeships help address our critical workforce shortage of emergency healthcare workers in the Capital Region. Careers in Emergency Medical Services (EMS) tend to provide stable, largely recession-proof, middle class careers with room for advanced training and promotion to higher levels of responsibility.

Beyond apprenticeships, the Community Education and Workforce Development Division delivers diverse learning experiences to a broad range of individuals throughout the region. In FY25, 9,290 (duplicated headcount) business clients, students and training attendees participated in just over 1,000 educational experiences from CEWD. Stakeholders ranged from large, single-company corporate accounts to retirees, college students, and youth in 2nd-12th grades.

CEWD's Job Training Center (JTC) offers short-term training for local in-demand jobs. The JTC's recruiting efforts are primarily focused on those who are unemployed, underemployed, and under-served, providing career preparation training and wrap-around services while providing local employers with a talent pipeline of viable and skilled candidates. The JTC's programs include English language instruction for non-native English speakers, providing instruction to better prepare them for employment and/or furthering their education. In fiscal year 2025, 191 participants completed JTC programming.

E-103-3

Vibrant cultural opportunities are present in the community.

LCC is involved in events that provide cultural opportunities for the community and others. The Performing Arts Department and Office of Diversity and Inclusion both organized and/or hosted many events in 2024-2025.

To date, LCC has held:

- + 37 Performing Arts events
- + 89 events, workshops, or conversations through the Office of Empowerment

The LCC Performing Arts Department offered the following opportunities in 2024-2025:

- + **Oct. 2024**
Snow White and the Seven Dudes, directed by Kallie Marrison
- + **Oct. 2024**
Cosplay, directed by Paige Dunckel
- + **Oct. 2024**
The Lightning Thief, directed by Kelly Stuible-Clark
- + **Nov. 2024**
Fall Swing Fling Jazz and Dance, directed by Jon Gewirtz
- + **Nov. 2024**
LCC Concert Choir, directed by Nada Radakovich
- + **Nov. 2024**
LCC Jazz Band, directed by Jon Gewirtz
- + **Nov. 2024**
Auditions, Crime and Punishment directed by Andy Callis, and Puffs directed by Blake Bowen
- + **Dec. 2024**
Rock Band Concert, directed by Chris Rollins, at The Avenue, Lansing
- + **Dec. 2024**
Improv Showcase, directed by Blake Bowen

+ Dec. 2024

WILX-TV Holiday Greeting, including
LCC Concert Choir directed by
Nada Radakovich and LCC Jazz
Band directed by Jon Gewirtz

+ Feb. 2025

Sway With Me Jazz and Dance
Concert, directed by Jon Gewirtz

+ Feb. 2025

Visiting Artist Marilyn Campbell, Crime
and Punishment playwright, conducted
three workshops in Theatre and
Interdisciplinary Humanities classes,
and participated in a public talkback
after opening night of the play

+ Feb.-March. 2025

Crime and Punishment,
directed by Andy Callis

+ March 2025

LCC Jazz Band, directed by Jon
Gewirtz, at 13th Annual Evening of
Jazz, Williamston High School

+ April 2025:

Puffs, directed by Blake Bowen

+ April 2025

CC Jazz Band and TPAC Concert, directed
by Jon Gewirtz, at University Club

+ April 2025

LCC Jazz Band, directed by Jon
Gewirtz, at Hastings Jazz Festival

+ April 2025

LCC Rock Band, directed by Christopher
Rollins, at The Avenue, Lansing

+ April 2025

Auditions, A Midsummer Night's
Dream directed by Mary Job

+ May 2025

Love/Sick, directed by Emma Quick

+ May 2025

LCC Concert Choir, directed
by Nada Radakovich

+ May 2025

Auditions, 10-Minute Play
Festival, directed by Paige
Dunckel and Chelle Peterson

+ May 2025

LCC Jazz Band performance and
workshop at Dwight Rich Middle School

+ June 2025

LCC Jazz Band performance at Jazz
Festival at Union Baptist, Lansing

+ June 2025

A Midsummer Night's Dream,
directed by Mary Job

+ July 2025

10-Minute Play Festival featuring
student and staff plays, directed by
Paige Dunckel and Chelle Peterson

+ Aug. 2025

Musical Theatre Audition Workshop,
taught by Kelly Stuible-Clark

+ Aug. 2025

Auditions for Collective Rage,
directed by Emma Quick

+ Aug. 2025

Auditions for Island Song,
directed by Kelly Stuible-Clark

+ Oct. 2025

Collective Rage: A Tale of Five
Betties, directed by Emma Quick

+ Oct. 2025

Fall Swing Fling, LCC Jazz Band
directed by Jon Gewirtz

+ Nov. 2025

Island Song, directed by
Kelly Stuible-Clark

+ Nov. 2025

LCC Music Faculty Recital

+ Nov. 2025

Swing Dance at Stage One, LCC Jazz
Band directed by Jon Gewirtz

+ Dec. 2025

Climate Change Theatre Action,
interdisciplinary and community
collaboration between LCC
Theatre, Biology, English and
Art and Design programs

+ Dec. 2025

LCC Rock Band, directed by Chris Rollins

+ Dec. 2025

LCC Concert Choir, directed
by Nada Radakovich

**2024-25 Interdisciplinary
Cultural Opportunities**

+ Feb. 2025

Malcolm X Symposium, collaboration
of Black History Awareness
committee with performance
by the LCC Jazz Band Combo,
coordinated and sponsored by OE

+ March 2025

Radium Girls film showing and discussion
presented by Historians at the Movies
with director Lydia Pilcher, supported
by the Arts and Sciences Division

+ April 2025

Take A Stand! Sit In! film showing,
part of the forum's focus on
Exploring Environmental Justice
with Artists, Activists and Scientists
collaboration between Arts and
Sciences Division programs and the
Capital City Film Festival at CCFF

E-103-4

LCC is a capacity-building resource for community organizations.

LCC serves as a capacity-building resource for community organizations through memberships (see supplemental material), hosting events, and providing external cash and in-kind contributions. Organizations including Lansing Promise, CapCAN, Refugee Development Center, and others are able to expand their reach through this support. Additionally, the resources these community organizations provide align

with LCC’s Strategic Focus Areas:

+ **Achieving Academic Excellence with Purpose and Equity**

At the heart of our mission is the commitment to foster academic excellence and to ensure workplace readiness for our students. This dual focus is essential in preparing our students for both immediate success and long-term career sustainability.

+ **Fostering Student Enrollment, Retention and Completion**

We are dedicated to enriching the student experience with the aim of supporting their success both academically and in their subsequent career paths. This commitment is operationalized through strategic initiatives focused on streamlining onboarding processes, ensuring a supportive and engaging educational journey that empowers every student,

and strengthens student retention.

+ **Strengthening Community Engagement and Partnerships**

We are committed to enhancing our role as a pivotal community member by deepening our engagement and forging meaningful partnerships. Through strategic alignment with workforce needs and the development of responsive, community-focused programming, we aim to contribute significantly to the educational and economic development of our region and diverse population we serve.

+ **Establishing LCC as a Premier Workplace through Empowerment, Engagement and Inclusion**

We are committed to being recognized as an employer of choice, fostering a workplace that empowers its Stars through diversity, equity, inclusion and belonging. This goal seeks to cultivate a supportive and inclusive environment where every employee has the opportunity to thrive. Our strategies are designed to promote a culture of respect and inclusion, implement effective succession planning, and optimize our organizational structure to ensure staff well-being and institutional efficiency.

Hosted events from October 2024 - Present (non-sponsorship)

Organization	Event
Lansing Community College	<p>College and Career Readiness Coalition (C3R):</p> <ul style="list-style-type: none"> + Ready for Launch + C3R Summits in January and October + College Connect <p>K-12 Operations:</p> <ul style="list-style-type: none"> + Senior STAR Day for Lansing Promise

Cash Community Contributions from September 2024 - July 2025

Processed Date	Organization	Event and Date	Amount Granted
Oct. 24, 2024	Phi Beta Sigma	Annual Youth Workshop Event Date: Feb. 6, 2024	\$5,000
Oct. 24, 2024	MLK Day of Celebration	40th Annual MLK Day of Celebration Event Date: Jan. 20, 2025	\$5,000
Feb. 10, 2025	ERESA	50th Anniversary and CASBA meeting Event Date: April 24, 2025	\$1,548.00
March 14, 2025	OurSpace 517	Lansing Juneteenth Celebration Event Date: June 19-22, 2025	\$2,500.00
April 18, 2025	PEERS	Student Program Activities Event Date: Sept. 2025-June 2026	\$2,000.00
June 23, 2025	The Turning Point of Lansing	Black Girl Day of Play Event Date: Aug. 15-17, 2025	\$4,000.00
July 10, 2025	Grit, Glam, & Guts	Hispanic Heritage Weekend Event Date: Sept. 19-21, 2025	\$3,000.00
July 2, 2025	OurSpace 517	2nd Annual Dance by The River Pow Wow Event Date: Sept. 27-28, 2025	\$2,500.00
July 7, 2025	Anishinaabe Friendship Center	Black Girl Day of Play Event Date: June 28-30, 2024	\$5,000.00
Total			\$30,548

In-kind Community Contributions for September 2024 - August 2025

Processed Date	Organization	Event and Date	Value
Feb. 20, 2025	A Rally of Writers	A Rally of Writers Event Date: April 12, 2025	\$3,150
April 23, 2025	Lansing Pride	Lansing Pride Festival Event Date: June 28, 2025	\$2,000
April 21, 2025	MiLEAP	Bridging Opportunities Summit Event Date: Aug. 7, 2025	\$950
April 25, 2025	MDE/LEO	Filming for statewide recruitment campaign Event Date: May 7, 2025	\$900
June 24, 2025	Capital Area Manufacturing Council, CAMC	Manufacturing Day Event Date: Oct. 2, 2025	\$900
June 26, 2025	Walk in Truth Ministries	One Faith Community Fellowship Event Date: July 12, 2025	\$2,000
July 21, 2025	MI Association of Campus Law Enforcement Administrators (MACLEA)	MACLEA Fall Conference Event Date: Sept. 24-25, 2025	\$2,550
July 24, 2025	Lansing Symphony Orchestra	Lansing Symphony Auditions Event Date: Sept. 12, 2025	\$2,400
July 30, 2025	Anishinaabe Friendship Center	2nd Annual Dance by The River Pow Wow Event Date: Sept. 27-28, 2025	\$6,000
Aug. 18, 2025	Media Messengers	Lansing Bless Fest Event Date: Aug. 23, 2025	\$2000
Total			\$35,550

E-103-5

The college is recognized as a state, regional and national leader.

In the past year, LCC received numerous state and national awards demonstrating its status as a leader. Some of the awards received in FY 25 are detailed below.

The Association of Community College Trustees (ACCT) has named LCC's Benita Duncan as the recipient of the 2025 Central Regional Professional Board Staff Member (PBSM) Award.

Duncan has been a driving force at LCC for thirty years. During her time at the college, she has played a pivotal role in shaping policy and leading significant change. Her unwavering dedication has been clear in her service to four college presidents and 23 trustees, always demonstrating the highest standards of leadership.

"Benita's service and her personal commitment to excellence speak for themselves," LCC President Steve Robinson said. "Her dedication to our college and the community is widely regarded by her state and national peers, and I congratulate Benita on this well-deserved honor."

Melissa Kaplan, Arts Outreach Coordinator and LCC Climate Change Theatre Action (CCTA) producer, was an invited participant at a roundtable during the Edinburgh Festival Fringe discussing the intersection of theatre and climate change. Melissa also assisted in organizing one of the CCTA performances at the Fringe, the world's largest performing arts festival held annually in Edinburgh, Scotland during August. Climate Change Theatre Action is a biennial global festival commissioning five-minute plays from 50 playwrights that are then presented by

organizers around the world. All 50 of this year's CCTA plays were presented at the Fringe. LCC Theatre will present a CCTA in December in collaboration with other disciplines and community organizations.

Justice Odiase is a full-time Mathematics professor. He is one of the leading researchers in the area of exact statistical inference and one of several academics identified across the globe to contribute to the International Encyclopedia of Statistical Science (Springer Berlin Heidelberg 2025). Justice Odiase's work on the Mood test culminated in the generation of the exact distribution of the Mood test statistic by the permutation approach, and provided the table of exact critical values for the Mood test at different levels of significance, published in the Missouri Journal of Mathematical Sciences. It is this scientific contribution to knowledge in Statistic that paved the way for an invited paper to the encyclopedia to discuss the Mood test. The Mood test is a square rank test for dispersion. The null hypothesis is that there is no difference in spread against the alternative hypothesis that there is some difference. The contributed paper discusses the two-sample scale test, k-sample test, and how to handle ties in sample data. The second paper on exact permutation distribution methodology considered paired samples, and independent p-samples.

The encyclopedia is hailed by **Amstat News** as the largest international scientific project ever undertaken. In the words of the Editor-in-Chief of the encyclopedia: "In the symphony of knowledge, the collaboration of minds from 110 nations composes

a transformative opus that transcends borders – a resounding testament to the unity that has the power to reshape the world through the harmonious chords of mathematical and statistical wisdom.”

LCC’s Annual Comprehensive Financial Report (ACFR) for the fiscal year ended June 30, 2024 qualified for a Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association (GFOA). According to the GFOA, the certificate is the highest form of recognition in the area of governmental accounting and financial reporting, and its attainment represents a significant accomplishment by a government and its management. The ACFR has been judged by an impartial panel to meet the high standards of the program, which includes demonstrating a constructive “spirit of full disclosure” to clearly communicate its financial story and motivate potential users and user groups to read the ACFR. This marks the fifteenth consecutive year the college has received this award

The College was awarded the Award for Outstanding Achievement in Popular Annual Financial Reporting from the GFOA for the fiscal year ended June 30, 2024. The GFOA established the Popular Annual Financial Reporting Awards Program to encourage and assist state and local governments to extract information from their annual comprehensive financial report to produce high quality popular annual financial reports specifically designed to be readily accessible and easily understandable to the general public and other interested parties without a background in public finance and then to recognize individual governments that are successful in achieving that goal. The College has received this award for fourteen consecutive years.

LCC’s Purchasing Department received the Recipients of the Achievement of Excellence in Procurement Award for the 23rd year in a row. Lansing Community

College is the only college in Michigan and one of only 13 Higher Education Organizations in the United States and Canada to receive the award.

Tricia McKay, Program Director for Child Development and Early Childhood Education was recognized by the National Association for the Education of Young Children (NAEYC) for her significant contributions in service, scholarly work, and national leadership, particularly as a peer reviewer for NAEYC. Peer review position required a substantial time commitment and collaboration with colleagues from other institutions to assess programs based on NAEYC’s standards. NAEYC also expressed their appreciation for Tricia’s expertise in Early Childhood Education and expressed their gratitude for her efforts.

The Lookout, LCC’s student newspaper, received the following awards from the Michigan Press Association:

Division 3/Class 23 – Column Review or Blog, and sports.

First place to student reporter, Michael Leek for “LCC Men to Run to NJCAA National Title.”

LCC’s Phi Theta Kappa Mu Tau was awarded 5-Star Chapter Status. The Phi Theta Kappa **Five-Star Chapter Plan**. The plan provides a clear framework for students chapters to engage in leadership, service, scholarship, and fellowship. It organizes ten essential activities into five categories – Reach, Engage, Network, Lead and Discover- that can be completed in any order throughout the calendar year. Chapters earn “star status” based on the number of categories they complete, with recognition given locally, regionally, and internationally. This structure not only celebrates accomplishments but also helps student leaders focus on high-impact activities that build career readiness, leadership skills, and community connections.

E-104 – Diversity, Equity, Inclusion, and Belonging

The college is an open and inclusive environment where students, faculty and staff feel safe and supported.

E-104: Met

- + Revised how the LCC Police Department engaged with students and the community through the Citizen Contact Receipt.
- + Revised LCC police and police academy training to include more programming in Diversity, Equity, Inclusion, and Belonging
- + Revised hiring practices.
- + Hired a recruiter to increase employee diversity
- + Provided training opportunities for employees through Human Resources and the Office of Empowerment

E-104-1

Law enforcement procedures and policies prevent behaviors that impede on racial and social equities.

As a result of the work of Lansing Community College:

LCC Police Department:

- + On July 1, 2025, Lansing Community College Police Department **completed the accreditation process** through the Michigan Law Enforcement Accreditation Commission. They received their official Accreditation certificate during a special ceremony at the Sept 15th Board Meeting and LCCPD is now a fully accredited police agency
- + LCCPD continues to utilize **citizen contact receipts** and other police departments have now began inquiring with Chief Gaines about the citizen contact receipts that they are considering implementing into their own policies and procedures. LCCPD has continued with reporting out to the Board of Trustees on their citizen contacts each month at the monthly board meetings
- + Training- **"Responding and Investigating Hoax Bomb Threats and Swatting"**- A 2-hour training attended by dispatchers Kenneth Weeden-Sand, Kristy Derosia and Carol Wolfinger (Virtual)
- + Training- **"Tornado Awareness"**- An 8-hour training attended by Kristy Derosia at the Ingham County Training Center on 8/25/25
- + Training- **"Active Shooter Incidents for Dispatchers"**- An 8-hour training attended by Dispatcher Kenneth Weeden-Sand on 8/20/25 (virtual)
- + Training- All Dispatchers were also required to attend numerous trainings through the continued education training blocks via "Virtual training Academy" which all dispatchers and officers have subscriptions for
- + **IACP National Conference for Chiefs of Police**- Attended by Deputy Chief of Police Tim Davis in October of 2024 in Boston, MA. A 5-day National police chiefs conference in regards to national best police practices, updated case law workshops and case review, as well as policy updates and hundreds of vendors that feature the latest police technologies
- + **IACLEA National Conference**- A 4-day national conference for college law enforcement professionals, attended by Sergeant Ruben Maldonado in June of 2025- Conference covers national best practices for college law enforcement professionals as well as policy and law updates. Features various workshops and vendors displaying latest technologies related to policing at colleges and universities
- + Training- Officers continue with **"Critical Skills Training"**- A 2025 quarterly training that brings law enforcement jurisdictions throughout Ingham County to train together for critical incidents where multiple agencies would respond to
- + Training- **"Leadership Skills Training"**- A leadership training that was attended by Officers Alex File and Alexis Jones at Macomb Criminal Justice

Center on July 16th and 17th. Training provides critical leadership skills to law enforcement future leaders

- + Training- **“Behavioral Health Crisis Training”**- A 4-hour training in February of 2025 that was attended by all police officers from LCCPD, focused on dealing with individuals who are in behavioral crisis (Virtual)
- + Training- **“Autism Police Safety Training”**- A 2-hour training attended by all police officers from LCCPD in February of 2025. Training was given by Maatman Associates who came to LCCPD offices and gave officers specialized training on engaging with people who are on the spectrum. How to communicate with them and how to recognize the signs of an autistic individual
- + All officers were also required to attend numerous trainings through the continued education training blocks via “Virtual training Academy” which all dispatchers and officers have subscriptions for

LCC Police Academy

In addition to our on-campus sworn officers, LCC is responsible for training police officers who will go on to serve around the state. The Mid-Michigan Police Academy (MMPA) has implemented several initiatives to address equity among employees and recruits, and continues to review best practices and brainstorm options for continued improvement. One of the first steps is selecting a diversity-minded group of cadets, who will become the next generation of police officers. Interview questions include:

- + What is the difference between bias and racism?
- + What are your biases?
- + Why do you want to be a police officer now with all that is going on in current events?

The Academy is focused on implementing and strengthening diversity, equity and inclusion training. Some current training methods are explained below.

- + Police recruits’ first writing assignment is an essay on the current state of police/ community relations, and what they will do as an officer to make things better.
- + Recruits are given a Harvard implicit association test focused on race and assigned a reflection paper on what they agree with, don’t agree with and what they learned, followed by a class discussion.
- + Recruits are assigned a research paper on “the Talk,” a common family discussion in the Black community about how Black kids should interact with police officers, followed by class discussion.
- + The Academy holds a panel discussion with members of ALPACT (Advocates and Leaders for Police and Community Trust) who represent LGBTQ+, Black Lives Matter, NAACP, mental health, Muslim and refugee communities. This creates open and honest dialogue on many marginalized communities’ perceptions and expectations of police officers.
- + Recruits are taught the history of policing, originating with slave patrols. Recruits are challenged to understand, own and change policing history, as history is written every day.
- + Current events are discussed as they happen, and recruits are encouraged to learn from other officers’ mistakes.
- + Recruits are presented real-life scenarios that demonstrate how to interact with people from diverse communities and understand the racism that affects their daily lives.
- + Recruits are introduced to young minority male members from Men About Progress’ Brother 2 Brother, a student mentor group from the Cesar Chavez Learning Center. This produces

another open and honest discussion on perceptions and expectations.

- + Female recruits are mentored by seasoned female veterans of law enforcement to help them deal with pitfalls and discrimination in the police field.

In FY 2025, the academy continued to offer the following trainings:

- + The female recruits have three breakout sessions/luncheons with female command officers from the area with presentations/discussions on the importance of females in Law Enforcement which includes leadership in Law Enforcement, and some of the issues of being in a male dominated profession.
- + The Police Academy also implemented a duty to intervene scenario in our Night Problems training scenarios.
- + The Police Academy has introduced a 2-hour Autism Awareness course aimed at acquainting students with effective interactions with individuals who have autism. The instructor covers various aspects, including the nature of autism, its prevalence, different levels of autism, strategies for engaging with individuals with autism and their families, with particular attention to managing potential triggers and minimizing distressing interactions. The course also provides insights into Asperger's Syndrome.
- + Expanding from its typical 4-hour duration, the Police Academy has enriched the Behavioral Health Class to span over 24 hours. This extended program encompasses a wide range of scenarios focused on addressing individuals in the midst of a mental health crisis, with a significant emphasis on effective de-escalation techniques.

- + There is a 2.5-hour training course on Long-Term Care Facilities Abuse which deals with nursing home facility abuse and investigation with elderly and vulnerable adults in facilities.
- + LCC Police Academy now offers a 4-hour class on human trafficking. This class covers the history and various types of human trafficking. Students also learn about people who are vulnerable to trafficking and the prevalence of trafficking. The class teaches how to recognize signs of trafficking when interacting with potential victims or traffickers. Properly screening trafficking victims using a trauma-based approach is explained, along with providing resources to help victims. The class also covers how officers can share information to combat trafficking. The instructor is an experienced former detective from Ingham County Sheriff's Office who has worked extensively on human trafficking cases, including with the US Marshals service.
- + "LGBTQ+ in Law Enforcement" is a 2-hour course led by local officers who identify as LGBTQ+. The training focuses on understanding and collaborating with the LGBTQ+ community, promoting inclusivity within law enforcement departments and the larger law enforcement community. The course clarifies misconceptions and terminology related to sexual orientation and gender identity. It covers the history of the LGBTQ+ and civil rights movement and addresses the impact of hate crimes on the LGBTQ+ community. The class encourages interactive discussions, where both the presenting panel and students engage in open conversations, addressing challenging questions.

All recruits are encouraged to get to know the people within the communities they are expected to protect and serve.

E-104-2

Diversity, equity and inclusion are embedded into academic curriculum/program design.

In collaboration with the Office of Empowerment, LCC wove diversity, equity, and inclusion into academic curriculum and program design through a variety of training and project opportunities.

OE's One Book, One LCC Project provided the opportunity for faculty, employees, and students to engage on common ground allowing them to build community, foster student success, and spark meaningful discussions.

Much of this work is done through the Center for Teaching Excellence (CTE), which offers professional development to faculty.

2024-2025 CTE Professional Development available to faculty on areas of diversity, equity and inclusion included:

Pedagogy of Equity course

The Pedagogy of Equity (POE) course focuses on intentional inclusive pedagogical design and building critical communities that embrace diversity and engage students in course work that is meaningful, relevant, and accessible. Participants examine their own practices and learn how to apply concepts and strategies from the course to their own work and learning environments. The course requires weekly discussions, reflection, analysis, and creating an action plan, based on course concepts, for implementation. **49 successful completers since 2021.**

+ POE involvement in a Strategic Plan project: Inclusivity Improvement - The Inclusivity Improvement group institutionalized a Diversity, Equity, and Inclusion review of curriculum and embedded that review as a specific item within **Program Review**

Open Educational Resources (OER) program

The OER program supports the Achieving the Dreams Equity Vision. Open licensing makes it possible to create materials and modify existing educational resources to be equitable, inclusive, culturally relevant, accessible, and cost-saving for all students. These materials are available to students even after the course ends- to support the length of their academic career. Also, there is opportunity to locate and use diverse Content Creators from diverse backgrounds, experiences, cultures, ethnicities, and genders. **50+ faculty are currently using OERs in their courses. Spring 2025 OERs were used in 47 courses/255 sections across the college.**

HyFlex Training

The HyFlex training covers applying effective course design and pedagogical concepts, determining and addressing potential barriers and incorporating diversity, equity and inclusion with the Universal Design for Learning and Accessibility guidelines. **50+ Successful completers since 2022.**

Professional Activity Days, January 2025

- + **Day One:** State of the College Address (President, Provost, Sr. VP of Business Affairs, Dr. of MLK Jr. Equity Center, Academic Senate President), and sessions featuring faculty and staff including Don't Do That! An Inclusive Syllabi Workshop, Supporting Neurodiversity Students in Higher Education
- + **Day Two:** Keynote: Mindfulness and Burnout Recovery with Dr. Karen Sproles and State of our Students with Student Affairs (Success Coaches, Counseling, Financial Aid, Center for Student Access), Highlights and Insights with the Deans. **350+ attendees.**

Professional Activity Days, May 2025

- + **Day One:** Included a general assembly with a keynote on Navigating the Future: AI, Assessment, and Data-Informed Practices, from an LCC faculty member, as well as a talk from the Provost, and LCC's Director of Assessment. Breakout sessions followed related to course design, assessment, and data. Faculty engaged in a variety of concurrent sessions on topics facilitated by LCC faculty and staff. **350+ attendees.**
- + **Day Two:** Faculty worked in their departments and/or programs on program operating plans, professional activities plans, and assessment.

E-104-3

Student and employee orientations increase cultural awareness and understanding of diversity, equity and inclusion.

New Student Orientation

All new college students must complete In April 2025, the college launched a new online orientation developed in partnership with Advantage Design Group. All new students are required to complete the orientation before registering for classes. This engaging and interactive session begins with a welcome video from Dr. Robinson; it introduces students to campus locations, academic programs, student conduct, Title IX, financial aid, campus safety, and campus resources, while providing personalized information and actionable next steps.

After completing the orientation, students participate in two on-campus experiences. First, they attend a Resource Fair, where staff from various campus services, including tutoring, the library, the Adult Resource Center, Academic Success Coaching, the Office of Empowerment, Student Life, and mental health counseling, meet directly with students to explain the available resources. Next, students move to a Registration Session, held separately and staffed by representatives from the Registrar's Office, Enrollment Support Specialist, Academic Advising, and Financial Aid, who assist with course registration.

A notable enhancement this year was the Parent and Guest Session, which runs concurrently with student registration. This session equips families with essential information on FERPA, campus safety measures, The Center for Student Access

and other academic resources, financial aid, and the college's payment plans. By actively engaging parents and guests as informed partners, the college is taking a proactive step to strengthen student success and retention. Parents and guests then rejoin students for the conclusion of the day. Before departing from campus, students have the opportunity to receive their StarCard and take a guided tour of the downtown campus.

These enhancements ensure that students begin their college experience informed, supported, and connected to key services while also positioning the college as a leader in family engagement within the framework of student success.

New Employee Orientation

Human Resources hosts new employee onboarding and orientation for all full-time, part-time, and student employees in a web-based format on LCC's Talent Management System (TMS). Full-time faculty complete an additional orientation through the Center for Teaching Excellence. This updated orientation includes a video welcome from President Steve Robinson and an overview of LCC, payroll information, applicable benefits information, and information on the Employee Development Fund. Having the orientation documents available online allows for accessibility and future reference of the materials by new employees. Orientation is assigned on the first day of employment. Additionally, new employees complete new hire paperwork online, allowing HR to electronically facilitate the paperwork directly with the appropriate department for processing.

These improvements to New Employee Orientation provide for real-time data reporting, as well as higher accountability on behalf of the new employee and the hiring manager to ensure that the new employee completes orientation in a timely manner. This process has resulted in 100% completion of New Employee Orientation by newly hired employees.

On their second day of work, new employees are automatically assigned their other required new employee trainings, which are a number of courses delivered through the TMS. The assignments vary based on the employee's status as an administrator, support, faculty member, contractor, or student, with some assignments common to all. In addition to courses that detail LCC policies and workplace expectations, it includes two optional courses: "Diversity, Inclusion and Belonging" and "Preferred and Chosen Name Initiative." All required courses must be completed within 30 days of hire.

E-104-4

Recruitment and hiring practices incorporate diversity, equity and inclusion in the college's workforce.

To ensure equity in the College's recruitment and hiring processes, Human Resources continues to add diversity language to the "Summary" and "Core Competency" sections of all position descriptions when they are submitted for review. Remaining consistent in including equity and inclusion language in our position descriptions informs prospective applicants of the expectation and importance of equity and inclusion at the College. Further, HR continues to closely review required job qualifications to ensure they are broadly written to account for various ways applicants may meet the requirements and to encourage a diverse applicant pool.

All job postings are advertised with Pure Michigan Talent Connect and the U.S. Department of Veterans Affairs, as well as industry- or trade-specific websites, and distributed to industry- or trade-specific list-serves. All full-time and part-time positions are also posted through HigherEdJobs and the Higher Education Recruitment Consortium (HERC).

Lansing Community College employs a Full-Time Coordinator of Recruitment and On-Boarding that has been focused on several activities designed to enhance the College's ability to attract candidates from a broad audience and promote accessibility for potential candidates.

These activities include:

- + Participation in community events to increase the visibility and opportunity for connection with community leaders;
- + Incorporation of a variety of electronic and social media recruitment tools to engage more actively with a wider population;
- + Participation in Job Fairs throughout the local community and creating a list of interested attendees in upcoming job opportunities;
- + Working closely with the employment team and hiring managers to continue to improve the development of job description language and recruitment activities and to identify creative opportunities for difficult to fill positions;
- + Development of outreach to recently hired staff to provide more consistent on-boarding experiences and to assess the effectiveness of recruitment and on-boarding activities including a new hire networking luncheon that occurs quarterly.
- + Creation of a college wide on-boarding tool kit for hiring managers to use as a resource to ensure a consistent, efficient, and supportive experience for new hires
- + Monthly get to know LCC newsletters sent to new employees during their first 12 months at LCC to help them settle into their new role as well keeping them engaged and informed.
- + Planning and creation of a Lansing Community College Job Fair and Career Expo that allows various departments and divisions from the College to discuss job and career opportunities directly with interested attendees.

In addition, the HR Employment team continues to work closely with hiring committees as they identify candidates for interviews, to ensure requirements are assessed equitably.

Inclusion Advocates

On June 15, 2020 the Board of Trustees (BOT) of Lansing Community College (LCC) adopted a resolution directing the President of LCC "...to create and implement a college wide Equity Action Plan (EAP) that..." integrated LCC's mission, policies, and procedures to directly encompass inclusivity, equity, respect while condemning "...all forms of discrimination and inequities...addressing racial disparities... diversifying faculty and staff, and ensuring effective cultural competence training and implicit bias education for all students, faculty, and staff" (Buck, R. & Mathews, A. June, 2020) Board Resolution. The resulting equity action plan holds five key actionable areas to embed diversity, equity, and inclusion throughout the institution, upon the Indigenous Lands where the campus is located, and within the community on which the campus resides. The 5 key areas of the Equity Action Plan (EAP) are:

1. Address racial injustice collegewide.
2. Embed diversity, equity and inclusion into the academic curriculum/program designs, thus increasing career readiness and placement for all, and combat inequities in student achievement and close equity gaps through increased retention and completion rates, particularly for students of color and those who are low-income, first-generation, adult learners or from marginalized populations.
3. Create guided expectations around student and employee orientations in diversity, equity and inclusion as well as increase cultural awareness and understanding of students with disabilities.

4. Establish systemic changes in the hiring and recruitment processes, particularly for faculty, thus incorporating diversity, equity and inclusion in our workforce.
5. Ensure equity in law enforcement procedures, policies and behaviors.

The program created to specifically address key area 4 of the of the Equity Action Plan (EAP) is the Inclusion Advocates (IA) program. The IA program also supports and addresses key area 1 of the EAP. The vision of the IA program is to promote diversity, equity, and inclusion across the LCC organization starting by mitigating bias on all full-time search committees at LCC.

The mission of the Inclusion Advocate program is to guide the institution through enhancement of the searches for new employees, embedding inclusivity, diversity, equity and validity throughout the hiring process, supporting and ultimately achieving the goals of key area 1, 3, and 4 of the Equity Action Plan set forth by the organization and its Board of Trustees.

Inclusion advocates (IA) are employees who receive specific training directed at the activities surrounding the recruitment and hiring practices. Inclusion advocates work closely with the Human Resources department on any issues identified throughout the search process as well as on efforts to continually enhance the College's efforts towards inclusive practices.

To broaden the impact of IA and ensure hiring manager accountability, over the upcoming year efforts are directed at ensuring that all hiring managers complete IA training and are prepared to serve in this role.

Inclusion Advocates

From 2019 until August 2025, there have been 122 inclusion advocates trained.

Presidential Appraisal Supplemental Material

November 2025

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E101-1 Demographic Supplemental Material

Enrollment Status	Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Average Age	Median Age	Average Age	Median Age	Average Age	Median Age	Average Age	Median Age
Full-Time Enrollment	22	19	22	19	22	19	22	19
Part-Time Enrollment	26	22	25	22	25	21	25	22
Overall Enrollment	25	21	24	21	24	21	24	21

Age of Students	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	2023 Census SLIICE Census Estimates
Under 25	73%	66%	69%	70%	73%	32%
25 or Older	27%	34%	31%	30%	27%	68%

Enrollment by Gender	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	2023 Census SLIICE Census Estimates
Female	57%	58%	57%	55%	55%	50%
Male	43%	42%	43%	45%	45%	50%

Ethnicity	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	2023 Census SLIICE Census Estimates
American Indian or Alaska Native	0.4%	0.4%	0.4%	0.4%	0.4%	0.2%
Asian	3.7%	3.1%	3.0%	3.2%	3.4%	2.9%
Black or African American	7.9%	9.6%	9.6%	9.7%	9.9%	5.5%
Hispanic/Latino	8.1%	8.8%	8.8%	9.2%	9.9%	5.8%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.1%	0.1%	0.1%	0.0%
White	70.9%	69.3%	69.7%	68.5%	67.1%	81.1%
Two or More Races	4.3%	4.4%	4.3%	4.6%	4.9%	4.0%
Race and ethnicity unknown	3.7%	3.6%	3.5%	3.5%	3.4%	0.4%
Nonresident alien	0.8%	0.6%	0.6%	0.8%	0.8%	NA

E101-1 Center for Student Access Disability Demographic Material

Ethnicity	Count	Percentage
American Indian	28	3.8%
Asian	28	3.8%
Black or African American	127	17.1%
Hispanic or Latino	77	10.4%
Native Hawaiian Pacific Islander	3	0.4%
White	550	74.2%
Other/No data	62	8.4%

Some students identify as more than one ethnicity.

Age	Count	Percentage
15-24	432	58%
25-33	160	21.6%
34-41	72	9.7%
42-50	51	6.9%
51-59	15	2.0%
60-70	11	1.8%

E101-2 Office of Empowerment

MLK Equity Center Cultural Opportunities

Date	Activity
January 2025	Let's Talk—Voices Unveiled Math An opportunity for LCC students, faculty, and staff to share challenges, concerns, and solutions to make math classes more inclusive and supportive.
February 2025	Malcolm X Symposium Cultural 365 Awareness—Black History Awareness Committee A community gathering that highlighted the African American contribution to labor and labor movements.
February 2025	Let's Talk—Voices Unveiled Holistic Support An opportunity for LCC students, faculty, and staff to explore holistic support, focusing on needs to thrive academic, personal and beyond.
March 2025	Let's Talk—Voices Unveiled Belonging An opportunity for staff to come together to explore ways to foster belonging and collaborate on building a more inclusive, supportive campus community.
March 2025	Community Love Tables Tabling to invite students and staff to connect, share positivity, and spread kindness through uplifting messages, resources, and conversations that foster a sense of care and belonging.
April 2025	Let Freedom Sing: The Power of Music in Social Change A community gathering centered around the role of music in advancing justice, equity, and activism.
April 2025	Sabor y Cultura: End of Year Fiesta Cultural 365 Awareness—Hispanic Heritage Awareness Committee An opportunity for LCC students and staff to come together and celebrate the end of the year
April 2025	Community Love Tables Tabling to invite students and staff to connect, share positivity, and spread kindness through uplifting messages, resources, and conversations that foster a sense of care and belonging.
May 2025	Community Love Tables Tabling to invite students and staff to connect, share positivity, and spread kindness through uplifting messages,

Date	Activity	
		resources, and conversations that foster a sense of care and belonging.
June 2025	Empower with Pride	An LCC gathering that honored the LGBTQIA2S+ community and celebrated identity, inclusion, and joy through campus-wide connection and festivities.
August 2025	Summer Impact World International Indigenous Peoples' Day	An opportunity for students and staff to learn about Indigenous cultures, traditions, and contributions through interactive activities and shared experiences.

Cesar Chavez Multicultural Center Cultural Opportunities

Date	Activity	
September 2024	Mix & Mentor	Students will learn about CCMC cultural enrichment and mentorship programs, connect with campus and community mentors and meet the CCMC staff.
September 2024	Cultural Connect	A vibrant program designed to foster meaningful engagement among students from diverse backgrounds. This is an opportunity to explore and celebrate cultural differences through interactive discussions, workshops, and activities that promote understanding and appreciation of various traditions and perspectives.
September 2024	Next Level Networking	An initiative for LCC students to engage in meaningful conversations and expand their network while interacting with professionals who can share valuable insights and experiences. Students build relationships and explore new opportunities with guest college staff, faculty, and community members.
September 2024	Hispanic Heritage Awareness Month What is your Latinx story?	An opportunity for students to reflect on and share personal experiences related to the skills, talents, and knowledge they have developed as part of their Latinx identity through guided prompts.

Date	Activity
September 2024	<p>Identity Unlocked</p> <p>An innovative program designed for college students eager to explore and understand the complex landscape of personal identity.</p> <ul style="list-style-type: none"> • Delve into various aspects of identity, including race, ethnicity, gender, sexuality, religion, and more • Engage in thought-provoking discussions and reflective activities • Develop a deeper understanding of your own identity and those of others
September 2024	<p>Hispanic Heritage Awareness Month</p> <p>Juegos de la Cultura</p> <p>An opportunity for students to engage with Latinx culture through traditional board games and friendly competition. The event encouraged connection, celebration, and community-building among participants while offering a fun and interactive way to experience cultural traditions.</p>
October 2024	<p>Hispanic Heritage Awareness Month</p> <p>Displays of Latinx History</p> <p>Students engaged with displays, visual artifacts, books, and media to celebrate Latinx people, music, culture, and contributions.</p>
October 2024	<p>Cultural Connect</p> <p>A vibrant program designed to foster meaningful engagement among students from diverse backgrounds. This is an opportunity to explore and celebrate cultural differences through interactive discussions, workshops, and activities that promote understanding and appreciation of various traditions and perspectives.</p>
October 2024	<p>Women Inspiring Scholarship through Empowerment (WISE) Mentorship Meeting</p> <p>An opportunity for students to build supportive relationships with peers and mentors while setting personal and professional goals. WISE is a transformative mentorship program designed to empower women of color to unlock their potential and thrive personally, academically, and professionally.</p>
October 2024	<p>Men About Progress (MAP) Mentorship Meeting</p> <p>An opportunity for students to connect with experienced mentors from diverse fields and work toward their academic and career goals. MAP is an impactful program designed to support men of color throughout their college journey, fostering personal growth, academic success, and professional development.</p>

Date	Activity
October 2024	<p>Hispanic Heritage Awareness Month (West)</p> <p>What is your Latinx story?</p> <p>An opportunity for students to reflect on and share personal experiences related to the skills, talents, and knowledge they have developed as part of their Latinx identity through guided prompts.</p>
October 2024	<p>Identity Unlocked</p> <p>An innovative program designed for college students eager to explore and understand the complex landscape of personal identity.</p> <ul style="list-style-type: none"> • Delve into various aspects of identity, including race, ethnicity, gender, sexuality, religion, and more • Engage in thought-provoking discussions and reflective activities • Develop a deeper understanding of your own identity and those of others
October 2024	<p>Latinos Unidos Con Energia, Respeto, y Orgullo Mentorship Meeting (LUCERO)</p> <p>An opportunity for students to connect with experienced mentors from diverse fields and work toward their academic and career goals. LUCERO is a mentorship program designed to foster a positive and inclusive campus environment by centering the experiences of Latino/a/x students.</p>
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October 2024	<p>Next Level Networking</p> <p>An initiative for LCC students to engage in meaningful conversations and expand their network while interacting with professionals who</p>

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	can share valuable insights and experiences. Students build relationships and explore new opportunities with guest college staff, faculty, and community members.
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November 2024	Building Bridges: A First Gen Student Panel An opportunity for students to hear from first-generation LCC students who shared their experiences navigating the challenges and triumphs of higher education. Attendees gained valuable insights and practical tips on managing college life, from utilizing academic resources to balancing social commitments, helping them set themselves up for continued success at LCC and beyond.
November 2024	Are You LinkedIn? An opportunity for students to participate in an interactive session with LCC Career Employment Services focused on creating an effective LinkedIn profile. Attendees learned how to leverage LinkedIn to grow their professional network and enhance career prospects.

Date	Activity
November 2024	Scholarship Information Session An information session about LCC Foundation Scholarships! Learn about application requirements, important deadlines, and identify helpful resources on campus.
November 2024	Latinos Unidos Con Energia, Respeto, y Orgullo Mentorship Meeting (LUCERO) An opportunity for students to connect with experienced mentors from diverse fields and work toward their academic and career goals. LUCERO is a mentorship program designed to foster a positive and inclusive campus environment by centering the experiences of Latino/a/x students.
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December 2024	Finals Week Event Students will engage with creative and relaxing activities to help reduce stress and anxiety during finals week and to celebrate completing the semester.
December 2024	CCMC End of Semester Celebration Students will celebrate accomplishing several academic, personal, and professional goals throughout the semester.
January 2025	Mix & Mentor Students will learn about CCMC cultural enrichment and mentorship programs, connect with campus and community mentors and meet the CCMC staff.
January 2025	Identity Unlocked An innovative program designed for college students eager to explore and understand the complex landscape of personal identity. <ul style="list-style-type: none"> • Delve into various aspects of identity, including race, ethnicity, gender, sexuality, religion, and more • Engage in thought-provoking discussions and reflective activities • Develop a deeper understanding of your own identity and those of others
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February 2025	Men About Progress (MAP) Mentorship Meeting MENTal Health Awareness An opportunity for men of color to connect with experienced mentors, work toward academic and career goals, and build a strong, supportive community. The session included a focus on MENTAL Health Awareness, engaging students in conversations around self-care, wellness, and mental health in the face of racial and societal pressures. MAP is an impactful mentorship program designed to support men of color throughout their college journey.
February 2025	Women Inspiring Scholarship through Empowerment (WISE) Mentorship Meeting Sisterhood of Excellence (SHE) WISE Discussion Session provided an opportunity for students to explore the unique challenges women of color face on college campuses, examine the impact of stereotypes, and collaborate on strategies to overcome these challenges. This session supports WISE's mission to empower women of color to thrive personally, academically, and professionally.
February 2025	Heal, Help, Impact! Provided an opportunity for students to learn about academic and career pathways in the health care field. Attendees engaged in a Q&A with the HHS Recruitment and Outreach Coordinator, gaining insights to help guide their educational and professional plans.
February 2025	Next Level Networking Featuring: Tony Willis An initiative for LCC students to engage in meaningful conversations and expand their network while interacting with professionals who can share valuable insights and experiences. Students build relationships and explore new opportunities with guest college staff, faculty, and community members. This session students

Date	Activity
	engaged with Black leaders in Lansing and learn about their academic and professional trajectories.
February 2025	<p>Latinos Unidos Con Energia, Respeto, y Orgullo Mentorship Meeting (LUCERO)</p> <p>Embracing Afro-Latinidad</p> <p>An opportunity for students to engage in discussions on Embracing Afro-Latinidad, exploring the rich and multifaceted experiences of Afro-Latinos. The session highlighted significant contributions to arts, culture, and society, while also examining the historical context of Afro-Latino experiences, including the impacts of slavery and migration.</p>
February 2025	<p>Identity Unlocked</p> <p>An innovative program designed for college students eager to explore and understand the complex landscape of personal identity.</p> <ul style="list-style-type: none"> • Delve into various aspects of identity, including race, ethnicity, gender, sexuality, religion, and more • Engage in thought-provoking discussions and reflective activities • Develop a deeper understanding of your own identity and those of others
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April 2025	Cesar Chavez & Dolores Huerta Celebration Day Provided an opportunity for LCC students, faculty, staff, and community members to honor the legacy of Cesar Chavez and Dolores Huerta. The event featured cultural performances, food, and interactive activities designed to inspire action and celebrate their contributions to social justice and labor rights
April 2025	Latinos Unidos Con Energia, Respeto, y Orgullo Mentorship Meeting (LUCERO) An opportunity for students to connect with experienced mentors from diverse fields and work toward their academic and career goals. LUCERO is a mentorship program designed to foster a positive and inclusive campus environment by centering the experiences of Latino/a/x students.

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Date	Activity	
		empower women of color to unlock their potential and thrive personally, academically, and professionally.
April 2025	Breaking Barriers, Building Bridges: Affinity Group Student Recognition	An opportunity to recognize and celebrate the accomplishments of LCC students who have participated in affinity programs, highlighting their growth, achievements, and contributions to the campus community.
April 2025	Latinos Unidos Con Energia, Respeto, y Orgullo Mentorship Meeting (LUCERO)	An opportunity for students to connect with experienced mentors from diverse fields and work toward their academic and career goals. LUCERO is a mentorship program designed to foster a positive and inclusive campus environment by centering the experiences of Latino/a/x students.
July 2025	Summer Impact Paint Who You Are	An opportunity for students to express their identities through art and reflect their self-perception and social identities. The session promoted self-expression and meaningful conversations, allowing participants to connect and appreciate the community's diverse backgrounds. The event highlighted the importance of identity and the role of artistic expression in fostering inclusivity and connection.

Maya Angelou Training Center Cultural Opportunities

Date	Activity	
November 2024	OE Staff Training: Seen, Heard, and Respected	MATC Team created and facilitated the first full staff training and lunch. The goal: transparency within the division and team building efforts
December 2024	OE Staff Training: Team Building Through Relationship Building	The purpose of this training is to build a strong team through building relationships. The focus is on members of the team getting to know each other better, understanding the value each team adds through their role, how to balance celebrations and opportunities for a sustainable work joy, growing through airtight and transparent communications,

Date	Activity
	addressing challenges in a positive and relational manner with a heart for solutions that causes the entire team to prosper.
January 2025	<p>OE Staff Training: Communication Is the Key</p> <p>This interactive workshop which included and OE Escape Room activity enabled participants to not only engage with one another but also practice communication skills necessary for a cohesive work environment.</p>
January 2025	<p>RISE I: Understanding my DEIB Story</p> <p>“Understanding My DEIB Story” was presented successfully in two formats, virtual and in-person. This workshop focused on participants exploring the significance of DEIB in both their lives and our organization. Using Strategic Goal #4 as our anchor, this workshop emphasized four objectives:</p> <ul style="list-style-type: none"> • Increase student, employee, and community engagement in DEIB programming. • Enhance the diversity of our workforce, classroom, and student body. • Improve satisfaction and engagement for employees, students, and community. <p>Create an environment that is fair, equitable, and inclusive for everyone</p>
February 2025	<p>RISE II: Defining DEIB: Understanding Identity, Privilege and Systems Part I</p> <p>This training explored the foundational elements to gain clarity of DEIB, but also taking a closer look at what it means to both lead and empower at the same time. The goals and objectives include:</p> <ul style="list-style-type: none"> • Defining DEIB and why DEIB initiatives are important. • Explain strategies that promote diversity, equity, inclusion, and belonging at every level.

Date	Activity
	<ul style="list-style-type: none"> • Recognize your own privilege • Challenge systems of inequity • Learn from others <p>Create culture of care</p>
February 2025	<p>OE Staff Training: Communication Is the Key Next Steps</p> <p>The team, broken into three smaller groups addressed the four action steps shared from part I of Communication is the Key, developing ideas for continued growth as a division.</p>
February 2025	<p>MATC Meet and Greet Tables</p> <p>Tabling at both downtown and West to invite students and staff to Empowerment events centered around Diversity, Resilience, Identity, Inclusion, and Belonging.</p>
February 2025	<p>RISE III: Privilege and Systems Part II</p> <p>This training explored the foundational elements to gain clarity of DEIB, but also taking a closer look at what it means to both lead and empower at the same time. The goals and objectives include:</p> <ul style="list-style-type: none"> • Explain strategies that promote diversity, equity, inclusion, and belonging at every level. • Recognize your own privilege • Challenge systems of inequity • Learn from others <p>Create culture of care</p>
March 2025	<p>MATC Maya Moments Tables</p> <p>Tabling at both downtown and West to invite students and staff to empowerment events centered around key traits of our namesake, Maya Angelou: Resilience, Empowerment, Civic engagement through writing and education.</p>
March 2025	<p>MATC “Still I RISE” Poetry Slam</p> <p>The theme of the poetry slam was resilience – determination to succeed despite life’s challenges. Students were</p>

Date	Activity
	given an opportunity to define resilience through poetry.
April 2025	MATC Empowerment: Writing workshop – Empowerment, Self-Expression, and Literary Craft (Collaboration with the Writing Center) To empower participants to express themselves with confidence, exhibiting a broader understanding of the cultural and emotional power of their words while enhance their reading and writing skills.
April 2025	MATC Community Empowerment: Day of Giving – Cristo Rey Community Center Empowerment through service – participants used the skills obtained from our workshop “Empathy, not Sympathy” which focused on inclusivity, belonging, and resilience through volunteerism to perform an act of service at a local Community Center and Food Pantry. Participants completed a short exercise to ensure they understood the power of both their words and body language. We dedicated several hours to Cristo Rey Community center and had several opportunities to impact the clients.
April 2025	MATC Empowerment: Faculty Lunch-N-Learn – Cultural Competency To raise awareness of potential biases, encouraging inclusive behaviors, and educating employees on how to create a more equitable work environment for everyone regardless of their background or identity.
April 2025	MATC – Financial Literacy Empowerment In collaboration with CASE CU MATC in collaboration with CASE CU conducted a 3-day Financial Literacy Series discussing topics such as: 1) Developing a Personal Financial Plan – which included LCC resources such as StarZone, Financial Aid, etc.; 2) Student Finance – Highlighting LCC resources such as Scholarships, Work-Study Information, and links to available grants like Michigan ReConnect and Michigan Community College Guarantee.; and 3) Understanding Credit – Empowering them to be Wise Financial Stewards. Throughout the series students were provided with LCC resources to

Date	Activity
	assist them in meeting their financial goals.
April 2025	<p>MATC – Emotional Resilience</p> <p>This workshop focused on mindfulness, emotional intelligence, and emotional resiliency coping mechanisms enabling faculty, staff, and students to explore the impact of stress on academic success and provide a safe space for participants to share their experiences. The workshop introduced the ideal of Emotional Resilience and Mindfulness utilizing two activities emphasizing that resilience is the ability to adapt in the mist of challenges “bending, but not breaking” as well as provide information regarding LCC’s professional licensed counseling resources. Facilitators shared coping mechanisms and strategies to increase their emotional resiliency as well as enabling participants to take a closer look at the own emotional intelligence and its significance to emotional resilience.</p>
May 2025	<p>MATC – HHS Workshop</p> <p>Coping Mechanisms for Health Care Providers</p> <p>This empowering session for HHS students highlighted the importance of developing coping mechanisms and developing healthy support systems to enable their success.</p>
May 2025	<p>MATC – Financial Literacy Empowerment</p> <p>In collaboration with CASE CU</p> <p>MATC in collaboration with CASE CU conducted a 3-day Financial Literacy Series discussing topics such as: 1) Developing a Personal Financial Plan – which included LCC resources such as StarZone, Financial Aid, etc.; 2) Student Finance – Highlighting LCC resources such as Scholarships, Work-Study Information, and links to available grants like Michigan ReConnect and Michigan Community College Guarantee.; and 3) Understanding Credit – Empowering them to be Wise Financial Stewards. Throughout the series students were provided with LCC resources to</p>

Date	Activity
	assist them in meeting their financial goals.
June 2025	<p>Summer Impact</p> <p>Juneteenth Celebration</p> <p>Resilience</p> <p>Participants begin with a simulation walk to freedom symbolizing both those who began a freedom journey as well as those who stayed, didn't make it, etc. Participants learn more about the significance of Juneteenth including the 13th amendment, the freedom flag, its history as well as a food tasting.</p>
June 2025	<p>MATC-HHS Workshop</p> <p>Coping Mechanisms for Health Care Providers</p> <p>This empowering session for HHS students highlighted the importance of developing coping mechanisms and developing healthy support systems to enable their success.</p>
July 2025	<p>Empowerment Through Stewardship</p> <p>Food Sovereignty</p> <p>Participants take part in a Service-Learning opportunity coupled with a Lunch-N-Learn focusing on Food Sovereignty. Students and Staff viewed several types of sustainable gardens and participants before beginning their own micro-garden and/or window sill garden. During the Lunch-N-Learn participants discuss the intersectionality between Social Sector, Health Issues, and Marginalized groups. This event emphasized the importance of equity - EVERYONE ALWAYS having physical, social and economic access to sufficient, safe, and nutritious food that meets their dietary needs and food preferences for an active and healthy life.</p>

E102.4 Graduation and Transfer Data

LCC Graduates Transferring to 4-Yr within 1 Year by Degree Level

Degree/ Cert Type	2023-2024 Graduates		
	Total Graduates	Transferred	% Transferred 1YR
AA	207	111	54%
AAA	32	6	19%
AAS	325	43	13%
AB	116	27	23%
AFA	3	1	33%
AGS	293	98	33%
AM	--	--	--
AS	65	44	68%
CA	229	14	6%
CC	362	40	11%
Total	1,632	384	24%

Degree/ Cert Type	2022-2023 Graduates		
	Total Graduates	Transferred	% Transferred 1YR
AA	213	103	48%
AAA	42	7	17%
AAS	400	55	14%
AB	126	25	20%
AFA	1	0	0%
AGS	292	100	34%
AM	2	2	100%
AS	86	45	52%
CA	251	17	7%
CC	450	49	11%
Total	1,863	403	22%

E-103 – Memberships

LCC serves the community through 120 institutional memberships across divisions on campus. Additionally, many employees, including members of the Executive Leadership Team, serve on various community, local, state, and regional councils and boards. Please see examples below:

Division	Membership
External Affairs, Development & K-12 Operations	Capital Area College Access Network (CapCAN)
External Affairs, Development & K-12 Operations	Capital Area Michigan Works! T3
External Affairs, Development & K-12 Operations	Capital Region Technical Early College (CRTEC) Advisory Board
External Affairs, Development & K-12 Operations	Coalition for College and Career Readiness (C3R) Advisory Council
External Affairs, Development & K-12 Operations	Catholic Charities of Ingham, Eaton, and Clinton Counties (CCIEC) Board of Directors
External Affairs, Development & K-12 Operations	Lansing Promise Authority
External Affairs, Development & K-12 Operations	Lansing Regional Chamber of Commerce (LRCC) Business Roundtable
External Affairs, Development & K-12 Operations	State of Michigan P-20 Advisory Council
Health and Human Services Division	Capital Area Health Alliance Board Member
Health and Human Services Division	Michigan Occupational Deans' Administrative Council (MODAC)
Human Resources	Michigan Public Employer Labor Relations Association Board of Directors
Human Resources	Rochester University Humanities Advisory Board
Office of Empowerment	National Association of Diversity Officers in Higher Education
Office of the President	American Red Cross Mid-Michigan Board
Office of the President	Global Community College Leadership Network
Office of the President	Lansing Symphony Orchestra Board
Office of the President	Michigan Community College Association (MCCA) Board of Directors
Office of the President	University of Maryland Global Campus (UMGC) Community College Advisory Board
Office of the President	Lansing Economic Area Partnership (LEAP) Board of Directors

Division	Membership
Senior Vice President	ACE Women's Network-Michigan
Senior Vice President	Mid-Michigan Business Travel Coalition
Technical Careers Division	Capital Area Manufacturing Council
Technical Careers Division	Michigan Occupational Deans Administrative Council (MODAC)
Technical Careers Division	Capital Area Technology Hub (CATECH)

E103-1 Advisory Committees

Accounting

Organizations:

AHP CPAs
 Alamo College District of Texas
 Capital Area Michigan Works
 Case Credit Union
 Gallagher, Flintoff and Klein CPAs
 Lansing Community College

LANSING COMMUNITY COLLEGE/Money Concepts
 LANSING COMMUNITY COLLEGE/YWCA of
 Kalamazoo
 Maner, Costerisan, CPA's
 Michigan State University
 Michigan State University
 State of Michigan

Architecture Technologies

Organizations:

Christman Company
 DLZ Michigan, INC
 Doty Mechanical
 Fred Motz Builder
 Kincaid Building Group

Krieghoff Lenawee
 LANSING COMMUNITY COLLEGE
 Mayberry Homes
 Studio Intrigue

Art, Design, & Multimedia

Organizations:

Foresight Group
 Lansing Community College
 Lions & Rabbits Center for the Arts
 Mental Health Association in Michigan.
 MERS of Michigan
 MSU

Municipal Employees Retirement System
 (MERS) of Michigan
 Origami Rehabilitation
 Plumbley Creative/Tandem Studios
 U.S. Signal

Automotive Technologies

Organizations:

Crippen
 Eaton RESA/LANSING COMMUNITY
 COLLEGE
 Kia of Lansing/Kia of Jackson
 LANSING COMMUNITY COLLEGE

Liskey's Auto & Truck Repair
 MDOS/Automotive
 Morries Grand Ledge Ford
 Rick's Auto Experts
 Shaheen Chevrolet

Aviation Technologies

Organizations:

Delta Air Lines
Duncan Aviation
Gulfstream

LANSING COMMUNITY COLLEGE
Retired
Williams International

Building Construction/Construction Management

Organizations:

Acme Home Exteriors
Christman Company
Custom Built Homes
E & T Foam Home
Emergent Bio Solutions
ERESA
Hanneman & Fineis Concrete
HNTB
Home Builders Assoc. of Greater
Lansing

Kramer Management Group
Lansing Community College
Laux Construction
LANSING COMMUNITY COLLEGE
LANSING COMMUNITY COLLEGE-Retired
Moore Trosper Construction Company
Reith-Riley Construction
Service Professor
Spicer Group

Business

Organizations:

Big Shot Video
Consultant
Dale Carnegie
Ingham ISD
Lansing Board of Water and Light
Lansing Chamber of Commerce
Lansing Community College

Michigan Small Business Development Center,
LANSING COMMUNITY COLLEGE
Michigan State University
Middle Michigan Development Corporation
Northwood University
State of Michigan

Center for Manufacturing Excellence

Organizations:

1800boatlift
Airlift Company
Alro
American Tooling Center
Auto Kiniton
Bekum America
CAMC
Cameron Tool
Campbell Press
CAMW
Dart Container
Dowding Industries
Eaton RESA
Eckhart
General Motors - Grand River Plant
Gestamp
Glanbia
GM
GSE Automation

IMPCO
Kirchhoff Van-Rob Inc.
LBWL
LANSING COMMUNITY COLLEGE
Linn Products
LOC Performance
MS Ultrasonic
Neogen
Niowave, Inc.
Pellic-Brighton
Pratt Whitney
Roberts Sinto Corp
Sinto America
Tecomet
Tenneco
Thai Summit
Tial Sport
TRMI.THK
Woodbridge Group

Child Development & Early Education

Organizations:

Child Care Licensing Bureau
Early Childhood Investment Corporation
Early On Center for Higher Education
Educational Child Care Center
Fenner Nature Preschool at Sycamore Creek
Ferris State University
Ingham ISD, Early Childhood Education

Lansing Community College
Lansing School District
Little Hornets Preschool/Williamston Community Schools
Michigan State University CDL
T.E.A.C.H. Scholarship Program, MiAEYC
WKAR Public Media MSU

Civil Engineering Technology - see Architecture Technologies

Community Health Services Education

Organizations:

Aria Nursing & Rehab
Balanced Health CC
Burcham Hills
Capital Area Michigan Works
Ciena Healthcare-Regency at Lansing West
Clinton County Medical Center
Compression Therapy Services
Consumer Services Inc.
Dimondale Nursing Care Center
Eaton County Health & Rehab
Eaton County Medical Care Facility
ECMCF
Hazel Findlay Country Manor
HGBhealth
Holt Senior Care
ICMCF
Ingham County Health Dept.

Ingham County Medical Care Facility
Lansing Community College
Lansing Urgent Care
LO Eye Care
Medilodge of Campus Area
Medilodge of Capital Area
Medilodge of East Lansing
Medilodge of Lansing
Medilodge of Okemos
MMP
Office Solutions MD
Physician Billing Services of Mid-Michigan
Potential:
SBC Global
The Willows at East Lansing
The Willows at Okemos
U of M-Sparrow

Computer Information Technology Systems

Organizations:

BWL
Delta Dental
Devcare
Dewpoint
ESRI
IBM
Jackson National
LANSING COMMUNITY COLLEGE
Liquid Web
Logicalis

Microsoft
MSU
Peckham
Rsi Logistics
State of Michigan
State of Michigan/LANSING COMMUNITY COLLEGE
Techsmith
Tek Systems

Corrections/Criminal Justice

Organizations:

Clinton County Jail
Correctional Facilities Administration
East Lansing Police Department
Eaton County Sheriff's Department
Gratiot County Sheriff's Office
Ingham County CCAB
Ingham County Sheriff Office
Ionia County Jail
Lansing Community College

Lansing Police Department
MDOC/Correctional Facilities Administration
Operations/Office of Offender ReEntry
Michigan Department of Corrections
Michigan Sheriffs' Association
Michigan Sheriffs' Coordinating and Training
Council
Shiawassee County Sheriff's Office

Cybersecurity – see Computer Information Technology Systems

Dental Hygiene

Organizations:

Central District Dental Assistants'
Society
Consultant

Central District Dental Society
Lansing Community College

Diagnostic Medical Sonography

Organizations:

Ascension Borgess at Woodbridge
Portage
Ascension Health-Genesys
Bronson Battle Creek
Eaton Rapids Medical Center
Hurley Medical Center
Lansing Community College
McLaren Greater Lansing
McLaren Greater Lansing-MMP Imaging
Center
Memorial Healthcare
Munson Manistee Hospital
Promedica Coldwater Regional Hospital

Regional Medical Imaging
Spectrum Zeeland Community Hospital
University of Michigan Health-Sparrow
University of Michigan Health-Sparrow
Carson
University of Michigan Health-Sparrow
Clinton
University of Michigan Health-Sparrow
Eaton
University of Michigan Health-Sparrow Ionia
University of Michigan Health-West
UP Health System- Marquette

Digital Media, Audio, and Cinema

Organizations:

Bureau Gravity
CMU Public Broadcasting
Interlochen Center for the Arts
Lansing Community College

Lansing Community College
OOPM Creative
UnoDeuce
Wilson Talent Center

Electrical Technology – see Center for Manufacturing Excellence

Emergency Medical Services

Organizations:

Advisory Committee Chair
Ambulance Service
Assistant Chief
Chief of EMS and Training
Clinical Site Representative
Dean
Employer
Employer (EMS Operations Chief)
EMS Clinical Coordinator

EMS Program Director
Faculty
Hospital Representative
Medical Director
MSP-EMR Contact
PARA Program Graduate
Public
Student

Fire Sciences/Fire Academy

Organizations:

City of East Lansing
City of East Lansing Fire Department
City of Lansing Fire Department
Delhi Fire Fighters
Delhi Township Fire Department
Delta Township Fire Department
Dewitt Township Fire Department
East Lansing Fire Fighters
Grand Ledge Fire Department
Grand Ledge Fire Fighters
Lansing Community College
Lansing Township Fire Department
Lansing Township Fire Fighters
Meridian Township EMS/Fire Dept.
Meridian Township Fire Fighters
Windsor Township Emergency Services

Geographic Information Systems – [see Computer Information Technology Systems](#)

Heating, Ventilating, & Air Condition Technology

Organizations:

Applegate Home Comfort
Comfort First Heating and Cooling
Hedrick Associates
Johnstone Supply
Kellogg Community College
Lansing Community College
Meridian Company

Michigan Engineered Comfort Corp.
MSU IPF
Myers Plumbing and Heating
Pleune Service Company
Quality Air Service
T.H. Eifert, LLC

Heavy Equipment Repair Technology

Organizations:

AIS Construction Equipment, Eaton
RESA
AIS Construction Equipment, HETI
Bobcat of Lansing

Capital Equipment Dewitt
Consumers Energy
D and K Truck
Daimler Truck North America

Dean Transportation
Detroit Salt Mine
Eaton RESA
Granger Waste Services
Greenmark Equipment
Hutson Inc.
Jansons Equipment
L.D. Clark Company
Lansing Community College

McKearney Asphalt
MDP Diesel and Auto
Mersino Dewatering
Michigan Aggregates Association
MSU Landscape Services
Sparks and Sons Excavating and Trucking
Verlinde Excavating
West Michigan International

Human Services

Organizations:

Allen Neighborhood Center
Capital Area Community Services
Community Mental Health Authority of
Clinton, Eaton, Ingham Counties
Disability Network Capital Area
Lansing Community College
Michigan Community Action

NorthWest Initiative
Peckham
Prevention Network
University Health and Wellbeing Health
Promotion, Engagement, Accessibility, and
Accommodations

Insurance

Organizations:

Accident Fund Group
Auto-Owners Insurance
Capital Area CAN
Emergent Holding
Ferris State University
Frankenmuth Insurance
Ingham ISD
Korsgaden International

Lansing Chamber of Commerce
Lansing Community College
Michigan Farm Bureau
Michigan Millers Mutual Insurance
Company
Michigan State University Actuarial and
Data Analytics
Northwood University

Juvenile Justice

Organizations:

Boys and Girls Club
Calhoun County Juvenile Home
Eaton County Youth Facility
Footprints
Highfields

Ingham County Youth Center
Jackson County Youth Center
Lansing Teen Court
LANSING COMMUNITY COLLEGE
Peckham Vocational Industries

Legal Studies

Organizations:

Anderson & Makulski
Auto Owners Insurance
Buhl, Little, Lynwood & Harris
Ionia County Prosecutor
Klug Law Firm
Lansing Community College
Michigan Attorney General

Michigan Office of Administrative Hearings
and Rules
MPHI
Sparrow Hospital
Speaker Law Firm
VP Law
Woodworth Law

Management & Leadership

Organizations:

CASE Credit Union
Dart Bank
L3Harris Technologies
Lansing Community College

Michigan Health & Hospital Association
Northwood University
Silver Maples of Chelsea
Student-Lansing Community College

Marketing

Organizations:

Blohm Creative
Department of Licensing & Regulatory
Affairs
Entrepreneur Institute of Mid-Michigan
LANSING COMMUNITY COLLEGE

Michigan SBDC
Piper & Gold
ProAssurance Companies
Ralph Nichols Group, Inc.
Stifel Nicolaus & Company, Inc

Massage Therapy

Organizations:

Lansing Community College
Massage Bliss & Beauty

Truecare Chiropractic
Zoe Life Spa

Mechatronics – see Center for Manufacturing Excellence

Medical Assistant – see Community Health Services Education

Medical Insurance Billing & Coding – see Community Health Services Education

Mid-Michigan Police Academy

Organizations:

Clinton County Sheriff Office
East Lansing P.D.
Eaton County Sheriff Office
Ferris State University
Ingham County Sheriff Office
Jackson County Sheriff Office
Lansing P.D.
Lansing Community College P.D.

Lansing Community College Public Service
Careers
Lansing Community College Technical
Careers
Lansing Community College -C.J.
Meridian Twp. P.D.
MSU Police
State of MI-MCOLES

Neurodiagnostic Technology – see Diagnostic Medical Sonography

Nursing

Organizations:

Advisacare-Home Healthcare
Burcham Hills Retirement Center
Children's Hospital of Michigan / Detroit
Medical Center
Dimondale Nursing and Rehabilitation
Center
Eaton Rapids Medical Center
ECHRS (Eaton County Health &
Rehabilitation Services)
Grand Valley State University
Hazel Findlay Country Manor
Henry Ford Community College

HHSM
Holt Senior Care & Rehab Center
Ingham County Medical Care Facility &
Rehab
Lansing Community College
McLaren Greater Lansing
Medilodge of Capital Area
Memorial Healthcare Center
Michigan State University
Sparrow Hospital
The Willows of East Lansing
The Willows of Howell

The Willows of Okemos
U of M Sparrow
UM-Flint

University of Detroit-Mercy
Willows at Howell

Radiologic Technology

Organizations:

Ascension Health- Genesys
Corewell Health Pennock-Hastings
Eaton Rapids Medical Center
Hurley Medical Center
Lansing Community College
McLaren Flint Hospital
McLaren Flint Outpatient Center
McLaren Greater Lansing
McLaren Lapeer Region

Memorial Healthcare
Michigan Orthopedic Center
Michigan State University
Trinity Health-Livingston Hospital
University of Michigan Sparrow
University of Michigan- Sparrow Clinton
University of Michigan- Sparrow Clinton
University of Michigan- Sparrow Eaton
University of Michigan-Sparrow Ionia

Sign Language

Organizations:

American Association of DeafBlind
CAC
DHHS

KRESA
Lansing Community College
NTID

Special Populations

Organizations:

Lansing Community College

Surgical Technology

Organizations:

Helen Devos Children's Hospital
Lansing Community College
McLaren of Lansing
Trinity Health

U of M Flint
U of M-Sparrow
U of M-Sparrow of Ionia

Welding – see Center for Manufacturing Excellence