



LANSING COMMUNITY COLLEGE

# Strategic Plan

November 2020 Update

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BOARD OF TRUSTEES



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# Introduction

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2020 has been an unusual year for LCC's strategic plan. The ongoing pandemic both strained our processes and demonstrated our profound resilience. Unexpected, massive undertakings – like the sudden move of all teaching and learning to online, the development of new health and safety protocols, the budgeting of CARES Act emergency funds, and the distribution of laptops and jet packs to students who needed them – have directed employee time and attention toward specific projects and aspects of the strategic plan. We had to innovate to engage students and support their uninterrupted success. We had to carefully manage uncertain resources and forecast an unknowable future. We had to serve a community that needed us more than ever, as hospitals ran low on supplies and unemployment climbed.

We are proud of our progress in meeting these challenges so far, and we know they have prepared us to better serve students and the community in the future. Hundreds of faculty members with no previous experience in online education have become experts, programs have donated time and resources to the community, employees have grown dexterous at Webex and other remote working tools, and everyone has stretched their creative problem-solving to connect with and meet the needs of students in a crisis.

In all of this work, student success has remained our top priority. We have taken a people-first perspective on emergency response, and collectively understood that without health and safety, there could be no student achievement. This deep, inherent understanding of LCC's core priorities allowed employees to continue to make progress on the five focus areas of our 2017-2021 strategic plan, even when the specifics of projects had to adapt to the situation.

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Those focus areas are:

**+ Engaged Learning and Student Success**

LCC is an exemplary institution where student achievement and success are realized through relevant and rigorous curricula across all areas of teaching and learning. The college provides excellent student support services that facilitate retention, goal completion, engagement and success.

**+ Competitiveness and Innovation**

LCC demonstrates its status as a college of choice by delivering superior value, by continuously improving and innovating, and by forecasting and responding to growth opportunities and competitive challenges.

**+ Community Engagement**

LCC builds and enhances mutually beneficial relationships with community partners.

**+ Leadership, Culture and Communication**

LCC is an organization in which personal responsibility, trust, respect for others, openness and excellent customer service are core values. All employees model the values of integrity, honesty, transparency, accountability and good stewardship. The college affirms its commitment to participatory governance.

**+ Resource Management and Fiscal Responsibility**

LCC engages in planning activities that support its ability to make data-informed and transparent decisions, within a participatory framework at all levels, to ensure the health and sustainability of the institution over the long term.

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As written in the strategic plan, each focus area includes goals, intended outcomes and key performance indicators (KPIs). In 2018, employees worked together to develop projects that would move us toward our stated goals and outcomes. Project teams were formed and have worked together for the past two to three years to make positive progress for our students.

The report that follows contains an update on the 2020 work on all 37 projects. Several projects have been completed and institutionalized into the regular business of the college. Several more have morphed or been redesigned altogether to meet the needs of our students in a COVID-19 world. All employees who stepped up to be part of these project teams deserve our thanks for their hard work, collaboration, and continued commitment to an improved LCC.

As we continue to navigate the pandemic and finalize work on 2017-2021 projects, college leadership has begun envisioning the next strategic plan and is looking forward to gaining employee input. We intend to hold our traditional Friday meetings with employees during winter 2021 to gather their collective experiences and wisdom. At this point, leadership is considering a three-year strategic plan "refresh." This plan will include the same five focus areas, but will add a sixth specifically dedicated to diversity, equity and inclusion, thereby wrapping the upcoming Equity Action Plan into our strategic work. Further, DEI will be woven throughout the other focus areas in recognition that inclusion and representation are not isolated inputs to the student success formula, but are essential, and that implicit bias and systemic racism are

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endemic. In this way, the next strategic plan will propel our progress by focusing on aspirational, proactive projects that move LCC forward and address challenges facing higher education as an industry. We will spend significant energy ensuring projects have measurable outcomes that allow us to make data-driven decisions.

We look forward to engaging employees in this process, building our next plan, prioritizing future projects, and making LCC better for our students.

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# 01

## Engaged Learning and Student Success

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# Data Science, Information Technology and Security – Academic Program

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Andrea Hoagland and Matt Fall  
Project Lead

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## Description

LCC is working to develop articulation agreements to serve students with an interest in the fields of data science, information technology and security.

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## Strategic Goal

Improve Career Technical Education (CTE) to strengthen alignment between programs offered and high-wage labor market needs.

## Outcome

Offer more programs that teach students competencies in areas with high wages.

## KPIs

Percentage of programs leading to high-wage fields.

## Ongoing activities

After careful study of best practices and peer institutions, the college has chosen to offer data science as a concentration or specialty within the current Mathematics pathway. The college has consulted with LCC Insurance, Accounting and Computer Information Technology faculty to ensure curriculum alignment, and is working with Michigan State University and the University of Michigan-Flint to ensure transferability.

Three courses that will form the data science concentration have been developed or are in development. The first – CPSC 101 – has already been approved by the Curriculum Committee. The second – DTSC 200 – is under review by the Curriculum Committee. The third – another DTSC in the series – is being developed. Additionally, the data science faculty minimum qualifications have been approved by Academic Affairs.

## Embedded Academic Support

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Rafeeq McGiveron and Sally Welch  
Project Lead

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### Description

An ongoing project dedicated to promoting student success in first-year and developmental courses. It is being led by the Embedded Academic Support Team with input from the Academic Senate and all employees who attend open forums on the topic.

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### Strategic Goal

LCC will be more effective preparing students who are not fully ready for college-level work.

### Outcome

Offer more programs that teach students competencies in areas with high wages.

### KPIs

Percentage of students enrolled in developmental courses. Number of developmental credit hours taken. Students' success in college-level courses after completion of developmental instruction.

### Ongoing activities

LCC continues in its comprehensive effort to support student success in college-level work.

The first step in supporting new students to LCC is avoiding unnecessarily placing them into developmental courses if they are actually ready for college-level work. Therefore, rather than focusing solely on the results of a single Accuplacer test, as we did in the past, the college has equated scores across multiple standardized measures (ACT/SAT/ASVAB) and added high school GPA to establish reading and writing placement for all students who are within 10 years of their high school graduation. Similarly, high school GPA is used for math placement for all students in non-STEM pathways.

In addition, the college has shifted its academic standing labels and credit restrictions to be more intuitive and supportive. Previously, academic standing labels progressed from Warning to Probation and then Recess, without any credit restrictions at Warning, then restrictions of 12 and 0 credits per semester for Probation and Recess, respectively. The college is instead moving to a straightforward system of Probation I, Probation II and Probation III, with corresponding credit restrictions of 12, 8 and 4. Academic Success Coaches and academic advisors have also become more heavily involved with students on the probation scale to keep them moving forward.

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Moreover, the college has engaged the expertise of the Academic Senate. The Senate's Embedded Academic Support work team is now meeting regularly to determine best practices for faculty and to help implement them across the college. Other ongoing Embedded Academic Support work includes continued development of the Customer Relationship Management software (CRM) to help Academic Success Coaches, academic advisors and others track their contacts with students.

Further, the college plans to run two pilot sections of ENGL 121 paired with NCAS 102 (Non-Credit Academic Support lab) for students who need just a bit of support to find success. That pilot has been moved to fall 2021 in hopes of offering it face-to-face.

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## RISE Institute

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**Tonya Bailey**  
Project Lead

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### Description

Designed to address unconscious bias and critical issues that educators face every day, the RISE Institute – Reframing Inclusion through Scholarship and Equity – encourages ownership of professional growth and learning.

The RISE Institute is also designed to engage staff and administrators in deep-dive conversations as well as serve as a think-lab and strategy builder for creating an inclusive campus. Ultimately, the RISE Institute offers LCC's educators a new model of moving from self-reflection and introspection to action in regards to their classrooms, departments and programs.

The ultimate goal is to improve teaching and therefore success for all students through Critical Pedagogy and Universal Design for Learning.

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### Strategic Goal 1

LCC will provide relevant, high-quality learning and instruction.

#### Outcome for Goal 1

Improve quality of content and delivery of course instruction.

#### KPIs for Goal 1

Annual improvement plans and program operating plans to include instructional quality. Response time to students.

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### Strategic Goal 2

LCC will ensure continuous quality improvement of programs of study and courses.

#### Outcome for Goal 2

Improve state of collegewide assessment. Improve the quality of online courses.

#### KPIs for Goal 2

Program of study alignment from program-level student learning outcomes to institutional-level student learning outcomes. Student success in online courses. Retention rate of online students. Completion in online courses.

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## Ongoing activities

During the spring, RISE engaged many employees in professional learning opportunities that focused on inclusive practices for instructions and student support. Sessions were facilitated by the Chief Diversity Officer Tonya Bailey and expert trainer Nicole Tucker Smith from Lessoncast. Additionally, nearly 50 employees participated in group discussions, exercises and select readings, including “Why Are All the Black Kids Sitting Together in the Cafeteria?” by Beverly Daniel Tatum.

Beginning in February 2020, RISE began working online with 2019 RISE fellows. Sessions were already designed for online prior to the COVID-19 disruption, allowing a smooth transition.

This fall, building off its successful first-year pilot, RISE kicked off its fall 2020 institute. The institute is being facilitated by the chief diversity officer and features mentorship from the 2019 fellows. This year’s training will explore inclusive practices that define equity, examine bias, introduce equitable educational approaches and meet learners’ diverse needs. It will also provide strategies to address educational inequities and achievement gaps among minoritized populations. While RISE 2020-2021 will focus on some of the same topics as last year, the institute will be using a project-based learning framework for change.

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The college learned much from the collaborative work of the RISE Institute’s inaugural year. Our 2019 fellows remain highly engaged in DEI efforts throughout the college, including serving as Courageous Conversation facilitators. Additionally, RISE was awarded the 2020 Michigan Association of Collegiate Registrars and Admissions Officers’ (MACRAO) Equity Award for transformational work.

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## Guided Pathways

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Mary Ellen Laatsch, Lisa Alexander  
and Rafeeq McGiveron  
Project Lead

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### Description

A continuing, national student success initiative created by the American Association of Colleges & Universities (AAC&U).

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### Strategic Goal

LCC will integrate relevant and rigorous curricula throughout all areas of teaching and learning. LCC provides excellent student support services that facilitate retention, goal completion, engagement and success.

### Outcomes

Enhance guided program pathways to reflect integrated learning. Integrate relevant American Association of Colleges & Universities-identified high-impact practices throughout all programs.

### KPIs

Guided program pathways. Percentage of programs of study that integrate at least one AAC&U high-impact practice.

### Ongoing activities

In partnership with the Embedded Academic Support team and the Academic Senate, the Guided Pathways team has consolidated the college's two general education areas, Core for applied degrees and the Michigan Transfer Agreement for transfer degrees. A new website was created to outline general education options. This change, with the new website for reference, gives students significantly more flexibility and clarity, while still retaining programs' ability to determine what courses or choices are best for their degrees.

Further, the college is seeking the input of Academic Senators and their constituents to help define useful "milestones" in student success on 2021-2022 program pathways. Identifying milestones is recommended by the Association of American Colleges and Universities (AAC&U) for the purposes of helping students identify important achievements along the path to completion, celebrating successes and helping programs identify places where students might need extra support.

The college is also engaged in an ongoing discussion about building meta-majors or umbrella degrees. Umbrella degrees are pathways that combine related degrees under a broad category. LCC currently offers more than 100 separate degree choices, including splitting between applied and transfer-focused degrees. The umbrella degrees narrow choices to align with career communities, and include transfer instructions in the curricular guides. This helps faculty know which students are in their major because they are not hidden in the general associate or transfer studies degrees.

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All related courses are also contained within the umbrella, which automatically embeds all certificates within the degree, thereby allowing students to complete certificates along the way to completion without running into financial aid errors. The proposal for the first of these umbrella degrees, in Business, is coming to the Curriculum Committee soon.

Finally, with the expiry of 2015-16 program pathways after summer 2020, such that LCC pathways now use only college-level credits rather than also allowing developmental credits, the Guided Pathways team updated the college catalog thoroughly in numerous places. Information on this expiry, along with the crucial effects on advising and graduation, then were communicated in detail with the academic advising team, the academic deans, and the Student and Academic Affairs Leadership Team (SAALT).

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## Online Instruction

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**Megan Lin**  
Project Lead

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### Description

Courses, trainings and workshops have been added, and continue to be developed and updated, to best support faculty and students as the demand for online teaching and learning reaches new heights.

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### Strategic Goal

LCC will integrate relevant and rigorous curricula throughout all areas of teaching and learning. LCC provides excellent student support services that facilitate retention, goal completion, engagement and success.

### Outcomes

Improve state of collegewide assessment.  
Improve the quality of online courses.

### KPIs

Program of study alignment from program-level student learning outcomes to institutional-level student learning outcomes. Student success in online courses. Retention rate of online students. Completion in online courses.

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### Ongoing activities

In the spring, to facilitate the sudden shift to remote instruction, instructors engaged in a self-paced training called "Emergency Teaching Online Essentials." The training was developed by eLearning and focuses on how to use D2L, how to engage students in D2L, how to facilitate pedagogical strategies in D2L, how to provide timely feedback to students in D2L, and how to access D2L support resources.

Since the pandemic began, the Center for Teaching Excellence added 10 additional sections of the more extensive Teaching Online Certification (TOC) course to support the college mandate that all faculty who will be teaching online are certified. The TOC course was revised in August 2020 to best support successful practices in online teaching and learning. More than 200 faculty have either completed TOC or are currently enrolled.

In addition, at the beginning of the remote work period, the CTE developed a "Keep Teaching" website that served as a hub for information to maintain instructional continuity.

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eLearning also implemented Webex Trainings into D2L for all faculty to use in their courses. Webex Training offers all of the features in Webex Meetings, but also includes enhanced engagement and management features like:

- + **Breakout sessions for small group discussions**
- + **Enhanced audio management**
- + **Participant feedback tools**
- + **Question and answer area**

Additionally, D2L training was made part of the new student orientation. The training takes students through the basics of using D2L for courses, as well as provides helpful tips for being an online student. Numerous other on-demand D2L trainings are available to students as well.

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# Online Teaching and Learning Plan

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Sally Welch  
Project Lead

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## Description

To ensure student success in online learning and plan the future direction of online teaching and learning, the college has convened an Online Teaching and Learning work group comprised of faculty, administrators, eLearning and the CTE. It is developing a plan, with the overarching goal of making LCC the best online course provider in Michigan. Specific areas of focus include quality of courses, quality of instruction, innovative online pedagogy, student preparation for online learning, and future direction of online learning. Plan completion is expected by December 2020, with feedback opportunities January-March 2021 and implementation beginning in April 2021. This will be a three-to-five-year plan, with the goal for completion in 2024-2025. .

## Strategic Goal

LCC will ensure continuous quality improvement of programs of study and courses

## Outcomes

Improve the quality of online courses and plan the future direction of online teaching and learning.

## KPIs

Student success in online courses. Retention rate of online students. Completion in online courses.

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## Transferability Study

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**Cheryl Garayta**  
Project Lead

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### Description

An initiative to examine course transferability in programs across the college. The work began with faculty in psychology, physical science, ENGL 121 and ENGL 122, but will expand to other programs in the future.

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### Strategic Goal

LCC will provide relevant, high-quality learning and instruction.

### Outcome

Improve, by 10 percent, the percentage of courses within a transfer program that transfer to at least four of the seven highest transfer institutions. Improve quality of content and delivery of course instruction.

### KPIs

Percentage of courses that transfer. Annual improvement plans and program operating plans to include instructional quality. Response time to student. One hundred percent compliance with all syllabi.

### Ongoing activities

LCC is revising pathway agreements to build on work with the statewide transfer network, called MiTransfer. The college has participated in three phases of pathway work with partners from across the state, covering biology, psychology, criminal justice, business, mechanical engineering, social work, communication, art, exercise science and public health.

New articulation agreements include:

- + Architectural Technology with Lawrence Tech, including automatic admission for students with a cumulative 3.0 GPA and possibilities to complete either a Bachelor's or Master's of Architecture degree
- + Exercise Science with Central Michigan University, allowing enrollment in several different majors
- + Reverse transfer with Davenport University
- + A transfer guide for Holt Early College students to complete first an Associate of Art in Education degree and then transfer into the Bachelor's of Education program with CMU
- + A Memorandum of Understanding with AIS Heavy Equipment Training Institute to facilitate transfer for students completing the program and passing the National Certification exam to complete an associate degree at LCC.

LCC is also working on revising our program pathways to incorporate detailed information on transfer within our curriculum guides in the umbrella degree format.

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## Accessibility Initiative

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**Bentrelle Carroll**  
Project Lead

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### Description

A massive, collegewide project devoted to ensuring all of our courses, documents, forms and materials are accessible. This is both the right thing to do and required by the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

### Strategic Goal 1

LCC will provide relevant, high-quality learning and instruction.

#### Outcome for Goal 1

Improve quality of content and delivery of course instruction.

#### KPIs for Goal 1

Annual improvement plans and program operating plans to include instructional quality.

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### Strategic Goal 2

LCC will ensure continuous quality improvement of programs of study and courses.

#### Outcome for Goal 2

Improve the quality of online courses.

#### KPIs for Goal 2

Student success in online courses. Retention rate of online students. Completion in online courses.

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## Ongoing activities

The college continues to work institutionalizing our important work to convert learning and working materials to accessible formats. The Accessibility Committee for Quality Assurance (ACQA), made up of representatives from academic and non-academic areas of the college, is responsible for oversight and quality review. ACQA created an Accessibility SharePoint site that allows each department to track, change and update materials as well as allows ACQA to conduct accessibility reviews and provide feedback. While the completion date for the review/audit aspect of the site has been delayed due to COVID-19, work is still moving forward.

Additionally, ACQA aims to provide ongoing training to the employee body so our accessibility work can be maintained long into the future. To this end, a revised accessibility website has been completed, materials are regularly shared in The Star, and a revised Accessibility LMS training will be assigned to all employees. As always, employees remain responsible for ensuring their current and future materials are created in an accessible format.

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# 02

## Competitiveness and Innovation

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## Development of CRM system

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**Chad Borodychuk**  
Project Lead

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### Description

Develop an institutional customer relationship management (CRM) system for the purpose of making internal LCC stakeholders aware of external customer relationships, so as to enhance customer service, process improvement and relationship building.

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### Strategic Goal

LCC will create an environment for innovation, intelligent risk taking and organizational agility.

### Outcome

Create academic and workforce programming that meets labor demands.

### KPIs

Employer surveys.

### Ongoing activities

Work for this Business & Community Institute (BCI) and Community Education and Workforce Development Division (CEWD) project was broken into two primary phases to help define objectives and manage deliverables. The first phase was completed in 2019. Key stakeholders were identified and included in quality improvement conversations and meetings defining divisional requirements. The Salesforce platform was customized to include multiple tiers of custom objects, master-detail relationships, multiple custom record types and page layouts, and custom data fields with more than a dozen field types in order to provide for all data needed to link, track and manage workflow and processes. Apex language was used to code automation in calculating, counting and summarizing important data to cut out manual work. Changes in workflow and processes were implemented to create higher efficiency and effectiveness. All of these items enable CEWD end users to gain a much higher level of efficiency and effectiveness.

The second phase had to be paused for much of 2020 due to competing priorities during the pandemic. The project restarted work on the second phase in mid-October 2020. This phase will focus on further customization of objects with additional data fields and record types, adding new objects with additional record types and page layouts, and specifically implementing a new object for instructional skills. The instructional skills object will accommodate a new searching capability regarding all training areas and platforms within

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## **Development of CRM system (continued)**

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CEWD, and allow all appropriate users to more easily align current instructors with potential assignments. New automated data merging, automated forms and more elaborate reports will be created in the second phase as well.

CEWD has created an internal CRM system to help CEWD stakeholders manage external customer relationships. CEWD has been able to create, test and improve its system, resulting in improved efficiency and effectiveness, acting as a pilot for the college.

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## Grow with Google

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**Bo Garcia**  
Project Lead

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### Description

Identify Google resources and explore partnership opportunities to expand use of Google tools in academic programs, possibly leading to LCC becoming a Google hub for the area.

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### Strategic Goal

LCC will create an environment for innovation, intelligent risk taking and organizational agility.

### Outcome

Create academic and workforce programming that meets labor demands.

### KPIs

Employer surveys.

### Ongoing activities

After the success of LCC's initial partnership with Google for the Grow with Google event and Google Digital Skills Training Program in 2018 and 2019, the college and Google have maintained a very positive relationship. Our Small Business Development Center regularly delivers educational workshops on critical tools to help small business owners. The project is considered institutionalized.

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## Open Educational Resources

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**Amy Larson**  
Project Lead

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### Description

Develop a three-year plan to move OER from pilot stage to an institutionalized LCC program with robust systems and processes that allow faculty to adopt and deploy open resources, resulting in quality course materials at low-cost (\$40 or less) or no-cost to students.

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### Strategic Goal

LCC will create an environment for innovation, intelligent risk taking, and organizational agility.

### Outcomes

Improve processes that impact students and external customers.

### KPIs

Increase OER options to more courses.

### Ongoing activities

LCC's Open Educational Resources Program began in 2015 to address the high cost of textbooks and learning materials, which pose a frequent barrier to student success. It has been an effective initiative and is now institutionalized. As part of its continued role in expanding student access to education, the program is again offering monetary incentives for faculty to adopt, adapt and create freely accessible, openly licensed resources. Applications for those awards close Dec. 23, 2020.

## Open Learning Lab

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**Jim Luke**  
Project Lead

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### Description

Open Learning Lab was a pilot project to test "Domain Of One's Own" and other open learning concepts. The next phase of this project will be to integrate open learning with OER initiatives and ultimately gain wider adoption by faculty.

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### Strategic Goal

LCC will create an environment for innovation, intelligent risk taking and organizational agility.

### Outcome

Improve processes that impact students and external customers.

### KPIs

Climate survey metrics relating to employee satisfaction.

### Ongoing activities

Like most areas of the college, the Center for Teaching Excellence's Open Learning Lab's (OLL) plans for 2020 were disrupted by the pandemic, but the OLL responded quickly by building a rich website of remote teaching resources, called "Keep Teaching." This site had to be compiled within a few days during spring break, and then was continually updated throughout the spring.

At the end of the spring semester, the OLL enabled the CTE to host the contractually required faculty professional development conference online. The highlight of OLL's response to COVID-19, however, has been an immensely popular site called "Live Together, Learn Together." Created by a small group of faculty, it is a space where the LCC scholarly community – faculty, students, staff – share their experience of the pandemic in original stories and images.

OLL work continues in publishing OER and research into how open learning approaches can help further the college's diversity, equity and inclusion efforts. In addition, the OLL has been involved in the development of an open homework package for chemistry that replaces a costly publisher product. That homework system has moved into pilot implementation, with the potential to save each LCC chemistry student more than \$100 next year. The OLL also has been involved in many faculty-initiated conversations about how pedagogy and teaching and learning need to change to support equity goals and form deeper, more community-connected learning.

## Program in a Minute

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**Bo Garcia**  
Project Lead

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### Description

Use "Classroom In A Minute" videos as a marketing tool to promote LCC classes and programs.

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### Strategic Goal

LCC will create an environment for innovation, intelligent risk taking and organizational agility.

### Outcomes

Improve processes that impact students and external customers.

### KPIs

Reduction of time and steps in process.

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### Ongoing activities

Program in a Minute videos are designed to give prospective students a taste of a class or program before enrolling. Several videos were filmed in recent years, and the remaining areas have been identified and prioritized. However, filming was placed on hold during the pandemic due to safety restrictions.

## Simulation Technology

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**Nina Favor and Marv Helmker**  
Project Lead

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### Description

Develop a standardized simulation technologist curriculum to prepare a new workforce for the health care simulation training field.

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### Strategic Goal

LCC will create an environment for innovation, intelligent risk taking and organizational agility.

### Outcome

Improve processes that impact students and external customers. Create academic and workforce programming that meets labor demands.

### KPIs

Reduction of time and steps involved. Employer surveys.

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### Ongoing activities

For the past four years, the Health and Human Services Division has discussed and explored creating a centralized simulation lab. The group has assessed potential spaces, cost and staffing needs, as well as reviewed the possibility of expanded our existing simulation rooms to provide necessary training. However, the concept for a Simulation Technology Center that would be inter-professional in its design is currently on hold.

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## Suggestion Box

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**Jeff Sherman and Brenda Young**  
Project Lead

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### Description

Develop a functional online suggestion box for students, support staff, faculty and administrators. Accessed through an easy-to-use link on LCC website, the suggestion box will allow members of the LCC community to easily submit their ideas to the people and departments at LCC who are best able to assess and take action on the idea.

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### Strategic Goal

LCC will create an environment for innovation, intelligent risk taking and organizational agility.

### Outcomes

Improve processes that impact students and external customers. Strengthen the process improvement skills of our employees..

### KPIs

Reduction of time and steps involved. Climate survey metrics relating to employee satisfaction.

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### Ongoing activities

In 2019, the project team worked with specialists from Information Technology Services to determine the scope and design of an online suggestion box. Numerous procedure questions still need to be explored. However, competing priorities related to the pandemic, as well as the retirement of the project lead, delayed work in 2020. Plans for renewing efforts and growing the team are underway.

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# 03

## Community Engagement

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- + Coalition for College and Career Readiness (C3R)

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- + Customer Relations Communication Plan

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- + Student Community Engagement Workgroup

## Coalition for College and Career Readiness (C3R)

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**Toni Glasscoe**  
Project Lead

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### Description

C3R is a coalition of individuals and organizations in the tri-county area – Ingham, Clinton and Eaton counties – working together to increase the college and career readiness of high school graduates. The C3R ascertains gaps between high school and first-year college readiness skills, increases academic success for students pre-kindergarten (PK) to post-secondary, improves college readiness, and reduces the number of high school students in the tri-county area requiring developmental coursework.

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### Strategic Goal

LCC will continue to build and enhance mutually beneficial relationships with community partners to identify and respond to the needs of our communities.

### Outcomes

All students in the tri-county region will be college and career ready upon graduation from K-12.

### KPIs

Number of Lansing-area high school graduates who enroll in LCC.

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### Ongoing activities

C3R has been institutionalized at LCC, allowing the college to work closely with our high school and regional partners to make sure students are college-ready. A summit was held in January 2020, and the first virtual summit was held in October 2020.

# Customer Relations Communication Plan

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**Kellee Goff and Toni Glasscoe**  
Project Lead

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## Description

Preliminary conversations have identified a need to create and implement a communications plan that raises the visibility of the college's community engagement activities and the wide range of services and opportunities available to the community.

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## Strategic Goal

LCC will continue to build and enhance mutually beneficial relationships with community partners to identify and respond to the needs of our communities.

## Outcome

Develop, implement and track principles of good customer relationship management.

## KPIs

Reduction of time and steps involved. Employer surveys.

## Ongoing activities

The project team put together a proposed plan to log the college's external relationships and track contacts with them. The plan was submitted to and approved by the Project Management Review Team, but work is currently on hold due to competing priorities.

# Student Community Engagement Workgroup

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**To be determined**  
Project Lead

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## Description

Faculty at LCC utilize academic service learning in the classroom. One of the long-term goals is to see academic service learning designed and supported by LCC to promote student service opportunities. There is a centralized and decentralized approach to creating opportunities for students to connect with the community through apprenticeships and internships.

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## Strategic Goal

LCC will continue to build and enhance mutually beneficial relationships with community partners to identify and respond to the needs of our communities.

## Outcomes

Increase the number of academic service learning opportunities for students.  
Increase the number of internships and apprenticeships with employers.

## KPIs

Number of academic service learning opportunities. Number of internships and apprenticeships with employers.

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## Ongoing activities

Work on this project was scheduled to begin in May 2020, but was delayed to September due to the pandemic. In its initial meetings, the group began creating process maps of the current steps from community contact through to placement in apprenticeships, internships and academic service learning experiences.

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# 04

## Leadership, Culture and Communication

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+ Adjunct and Part-time Employees  
Engagement and Appreciation

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+ StarTalks Nominations and Form

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+ Student Open Forum

# Adjunct and Part-time Employees Engagement and Appreciation

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Tim Deines  
Project Lead

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## Description

Current engagement and appreciation programs will be evaluated to determine how best to design approaches that recognize and address the adjunct and part-time employees' experience at the college.

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## Strategic Goal 1

LCC will continuously improve communication among employees, students and other stakeholders.

## Outcome for Goal 1

Increase employee and student satisfaction with communication from the college.

## KPIs for Goal 1

Improved rating on climate survey, student satisfaction rating from student survey and stakeholder satisfaction rating from community impact survey.

## Strategic Goal 2

LCC will create an environment for professional growth to support a sense of community.

## Outcome for Goal 2

Develop a culture of engagement.

## KPIs for Goal 2

Decreased turnover rate. Higher rate of participation in February strategic planning forums. Improved rating on climate survey.

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## Ongoing activities

In 2020, the team focused on how to meet technology needs of adjuncts and part-time employees, especially given the sudden shift to remote work. A meeting has been scheduled with President Steve Robinson and Provost Sally Welch to better understand the college's current efforts to assess and support employee needs, and how the project team can reinforce and enhance those efforts.

# Applause Awards Program

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**Sarah Velez**  
Project Lead

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## Description

Applause Awards is an informal recognition program that allows any employee to recognize any other employee at the college, including student employees. Each week, one Applause! Award is featured in The Star employee newsletter.

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## Strategic Goal 1

LCC will continuously improve communication among employees, students and other stakeholders.

## Outcome for Goal 1

Increase employee and student satisfaction with communication from the college.

## KPIs for Goal 1

Improved rating on climate survey, student satisfaction rating from student survey and stakeholder satisfaction rating from community impact survey.

## Strategic Goal 2

LCC will create an environment for professional growth to support a sense of community.

## Outcome for Goal 2

Develop a culture of engagement.

## KPIs for Goal 2

Decreased turnover rate. Higher rate of participation in February strategy forums. Improved rating on climate survey.

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## Ongoing activities

This program has been fully institutionalized. Participation is strong, with publication in The Star needing to double and triple to keep up with demand. In addition, honorees receive a copy of their recognition.

# Formal Performance Review Program

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**James Mitchell**  
Project Lead

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## Description

This program is designed to ensure college employees receive systematic feedback regarding their performance. To facilitate performance reviews, the college has put much effort into utilizing Learning Management System that allows for an automated approach to conducting the reviews.

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## Strategic Goal

LCC will create an environment for professional growth to support a sense of community.

## Outcomes

Develop a culture of engagement.

## KPIs

Decreased turnover rate. Higher rate of participation in February strategy forums. Improved rating on climate survey.

## Ongoing activities

Working together with our union partners, all bargaining units have now adopted performance review processes with periodic reviews and a standardized performance review rating scale. The project is complete.

# Formal Service Awards Recognition Program

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**Sarah Velez**  
Project Lead

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## Description

An ongoing program devoted to celebrating the longevity of employees at the college. Employees are recognized when they reach 10, 15, 20, 25, 30, 35, 40 and 45 years of service, receiving a physical award as well as a selection from a gift catalog.

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## Strategic Goal

LCC will create an environment for professional growth to support a sense of community.

## Outcomes

Develop a culture of engagement.

## KPIs

Decreased turnover rate. Higher rate of participation in February strategy forums. Improved rating on climate survey.

## Ongoing activities

In 2020, the college selected a new vendor for the physical awards employees receive in honor of their milestone service years. The new vendor also adds some additional informal recognition programs at no additional cost, to be implemented during 2021. The cost savings with this new vendor allowed the college to expand the Service Awards program to include the five-year award, an exciting change that helps us recognize the dedication of our employees earlier in their tenure. The college also began integrating years of work as a student employee into service year calculations.

However, due to the pandemic, the college replaced awards and gifts with a certificate this year. The program, which is usually part of the Fall Kick-Off, ran virtually in August.

## In-service for Non-faculty

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**Sarah Velez**  
Project Lead

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### Description

This new project is intended to provide non-faculty employees with in-service professional development opportunities similar to those provided during PD (Professional Development) Days for faculty. This project will also foster cross-collaboration among employees while enhancing networking and communication among the staff.

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### Strategic Goal

LCC will create an environment for professional growth to support a sense of community.

### Outcomes

Develop a culture of engagement.

### KPIs

Decreased turnover rate. Higher rate of participation in February strategic planning forums. Improved rating on climate survey.

### Ongoing activities

LCC held its first in-service for non-faculty in June 2019, and the day was extremely well-received. The success of that event encouraged the college to plan a non-faculty professional development day for every June; however, COVID-19 stymied efforts for a second date. Instead, the college is exploring options to offer non-faculty development remotely. We are currently coordinating with subject matter experts, and intend to record trainings and place them in the TMS. We might also be able to include a live Webex question and answer component.

# Leadership Academy

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**Lori Willett**  
Project Lead

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## Description

Known as THRIVE, this academy is designed to elevate the skills of current LCC leaders in the areas of leadership, diversity, communication, teambuilding, change management and ethics. It is comprised of eight sessions over a four-month period.

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## Strategic Goal 1

LCC will continuously improve communication among employees, students and other stakeholders.

## Outcome for Goal 1

Increase employee and student satisfaction with communication from the college.

## KPIs for Goal 1

Improved rating on climate survey, student satisfaction rating from student survey and stakeholder satisfaction rating from community impact survey.

## Strategic Goal 2

LCC will create an environment for professional growth to support a sense of community.

## Outcome for Goal 2

Develop a culture of engagement.

## KPIs for Goal 2

Decreased turnover rate. Higher rate of participation in February strategy forums. Improved rating on climate survey.

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## Ongoing activities

The college hopes to launch an update to its THRIVE Leadership Academy. Topics are designed to build our talent pipeline and help administrators develop in the areas of leadership, communication, team building, diversity and ethics. The program was scheduled to begin face-to-face in 2020, but is paused pending a full return to campus.

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## Project Management Skills

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**Bill Garlick**  
Project Lead

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### Description

This project will have as one focus increasing employees' project management skills via targeted trainings, tools and technology. It may include learning to use such skills to enhance project documentation, conduct risk assessments and develop succession plans.

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### Strategic Goal

LCC will be intentional and proactive in our planning processes.

### Outcomes

Improve our project management skills.

### KPIs

Percent of administrators and professional support trained in project management.

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### Ongoing activities

In 2019, LCC brought external experts to campus to lead two cohorts of employees in an intensive, two-day project management training. Additionally, LCC's project manager conducted three introductory sessions on project managements during the inaugural non-faculty in-service in June 2019.

However, the delays inherent in the pandemic and the departure of the project lead from the college have required us to reassess needs and refocus the project. In partnership with an external consultant, a committee has reevaluated the college's overall project management processes and identified gaps. One key goal is to improve the transparency of project management on campus.

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# Star Showcase Awards Program

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**Sarah Velez**  
Project Lead

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## Description

A new program initiated in 2017, the Star Showcase aims to recognize excellence in service to the college. It acknowledges employees nominated by their peers in 10 categories. Award winners are celebrated at a special luncheon and receive an award crafted by employees and students from the Manufacturing Engineering Technology and Welding Programs.

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## Strategic Goal 1

LCC will continuously improve communication among employees, students and other stakeholders.

## Outcome for Goal 1

Increase employee and student satisfaction with communication from the college.

## KPIs for Goal 1

Improved rating on climate survey, student satisfaction rating from student survey and stakeholder satisfaction rating from community impact survey.

## Strategic Goal 2

LCC will create an environment for professional growth to support a sense of community.

## Outcome for Goal 2

Develop a culture of engagement.

## KPIs for Goal 2

Decreased turnover rate. Higher rate of participation in February strategy forums. Improved rating on climate survey.

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## Ongoing activities

The 2020 Awards Showcase had to adjust quickly during the initial stay-at-home order of March and April. The in-person event is typically held in April, so the team immediately shifted to begin creating a virtual event. The final video recognition, honoring 11 outstanding employees, was released at the beginning of July. The team still hopes to host an in-person ceremony when possible, but the 70-minute video was a wonderful option that allowed everyone to celebrate from the safety of home. Preparations are already underway for next year's ceremony, which is also planned as a virtual event.

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# StarTalks Nominations and Form

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**Leslie Johnson**  
Project Lead

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## Description

This program allows for the nomination of any faculty, staff or administrator who has contributed to a positive and innovative LCC culture to share their message with a broad base of employees. The focus is on presentations that offer unique perspectives and inspire others to positive action.

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## Strategic Goal

LCC will continuously improve communication among employees, students and other stakeholders.

## Outcomes

Increase employee and student satisfaction with communication from the college.

## KPIs

Improved rating on climate survey, student satisfaction rating from student survey and stakeholder satisfaction rating from community impact survey.

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## Ongoing activities

The Academic Senate chose to postpone the 2020 StarTalks rather than host them virtually, with the body in agreement that the speeches would lose much of their power if not delivered in-person. However, with the pandemic still a concern, the Academic Senate agreed to host StarTalks during the January 2021 Professional Activity day with some type of virtual presentation. Those nominated last year will be contacted to see if they are still interested in presenting a message to campus. The Senate hopes to return to a face-to-face event in May 2020, focusing on the theme of "resilience."

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## Student Open Forum

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**Patti Ayers**  
Project Lead

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### Description

Through such forums, students have the opportunity to voice concerns, comments and values. An online option can also be considered.

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### Strategic Goal

LCC will continuously improve communication among employees, students and other stakeholders.

### Outcomes

Increase employee and student satisfaction with communication from the college.

### KPIs

Improved rating on climate survey, student satisfaction rating from student survey and stakeholder satisfaction rating from community impact survey.

### Ongoing activities

This project has been completed. The team hosted multiple feedback sessions and focus groups, and plans to continue prioritizing ongoing contacts with students.

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# 05

## Resource Management and Fiscal Responsibility

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- + Comprehensive Culture of Emergency Preparedness

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- + Employee Mentoring Program

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- + Improve Coordination of Academic and Facility Planning and Utilization

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- + Long-term Composite Financial Index (CFI) Improvement Plan

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- + Long-term Strategic Enrollment Management Plan

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- + Strategic Workforce Planning

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- + Increase Financial Awareness

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- + Long-term Parking Strategy

P51

- + Develop Comprehensive Continuity of Operations Plan (COOP)

# Comprehensive Culture of Emergency Preparedness

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**Carol Wolfinger**  
Project Lead

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## Description

LCC will continuously strengthen its resources to maintain ongoing operations.

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## Strategic Goal

Develop a strong emergency management system.

## Outcomes

Maintain a contemporary, safe and clean learning and work environment.

## KPIs

Number of employees trained in emergency, safety and business continuity processes.

## Ongoing activities

The Department of Emergency Management began 2020 with a comprehensive “Five Things You Need to Know in an Emergency” campaign to employees and students. All college locations were also scheduled to participate in March’s statewide tornado drill and made substantial preparations to do so. However, the statewide stay-at-home order went into effect prior to the drill, and further, by mid-February, COVID-19 response activities became the Emergency Preparedness Planning Team’s focus.

Throughout the rest of the year, the emergency preparedness communication campaign was able to continue, with messages adapted to help the LCC community prepare for emergencies at home as well as on campus. Topics covered included thunderstorms and lightning, extreme heat and power outages, and cybersecurity. Further, the college was able to host a fire drill during October 2020 for all employees and students who were on campus.

The college also continues to prepare for the next phases of the ongoing pandemic. The Department of Emergency Management is working closely with the HHS Division to refine a point of distribution (POD) plan to prepare for the likely event that the college is needed as a vaccine distribution site in 2021. The college has also published its Communicable Disease Response and Communications Plan as Appendix D of the Business Resumption Plan and updated it several times as process and protocols evolve. The college has also continued to update and maintain the [lcc.edu/coronavirus](http://lcc.edu/coronavirus) response page as well with evolving best practices, videos and LCC-specific guidance.

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# Employee Mentoring Program

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**Sarah Velez**  
Project Lead

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## Description

Develop an employee mentoring program.

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## Strategic Goal

LCC will continuously strengthen its resources to maintain ongoing operations.

## Outcomes

Improve employee engagement and satisfaction.

## KPIs

Climate surveys. Number of employees involved in college activities.

## Ongoing activities

Mentoring is a new initiative for LCC. The college convened a cross-functional team to develop Impressions, a management academy program that includes employee mentoring. Applications were opened, but a lack of employee interest has placed the project on hold. Two committees continue to meet to determine the best options to increase participation and establish a viable program.

# Improve Coordination of Academic and Facility Planning and Utilization

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**Matt Fall and Chris MacKersie**  
Project Lead

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## Description

Develop a five-year capital outlay plan that integrates long-term academic planning, including the addition or deletion of academic programs, instructional delivery methods, and scheduling of course sections.

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## Strategic Goal

LCC will continuously strengthen its resources to maintain ongoing operations.

## Outcome

Maintain a contemporary, safe and clean learning and work environment. Maintain tuition affordability and cost control.

## KPIs

Deferred maintenance, safety reports, technology redundancy/unplanned down time.  
Cost per FYES. Annual rate of tuition increases.

## Ongoing activities

This project developed to include four primary components: an update to Program Review, work to align course scheduling with facility capabilities, an academic master plan, and a capital outlay plan. All four pieces are now complete and this project has been institutionalized.

# Long-term Composite Financial Index (CFI) Improvement Plan

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Lisa Mazure  
Project Lead

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## Description

Develop long-term Composite Financial Index (CFI) improvement plan that addresses the four ratios used to calculate the CFI – primary reserve, net operating revenues, viability and return on net assets. These ratios look at the number of months of funding the college has on hand, whether the college is living within its means based on the ratio of the college’s deficits and surpluses, how well the college strategically manages long-term debt, and how well we manage expenses (expected and unexpected).

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## Strategic Goal

LCC will continuously strengthen its resources to maintain ongoing operations.

## Outcomes

Improve the College’s Composite Financial Index (CFI). Continue to have a strong bond rating. Maintain excellent financial reporting and audit results.

## KPIs

CFI. Bond rating. Clean audit, no material weaknesses.

## Ongoing activities

The CFI committee’s work is complete. Financial Services continues to monitor the yearly CFI score and assess the underlying factors which cause the four components and the overall score to change from year to year. Those factors are then reviewed to determine what possible actions may be taken to continue improving scores and positively impact negative changes to scores.

# Long-term Strategic Enrollment Management Plan

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Ronda Miller  
Project Lead

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## Description

Develop a dynamic strategic enrollment management plan that uses data-informed processes, aligns college resources, and adapts to external factors to meet the college's long-term enrollment success, student success and fiscal health.

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## Strategic Goal

LCC will continuously strengthen its resources to maintain ongoing operations.

## Outcome

Maintain tuition affordability and cost control.

## KPIs

Cost per FYES. Annual rate of tuition increases. Increased enrollment. Increased fall-to-fall retention.

## Ongoing activities

The Strategic Enrollment Management team continued to meet throughout 2020, although it had to shift all recruitment efforts online. The team worked together in the first months of the pandemic to identify virtual recruitment strategies, engage heavily with social media, and partner with LCC's Marketing Department to create a dynamic advertising campaign.

Additionally, the Strategic Enrollment Management team defined S.M.A.R.T. recruitment goals to better understand the college's needs. Unfortunately, some progress in meeting these goals was hampered by limited access to high school students and counselors during the pandemic, but the State of Michigan's Futures for Frontliners program will provide an opportunity to increase enrollment among non-traditional students beginning January 2021.

To gain more insight into areas where LCC might be able to improve services or further assist students, the Strategic Enrollment Management team is currently finalizing a survey to prospective students who applied but then decided not to attend LCC.

# Strategic Workforce Planning

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**Mary Stroebel**  
Project Lead

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## Description

Develop a succession planning strategy for key positions across the college that are crucial to the college's continuity of operations.

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## Strategic Goal

LCC will continuously strengthen its resources to maintain ongoing operations.

## Outcomes

Maintain a strong and stable workforce.

## KPIs

Turnover rate. Percent of workforce within five years of retirement eligibility. Employee engagement in wellness activities.

## Ongoing activities

The numerous leadership changes in 2020, albeit expected, cemented the importance of ongoing strategic workforce planning. The project team met with leadership of divisions with high numbers of retirement-eligible employees, and together, they identified key activities to encourage internal employee development and create a pipeline of future leaders. The team also met with the director of emergency management to identify how succession planning efforts can be combined with continuity of operations planning. Further efforts at developing plans have been placed on hold while the college navigates the changes in operations necessitated by the pandemic.

## Increase Financial Awareness

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**Kevin Bubb**  
Project Lead

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### Description

Develop a strategy to increase the financial awareness of all college employees in areas such as budgeting, purchasing and the overall fiscal health of the college.

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### Strategic Goal

LCC will continuously strengthen its resources to maintain ongoing operations.

### Outcome

Maintain excellent financial reporting and audit results. Maintain tuition affordability and cost control.

### KPIs

Clean audit, no material weaknesses. Cost per FYES. Annual rate of tuition increases.

### Ongoing activities

The team identified The Star as the most reliable communication method to increase the financial awareness of all college employees. An article series – encompassing fund accounting, FOAPAL, revenue, expenses and the statement of net position – was published throughout 2020. All articles are also published on 5Star to ensure employees have access to the information long after The Star’s publication.

## Long-term Parking Strategy

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**Chris MacKersie**  
Project Lead

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### Description

Develop a long-term parking strategy that addresses the aging infrastructure and parking capacity needs of students and employees.

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### Strategic Goal

LCC will continuously strengthen its resources to maintain ongoing operations.

### Outcomes

Maintain a contemporary, safe and clean learning and work environment.

### KPIs

Deferred maintenance.

### Ongoing activities

The Gannon Ramp replacement project remains on schedule and on budget. Demolition of the current ramp is scheduled to begin January 2021, with project completion by August 2022.

The plan to build a new parking ramp on Lot 23 has been replaced with a plan to completely tear out and repave Lot 23. The new lot features upgraded LED lighting, electronic gates with card access, cameras and emergency call boxes.

The project is in the early stages of construction.

# Develop Comprehensive Continuity of Operations Plan (COOP)

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Carol Wolfinger  
Project Lead

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## Description

Develop a comprehensive college plan for continuity of business operations that includes facilities, technology and other required resources to minimize the college's downtime due to an unanticipated event that disrupts the college's ability to deliver services to its customers.

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## Strategic Goal

LCC will continuously strengthen its resources to maintain ongoing operations.

## Outcome

Maintain a contemporary, safe and clean learning and work environment.

## KPIs

Technology redundancy/unplanned downtime.  
Number of employees trained in emergency, safety and business continuity processes.

## Ongoing activities

During the first quarter of 2020, LCC trained its Building Emergency Response Team (BERT) members in radio usage, CPR/AED/ First Aid, and medical triage. Additionally, many COOP members took the new Federal Emergency Management Agency (FEMA) independent study course, IC-1300, to supplement previously assigned FEMA National Incident Management System courses. Further face-to-face trainings for the year had to be canceled due to the COVID-19 response.

In August, the "Return to Campus Orientation Training" related to COVID-19 safety measures was assigned to all employees in the TMS system. An all-student version was launched three weeks later by eLearning. This training was required of all employees and students to aid in a smooth return to on-campus operations when it is safe.

Another training, relating to the response to and communication of positive and exposed COVID-19 cases, was necessary to ensure the safe continuation of LCC operations during the pandemic. This training began in October for all employees with responsibilities as Program Safety Plan managers.



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