Lansing Community College
Board of Trustees

(Part 2 of 2)

Regular Meeting
November 16, 2026
6:00 p.m.

Lansing Community College - Board of Trustees
November 16, 2026

Agenda Item: Board of Trustees Annual Ends Report

Presented for Information

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

BACKGROUND
Each November, the Board of Trustees conducts a formal evaluation of Dr. Robinson. Monitoring organizational performance against the Board policies on its Ends is a part of that evaluation. The material in the Annual Ends Report and supplemental document demonstrates that Dr. Robinson has met or is in the process of meeting each of the criteria in the Board of Trustees ' Ends statements.

IMPLICATIONS

Financial:
N/A

Strategic Plan:
The Annual Ends support all of the College's strategic goals of Achieving Academic Excellence with Purpose and Equity, Fostering Student Enrollment, Retention, and Completion, Strengthening Community Engagement and Partnerships, and Establishing LCC as a Premier Workplace through Empowerment, Engagement, and Inclusion.

Human Resources:
N/A

RISKS
N/A

OTHER OPTIONS/ALTERNATIVES
N/A

RECOMMENDATIONS
N/A

ATTACHMENTS: (Separate Packet – Part 2 of 2)
1. Board Ends Annual Report
2. Supplemental Materials

2025-2026

President's Performance Appraisal

Document and Supporting Materials

OFFICE OF THE PRESIDENT

Board of Trustees Annual Ends Report

2025-2026

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E-100 – Mission, Vision, and Motto

E-101: Met

This section reviews how Lansing Community College fulfilled its vision, mission, and motto throughout the 2025-2026 academic year. It was a year of milestones that strengthened both who we are and where we are headed: the installation of our new college seal, the debut of Lance, LCC's first-ever athletics mascot, state capital outlay support for a new Energy and Utility Line Worker Training Center, and the 20th anniversary of the Shigematsu Memorial Garden.

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. **Meeting High Educational Standards:**

   Students met or exceeded the 70% goal across all four Essential Learning Outcomes. Of 42,362 assignments assessed, 70% demonstrated competency in Knowledge of Human Cultures and the Physical and Natural World, 87% in Intellectual and Practical Skills, 90% in Personal and Social Responsibility, and 88% in Integrative and Applied Learning.

2. **Engaged Global Citizens:**

   In September 2026, LCC celebrated the 20th anniversary of the Shigematsu Memorial Garden, which has honored Megumi Shigematsu's vision for international education and offered the community a place of reflection since 2006. The celebration included a tree dedication in memory of Dr. Tai Sung Kim, the driving force behind the Japan Adventure (1982-2017) and Japan Horizons (1992-2005) programs that connected generations of LCC students to the world. Closer to home, The Changemakers Center opened in the Gannon Building to honor local leaders and barrier breakers, and the Office of Empowerment engaged more than 1,000 participants in dialogue and cultural awareness programming.

3. **Holistic Student Support:**

   LCC's food pantry locations recorded 5,723 student visits from fall through summer, and the Board of Trustees committed $500,000 to the first phase of a centralized Food Pantry and Basic Needs Center.

VISION:

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

How We Fulfilled Our Vision:

Our vision calls on LCC to serve the needs of our diverse community through relevant education and training. This year, we did so in three key ways:

1. **Investing in the Training Our Region Needs:**

   Following targeted advocacy at the State Capitol, LCC secured state capital outlay support for a new Energy and Utility Line Worker Training Center at West Campus, with the State of Michigan funding half ($4.425 million) of the $8.85 million project. Graduates of the 13-month Linework program move directly into high-wage careers, and with indoor pole yards and underground splicing stations, the new center will allow year-round training and double capacity from about 80 to 160 students per year, building the workforce Michigan needs to modernize its grid.

2. **Expanding Pathways and Partnerships:**

   LCC and Central Michigan University signed the Central Bound Memorandum of Understanding, creating a more seamless path to a bachelor's degree. LCC also provided Related Technical Instruction for 251 skilled trades apprentices across 64 employers, signed a new Michigan New Jobs Training Program contract with LG, and served 9,778 participants (duplicated) in more than 1,100 learning experiences through Community Education and Workforce Development.

3. **Celebrating Who We Are:**

   Two new symbols now carry the LCC story. Our new college seal was installed, a permanent mark of our identity in the heart of the capital city. After 50 years as the Stars, LCC introduced Lance, its first-ever athletics mascot. An astronaut and space explorer whose name is short for Lansing, Lance was named by students through a Mascot Madness bracket and debuted in April 2026 at MCCA Capitol Day, Bring Your Kid to Work Day, Envision Green, and Commencement. Both reflect a college proud of its roots and ready to reach for the stars.

MOTTO:

Where success begins.

How We Lived Our Motto:

LCC's motto, "Where Success Begins," reflects our role as a launching point for students' educational and professional journeys. Throughout 2025-2026, that commitment showed up in key student progress indicators:

+ **Early Academic Momentum:** 65% of students in the Fall 2025 cohort earned six or more college credits in their first semester, up from 61% for the Fall 2021 cohort.
+ **Gateway Success:** 79% of the Fall 2025 cohort persisted from fall to spring, and 60% were retained into their second year, in line with recent cohorts.
+ **Completion and Transfer Success**: 39% of students who began at LCC in Fall 2023 graduated or transferred within three years, up from 33% for the Fall 2019 cohort. New partnerships such as Central Bound with Central Michigan University are making that next step even smoother.

This year, the motto also took on a new face. Lance, LCC's first-ever athletics mascot, was named by students and embodies the "reach for the stars" spirit we want every student to carry. 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 childcare scholarships awards remained flat compared to the last fiscal year. The number of students with disabilities accessing the services available participating increased 9% over last year.

E-101-2: Met

The Office of Empowerment advances a more inclusive, connected, and supportive College community through three core functional areas—Advocacy and Equity, Multicultural Engagement, and Training—along with college-wide programs and events. Advocacy and Equity provides opportunities for students, faculty, staff, and community members to share experiences, identify barriers, access resources, and engage in dialogue, reaching more than 1,000 participants through Community Love Tables, cultural awareness events, and Let's Talk programs. Multicultural Engagement supports student belonging, persistence, and success through LUCERO, MAP, WISE, Identity Unlocked, Next Level Networking, and other initiatives that foster mentorship, cultural awareness, leadership, professional development, and meaningful connections, engaging more than 470 students. The Training function strengthens cultural competency and the College's commitment to diversity, equity, inclusion, culture, and belonging through RISE trainings, workshops, and community learning opportunities, reaching more than 260 participants.

E-101-1

All persons shall have maximum feasible access to all college services.

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
+ Office of Empowerment
+ Adult Resource Center
+ Center for Student Support
+ Food Panty
+ Learning Commons and Library
+ Advisors and Academic Success Coaches
+ Counseling
+ Envision Green
+ TRIO
+ Testing Services
+ Transfer Center

We continue to look for additional opportunities to offer new and/or different opportunities 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, culture, 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 2024 census tax data for comparison.

Fall Enrollment					
Status	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Fall 2025**
Enrolled	10,303	9,573	9,207	9,821	10,398

Time Status of Enrolled Students					
Educational Status	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Fall 2025**
Part-Time	68%	70%	70%	68%	65%
Full-Time	32%	30%	30%	32%	35%

KEY TAKEAWAY:

The decrease in the past two year's part-time enrollment might be due to Michigan Community College Guarantee that rolled out later summer 2024. The funding for this program requires students to be full-time.

Residency Status					
Residency	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Fall 2025**
International Student	0.25%	0.40%	0.48%	0.49%	0.49%
Michigan In-State	37.96%	38.50%	37.22%	37.38%	34.96%
Out-of-State	0.47%	0.50%	0.67%	0.63%	0.71%
Resident of LCC District	60.80%	60.27%	61.29%	61.25%	63.45%
Senior Michigan In-State	0.09%	0.07%	0.09%	0.10%	0.08%
Senior Resident of LCC District	0.25%	0.25%	0.35%	0.14%	0.31%
Veteran In-State	0.00%	0.00%	0.00%	0.00%	0.00%
Special Population Rate	0.18%	0.00%	0.00%	0.01%	0.00%

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 2021	66%	34%
Fall 2022	69%	31%
Fall 2023	70%	30%
Fall 2024	73%	27%
Fall 2025	71%	29%
2024 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 2021	58%	42%
Fall 2022	57%	43%
Fall 2023	55%	45%
Fall 2024	55%	45%
Fall 2025	54%	46%
2024 Census Tax District Estimates	51%	49%

« KEY TAKEAWAY:

Female students continue to represent the majority of LCC students (54%) 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 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Fall 2025**	**2024 Census Tax District Estimates**
America Indian or Alaska Native	0.4%	0.4%	0.4%	0.4%	0.4%	0.2%
Asian	3.1%	3.0%	3.2%	3.4%	3.5%	5.4%
Black or African American	9.6%	9.6%	9.7%	9.9%	11.4%	10.2%
Hispanic/Latino	8.8%	8.8%	9.2%	9.9%	10.3%	8.2%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.1%	0.1%	0.1%	0.0%
White	69.3%	69.7%	68.5%	67.1%	65.1%	69.4%
Two or more races	4.4%	4.3%	4.6%	4.9%	5.2%	5.8%
Race and ethnicity unknown	3.6%	3.5%	3.5%	3.4%	3.2%	0.8%
Nonresident alien	0.6%	0.6%	0.8%	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 ask about a student's parenting status, either through regulatory reports or on the admissions application. Consequently, the primary metric for assessing LCC's support for parents is the allocation of childcare scholarship funds. To expand its outreach, the Adult Resource Center, which manages the scholarships, has implemented a robust marketing strategy. This includes collaborating with One Stop, a State of Michigan grant program that helps individuals become licensed childcare providers. The center has sent informational letters to over 100 local childcare providers. The center has organized informational sessions, meet-and-greet events, and resource fairs on campus and in the community. Efforts also extend to digital advertising on campus TV screens and social media posts. The Adult Resource Center revised the Student Aid Index (SAI) income criteria, sent direct email campaigns to eligible students, and incorporated key information into newsletters distributed by Academic Success Coaches. The Center added important dates with deadlines on the Special Populations student learning management system D2L website. The Adult Resource Center also provided a diaper and backpack giveaway for student 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
2026	$216,982*

*Through summer of 2026

Financial/Income Status

In addition to providing over 2.5 M in institutional scholarships to students, the College also offers additional resources and programs for students with socio-economic barriers like 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 6th lowest in-district tuition cost in the state and is 19th for in-state tuition cost.

$2,589,982 awarded in institutional scholarships and waivers in FY 26.

Tuition Comparison with Michigan Community Colleges						
Community College	Fiscal Year 2026			Fiscal Year 2027		
	In-District	In-State	Out-State	Source	In-District	% Increase
Washtenaw	$99	$186	$264	Phone Call	$99	0.00%
Oakland	$115	$217	$217	Website	$119	3.48%
Wayne County	$112	$121	$152	Phone Call	$112	0.00%
Macomb	$113	$212	$270	Website	$113	0.00%
Henry Ford	$119	$208	$301	Website	$122	2.52%
Lansing Community College	**$120**	**$240**	**$360**	**Board Approved**	**$122**	**1.67%**
Montcalm	$123	$236	$386	Website	$123	0.00%
Grand Rapids	$127	$267	$402	Website	$130	2.36%
West Shore	$131	$196	$276	Website	$135	3.05%
Northwestern Michigan	$131	$280	$364	Website	$131	0.00%
Kalamazoo Valley	$127	$219	$292	Website	$134	5.51%
Monroe County	$134	$229	$256	Website	$140	4.25%
Delta	$136	$229	$240	Website	$140	2.94%
Kellogg	$137	$221	$314	Website	$142	3.28%
Glen Oaks	$139	$207	$244	Website	$139	0.00%
Muskegon	$141	$264	$369	Phone Call	$146	3.55%
Schoolcraft	$139	$200	$270	Website	$143	2.88%
Kirtland	$149	$225	$310	Website	$155	4.03%
Gogebic	$149	$213	$244	Website	$155	4.03%
Southwestern Michigan	$151	$200	$218	Website	$157	4.14%
North Central Michigan	$152	$260	$330	Website	$157	3.29%
St. Clair County	$158	$291	$420	Website	$163	3.16%
Alpena	$159	$253	$253	Phone Call	$165	3.77%
Bay de Noc	$160	$275	$337	Phone Call	$165	3.13%
Mid Michigan	$155	$258	$347	Website	$168	8.39%
Mott	$160	$210	$299	Website	$164	2.50%
Lake Michigan	$187	$187	$187	Website	$192	2.67%
Jackson	$201	$234	$300	Website	$209	3.98%
AVERAGE	**$140**	**$226**	**$294**		**$144**	**2.94%**

Physical or mental disability

LCC supports students with disabilities through a self-identification and accommodation process coordinated by the Center for Student Access (CSA). Recognizing that some students who may benefit from accommodations do not formally self-identify, the College continues to emphasize proactive accessibility practices that extend beyond individualized accommodations.

Faculty and staff continue their efforts to ensure that instructional materials within the College's learning management system (D2L) are designed and maintained with accessibility standards in mind. This approach benefits students who receive formal accommodations while also creating a more accessible learning experience for students who may not disclose a disability or request services. The College's ongoing accessibility initiative has made significant progress, reinforcing LCC's broader commitment to equitable access 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
2025-2026	806

KEY TAKEAWAY:

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

Student Accommodations by Gender

Gender	Students	Percentage
Female	509	63.2%
Male	248	30.8%
No response	49	6%
Total	**806**	**100%**

KEY TAKEAWAY:

The majority of the students asking for accommodations are female.

Student Accommodations by Type of Disability Presented		
Disability[1]	**Students**	**Percentage[2]**
Learning Disability	123	15.2%
Physical Impairment	73	9.1%
Visual Impairment	15	1.9%
Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder	337	41.8%
Chronic Health Conditions	107	13.2%
Deaf/Hard of Hearing	13	1.6%
Autism Spectrum Disorder	95	11.8%
Psychological/Psychiatric Impairment	345	42.8%
Speech and Language Impairment	3	0.4%
Traumatic Brain Injury	15	1.9%
Intellectual Disability	11	1.4%
Pregnancy and Pregnancy Related	5	1%

[1]Some students have disabilities that fall into more than one category, so the sum of totals will be greater than 806. Similarly, the total of percentages will also be larger than 100%.

[2]Students may have other disability demographic information that is not documented here. The CSA is using documented disabilities as categorical information. Also, students may have an incorrect diagnosis. For example, until recently, students on the Autism Spectrum have often been diagnosed with ADHD rather than Autism Spectrum Disorder.

KEY TAKEAWAY:

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

Student Accommodations by Ethnicity		
Ethnicity	**Students**	**Percentage**
American Indian	23	2.9%
Asian	27	3.3%
Black or African American	148	18.4%
Hispanic or Latino	70	8.7%
Native Hawaiian Pacific Islander	4	0.5%
White	606	75.2%
Other/No data	59	7.3%

*Some students select more than one ethnicity.

Student Accommodations by Age		
Age	**Students**	**Percentage**
15-24	487	60.4%
25-33	180	22.3%
34-41	54	6.7%
42-50	56	6.9%
51-59	23	2.9%
60-76	6	0.8%

E-101-2

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

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 OE 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.

The OE operates through three integrated functional areas: Advocacy and Equity, Multicultural Engagement, and Training. Together, these functions support student success, strengthen cultural awareness and engagement, address barriers, provide learning opportunities, and contribute to a college environment where individuals are supported and empowered to succeed.

Advocacy and Equity

Advocacy and Equity works to advance equity and belonging for students, faculty, staff, and the community by identifying barriers, supporting inclusive practices, and creating opportunities for dialogue and engagement. This functional area gives individuals opportunities to share experiences, concerns, successes, and recommendations while connecting them with appropriate resources and support. Advocacy and Equity also contributes to College-wide efforts to identify and address barriers that may affect individuals' ability to fully participate and succeed within the College community.

Programs and services include Let's Talk—Voices Unveiled, Community Love Tables, listening spaces, advisory and advocacy support, resource support, consultation and collaboration, policy review and development, data collection, and oversight and support of cultural awareness committees.

Let's Talk—Voices Unveiled

Let's Talk—Voices Unveiled creates space for open dialogue and meaningful feedback. Through facilitated discussions, group conversations, surveys, and one-on-one engagement, participants can share experiences, identify barriers and

concerns, and discuss potential solutions. Program participants include students, faculty, and staff across college campuses. Thirty-one individuals participated across three events during the academic year ("Let's Get Those Math Scores Up", "How Can We Help You Feel Like You Belong?" and "Holistic Support")

Community Love Tables

Community Love Tables are a tabling initiative designed to connect with students, faculty, and staff throughout the College. The initiative brings the Office of Empowerment directly into campus spaces to share uplifting messages, resources, and conversations that foster connection, care, and belonging. More than 600 participants were formally recorded through sign-ins across events hosted at multiple College locations. Because participation extended beyond those formally recorded, we are implementing more intentional data-collection methods to better capture participation and program impact.

Cultural Awareness Events

Activities from the 365 Cultural Awareness committees, including Día de los Muertos, Malcolm X Symposium, Dr. Martin Luther King, Jr. Day, and One Book/ One LCC program, are coordinated through the Advocacy and Equity Office of Empowerment functional area.

Cultural Awareness Events	
Program Areas	**Students**
Community Love Tables	647
365 Cultural Awareness Committee Events	250
Let's Talk	31

Multicultural Engagement

Multicultural Engagement programs are free and open to all registered students and are designed to support personal, social, academic, and career success. Programming reflects the varied identities, backgrounds, experiences, and abilities within our student community, helping all students feel welcomed, valued, and connected, and includes Men About Progress (MAP), Latinos Unidos con Energía, Respeto y Orgullo (LUCERO), and Women Inspiring Scholarship through Empowerment (WISE). These programs were originally created in response to the experiences of men of color, students of Hispanic/Latine heritage, and women of color, respectively, while remaining open to students of all backgrounds. Today, they continue to welcome all students who are interested in participating, learning from others, and building meaningful connections.

All three programs offer high-impact engagement opportunities, including Next-Level Networking, Identity Unlocked, and various pop-up events. These experiences promote belonging, diversity, cultural awareness, student voice, and meaningful connections, while encouraging discussion of issues facing underrepresented students and the broader community. They also provide opportunities to explore transfer options and support participant retention, persistence, and completion. We use consistent, standardized methods to collect data and measure participation, student outcomes, and overall program impact.

LUCERO

Latinx culture is made up of diverse styles of music, food, dance, clothing, and dialects. Inspired by the meaning of Lucero—morning star, evening star, bright star, and brilliance—this program gives students opportunities to connect, engage, and shine through meaningful

conversations, cultural experiences, and community-building activities. In this mentorship program, students discuss these dynamics and learn from each other's life experiences, contributing to a positive, inclusive, and welcoming campus environment that supports student success.

MAP

MAP is an impactful mentorship program designed to support students throughout their college journey. Through mentorship, meaningful conversations, and opportunities for growth, MAP explores the experiences, strengths, and challenges of men, particularly men of color, while welcoming students of all backgrounds. The program provides a supportive space focused on personal development, academic success, and building connections within a community of encouragement, empowerment, and progress for all students.

WISE

WISE is a mentorship program that centers the educational, professional, and career interests and experiences of women while welcoming students of all backgrounds. Participants can develop leadership skills, build professional and personal connections, engage with professional women, explore careers, participate in job-shadowing or volunteer experiences, and network with students, professionals, and community mentors.

Identity Unlocked

Identity Unlocked provides college students with opportunities to explore the complex landscape of personal and social identity. Participants examine aspects of identity including race, ethnicity, gender, sexuality, religion, and other dimensions of identity; engage in thought-provoking discussions and reflective activities; and develop a deeper understanding of themselves and others.

Next Level Networking

Connects college students with administrators, faculty, and influential community members. The program provides opportunities for meaningful interaction, relationship building, professional development, and networking.

Multicultural Awareness Events	
Program Areas	**Students**
LUCERO	110
MAP	138
WISE	140
Identity Unlocked	15
Next Level	55
Other (New Global Student Group)	12

Event topics include:

+ Personal Growth, Confidence, and Resilience
+ Academic and Life Success
+ Communication and Relationship Building
+ Culture, Identity, and Belonging
+ Career, Leadership, and Financial Development

Training

The training function of the OE provides professional learning, workshops, training, and resources designed to strengthen cultural competency and support the

College's commitment to empowerment, diversity, equity, inclusion, culture, and belonging. The team prepares participants to thrive in a diverse world and reinforces the importance of LCC's definition of diversity, equity, inclusion, culture, and belonging to build a stronger, more inclusive campus community.

Programming provides students, faculty, staff, and leaders with a common vocabulary, knowledge, opportunities for reflection, and practical tools to engage effectively across differences and contribute to an inclusive College environment. RISE (Reframing Inclusion Through Scholarship and Equity) is a three-part interactive training series designed to build knowledge, awareness, and practical application of diversity, equity, inclusion, culture, and belonging within the College community. Through facilitated discussions, interactive activities, scenarios, reflection, and group engagement, RISE gives participants opportunities to examine concepts, share perspectives, strengthen cultural understanding, and apply learning in the classroom, workplace, and broader College community.

The team completed the training series this year, and the Office of Empowerment is collaborating across the college to offer it more widely. The series includes:

RISE I: Diversity, Equity, Inclusion, Culture, and Belonging

RISE II: Culture

RISE III: Culture in Action

The Training function also celebrates Maya Angelou's life and contributions annually. This community event includes presentations by students, staff, faculty, and community members and had approximately. In addition, the team created and presented a Belonging Workshop for an LCC Division retreat.

Training Events	
Program Areas	**Participants**
RISE Trainings	45
Maya Angelou Celebration	171
Belonging Workshop	50

OE Programs and Events

In addition to programming within its three functional areas, the OE hosts programs and events designed to engage students, faculty, and staff; increase cultural awareness; create opportunities for learning and dialogue; connect individuals with resources; and strengthen a sense of community and belonging.

Office-wide programming includes Summer Impact, Taste of Culture, cultural awareness and celebrations, film screenings and discussions, educational programs, interactive activities, student-requested activities, and other opportunities that bring the College community together. These programs are coordinated across the OE and reflect the collaborative work of the functional areas.

Summer Impact

Summer Impact is a series of interactive programs hosted by the OE to welcome and engage students while introducing them to the College's diverse community and available resources and support. Activities provide opportunities for cultural learning, identity exploration, community building, and connection with the OE.

Taste of Culture

Taste of Culture provides the College community with opportunities to experience cultures, flavors, and traditions from around the world. Through food sampling, music, decorations, cultural information, guest speakers, videos, literature, and other interactive experiences, participants are introduced to cultural traditions in an engaging and accessible environment.

Additional OE programming includes cultural celebrations, educational events, panel discussions, performances, "Pop-Up" events (short-term, often unexpected but impactful experiences designed to encourage participation, connection, and engagement with College leaders, professionals, community members, and others who can encourage and support success), and interactive experiences that encourage learning, dialogue, engagement, and connection across the College community

OE Programming	
Program Areas	**Participants**
Student Events and Pop-ups*	158
Taste of Culture	271

*Karaoke, Puzzle Competition, Poker Night, etc.

Pop-Up Food Pantry

Food insecurity remains a significant challenge for college students and can create barriers to persistence and academic success. LCC remains committed to addressing this basic need by providing students with access to food resources across multiple campus locations.

Since introducing the Pop-Up Food Pantry, LCC has continued to strengthen its food assistance efforts and increase awareness of available community resources. The College's food pantries provide students with access to shelf-stable food options, helping to reduce food-related barriers that may interfere with their educational goals. From fall through summer, LCC's food pantry locations recorded 5,723 student visits.

Demand for food assistance during the 2024/2025 academic year exceeded available funding, resulting in a temporary suspension of food distribution during the summer semester at the downtown campus. Additional funding was available for summer 2026. Utilization across the academic year continues to demonstrate a significant need for food assistance among LCC students and reinforced the importance of maintaining sustainable resources to support ongoing pantry operations.

Professional Clothing Drives and Pop-up Shop

During the 2025-2026 academic year, Career and Employment Services hosted two professional clothing drives and collected more than 600 clothing items. Donations increased significantly this year, with growing support from community members in addition to LCC faculty and staff. The donated attire was made available to students through Professional Clothing Pop-Up Shops located in the Career Center, providing access to complimentary professional clothing for interviews, career fairs, internships, and employment opportunities. More than 250 students participated in the pop-up shops.

Mobile Health Clinic

LCC partnered with the University of Michigan Sparrow Health System to

offer free monthly healthcare services to students, employees, and community members. The Mobile Health Clinic is located on the downtown campus mall, making it easily accessible for students, staff, and community members. During the 2025-2026 academic year, 122 individuals utilized the service.

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 (ADA), including Title II, LCC is committed to ensuring that individuals with disabilities have equal access. The College works to provide students and employees accessible resources and support. This commitment reflects both the College's legal responsibilities and its mission.

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 a 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.

Five-Year Highlights (2022-2026)

Looking back across five consecutive years, our audits have evaluated 449 total documents and identified 1,151 areas for improvement. Together, we are seeing real, steady progress:

Lowest Error Rate Yet: The percentage of documents with accessibility issues dropped to 73.5% in 2026, down significantly from 84.5% in 2025 and a high of 86.6% in 2024.

Fewer Issues Per Document: The average number of errors per flagged document hit a five-year low of 3.6, down from 4.4 in 2024.

Major Gains in PDFs: Average issues dropped from 9.0 per document in 2022 down to 3.2 in 2026.

Expanding Our Scope: We broadened our focus on spreadsheets, with Excel files making up 29.4% of all reviewed documents in 2026, compared to 16.7% back in 2022.

2026 Key Focus Areas

While our progress is encouraging, a few common formatting issues still pop up and create barriers for colleagues and students using assistive technology:

Key Focus Areas		
Primary Accessibility Issue	**Flagged Documents**	**How It Affects Users**
Incorrect Font Size or Type	41	Makes text hard to read for low-vision users
Heading Structure Misuse	31	Keeps screen readers from navigating easily
Improper Table Formatting	27	Scrambles data cells when read aloud
Missing or Incorrect Alt Text	22	Leaves out important context for images
Insufficient Color Contrast	**21**	Reduces clarity for visual readers

Next Steps and Support for Teams

This annual review gives us a snapshot of our ongoing collegewide teamwork around accessibility. To help departments fix accessibility barriers, eLearning offers a comprehensive library of step-by-step tutorials and video guides developed over the past several years. Our ACQA team remains available for drop-in support and personalized guidance.

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

+ Headings: missing or not presented on accessibility features of D2L in classes for both faculty and students, as well as with student areas including Success Coaches, Library, Academic Advisors, 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.

D2L Course Accessibility Office Hour Drop-In Sessions

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

Redesign Campus Accessibility Webpage

+ Redesigning and reorganizing the

webpage to improve usability, increase awareness of accessibility resources and training opportunities, and provide a centralized hub for accessibility information, requirements, and support resources and services.

Audio Description for Video Resources, Training, and Support

Audio Description Training and Resources

+ Developed training and resources to support campus with the new Federal Title II regulations, requiring all pre-recorded videos in active D2L courses include Audio Descriptions when essential visual information is not expressed through audio to ensure content is fully accessible to blind and low-vision individuals.
+ Offered monthly eLearning LIVE session focused on Audio Descriptions.
+ Hosted in-person Office Hours to support faculty with Audio Descriptions.
+ Created many new resources including checklists, example videos, and Kaltura video support have been developed to support faculty and staff with learning about Audio Descriptions, evaluating existing videos, and planning ahead to build-in Audio Descriptions for future videos.
+ Updated LCC's Accessibility Guidelines to include specific guidelines for Audio Description for video.

Audio Descriptions for Kaltura (LCC's Media Platform

+ Implemented a new Audio Description feature within Kaltura that enables users to request Audio Descriptions for video content.
+ Implemented a campus-wide process for Divisions for leveraging the Audio Description feature within Kaltura.
+ Trained Divisional staff on the process and Audio Description for video.

Audio Description Reporting

+ Implemented new reports to assist Divisions with tracking video content in courses, and faculty completion of the Audio Descriptions for Accessible Video TMS training.

Audio Description Campus Presentations/Meetings

+ Met with Departments, committees, and leadership groups to promote Audio Description resources, trainings and available support.

Audio Description Communications

+ Offered continued support to campus by communicating regularly with faculty and staff about Audio Descriptions requirements, and the resources, training, and checklists available to support faculty efforts in learning about audio descriptions, evaluating existing videos, and planning ahead to ensure key visual elements are fully describing in the main video narration before recording new video content.

Track and evaluate Voluntary Product Accessibility Templates (VPATs)

+ VPATs were reviewed and evaluated for all 34 D2L integrations, including 11 system integrations, and 23 publisher integrations to ensure the products conform to recognized accessibility standards.

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 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's user interface and tools to enhance support for screen readers and assistive technologies, including updates to progress bar indicators across several tools, updates to Assignments/Quick Eval, as well as the Assignment Submission layout.

D2L System and Integration Updates Reviewed for Accessibility
July 2025- June 2026

System/Tool	Number of Updates Reviewed
Ally	106
D2L	178
H5P	42
Kaltura	616
ReadSpeaker/TextAid	110
Respondus	10
Webex	227

Accessibility Trainings

+ Developed new training Audio Descriptions for Accessible Video (Self-paced in the Talent Management System, and offered in-person)
+ Developed new training Audio Descriptions for Accessible Video-Kaltura Moderator Reviewer (Self-paced in the Talent Management System for selected Divisional staff.)
+ 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 administers 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 2025	353	8,261	6,107
Fall 2025	203	3,659	2,438
Spring 2026	1,063	10,615	7,897
Summer 2026	350	2,506	1,915

Ally Alternative Formats
Totals by Semester

Download Type	Summer 2025	Fall 2025	Spring 2026	Summer 2026
Audio	59	40	65	18
BeeLine	18	8	30	5
Braille	5	0	7	1
ePub	165	61	221	70
HTML	304	302	563	128
Immersive Reader	17	12	26	4
OCRed PDF	13	12	88	10
Original File	1,739	571	1,820	552
Tagged PDF	3,787	1,432	5,077	1127

+ **ReadSpeaker and 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 2025	13,581
Fall 2025	15,258
Spring 2026	35,341
Summer 2026	4,501

+ **Kaltura Accessibility Features:** Kaltura provides a range of accessibility features, including HTML5 support, screen reader support, closed captions, audio description, 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	Quantity
Summer 2025	641
Fall 2025	786
Spring 2026	1,975
Summer 2026	430

Note: Audio Description services became available during the Spring 2026 semester.

Kaltura Media Number of Audio Descriptive Videos by Semester

Semester	Quantity
Summer 2025	N/A
Fall 2025	N/A
Spring 2026	99
Summer 2026	12

Note: The option to mark a video reviewed for accessibility became available during the Spring 2026 semester and is a running total.

Kaltura Media Number of Videos Reviewed for Accessibility

Academic Year	Quantity
2026	547

Note: The option to mark a video reviewed for accessibility became available during the Spring 2026 semester and is a running total.

Training Completions for TMS Training
Audio Descriptions for Accessible Video

Academic Year	Quantity
2026	89

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.

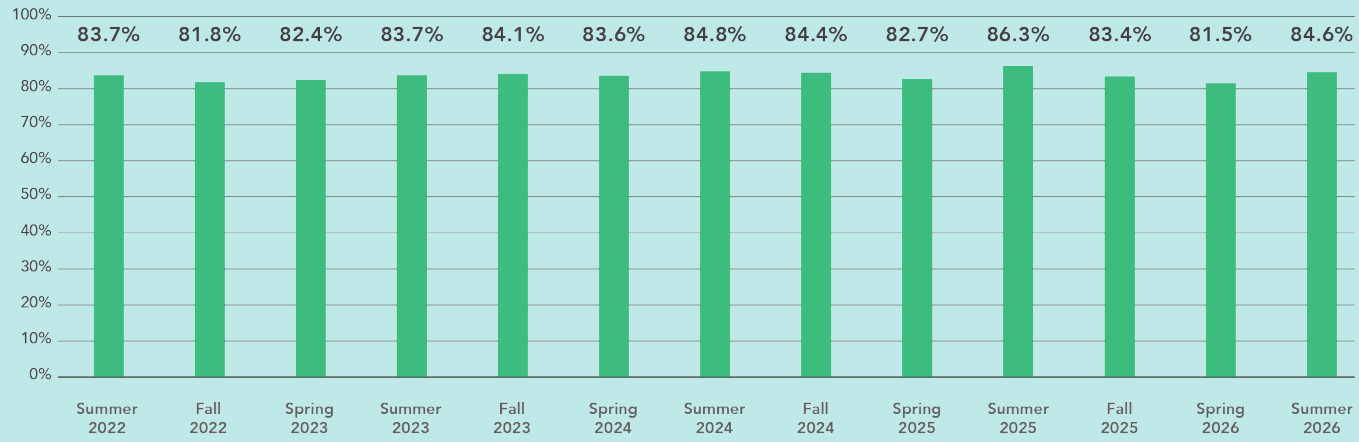
Average Ally Score in D2L
by Semester

Semester	Percentages
Summer 2025	86.30%
Fall 2025	83.90%
Spring 2026	81.50%
Summer 2026	85.20%

Accessible Course Content in D2L by Semester 2022- 2026

+ The bar chart below displays the overall percentage of accessible course content in D2L for each semester from Summer 2022 through Summer 2026. Each semester shows accessible content in the 80% or higher range.

Accessible Course Content in D2L
2022-2026 Semester



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. These 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 everyone 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.

A recent AAC&U two-year study of nearly 700,000 student records, recommends that OER implementation should be recognized as a high-impact practice. It can positively influence student success outcomes and provide benefits for populations historically underserved by higher education.

Watson, C. E., Miceli, H., Perkins, B. A., Chittum, J. R., & Schneider, H. (2026). Open educational resources: A new high-impact practice. American Association of Colleges & Universities.

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 with Concern

E102-1: Met

The College sets expectations for what students learn through assessing competency in Essential Learning Outcomes (ELOs); over 42K student assignments were assessed and show that the majority of LCC students meet these competencies.

E102-2: Met with Concern

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 student success for Black students decreased from a record high in 2024-2025.

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 and career. Our students pass necessary exams and continue working in their chosen field.

E-102-1

Upon completion of an award, students will have demonstrated competency in applicable LCC Essential Learning Outcomes.

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 2025-2026.

Essential Learning Outcomes (ELOs)

LCC adopted the Association of American Colleges & Universities (AAC&U) four 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 2025-2026 Academic year, Student Wellness and Fitness was included within the ELOs.

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

ELO Summary Table 2025-2026 (n=42,362 total)	
70%	**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.
87%	**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.
90%	**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.
88%	**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	Meet Competency Overall	
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.	**70%**	We collected 9,216 assignments that prompted students to demonstrate their competency in this ELO. Assignments included: assessments, exams, and tests. **Of those student assignments, 6,430 (70%) scored at least 70%.**

Meets Competency by Gender
Analysis by gender shows two gender groupings met the ≥70% target.

Female (n=5,322)	69%	
Male (n=3,537)	70%	
Non-disclosed (n=357)	74%	

Meets Competency by Ethnicity
Analysis by ethnicity shows five ethnicity groupings did not meet the ≥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=31)	55%	
Asian (n=462)	65%	
Black (n=925)	62%	
Hispanic (n=915)	67%	
Two or More (n=468)	69%	
Unknown (n=316)	70%	
White (n=6,094)	72%	

Meets ≥ 70% **Does Not Meet < 70%**

Summary Table ELO 2: Intellectual and Practical Skills

ELO 2	Meet Competency Overall	
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.	**87%**	We collected 12,030 assignments that prompted students to demonstrate their competency in this ELO. Assignments included: assessments, exams, and tests. **Of those student assignments, 10,471 (87%) scored at least 70%.**

Meets Competency by Gender
Analysis by gender shows all gender groupings exceed ≥70% target.

Female (n=6,024)	88%
Male (n=5,589)	87%
Non-disclosed (n=417)	86%

Meets Competency by Ethnicity
Analysis by gender shows all ethnicity groupings exceed ≥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=34)	85%
Asian (n=472)	90%
Black (n=1,403)	80%
Hispanic (n=1,237	86%
Two or More (n=605)	85%
Unknown (n=402)	89%
White (n=7,852)	88%

Meets ≥ 70% Does Not Meet < 70%

Summary Table ELO 3: Personal and Social Responsibility

ELO 3	Meet Competency Overall	
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.	**90%**	We collected 9,510 assignments that prompted students to demonstrate their competency in this ELO. Assignments included: assessments, exams, and tests. **Of those assignments, 8,589 (90%) scored at least 70%.**

Meets Competency by Gender
Analysis by gender shows all gender groupings exceed ≥70% target.

Female (n=6,012)	92%
Male (n=3,168)	87%
Undisclosed (n=330)	88%

Meets Competency by Ethnicity
Analysis by gender shows all ethnicity groupings exceed ≥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=32)	81%
Asian (n=326)	95%
Black (n=945)	86%
Hispanic (n=908	86%
Two or More (n=451)	88%
Unknown (n=343)	93%
White (n=6,491)	91%

Meets ≥ 70% **Does Not Meet < 70%**

Summary Table ELO 4: Integrative and Applied Learning

ELO 4	Meet Competency Overall
Students demonstrate competency of integrating and applying their accumulated learning by applying their knowledge, skills, and responsibilities to new settings and complex problems.	**88%**

We collected 11,606 assignments that prompted students to demonstrate their competency in this ELO. Assignments included: assessments, exams, and test.

Of those assignments 10,208 (88%) scored at least 70%.

Meets Competency by Gender

Analysis by gender shows all gender groupings exceed ≥70% target.

Female (n=5,582)	87%
Male (n=5,602)	89%
Undisclosed (n=422)	85%

Meets Competency by Ethnicity

Analysis by gender shows all ethnicity groupings exceeded the ≥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=50)	94%
Asian (n=349)	85%
Black (n=1,207)	80%
Hispanic (n=1,185)	87%
Two or More (n=590)	86%
Unidentified (n=439)	90%
White (n=7,775)	89%

Meets ≥ 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 college credits in the first term)**
- **Gateway Math and English Completion**
- **Persistence and retention**
- **Earned degree or significant credential anywhere 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 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
1,779	1,824	1,754	1,885	2,143

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.

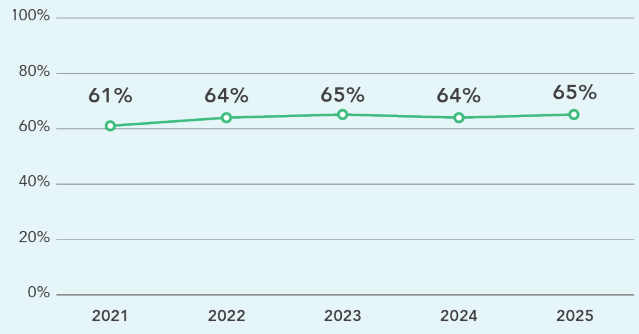
Why it matters:

+ 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:

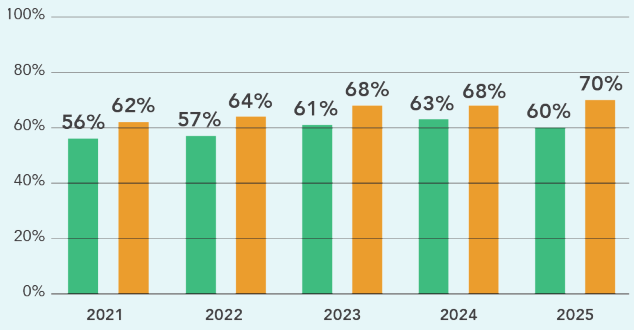
The first chart below shows the overall percentage of new student cohorts successfully achieving this metric and the second chart shows this success rate by Pell status.

New Student Cohorts
Complete 6 or More College Credits in First Term



Cohort Starting Year

New Student Cohort by Pell Eligible Status
Complete 6 or More College-Level Credits in First Term



Cohort Starting Year

Pell Eligible
Not Pell Eligible

KEY TAKEAWAY:

+ Credit momentum improved for both Pell-eligible and non-Pell-eligible students over the five-year period. The percentage of Pell-eligible students completing 6 or more college-level credits in their first term increased from 56% in Fall 2021 to 60% in Fall 2025, while the rate for non-Pell-eligible students increased from 62% to 70%.
+ Across all cohorts, Pell-eligible students had lower credit momentum rates than their non-Pell-eligible peers. The gap ranged from 5 to 10 percentage points, with the largest gap occurring in Fall 2025.

KEY TAKEAWAY:

+ Overall, credit momentum increased from 61% in the Fall 2021 cohort to 65% of students in the Fall 2025 cohort.

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

New Student Cohort that Complete 6 or More College Credits
Count and Percentages by Race/Ethnicity

Cohort	Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
	#	%	#	%	#	%	#	%	#	%
American Indian or Alaskan Native	4/7	57%	1/1	100%	4/8	50%	2/6	33%	1/7	14%
Asian	40/63	63%	45/72	63%	51/77	66%	47/69	68%	56/84	67%
Black	59/165	36%	66/168	39%	71/177	40%	116/223	52%	113/275	41%
Hispanic	94/183	51%	133/204	65%	122/212	58%	128/226	57%	132/238	55%
Native Hawaiian/ Pacific Islander	0/1	0%	1/1	100%	1/2	50%	1/1	100%	2/3	67%
Two or More	42/77	55%	43/91	47%	42/82	51%	62/111	56%	63/106	59%
White	813/ 1,239	66%	850/ 1,236	69%	817/ 1,148	71%	825/ 1,195	69%	977 / 1,359	72%
Unknown	29/44	66%	26/51	51%	31/48	65%	30/54	56%	47/71	66%
Overall	1,081/ 1,779	61%	1,165/ 1,824	64%	1,139/ 1,754	65%	1,211/ 1,885	64%	1,391 / 2,143	65%

KEY TAKEAWAY:

+ While overall credit momentum increased from 61% in Fall 2021 to 65% in Fall 2025, differences remain by race/ethnicity. Black students had lower rates across the cohorts than the overall rate, despite improvement from 36% in Fall 2021 to 41% in Fall 2025.
+ Hispanic students also improved from 51% to 56% but remained below the overall rate.

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.

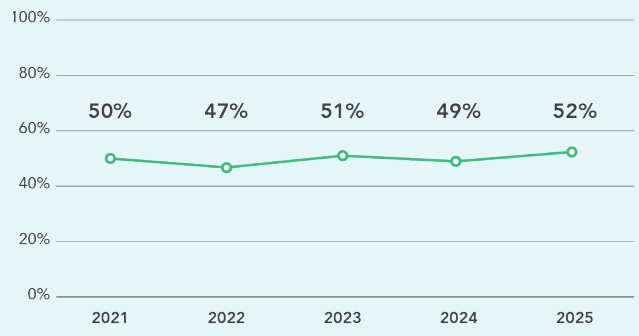
Why it matters:

+ 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:

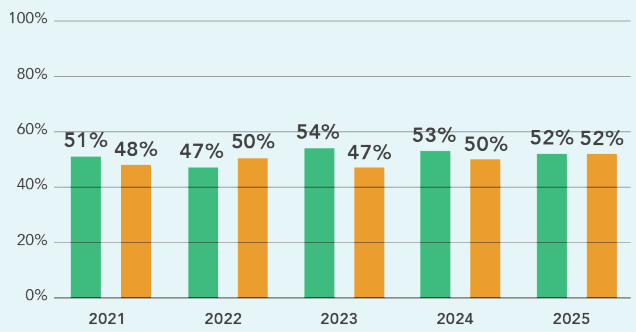
The first chart below shows the overall percentage of new student cohorts successfully achieving this metric and the second chart shows this success rate by Pell status.

New Student Cohort
Complete College English in First Year



Cohort Starting Year

New Student Cohort
by Pell Eligible Status
Complete College-Level English in First Term



Cohort Starting Year

Pell Eligible
Not Pell Eligible

KEY TAKEAWAY:

+ Completion of college-level English within the first year varied only modestly by Pell eligibility over the last five years. Rates for Pell-eligible students ranged from 47% to 54%, compared with 47% to 52% for students who were not Pell-eligible.
+ For the Fall 2025 cohort, both groups had a 52% rate of completing college-level English within their first year.

KEY TAKEAWAY:

+ The percentage of students completing college-level English within their first year has ranged from 47% to 52% over the last five years. The Fall 2025 cohort was 52%, the highest percentage over the last five cohorts.

College-Level English in the First Year Attempt Status								
Cohort	Attempt and complete		Attempt and did not complete		Did not attempt		Total	
	%	#	%	#	%	#	%	#
Fall 2021	50%	897	14%	250	36%	632	100%	1,779
Fall 2022	47%	852	15%	280	38%	692	100%	1,824
Fall 2023	51%	902	17%	296	32%	556	100%	1,754
Fall 2024	49%	917	14%	278	37%	690	100%	1,885
Fall 2025	52%	1,111	17%	357	31%	675	100%	2,143

KEY TAKEAWAY:

+ Of the students who did attempt college-level English in their first year, between 75% and 78% successfully completed college-level English. For the Fall 2025 cohort, that percentage was 76%.

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

New Student Cohort that Complete College-Level English in First Year
Count and Percentages by Race/Ethnicity

Cohort	Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
	#	%	#	%	#	%	#	%	#	%
American Indian or Alaskan Native	4/7	57%	1/1	100%	2/8	25%	2/6	33%	2/7	29%
Asian	33/63	52%	36/72	50%	41/77	53%	31/69	45%	46/84	55%
Black	60/165	36%	63/168	38%	73/177	41%	103/223	46%	106/275	39%
Hispanic	96/183	52%	95/204	47%	109/212	51%	115/226	51%	128/238	54%
Native Hawaiian/ Pacific Islander	0	0%	0/1	0%	1/2	50%	0/1	0%	2/3	67%
Two or more	40/77	52%	30/91	33%	38/82	46%	52/111	47%	55/106	52%
White	644/ 1,239	52%	609/ 1,236	49%	614/ 1,148	53%	587/ 1,195	49%	739/ 1,359	54%
Unknown	20/44	45%	18/51	35%	24/48	50%	27/54	50%	33/71	46%
Overall	897/ 1,779	50%	852/ 1,824	47%	902/ 1,754	51%	917/ 1,885	49%	1,111/ 2,143	52%

KEY TAKEAWAY:

+ While overall completion of college-level English within the first year increased from 50% in Fall 2021 to 52% in Fall 2025, differences in completion rates remain by race/ethnicity.
+ In Fall 2025, 39% of Black students in the new student cohort attempted and completed college-level English within their first year.
+ The percentage of Black students in the Fall 2025 cohort compared with the Fall 2024 cohort **attempting** college-level English in their first year decreased by 7.6% (38.5% in 2025 compared to 46% in 2024). In addition, the completion rate for these students attempting the college-level English course dropped from 74% in 2024 to 61% in 2025.

Gateway Course Completion – Math

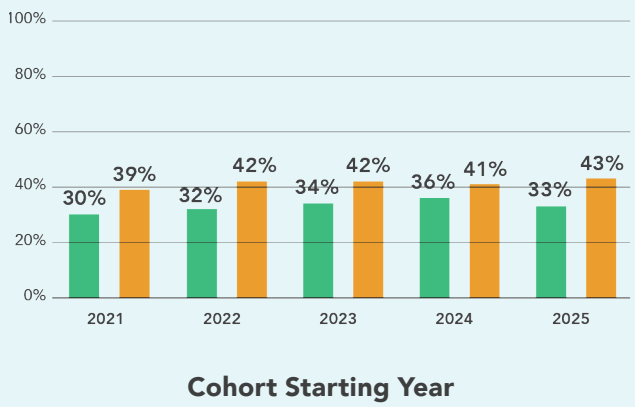
What it means:

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

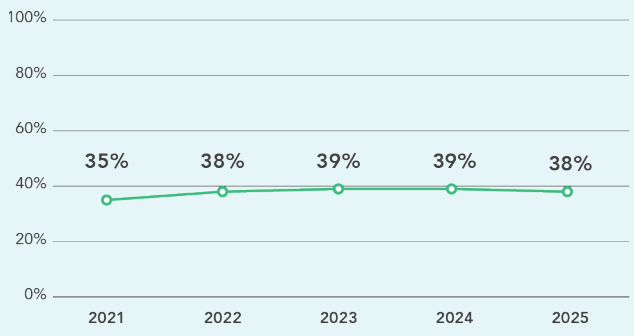
New Student Cohort by Pell Eligible Status
Complete College-Level Math in First Term



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.

New Student Cohort
Complete College Math in First Year



KEY TAKEAWAY:

+ Completion of college-level Math within the first year was consistently lower among Pell-eligible students. Among Pell-eligible students, completion rates ranged from 30% to 36% over the five-year period, compared with 39% to 43% among students who were not Pell-eligible.
+ In Fall 2025, 33% of Pell-eligible students completed college-level Math within their first year, compared with 43% of students who were not Pell-eligible.
+ Additionally, Pell-eligible students in the Fall 2025 cohort were less likely to attempt a college-level Math course compared to non-Pell-eligible students (48% compared with 55%).

KEY TAKEAWAY:

+ The percentage of students completing college-level Math within their first year has ranged from 35% to 39% over the last five years. The Fall 2025 cohort was 38%.

College-Level Math in the First Year Attempt Status								
Cohort	Attempt and complete		Attempt and did not complete		Did not attempt		Total	
	%	#	%	#	%	#	%	#
Fall 2021	35%	629	9%	157	56%	993	100%	1,779
Fall 2022	38%	688	13%	238	49%	898	100%	1,824
Fall 2023	39%	677	14%	254	47%	823	100%	1,754
Fall 2024	39%	727	14%	279	47%	879	100%	1,885
Fall 2025	38%	820	13%	283	49%	1,040	100%	2,143

KEY TAKEAWAY:

+ Not all students in the cohort attempt college-level Math in the first year. Over the last five years, between 47% and 56% of students did not attempt college-level Math in the first year.
+ Of the students who did attempt college-level Math in their first year, between 72% and 80% successfully completed college-level Math. For the Fall 2025 cohort, that percentage was 74%.

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 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
	#	%	#	%	#	%	#	%	#	%
American Indian or Alaskan Native	3/7	43%	0/1	0%	1/8	13%	3/6	50%	1/7	14%
Asian	27/63	43%	31/72	43%	38/77	49%	30/69	43%	39/84	46%
Black	29/165	18%	34/168	20%	36/177	20%	59/223	26%	54/275	20%
Hispanic	50/183	27%	71/204	35%	71/212	33%	82/226	36%	79/238	33%
Native Hawaiian/ Pacific Islander	0/1	0%	0/1	0%	1/2	50%	0/1	0%	2/3	67%
Two or more	19/77	25%	27/91	30%	25/82	30%	36/111	32%	39/106	37%
White	485/ 1,239	39%	509/ 1,236	41%	492/ 1,148	43%	495/ 1,195	41%	580/ 1,359	43%
Unknown	16/44	36%	16/51	31%	13/48	27%	22/54	41%	26/71	37%
Overall	629/ 1,779	35%	688/ 1,824	38%	677/ 1,754	39%	727/ 1,885	39%	820/ 2,143	38%

KEY TAKEAWAY:

+ While overall completion of college-level Math within the first year increased from 35% in Fall 2021 to 38% in Fall 2025, differences in completion rates remain by race/ethnicity. Black students had completion rates ranging from 18% to 26% across the last five years. Hispanic students had completion rates ranging from 27% to 36%.
+ In Fall 2025, 20% of Black students and 33% of Hispanic students completed college-level Math within their first year, compared with 38% overall.
+ The percentage of Black students in the Fall 2025 cohort compared with the Fall 2024 cohort attempting college-level math in their first year decreased by 13% (48% in 2024 compared to 35% in 2025).
+ The completion rate for these students that attempted the college-level math course stayed roughly the same (55% in 2024 and 56% in 2025).

Persistence

What it means:

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

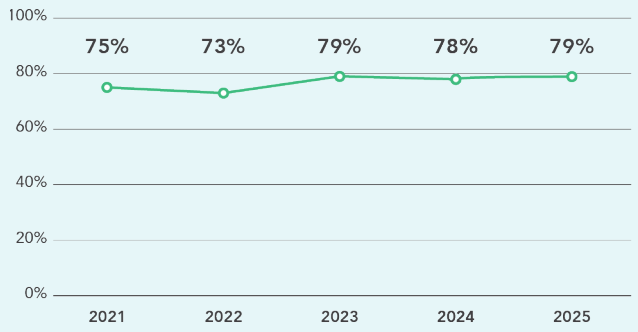
Why it matters:

+ 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.

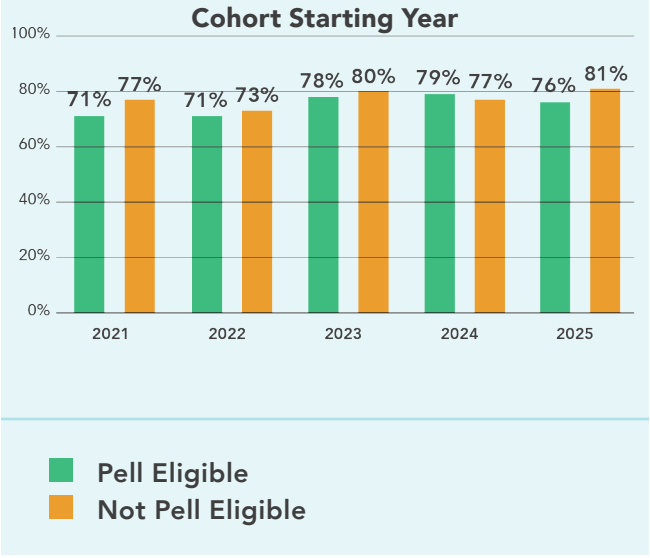
New Student Cohort
Persistence (Fall-to-Spring)



KEY TAKEAWAY:

+ Persistence for the 2025 cohort was 79%, on par with the last two cohorts.

New Student Cohort
by Pell Eligible Status
Fall-to-Spring Persistence



KEY TAKEAWAY:

+ Persistence rates for Pell-eligible students ranged from 71% to 79%, compared with 73% to 81% for students who were not Pell-eligible.
+ For the Fall 2025 cohort, persistence rates were five percentage points lower among Pell-eligible students than among non-Pell-eligible students (76% compared with 81%). This represents a reversal from Fall 2024, when persistence was 2 percentage points higher among Pell-eligible students (79% compared with 77%).

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 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
	#	%	#	%	#	%	#	%	#	%
American Indian or Alaskan Native	5/7	71%	1/1	100%	5/8	63%	3/6	50%	5/7	71%
Asian	54/63	86%	54/72	75%	60/77	78%	51/69	74%	67/84	80%
Black	101/165	61%	93/168	55%	124/177	70%	171/223	77%	183/275	67%
Hispanic	131/183	72%	163/204	80%	167/212	79%	168/226	74%	182/238	76%
Native Hawaiian/ Pacific Islander	0/1	0%	1/1	100%	1/2	50%	0/1	0%	3/3	100%
Two or more	56/77	73%	59/91	65%	61/82	74%	75/111	68%	79/106	75%
White	958/ 1,239	77%	918/ 1,236	74%	938/ 1,148	82%	964/ 1,195	81%	1,111/ 1,359	82%
Unknown	33/44	75%	34/51	67%	35/48	73%	39/54	72%	59/71	83%
Overall	1,338/ 1,779	75%	1,323/ 1,824	73%	1,391/ 1,754	79%	1,471/ 1,885	78%	1,689/ 2,143	79%

KEY TAKEAWAY:

+ While overall fall-to-spring persistence increased from 75% in Fall 2021 to 79% in Fall 2025, differences in persistence rates remain by race/ethnicity. Black students had lower persistence rates than the overall cohort in four of the five years, with rates ranging from 55% to 77%. Hispanic students had rates closer to the overall cohort, ranging from 72% to 80%.

Retention

What it means:

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

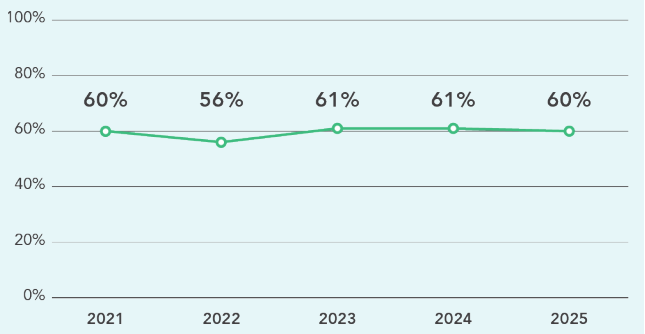
Why it matters:

+ Maintaining and improving these rates has an immediate impact on fall 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.

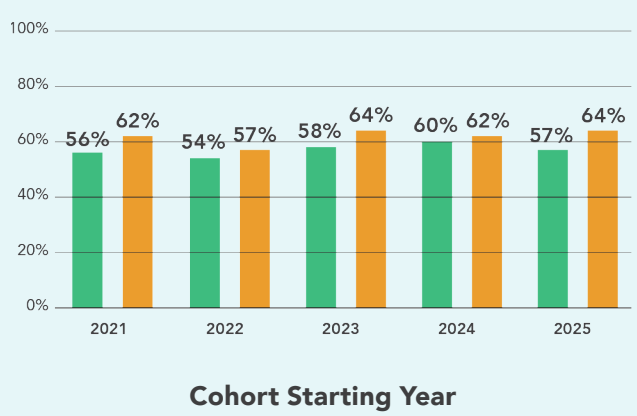
New Student Cohort
Retention (Fall-to-Fall)



KEY TAKEAWAY:

+ Retention for the 2025 cohort was 60%, on par with the last three cohorts.

New Student Cohort
by Pell Eligible Status
Fall-to-Fall Retention



KEY TAKEAWAY:

+ The retention rate for Pell-eligible students in the Fall 2025 cohort was seven percentage points lower than the rate for students who were not Pell-eligible (57% compared with 64%).
+ This gap was associated with a lower retention rate among full-time, Pell-eligible students.

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 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
	%	#	%	#	%	#	%	#	%	#
American Indian or Alaskan Native	5/7	71%	0/1	0%	1/8	13%	3/6	50%	3/7	43%
Asian	46/63	73%	48/72	67%	51/77	66%	34/69	49%	58/84	69%
Black	75/165	45%	63/168	38%	83/177	47%	139/223	62%	134/275	49%
Hispanic	101/183	55%	115/204	56%	131/212	62%	144/226	64%	136/238	57%
Native Hawaiian/ Pacific Islander	0/1	0%	1/1	100%	2/2	100%	0/1	0%	1/3	33%
Two or more	44/77	57%	53/91	58%	47/82	57%	55/111	50%	60/106	57%
White	763/ 1,239	62%	713/ 1,236	58%	739/ 1,148	64%	753/ 1,195	63%	848/ 1,359	62%
Unknown	27/44	61%	24/51	47%	24/48	50%	26/54	48%	55/71	77%
Overall	1,061/ 1,779	60%	1,017/ 1,824	56%	1,078/ 1,754	61%	1,154/ 1,885	61%	1,295/ 2,143	60%

KEY TAKEAWAY:

+ While overall fall-to-fall retention remained relatively stable, ranging from 56% to 61% over the five-year period, differences in retention rates remain by race/ethnicity. Black students had lower retention rates than the overall cohort across all five years, ranging from 38% to 62%. Hispanic students had retention rates ranging from 55% to 64% and were at or above the overall rate in three of the last five years.
+ In the Fall 2025 cohort, 49% of Black students and 57% of Hispanic students were retained from fall-to-fall, compared with 60% overall.

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.

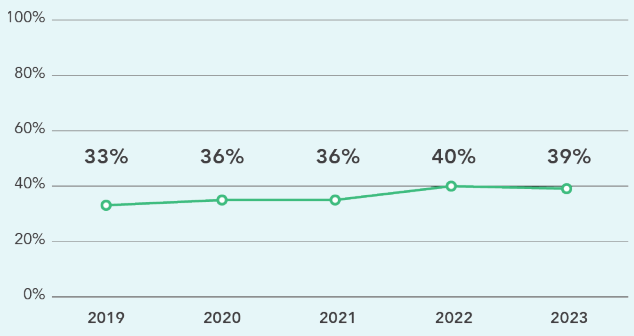
Why it matters:

+ 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 an industry-recognized credential by 2030.

Data and analysis:

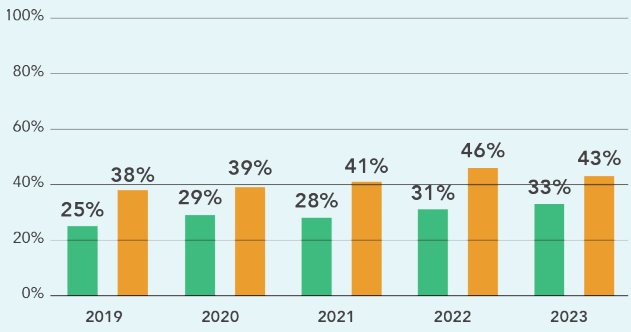
The first chart below shows the overall percentage of new student cohorts successfully achieving this metric and the second chart shows this success rate by Pell status.

New Student Cohort
Graduate or Transfer within 3 Years



Cohort Starting Year

New Student Cohort
Graduate or Transfer within 3 Years



Cohort Starting Year

Pell Eligible
Not Pell Eligible

KEY TAKEAWAY:

+ The graduation or transfer rate within three years was 10% lower for Pell eligible students in the fall 2023 cohort compared to students who were not Pell eligible (33% vs 43%).

KEY TAKEAWAY:

+ The three-year graduation or transfer rate was 39% for the most recent cohort (fall 2023).

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

New Student Cohort
Graduate or Transfer within 3 Years by Race/Ethnicity

Cohort	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	#	%	#	%	#	%	#	%	#	%
American Indian or Alaskan Native	3/19	16%	2/4	50%	1/7	14%	0/1	0%	3/8	38%
Asian	39/107	36%	28/65	43%	26/63	41%	32/72	44%	35/77	46%
Black	55/261	21%	39/167	23%	33/164	20%	36/167	22%	46/177	26%
Hispanic	53/212	25%	51/209	24%	38/184	21%	72/206	35%	71/212	33%
Native Hawaiian/ Pacific Islander	2/3	67%	0	—	1/1	100%	1/1	100%	0/2	0%
Two or more	35/138	25%	33/117	28%	20/77	26%	32/91	35%	27/82	33%
White	573/ 1,571	36%	526/ 1,341	39%	502/ 1,239	41%	553/ 1,235	45%	499/ 1,148	43%
Unknown	15/68	22%	13/43	30%	21/44	48%	11/51	22%	10/48	21%
Overall	775/ 2,379	33%	692/ 1,946	36%	642/ 1,779	36%	737/ 1,824	40%	691/ 1,754	39%

KEY TAKEAWAY:

+ While the overall percentage of students who graduated or transferred within three years increased from 33% for the Fall 2019 cohort to 39% for the Fall 2023 cohort, differences remain by race/ethnicity. Black students had rates ranging from 20% to 26%. Hispanic students had rates ranging from 21% to 35%.
+ The three-year graduation or transfer rate for Black students in the Fall 2023 cohort was four percentage points higher than the rate for the Fall 2022 cohort (26% compared with 22%) while the three-year graduation or transfer rate for Hispanic students was two percentage points lower in Fall 2023 than Fall 2022 (33% compared with 35%).

E-102-3

Occupational programs are designed for regional employment needs

Lansing Community College works to design programs that meet the needs of regional employers while continuing its commitment to improving the lives of its students. Three of the most prominent methods used include:

+ Quarterly advisory board conversations with employers and stakeholders in relevant industries, as a requirement of Perkins V funding.
+ Reviews of each program area every four years and offset four year reviews of each individual credential, with intentional consideration given to workforce demand and job quality in related fields.
+ Annual review of labor market conditions, as detailed below.

As a result of these methods, LCC has adapted to changing workforce demands. One recent change includes development of an unmanned aerial vehicle (UAV or Drone) program, created to fill quickly growing demands for FAA-licensed commercial drone pilots in a wide range of fields including agriculture, environmental science, and construction. Students in this program are prepared to sit for the commercial drone pilot's exam, required for anyone using a UAV as part of their employment.

A second recent change in response to labor market conditions was in our child development program. Faculty recognized a difference between populations of students who were simply seeking a certification and those who intended to pursue a 4-year degree. Given low industry pay for individuals without a bachelor's degree, the program is working with Community Education and Workforce Development (CEWD) to develop a low-cost process where students are given assistance in completing certification, while the for-credit courses were slightly modified to be more transfer-friendly.

LCC relies on Lightcast for much of its labor market data. The following analysis began by filtering listed occupations to those for which typical educationh required more than high school education but less than a bachelor's degree. Currently, the workforce of the Lansing/East Lansing Metropolitan Statistical Area (MSA) comprises approximately 240,000 individuals, of which about 80,000 have training relevant to what LCC offers. Approximately 20,000 of those individuals hold an associate degree. Lightcast was used to identify the 50 largest, 50 fastest growing, and 50 highest paying occupations in the MSA. Occupations labeled as "all other" were removed as they are difficult to clearly define and assess for program alignment.

A total of 73 occupations were identified as being on at least one of the three lists, representing at least 22,000 jobs, or approximately one-quarter of the middle-skill workforce. LCC currently offers aligned programs for 54 of those occupations (74%). Eighteen occupations appeared on all three lists, of which LCC currently offers training for 16 occupations. The two occupations

for which LCC does not currently offer training are respiratory therapists and truck drivers. A recent collaboration with Mott Community College is providing students with access to respiratory therapy and truck driving has proven a costly program that prepares individuals for careers in a high-turnover field.

Remaining occupations for which LCC does not offer training primarily include jobs in cosmetology and healthcare. Cosmetology can be challenging to provide training for students given the cost of materials, low student/faculty ratio, and high number of hours required both in class and in industry. Additionally, cosmetology programs are often highlighted when regulators monitor student financial outcomes. Healthcare creates additional challenges despite typically resulting in higher wages and more reliable employment. Developing programs in specialized healthcare fields requires coordination and approval from accrediting bodies along with local capacity for clinical rotation space. However, a recent partnership with Mott Community College allows students to take the prerequisite courses at LCC then transfer to Mott to complete an associate degree in respiratory therapy, occupational therapy assistant and physical therapy assistant.

In addition to healthcare and cosmetology, occupations with no specific LCC program also include highly specialized technical fields, like cellular tower or telecommunications equipment installers. While no specific training program exists, current programs (e.g. Electrical Technology) would likely provide students with adequate background to pursue these fields with any missing skills being provided by the employer.

LCC works to analyze and address current regional workforce demands. Its faculty are in constant communication with local employers, adapting to changing environmental conditions. Analysis of the largest, highest paying, and fastest growing occupations reveals that current programs provide training where necessary but avoids fields where risk to both the student and the institution, particularly in high cost, low paying fields, is high. While healthcare may appear to offer opportunities for growth, realities of the industry make entry into that market difficult.

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 students and graduates in preparing for employment and developing the skills needed to navigate the job market successfully. Individualized career assistance includes resume and cover letter development, interview preparation, and job search strategies tailored to students' career goals.

CES also extends career readiness programming across the College by partnering with faculty and student organizations to deliver workshops and presentations on a range of career development topics. During the 2025–2026 academic year, CES served 1,535 students and graduates through individualized services, workshops, presentations, and other career-related programming. These efforts help students build practical skills, strengthen their confidence, and prepare for successful transitions from college to employment.

CES hosts multiple employer engagement opportunities throughout the academic year, including 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 and Employer Spotlights.

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 (CES) supports students and graduates in preparing for employment and developing the skills needed to navigate the job market successfully. Individualized career assistance includes resume and cover letter development, interview preparation, and job search strategies tailored to students' career goals.

The Perkins V 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 was compliant with Perkins V requirements. The coordinator tracked and connected with students identified through outreach or referral and provided them with specialized case management. The coordinator met with Perkins-eligible students to enable the successful completion of their occupational program of study.

Summary of key accomplishments from the 2025–2026 academic year:

+ 326 students were identified and referred to Perkins Special Populations Services
+ 169 students received individualized case management and ongoing support.
+ 224 referrals were made to campus and community resources to address academic, personal (basic needs), financial, and career-related needs.
+ 85 students/staff participated in engagement activities, community-building opportunities, and educational programming.
+ Participated in 6 large outreach events focused on connecting with Perkins Special Populations students and increasing awareness of available resources.

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 89%. In addition, for Health and Human Services programs required to report employment rate per their accrediting body, of the students who responded to the employment survey 84% of the health and human services students for the class of 2024 through 2026 are employed after graduation. Post-graduation survey data for the Class of 2026 shows that 94 out of 115 students who responded to the survey reported 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 2024-Summer 2026)			
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)	21	21	100%
Radiologic Technology	43	44	97%
Nursing RN Option	277	294	94%
Nursing PN Option	121	125	97%
Dental Hygiene	63	63	100%
Diagnostic Medical Sonography[1]	31	36	86%
Surgical Technology	39	50	78%
Basic EMT[2,**]	87	103	84%
Paramedic	23	24	96%
Medical Assistant[3]	7	7	100%
MRI4 (consortium program)	9	13	69%
Neurodiagnostic Technology (NDXT) (consortium program)	NA	3	NA
Fire Academy	58	68	85%
Police Academy	127	137	92%
Massage Therapy	16	20	80%

[1] Data for IDMS statistics are for students in the cohorts who graduated 2023 and 2024. Data for the Class of 2025 is not available until January 2027.
[2] EMT and Paramedic report is from 2023-2025. Per accreditation, numbers are not reported for one year post exam.
[3] The Medical Assistant program served 60 students from 2024-2026. The State of Michigan does not require the RMA/CMA credential to work as a Medical Assistant. Due to this, the number of students who register for the credentialing exam remains low.
[4] MRI class of 2026 – results were not yet available at the time of gathering data for this report.

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	20/21	20/22
Neurodiagnostic Technology	2/2	3/3
Surgical Technology	18/19	7/9
Radiologic Technology	16/16	13/15
Diagnostic Medical Sonography[1]	15/16 – reported in 2024 for the Class of 2023	16/17– reported in 2025 for the Class of 2024
Child Development[2]	8/14[2]	5/9[2]
Medical Assistance (MA Apprenticeship and MA traditional students)[3]	9/17	11/21
Massage[4]	20/23 Class of 24	NA
Nursing[5]	19/20- responded to survey from CDS	–
Paramedic[6]	7/7	19/19

[1] DMS Year 2025 is for 2023 graduates reported in 2024. Year 2026 is for 2024 graduates reported in 2025.

[2] CHDV for Class of 2025 and 2026: This figure is based on the response rate to the graduate employment survey and students employed in the field when completing the CHDV Early Childhood Practicum in their last semester before graduation.

[3] MA class of 2025 data reflects that no student surveys were received regarding employment from the traditional cohort, however all 9 Apprenticeship students were employed. MA class of 2026 traditional cohort data is unavailable due to the August 2026 graduation; however, all 11 Apprenticeship students are employed

[4] Data is for class of 2024. Current 2025 and 2026 data is not available because COMTA gives students 150% of time to complete before reporting employment data.

[5] Practical Nurse: 125 students were surveyed- no responses received. Registered Nurse: 152 students were surveyed- 20 responses received with 19 reporting they were employed and working in the field.

[6] Per accreditation, they do not report for 1 year.

Graduate follow-up survey data

Job placement rates for 2024-2025 Graduates:

89% of all career-related (occupational) graduates reported being employed on the Graduate Follow-Up surveys (76/85)

+ 96% of associate degree career-related (occupational) graduates reported being employed (44/46)
+ 82% of certificate career-related (occupational) graduates reported being employed (32/39)

E-103 – Community Impact

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

E103: 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 and regional level.
+ In FY 26, the Community Education and Workforce Development (CEWD) Division provided just under 10,000 clients with over 1,100 educational experiences.
+ LCC provides cultural experiences, events and opportunities across campus and to the community.
+ To date, LCC has contributed over $33,500 funds and $17,000 in-kind funds to help support local and regional organizations there by helping the organizations to build capacity.

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 material). Additionally, many employees, including Executive Leadership Team members, serve on various community, local, state and regional councils and boards. Please see examples below:

Division	Membership
External Affairs, Development and K-12 Operations	+ Capital Area College Access Network (CapCAN) + Capital Area Michigan Works! T3 + Capital Region Technical Early College (CRTEC) Advisory Board + Coalition for College and Career Readiness (C3R) Advisory Council + Catholic Charities of Ingham, Eaton, and Clinton Counties (CCIEC) Board of Directors + Lansing Promise Authority + Lansing Regional Chamber of Commerce (LRCC) Business Roundtable + State of Michigan P-20 Advisory Council
Health and Human Services Division	+ Capital Area Health Alliance Board Member + Michigan Occupational Deans Administrative Council (MODAC)
Human Resources	+ Western Michigan Health Insurance Pool (WMHIP) Executive Committee
Office of the President	+ Global Community College Leadership Network + Lansing Symphony Orchestra Board + Michigan Community College Association (MCCA) Board of Directors + Lansing Economic Area Partnership (LEAP) Board of Directors
Senior Vice President	+ ACE Women's Network-Michigan + Mid-Michigan Business Travel Coalition
Student Affairs	+ Michigan Community College Student Services Association Executive Board + Lansing Promise Executive Board
Technical Careers Division	+ Capital Area Manufacturing Council + Michigan Occupational Deans Administrative Council (MODAC)

E-103-2

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. In FY 2026, the Technical Careers (TC) Division had 251 ongoing apprenticeships in skilled trades across 64 employers, including 211 trades apprentices and 40 electrical apprentices. The two largest programs are General Motors with 52 apprentices and the Lansing Board of Water and Light with 42. Outside of the TC division, the HHS division continues to innovate with Paramedic, First Responder, Firefighter, Certified Assisted Living Director, Fire Medic, and Medical Assistant apprenticeships. Because there is a critical need for healthcare workers across our state, these apprenticeships help address that shortage by upskilling workers and making them more flexible on the job. These innovative, high-quality apprenticeships help address our critical workforce shortage of emergency healthcare workers in the Capital Region. Careers in Healthcare 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 FY26, 9,778 (duplicated headcount) business clients, students and training participants in just over 1,100 educational experiences from CEWD. Stakeholders ranged from large, single-company corporate accounts to retirees, small business owners and youth in 2nd-12th grades.

The Business and Community Institute (BCI) provides customized trainings to a wide range of corporate customers in the area. BCI provides expertise in the Michigan New Jobs Training Program, which offers local area employers tax incentives for creating new jobs. In April 2026, LCC and LG signed a new contract as part of this program for employee training. The BCI also continues an exclusive agreement with the State of Michigan and State Court Administrative Office as an exclusive provider of all certification examinations for Court Electronic Reporter, Court Electronic Operator, Certified Stenotype Reporter, and Certified Steno Mask Reporter certifications. BCI partners with CAMW! through the Going PRO Talent Fund. This program provides employers with funding to help companies train, develop, and retain current and newly hired employees and helps regional employers create and implement strategic training plans to provide transferable skill sets to workforce employees BCI is also actively

involved with the Lansing Economic Area Partnership and the Michigan Economic Development Corporation to help recruit new companies and create economic development opportunities for our region. The BCI works closely with the Capital Area Manufacturing Council as a partner and connector with manufacturing related employers. Overall, the BCI offers creative training solutions to help companies maximize the impact for their workforce.

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. In June 2026, the JTC's Talent Action Team grant funding from the Michigan Economic Development Corporation (MEDC) concluded. This funding was used to provide free-of-charge pre-employment training to community members looking to enter the manufacturing field, including individuals currently incarcerated at the Ingham County Jail. The JTC works closely with the MEDC to define employer partners to help create a talent pipeline for these in-demand entry-level positions. In FY 2026, the JTC began a new program in partnership with Lansing School District to offer an online Medical Front Office Specialist program. Over the past year, more than 20 students have completed the program. The JTC's programs also include English language instruction for non-native English speakers, providing instruction to better prepare them for employment and/or furthering their education. In FY26, 420 participants completed JTC programming.

CEWD also delivers regional entrepreneurship through its Small Business Development Center (SBDC). The SBDC provides training and consulting to small business owners to start up, expand, or help them navigate their way through crisis management situations. Last year, the SBDC provided training and consulting to 2,092 clients. The SBDC helped 32 new businesses open, creating 122 jobs in the greater Lansing area and generating $10,300,000 in economic impact.

Another offering from CEWD is Credit for Prior Learning. A full-time Experiential Learning Coordinator provides adult students with one point of contact for potentially receiving academic credit for their work experiences. This expansion of the previous part-time Experiential Learning position offers an incentive for disconnected adults to reengage and earn a certificate or degree. In FY 2026, 601.5 credits were awarded to 49 students via this process.

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 hosted many events in 2025-2026.

To date, LCC has held:

+ 28 Performing Arts events

The LCC Performing Arts Department offered the following opportunities in 2025-2026:

+ **Aug. 2025**

  Workshop: Musical Theatre Audition Prep, led by Kelly Stuible-Clark

+ **Sept. 2025**

  An Evening with Stars: Lansing Lit, featuring LCC faculty and staff reading from their published writing, part of the community-wide Lansing Lit Festivall

+ **Oct. 2025**

  Collective Rage: A Play in Five Betties, Black Box Theatre production, directed by Emma Baker

+ **Oct. 2025**

  Fall Swing Fling Jazz and Dance, featuring the LCC Jazz Band, directed by Jon Gewirtz

+ **Nov. 2025**

  Island Song, Dart Musical Theatre production, directed by Kelly Stuible-Clark

+ **Dec. 2025**

  Climate Change Theatre Action, interdisciplinary and community collaboration of theatre performances, poetry, and a reclaimed fashion show involving LCC Theatre, Biology, English and Art and Design programs, part of the international Climate Change Theatre Action Festival

+ **Dec. 2025**

  Swing Dance featuring the LCC Jazz Combo, directed by Jon Gewirtz, at Stage One Performing Arts Center

+ **Dec. 2025**

  LCC Blues Weekend, performance by LCC Multi-Instrumental Ensemble, directed by Jon Gewirtz

+ **Dec. 2025**

  LCC Blues Weekend performance by LCC Jazz Band, directed by Jon Gewirtz

+ **Dec. 2025**

  LCC Concert Choir, directed by Nada Radakovich

+ **Dec. 2025**

  Rock Band Concert, directed by Chris Rollins, at The Avenue, Lansing

+ **Dec. 2025**

  Improv Showcase, directed by Blake Bowen

+ **Dec. 2025**

  Ten-Minute Play Festival Directing Showcase, led by Paige Tufford

+ **Dec. 2025**

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

+ **Feb. 2026**

  Sometimes Happy – Sometimes Blue, Jazz and Dance Concert, directed by Jon Gewirtz

+ **Feb. 2026**

  Lansing Rotary, LCC Jazz Combo performance directed by Jon Gewirtz

+ **Feb. 2026**

  Brothers Grimm Spectaculathon, Black Box production, directed by Blake Bowen

+ **March 2026**

  Music Faculty Concert: Scholarship Fundraiser featuring all of LCC's music faculty

+ **March 2026**

  LCC student AnnaMaria Horn and Music faculty Bill Bastian performed at the LCC Women's Network annual Equal Pay Day event

+ **March 2026**

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

+ **April 2026**

  1984, Dart theatre production, directed by Paige Tufford

+ **April 2026**

  LCC Jazz Band, directed by Jon Gewirtz, at Mason High School

+ **April 2026**

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

+ **May 2026**

  The Meta Plays, directed by Emma Baker

+ **May 2026**

  LCC Concert Choir, directed by Nada Radakovich

+ **May 2026**

  LCC Rock Band, directed by Chris Rollins, at The Avenue

+ **May 2026**

  LCC Jazz Band performance and workshop at Dwight Rich Middle School

+ **June 2026**

  June 2026 LCC Jazz Band Combo with vocalist AnnaMarie Horn, directed by Jon Gewirtz, performing at the MI-ACE Women's Network annual conference hosted by LCC

+ **June 2026**

  A "Tail" of Peter Rabbit, directed by Chelle Peterson, LCC Summer Stage production in the Black Box Theatre

+ **July 2026**

  Going Medieval: The Second Shepherds' Play and Mankind, two comedies from the 1400s, directed by Paige Tufford, LCC Summer Stage production in Dart Auditorium.

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 to include Lansing Promise, CapCAN, OurSpace 517, and others are able to expand their reach through this support. Additionally, the resources these community organizations provide align with LCC's Strategic 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 & 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.

Cash Community Contributions from October 2024 - Present			
Processed Date	**Organization**	**Event and Date**	**Amount Granted**
Sept. 11, 2025	Lansing Promise	2025-2026 Operational Funds	$10,000
Oct. 1, 2024	CapCAN	2025-2026 Operational Funds	$10,000
Nov. 4, 2025	Lansing Entertainment & Public Facilities Authority (LEPFA)	Silver Bells in the City	$1,000
March 16, 2026	OurSpace 517	Juneteenth Weekend Event Date: June 18-21, 2026	$2,500
May 7, 2026	Greater Lansing Area Holiday Commission	2026 MLK Day of Celebration Event Date: Jan. 19, 2026	$5,000
May 11, 2026	Lansing Pride	Lansing Pride Event Date: June 27, 2026	$1,000
May 12, 2025	Turning Point of Lansing	Student Program Activities Event Date: July 2026 - June 2026	$2,000
June 15, 2025	PEERS	Lansing Juneteenth KickoffEvent Date: June 4, 2026	$2,000
Total			**$33,500**

In-kind Community Contributions for August 2025 – August 2026			
Processed Date	**Organization**	**Event and Date**	**Value**
Aug. 18, 2025	Media Messengers	Lansing Bless Fest Event Date: Aug. 23, 2025	$2,000
Oct. 3, 2025	Lenawee ISD Tech Center	Skills USA Event Date: Feb. 20, 2025	$10,700
Sept. 17, 2025	Capital Area Down Syndrome Association (CADSA)	CADSA 5K Event Date: Sept. 20, 2025	$600
Oct. 14, 2025	MSU - International Studies and Programs	2025 Humphrey Fellows Luncheon Event Date: Nov. 7, 2025	$500
Jan. 12, 2026	A Rally of Writers	A Rally of Writers Event Date: April 11, 2026	$3,150
Jan. 22, 2026	Michigan State AFL-CIO Workforce Development Institute	Statewide Trades and Contractors Meeting Event Date: Feb. 18, 2026	$800
Total			**$17,750**

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 2025-2026 are detailed below.

LCC's Annual Comprehensive Financial Report (ACFR) for the fiscal year ended June 30, 2026 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, 2026. 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 24th 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.

LCC Massage Therapy Faculty Member Receives Statewide Recognition

Lansing Community College Massage Therapy faculty member Jodi Wiley has been recognized with the 2026 American Massage Therapy Association (AMTA) Michigan Chapter Meritorious Award, an honor presented annually to a volunteer who exemplifies considerate and selfless service to the profession.

Jodi received the award for her outstanding commitment to supporting massage therapy students through her leadership of Student Day at the AMTA Michigan Chapter Spring Education Event. For several years, she has organized educational sessions that connect students with employers, experienced practitioners, educators, and industry advocates. Through these experiences, students gain valuable insight into employer expectations, professional practice, and the legislative and regulatory issues that shape the massage therapy profession.

As part of the Meritorious Award, Jodi also received a travel award to attend the AMTA National Convention as a VIP

guest. She represented both Lansing Community College and the Michigan Chapter at the national convention in Denver, Colorado, in August 2026.

LCC and U-M Health Sparrow Continue to Strengthen Healthcare Workforce Through Medical Assistant Apprenticeship

Lansing Community College's partnership with U-M Health Sparrow continues to serve as a successful model for employer-driven workforce development. By integrating academic instruction with hands-on clinical experience, the program addresses regional healthcare workforce needs while advancing LCC's mission of providing accessible, high-quality education that leads directly to meaningful employment.

The program's continued growth reflects the success of this model. To date, 93 students have graduated from the apprenticeship, with 12 additional students making up the ninth cohort, which will begin in January 2027. These milestones demonstrate the enduring commitment of LCC and U-M Health Sparrow to developing a highly skilled healthcare workforce while expanding educational and career opportunities for students throughout the region.

Wellness and Fitness Added to LCC's Essential Learning Outcomes

In April 2025, LCC's Academic Senate broadened the Essential Learning Outcomes (ELOs) by adding Wellness and Fitness as a new sub-category within Integrative and Applied Learning. Since then, Dr. Karen Hicks, Director of Assessment and HHS Associate Dean, Mari Croze, in collaboration with the Fitness and Wellness team (Jen Hilker, Courtney Geisel, Nikki Gruesbeck, Trevor Burns, Amy Stoakes, Crystal DeLang and Tiller Landick), have been developing a comprehensive Wellness ELO centered on five criteria: (1) mental, physical, economic, and social health; (2) cardiovascular health and cognition; (3) health information literacy; (4) current self-assessment and behavior change; and (5) lifelong healthy goals and practices. Together, these criteria establish a holistic framework that recognizes wellness as an essential component of student learning and development.

The Wellness and Fitness ELO supports both the cognitive and affective dimensions of student success by helping students understand health, evaluate information, assess their current behaviors, make informed changes, and develop sustainable practices. By addressing the interconnected dimensions of well-being, the framework can help reduce stressors, improve mood and confidence, strengthen learning and cognitive functioning, and prepare students to make informed health decisions. Ultimately, this initiative advances the institution's commitment to the whole student by equipping graduates with competencies that support academic achievement, career readiness, and healthy, productive lives well beyond graduation.

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

Student Journalist of the Year

+ Janet Nellis Mendler
+ Sophia Potter (Runner-up)

First Place

+ Photo Essay, "Behind the Scenes at the LCC Archives."

Second Place

+ Overall Newspaper Design

Third Place

+ News Website

Honorable Mentions

+ News Story, "C3R Summit Brings Educators and Students Together to Discuss LCC's Neurodivergent

Friendly Campus Initiative."

+ Sports Feature Story, "A Family Rooted in LCC."
+ General Excellence
+ Inside Page

2026 Michigan Student Association of Broadcaster award winners are:

+ **Tessa Merritt**
  First Place - Current Events
+ **Ash Perdue**
  Second Place - Human Trafficking Public Service Announcement: sponsored by the Michigan Human Trafficking Commission
+ **Nathan Schweri**
  Honorable Mention - Current Events

KCACTF External Review – Island Song

Lansing Community College's November 2025 production of Island Song received exceptional feedback through the Kennedy Center American College Theater Festival (KCACTF) Region 3 adjudication process. Reviewer Kelli Crump of Alma College described the production as performing at a level that would "give any 4-year BFA musical theatre program a run for their money" and praised the quality of the production and its outstanding performances.

The reviewer **recommended Island Song for the KCACTF Celebration of Associate Productions** and went further, strongly recommending that LCC be invited to present a concert version of the production at the full conference. She identified the company as an example of the talented and skilled artists studying at community colleges.

The production also received significant recognition across multiple areas of performance, collaboration, accessibility, direction, and music:

Ensemble Performance: The 12-member student ensemble was recognized for "outstanding performances" representing high-caliber work by Michigan artists.

Company Collaboration: LCC Performing Arts was recognized for excellence in the execution and integration of all production elements.

American Sign Language in Theatrical Performance: Kara Brown, Chance Adkins, and Otilla Harris were recognized for the seamless incorporation of ASL, which the reviewer noted made the production inclusive and accessible to an often-overlooked audience.

Outstanding Direction of a Musical: Director Kelly Stuible-Clark was recognized for creating what the reviewer described as a "world-class production" for LCC students and the surrounding community.

Excellence in Music Direction: John Dillingham was recognized for the high standard of orchestral and vocal leadership required by the production's complex score.

Courageous Professionalism: Student Kaitlyn Riel was recognized for stepping into a role during tech week and performing it with a high level of execution, professionalism, and care for fellow cast members.

Ryan Award nominations: Andre Perez and Lyndsey Camp were selected as Irene Ryan nominees in recognition of their individual performances.

LCC's Phi Theta Kappa Mu Tau was awarded 4-Star Chapter Status. The Phi Theta Kappa

Five-Star Chapter Plan. The plan provides a clear framework for student 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.

Math faculty members Jordan Gill and Eliza Lee worked diligently this summer to create low-cost materials for MATH 119 students. Their goal was to offset the rising costs of publisher materials by developing high-quality, in-house resources created by LCC professors who teach the course. The materials are currently being implemented in a pilot phase. Jordan and Eliza have earned a well-deserved recognition for completing the arduous task of creating these accessible, course-specific materials for students

Full-time physics faculty Bryan Stanley attended the American Physical Society (APS) Global Physics Summit in Denver, Colorado, March 15-20, 2026. As a part of the summit, he worked as the external evaluator for Squishy Science Sunday, a hands-on physics public engagement facilitated by APS members. The event took place at the Denver Museum of Nature and Science. At the summit, Bryan was also a panelist for the session titled Public Engagement is Essential to Physics: Steps for Shifting the Culture. In order to reach the full civic and scientific potential of physics, a culture change in physics is needed to recognize informal physics education (also referred to as public engagement or outreach) as an essential disciplinary practice. That is, engaging in informal physics education is part of what it means to ''do physics.'' This session explored the recommendations for fostering this cultural shift that are reported in a white paper from the June 2024 Summit of the Joint Network for Informal Physics Education and Research (JNIPER), of which the panelists are co-authors.

Physics faculty Bryan Stanley and Ali Ghorbanpour completed the 18-month New Faculty Development Series (NFDS) through the Organization for Physics at Two-Year Colleges (OPTYCs). Throughout this program, they attended conferences, monthly mentoring meetings, and implemented research-based pedagogies in their courses. They presented on changes they made in their courses at the NFDS commencement conference and the American Association of Physics Teachers Summer Meeting in Pasadena College. Ali presented a poster titled Comparing AI-Based Support and Peer Tutoring Experiences in an Introductory Physics Course. Bryan presented a poster titled Please eLABorate: changes within a conceptual physics course at a two-year college and gave a talk titled "How old are you?" Stories from an early career faculty member at a two-year college.

LCC faculty members Jen Lathom (Geography) and Kirsten Wright (Geology) joined current and retired Earth Science educators at the Michigan Earth Science Teachers Association (MESTA) board meeting. Together, they helped facilitate conversations focused on strengthening Earth Science education and developing initiatives that support: student events, K–12 teachers, and college-level courses. The meeting also marked an exciting new opportunity for LCC, as Kirsten Wright was appointed to the MESTA executive board as the Liaison to LCC. This role will help strengthen connections between LCC and Earth Science educators throughout the region while creating new opportunities for collaboration. Through this partnership,

LCC students will gain access to hands-on conservation projects, connections with regional educators, and a wider collection of geology classroom specimens and resources. These connections can provide students with meaningful experiences beyond the classroom while expanding their exposure to Earth Science education and career opportunities.

Technical Careers Division was honored by the Capital Area Manufacturing Council (CAMC) as the 2026 Outstanding CAMC Partner during the CAMC's August 26, 2026 networking event. The award was presented to the division before approximately 300 attendees from the manufacturing community gathered to promote its future and its people.

E-104 – Diversity, Equity, and Inclusion

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 DEI training.
+ Revised hiring practices.
+ Provided training opportunities for employees on DEI.

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:

2026 LCC Police department Highlights:

+ Lansing Community College Police Department **has been going through the process of re-accreditation** through the Michigan Law Enforcement Accreditation Commission. Re-accreditation will cover the years of 2025-2027 and includes three years of proof gathering to show the accreditation board that we have continued to maintain the standards set forth by MLEAC that allows us to maintain our accreditation status
+ LCCPD continues to utilize **citizen contact receipts** however we did make minor modifications to remove some redundancy and to make more efficient for officers
+ **Training- "Rewire4"**- An 8-hour training attended by Officer Edward Stanley, Chief Daryl Gaines, Deputy Chief Tim Davis and Lieutenant Ruben Maldonado. The training focused on officer's mental health both causes, effects and coping mechanisms.
+ **Training- "Tactical Emergency Casualty Care"**- An 8-hour training attended by all sworn officers at the Ingham County Training Center. Focuses on emergency medical procedures. Attended between the months of September and December of 2026 (various dates assigned)
+ **Training- "Active Shooter/Active Violence"**- Created Online version of the training to help accommodate those with potential scheduling conflicts that doesn't allow them to attend in person.
+ **Training- "Capital Region Integrated Critical Skills Training"**- Focuses on scenario-based training with other police jurisdictions within Ingham County in reference to responding to violent incidents and other incidents where multiple jurisdictions may come together on a scene. Attended by all LCCPD police officers every 3 months in 2026
+ **Training- "Tri-County Crisis Intervention Team Training"**- Attended by Officer Jonas Heslinga. Focuses on problem solving skills and information to maximize de-escalation capability for persons in mental, emotional and substance use crisis.
+ **Shop with a Cop-** Attended by Officer Alexis Jones and Lieutenant Ruben Maldonado in December of 2025. Focuses on allowing children to spend an afternoon shopping for Christmas presents with a police officer designated to the family.
+ **Elementary School Field Trip-** Officer Brandon Russell utilized allotted community service hours to attend a school field trip as a chaperone in the spring of 2026
+ **IACP National Conference for Chiefs of Police-** Attended by Chief of Police Daryl Gaines and Deputy Chief of Police Tim Davis in October of 2026 in Orlando, Fl. 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 Deputy Chief Tim Davis in June of 2026 in Orlando, Fl- 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
+ **MACLEA Conference-** A 1-day local in state conference for college law enforcement administrators that focuses on Michigan related laws and policies regarding colleges and universities. Includes limited vendors and various workshops. Attended by Deputy Chief Tim Davis and Lieutenant Ruben Maldonado in May of 2026
+ **NACCOP National Conference**- A 5-day national conference regarding the Jean Clery Act and Title IX federal laws and policies. Conference took place in Baltimore, Md and was attended by Deputy Chief Tim Davis in July of 2026.
+ **Special Response Team (Ingham County Regional SWAT)**- LCCPD will now have an officer on the Ingham County Special Response Team which will give LCCPD their own tactical officer. The process began in September of 2026 and is currently ongoing (several administrative steps, testing and qualifications must be met and then selection process) Process takes place over several months. LCCPD currently has 2 members going through the process.
+ **Mid- Michigan Police Academy**- Officer Alexis Jones now works as an instructor at the police academy teaching Defensive Tactics to police trainees. Officer Jones began teaching during the spring semester 2026.
+ **New Parking Procedures-** Chief Daryl Gaines along with Emergency Manager Carol Wolfinger and Executive Director of Administrative Services Chris MacKersie created new parking procedures for all LCC controlled parking facilities and lots. This included new signage, parking facility hours (11 p.m. to 6 a.m.) and EV Station operations.

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 Multicultural 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 2026, the academy continued to offer the following trainings:

+ The female recruits have 3 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 will cover 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 will also provide 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.

E-104-2

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

The Center for Teaching Excellence (CTE) offered a variety of training and project opportunities to embed diversity, equity, and inclusion (DEI) into academic curriculum/program design. Offerings include but are not limited to:

Fall and Spring 2025-2026 CTE Professional Development available to faculty on areas of DEI included:

Pedagogy of Equity (POE) Course

This 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 readings, reflection, analysis, and creating an action plan, based on course concepts, for implementation. **58 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.

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. **56 Successful completers since 2022.**

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 content creators from diverse backgrounds, experiences, cultures, ethnicities, and genders.

OER By the Numbers

+ 10+ Million: Total student savings since the program launched in 2016

Recent Impact (Fall 2025 – Summer 2026)

+ 141 courses used OER
+ 711 total course sections used OER
+ 14,920 students in sections with OER

Professional Activity Days, January 2026

+ Included a general assembly with a keynote who spoke about Neurodiversity for Educators, as well as a panel of faculty discussing the use of generative AI in the classroom. In the afternoon, there were breakout sessions led by faculty and staff related to inclusive teaching and professional growth. **350+ attendees**

Professional Activity Days, May 2026

+ Included a general assembly with a variety of topics including Textbook Affordability, updates from Neurodivergent Friendly Campus Workgroups, a panel of faculty discussing Inclusive Teaching Strategies for Neurodiverse Classrooms, and a talk by the Provost about the Future of AI at LCC. In the afternoon, there were breakout sessions led by faculty and staff related to inclusive teaching and professional growth. **350+ attendees**

E-104-3

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

New Student Orientation

In April 2025, the college launched a new online orientation developed in partnership with Advantage Design Group. All new students must complete the orientation before registering for classes. This engaging and interactive video begins with a welcome 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 come to campus to participate in Resource and Registrations sessions. 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, counseling, to: are available to meet directly with students to explain 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 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 engaging parents and guests as informed partners, the college takes a proactive step to strengthen student success and retention. Parents and guests then rejoin students for the conclusion of the day. Before leaving campus, students can receive their StarCard and can choose to tour 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

Beginning October 2026, a monthly in-person new employee orientation will be held for all full-time and part-time employees. Attendance will be optional for student employees, coaches, and adjunct faculty. The updated orientation includes an overview of LCC and various departments, including Human Resources, Labor Relations, the Office of Empowerment, the Foundation, the Police Department, and the StarZone. Attendees will also receive information regarding payroll, applicable benefits, and the Employee Development Fund. Employees who are unable to attend will be required to reschedule for the next month. In addition to the in-person orientation, employees will continue to be assigned online orientation through LCC's Talent Management System (TMS) at the time of hire, which they must complete within their first three days. Full-time faculty will also complete an additional orientation through the Center for Teaching Excellence.

The move to an in-person orientation is expected to increase engagement while facilitating networking and learning. This improvement to the New Employee Orientation will provide new hires with a stronger understanding of available resources, as well as their roles and responsibilities within the College.

Beginning on their second day of work, new employees are automatically assigned their 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, included are two optional DEI 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 job requirement 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 the Higher Education Recruitment Consortium (HERC).

LCC employs a Full-Time Manager 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. Including:

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 LCC Employment Job Fair that allows various departments and divisions from the College to discuss job and career opportunities directly with interested attendees. The next LCC Employment Job Fair will be held in early 2027.

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 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 EAP is the Inclusion Advocates (IA) program. Additionally, the IA program supports and addresses key areas 1 and 3 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.

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. Beginning in 2027, all hiring managers will be required to participate in the IA training program. The training will be developed by Human Resources and may include both online and real-time virtual training components.

Inclusion Advocate Numbers
Currently, LCC has 71 inclusion advocates.

Presidential Appraisal Supplemental Material
November 2026

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E101-1 Demographic Supplemental Material Slice Region

Age of Students	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	2024 SLIICE Census Estimates
Under 25	66%	69%	70%	73%	71%	32%
25 or Older	34%	31%	30%	27%	29%	68%

Enrollment by Gender	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	2024 SLIICE Census Estimates
Female	58%	57%	55%	55%	54%	50%
Male	42%	43%	45%	45%	46%	50%

Ethnicity	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025	2024 SLIICE Census Estimates
American Indian or Alaska Native	0.4%	0.4%	0.4%	0.4%	0.4%	0.2%
Asian	3.1%	3.0%	3.2%	3.4%	3.5%	2.9%
Black or African American	9.6%	9.6%	9.7%	9.9%	11.4%	5.4%
Hispanic/Latino	8.8%	8.8%	9.2%	9.9%	10.3%	5.9%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.1%	0.1%	0.1%	0.0%
White	69.3%	69.7%	68.5%	67.1%	65.1%	80.5%
Two or More Races	4.4%	4.3%	4.6%	4.9%	5.2%	4.5%
Race and ethnicity unknown	3.6%	3.5%	3.5%	3.4%	3.2%	0.5%
Nonresident alien	0.6%	0.6%	0.8%	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 ACQA Accessibility Audit Data Summary 2022-202

Description	Year 2022	Year 2023	Year 2024	Year 2025	Year 2026	Totals
# of Documents Reviewed (Total)	84	97	82	84	102	449
# of Word Docs Reviewed	66	73	55	57	61	312
# of Google Docs Reviewed	0	0	0	0	1	1
# of Excel Docs Reviewed	14	17	15	21	30	97
# of PDF Docs Reviewed	2	7	7	6	6	28
# of PowerPoint Docs	2	0	4	0	4	10
# of Multimedia - Audio & Video Docs	0	0	1	0	0	1
% of Total for Word Docs	78.6%	75.3%	67.1%	67.9%	59.8%	69.5%
% of Total for Word Docs	0.0%	0.0%	0.0%	0.0%	1.0%	0.2%
% of Total for Excel Docs	16.7%	17.5%	18.3%	25.0%	29.4%	21.6%
% of Total for PDF Docs	2.4%	7.2%	8.5%	7.1%	5.9%	6.2%
% Total for PowerPoint Docs	2.4%	0.0%	4.9%	0.0%	3.9%	2.2%
% Total for Multimedia - Audio & Video Docs	0.0%	0.0%	1.2%	0.0%	0.0%	0.2%
# of Checked Documents with Issues (Total)	64	79	71	71	75	285
% of Documents with Issues	76.2%	81.4%	86.6%	84.5%	73.5%	63.5%
# of Issues Found (Total)	258	314	311	268	269	1151
Average # of Issues per Doc	4.0	4.0	4.4	3.8	3.6	4.0
# of Word Docs with Issues	47	57	48	48	45	245
# of Issues Found in Word Docs	193	224	223	183	173	996
Average # of Issues Found in Word Docs	4.1	3.9	4.6	3.8	3.8	4.1
# of Google Docs with Issues	N/A	N/A	N/A	N/A	1	1
# of Issues Found in Google Docs	N/A	N/A	N/A	N/A	6	6
Average # of Issues Found in Google Docs	N/A	N/A	N/A	N/A	6.0	6.0

Description	Year 2022	Year 2023	Year 2024	Year 2025	Year 2026	Totals
# of Excel Docs with Issues	13	15	11	18	20	77
# of Issues Found in Excel Docs	41	41	33	51	54	220
Average # of Issues Found in Excel Docs	3.2	2.7	3.0	2.8	2.7	2.9
# of PDF Docs with Issues	2	7	7	5	5	26
# of Issues Found in PDF Docs	18	49	40	34	16	157
Average # of Issues Found in PDF Docs	9.0	7.0	5.7	6.8	3.2	6.0
# of PowerPoint Docs with Issues	2	N/A	6	N/A	4	12
# of Issues Found PowerPoint Docs	6	N/A	14	N/A	20	40
Average # of Issues Found PowerPoint Docs	3.0	N/A	2.3	N/A	5.0	3.3
# of Multimedia - Audio & Video Docs with Issues	N/A	N/A	1	N/A	N/A	1
# of Issues Found in Multimedia - Audio & Video Docs	N/A	N/A	1	N/A	N/A	1
Average # of Issues Found in Multimedia - Audio & Video Docs	N/A	N/A	1.0	N/A	N/A	1.0

E-102-2 Addendum for 2026 Board ENDs Report

Earned a degree or significant credential anywhere within 6 years
What it means: This metric tracks the percentage of students in each new student cohort who earn a degree or certificate from LCC or another college or university within six years.

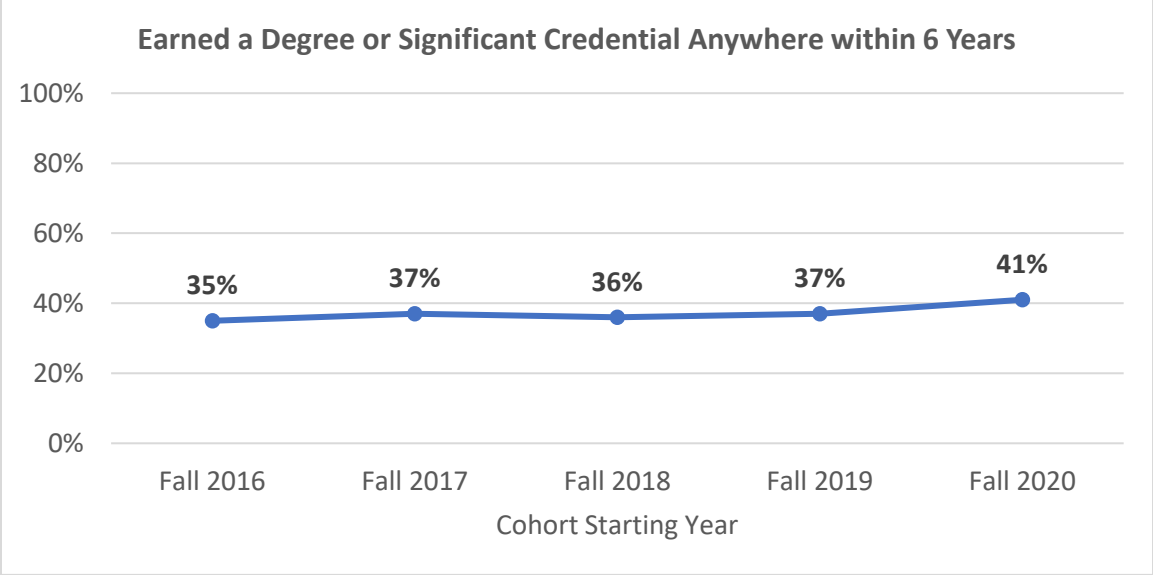
Why it matters:

- Students attend community college for many reasons, such as earning a degree or certificate or transferring to another college or university. This metric captures students who earn a degree or certificate from LCC as well as those who transfer and earn a degree or certificate from another institution.
- Michigan set a goal of 60% of working-age residents to have an industry-recognized credential by 2030. This metric helps track progress toward that goal.

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.

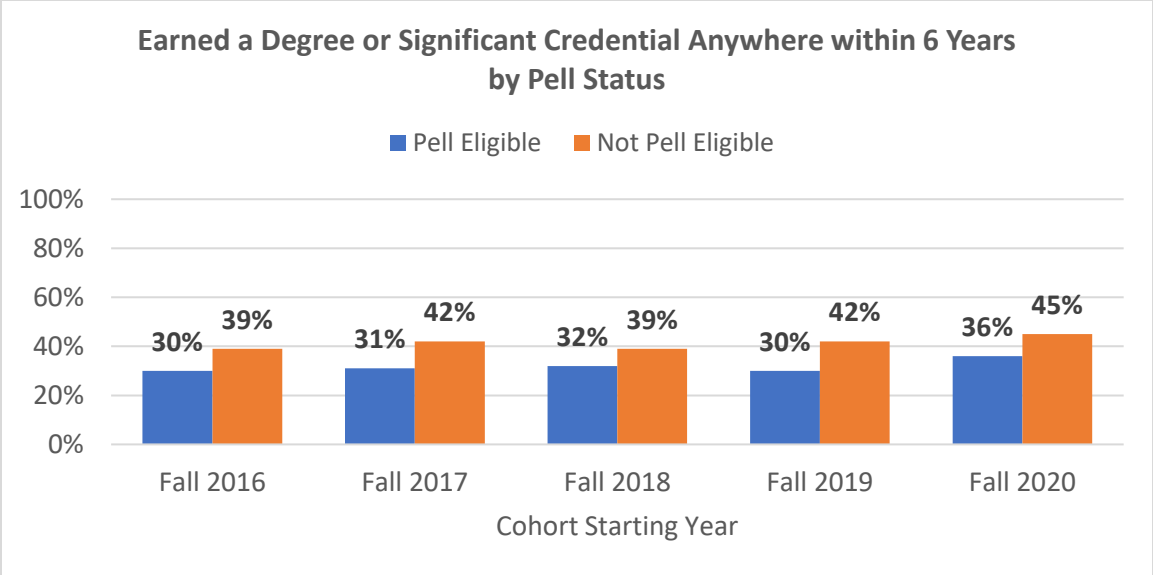
Earned a degree or significant credential anywhere within 6 years key takeaways:

- Students earning a degree or significant credential anywhere within six years has gone from 35% for the Fall 2016 cohort to 41% for the most recent cohort (Fall 2020).



Earned a degree or significant credential anywhere within 6 years key takeaways:

- The earned a degree or significant credential anywhere within 6 years metric was 9% lower for Pell eligible students in the fall 2020 cohort compared to students who were not Pell eligible (36% vs 45%).



Earned a degree or significant credential anywhere within 6 years by race/ethnicity key takeaways:

- While the overall percentage of students who earned a degree or significant credential anywhere within six years increased from 35% for the Fall 2016 cohort to 41% for the Fall 2020 cohort, differences remain by race/ethnicity. Black students had rates ranging from 16% to 28%. Hispanic students had rates ranging from 28% to 40%.
- The earned a degree or significant credential anywhere within 6 years metric for Black students in the Fall 2020 cohort was six percentage points higher than the rate for the Fall 2019 cohort (28% compared with 22%) while the rate for Hispanic students was three percentage points lower for the Fall 2020 cohort than Fall 2019 (35% compared with 32%).

Earned a Degree or Significant Credential Anywhere within 6 years by Race/Ethnicity					
Race/Ethnicity	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
American Indian or Alaskan Native	13% (1/8)	22% (2/9)	13% (1/8)	26% (5/19)	50% (2/4)
Asian	25% (35/138)	38% (45/120)	40% (48/121)	41% (43/106)	52% (34/65)
Black	16% (39/242)	20% (56/279)	21% (44/206)	22% (57/262)	28% (46/166)
Hispanic	28% (61/218)	40% (93/231)	31% (62/199)	35% (74/212)	32% (67/208)
Native Hawaiian/Pacific Islander	100% (1/1)	100% (1/1)	--	33% (1/3)	--
Two or More	27% (25/94)	26% (26/99)	27% (29/106)	32% (44/137)	30% (35/118)
White	43% (508/1,191)	42% (571/1,370)	41% (493/1,206)	40% (628/1,573)	45% (604/1,342)
Unknown	27% (25/92)	24% (22/92)	31% (18/59)	34% (23/67)	44% (19/43)
Overall	35% (695/1,984)	37% (816/2,201)	36% (695/1,905)	37% (875/2,379)	41% (807/1,946)

Graduate, Transfer, or Still Enrolled at Three Years

What it means: This metric tracks the percentage of students in each new student cohort who earn a degree or certificate from LCC, transfer to another college or university, or remain enrolled at LCC in the fall semester following the three-year timeframe.

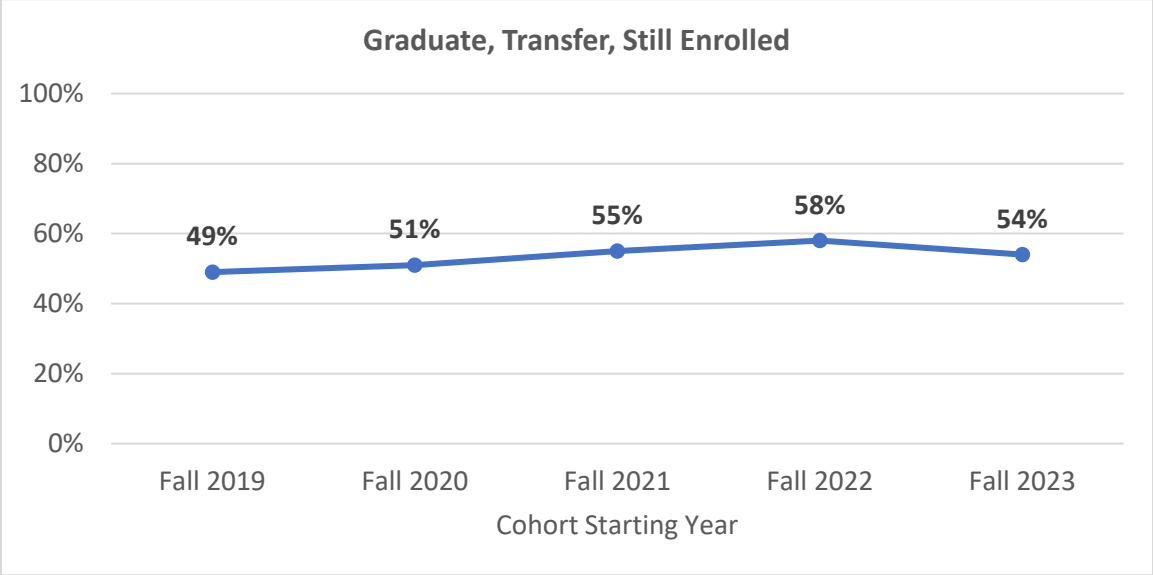
Why it matters:

- Many students enroll part-time or vary their enrollment intensity from semester to semester, which can extend the time it takes to complete a degree. This metric captures students who may still be enrolled at LCC beyond the three-year timeframe used to measure graduation or transfer rates.

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.

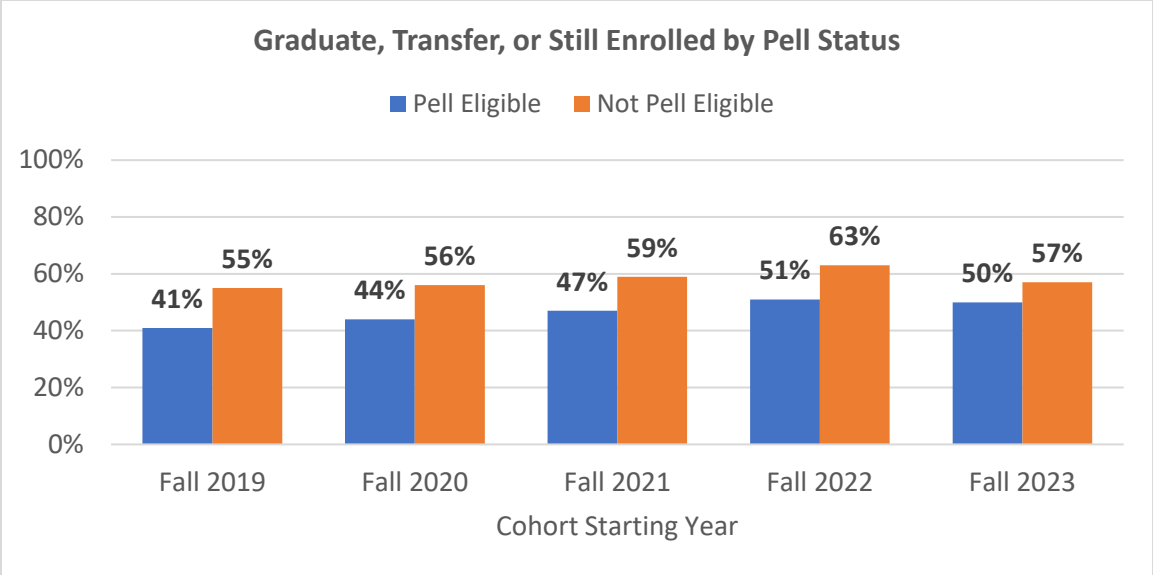
Graduate, transfer, or still enrolled key takeaways:

- The graduate, transfer, or still enrolled rate was 54% for the most recent cohort (fall 2023).



Graduate, transfer, or still enrolled by Pell status key takeaways:

- The graduate, transfer, or still enrolled rate was 7% lower for Pell eligible students in the fall 2023 cohort compared to students who were not Pell eligible (50% vs 57%).



Graduate, transfer, or still enrolled by race/ethnicity key takeaways:

- The graduate, transfer, or still enrolled rate for Black students increased from 36% for the Fall 2019 cohort to 43% for the Fall 2023 cohort, a 6-percentage-point gain. The Fall 2023 cohort rate was also 3 percentage points higher than the Fall 2022 cohort.
- Hispanic students' rate increased from 45% for the Fall 2019 cohort to 55% for the Fall 2022 cohort before declining to 52% for the Fall 2023 cohort.

Graduate, Transfer, or Still Enrolled within Three Years by Race/Ethnicity					
Race/Ethnicity	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**
American Indian or Alaskan Native	42% (8/19)	50% (2/4)	57% (4/7)	0% (0/1)	50% (4/8)
Asian	51% (54/106)	63% (41/65)	68% (42/62)	74% (53/72)	64% (49/77)
Black	36% (93/262)	43% (71/166)	38% (62/165)	39% (66/168)	42% (75/177)
Hispanic	45% (95/212)	41% (85/208)	46% (84/183)	55% (112/205)	52% (110/213)
Native Hawaiian/Pacific Islander	67% (2/3)	--	100% (1/1)	100% (1/1)	50% (1/2)
Two or More	39% (53/137)	41% (48/118)	45% (35/77)	49% (45/91)	46% (38/82)
White	53% (837/1,573)	54% (731/1,342)	58% (721/1,241)	61% (757/1,236)	58% (661/1,147)
Unknown	39% (26/67)	53% (23/43)	60% (26/43)	42% (21/50)	33% (16/48)
Overall	49% (1,168/2,379)	51% (1,001/1,946)	55% (975/1,779)	58% (1,055/1,824)	54% (954/1,754)

E-103 – Memberships

LCC serves the community through 120 institutional memberships across divisions on campus. Additionally, many employees, including Executive Leadership Team members, 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

Division	Membership
Office of the President	Lansing Economic Area Partnership (LEAP) Board of Directors
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)
Technical Careers Division	Michigan Corrections Officers Training Council
Technical Careers Division	Board of Wilson Talent Center

E103-1 Advisory Committees

Aviation Technologies
Organizations: Delta Air Lines, Duncan Aviation, Envoy Aviation, Gulfstream, Western Michigan University – Aviation Department, and Williams International

Building Construction/Construction Management
Organizations: Acme Home Exteriors, Christman Company, Clark Construction, Custom Built Homes, DLZ Michigan, INC, Doty Mechanical, E & T Foam Home, Emergent Bio Solutions, ERESA, Fred Motz Builder, Hanneman & Fineis Concrete, HNTB, Home Builders Assoc. of Greater Lansing, Kincaid Building Group, Kramer Management Group, Krieghoff Lenawee, Laux Construction, Mayberry Homes, Moore Trosper Construction Company, Reith-Riley Construction, Service Professor, Spicer Group and Studio Intrigue

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 , Feighner Boat Lifts and Docks, General Motors - Grand River Plant, Gestamp, Glanbia, GM, GSE Automation, IMPCO, Kirchhoff Van-Rob Inc., LBWL, Linn Products, LOC Performance, MS Ultrasonic, Neogen, Niowave, Inc., Packaging Engineering -Brighton, Peckham, Pratt Whitney, Roberts Sinto Corp, Sinto America, Tecomet, Tenneco, Thai Summit, Tial Sport, TRMI.THK, and Woodbridge Group

Civil Engineering Technology - see Building Construction/Construction Management

Computer Information Technology Systems
Organizations: Advanced Communications & Data (ACD), BWL, Capital Area Tech Hub (CATECH), Central Michigan University, Delta Dental, Devcare, Dewpoint, ESRI, IBM, Jackson National, Liquid Web, Logicalis, Microsoft, Michigan Cyber Patriot, MSU, Peckham, Rsi Logistics, State of Michigan, Techsmith and 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 Police Department, MDOC/Correctional Facilities Administration Operations/Office of Offender ReEntry, Michigan Department of Corrections, Michigan Sheriffs' Association, Michigan Sheriffs' Coordinating and Training Council, and Shiawassee County Sheriff's Office

Cybersecurity – see Computer Information Technology Systems

Electrical Technology – see Center for Manufacturing Excellence

Fire Sciences/Fire Academy

Organizations: City of East Lansing, City of East Lansing Fire Department, City of Lansing Fire Department, 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 Township Fire Department, Lansing Township Fire Fighters, Meridian Township EMS/Fire Dept., Meridian Township Fire Fighters and Windsor Township Emergency Services

Geographic Information Systems – <u>see Computer Information Technology Systems</u>

Heating, Ventilating, & Air Condition Technology

Organizations: Applegate Home Comfort, Comfort First Heating and Cooling, Hedrick Associates, Johnstone Supply, Kellogg Community College, Meridian Company, Michigan Engineered Comfort Corp., MSU IPF, Myers Plumbing and Heating, Pleune Service Company, Quality Air Service, and 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, 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

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, and Peckham Vocational Industries

Legal Studies

Organizations: Anderson & Makulski, Auto Owners Insurance, Buhl, Little, Lynwood & Harris, Cline, Cline and Griffin, PC, Ionia County Prosecutor, Klug Law Firm, Michigan Attorney General, Michigan Office of Administrative Hearings and Rules, MPHI, Sparrow Hospital, Speaker Law Firm, U.S. Committee for Refugees and Immigrants, VP Law and Woodworth Law

Mechatronics – <u>see Center for Manufacturing Excellence</u>

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., Meridian Twp. P.D., MSU Police and State of MI-MCOLES

Welding – <u>see Center for Manufacturing Excellence</u>

Accounting

Organizations: AHP CPAs, Alamo College District of Texas, Capital Area Michigan Works, Case Credit Union, Gallagher, Flintoff and Klein CPAs, Maner, Costerisan, Michigan State University and State of Michigan

Art, Design, & Multimedia

Organizations: Foresight Group, 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/Tamdem Studios and U.S. Signal

Automotive Technologies

Organizations: Crippen, Eaton RESA/LANSING COMMUNITY COLLEGE, Kia of Lansing/Kia of Jackson, Liskey's Auto & Truck Repair, MDOS/Automotive, Morries Grand Ledge Ford, Rick's Auto Experts, Shaheen Chevrolet

Business

Organizations: Big Shot Video, Dale Carnegie, Ingham ISD, Lansing Board of Water and Light, Lansing Chamber of Commerce, Michigan Small Business Development Center, Michigan State University, Middle Michigan Development Corporation, Northwood University and State of Michigan

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

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 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, and Physician Billing Services of Mid-Michigan

Dental Hygiene

Organizations: Central District Dental Assistants' Society Consultant, Central District Dental Society

Diagnostic Medical Sonography

Organizations: Ascension Borgess at Woodbridge Portage, Ascension Health-Genesys, Bronson Battle Creek, Eaton Rapids Medical Center, Hurley Medical Center, 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, and UP Health System- Marquette

Digital Media, Audio, and Cinema

Organizations: Bureau Gravity, CMU Public Broadcasting, Interlochen Center for the Arts, OOPM Creative, UnoDeuce, and Wilson Talent Center

Geographic Information Systems – see Computer Information Technology Systems

Human Services

Organizations: Allen Neighborhood Center, Capital Area Community Services, Community Mental Health Authority of Clinton, Eaton, Ingham Counties, Disability Network Capital Area, 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, Michigan Farm Bureau, Michigan Millers Mutual Insurance Company, Michigan State University Actuarial and Data Analytics and Northwood University

Management & Leadership

Organizations: CASE Credit Union, Dart Bank, L3Harris Technologies, Michigan Health & Hospital Associations, Northwood University, and Silver Maples of Chelsea

Marketing

Organizations: Blohm Creative, Department of Licensing & Regulatory Affairs, Entrepreneur Institute of Mid-Michigan, Michigan SBDC, Piper & Gold, ProAssurance Companies, Ralph Nichols Group, Inc. and Stifel Nicolaus & Company, Inc

Massage Therapy

Organizations: Massage Bliss & Beauty, Truecare Chiropractic, and Zoe Life Spa

Medical Assistant – *see Community Health Services Education*

Medical Insurance Billing & Coding – see Community Health Services Education

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, 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 and University of Detroit-Mercy

Radiologic Technology

Organizations: Ascension Health- Genesys, Corewell Health Pennock-Hastings, Eaton Rapids Medical Center, Hurley Medical Center, 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 and University of Michigan Sparrow (Clinton, Eaton and Ionia)

Sign Language

Organizations: American Association of DeafBlind, CAC, DHHS, KRESA, and NTID

Surgical Technology

Organizations: Helen Devos Children's Hospital, McLaren of Lansing, Trinity Health. U of M Flint, U of M-Sparrow and U of M-Sparrow of Ionia