LCC Mission

Lansing Community College provides high-quality education ensuring that all students successfully complete their educational goals while developing life skills necessary for them to enrich and support themselves, their families, and their community as engaged global citizens.
Contents

Letter from Dr. Robinson 02

FOCUS AREA 1
Engaged Learning and Student Success 06

FOCUS AREA 2
Leadership, Culture and Communication 08

FOCUS AREA 3
Diversity, Equity and Inclusion 10

FOCUS AREA 4
Community Engagement 12

FOCUS AREA 5
Competitiveness and Innovation 14

FOCUS AREA 6
Resource Management and Fiscal Responsibility 16

LCC Board of Trustees 18
Lansing Community College launches our 2021-2024 Strategic Plan at a transition point in the college’s history. Of most immediate impact, our students and employees continue to navigate the anxieties and disruption of the COVID-19 pandemic. Secondly, the college has experienced significant leadership turnover in the past few years. I was hired in 2020, and several deans and vice presidents are similarly new to their positions at LCC; this, in conjunction with the pandemic and its challenges, has led us to keep our principal focus on the health and safety of students and employees.

Through these transitions, our goal has been to continue providing our students with the quality education they need. We offer dependability for students while continuing to promote the pedagogical innovation, wraparound supports and community resources for which LCC is consistently celebrated. Therefore, we have designed this Strategic Plan as a “refresh” of our 2017-2021 Strategic Plan. We have maintained our primary focus areas, but have rejuvenated our objectives, key performance indicators and projects.

In 2017-2021, we broke our objectives into five key focus areas: Engaged Learning and Student Success; Leadership, Culture and Communication; Community Engagement; Competitiveness and Innovation; and Resource Management and Fiscal Responsibility. We maintain those focus areas for 2021-2024, because we know there is more work to be done and there is no need to artificially change names for change’s sake; instead, we opt for consistency of purpose.

But while this plan is a refresh, it is not a rehash or reproduction. It is bold and ambitious. We are taking on big goals, goals that will drive LCC forward as we approach our 65th anniversary.

One crucial addition acknowledges an area of needed growth. We have included a new, sixth focus area: Diversity, Equity and Inclusion. This focus area includes its own goal, strategic objectives, key performance indicators and proposed projects, but it is also critically important that we allow it to grow out from the confines of a singular focus area to blend into all the others. We want to see diversity, equity and inclusion not as a sideline project or two, but an integral component of all the work at LCC.

I am proud to say this Strategic Plan was built through a collaborative process. We began our work by inviting all employees, students and community members to multiple planning sessions in February 2021. Together, we reviewed the projects and progress from our 2017-2021 Strategic Plan, and we brainstormed new ideas. We asked
everyone to bring their unique perspective to the table, to think big, and to tell us their “big, hairy, audacious goals” for LCC.

From these community forums, we recruited employee volunteers to serve on workgroups – one per focus area. These workgroups took all the brainstormed ideas and distilled them into specific project ideas and project charters. They worked with our Center for Data Science to develop measurable key performance indicators that will not dictate our work, but will allow us to evaluate it and be sure our projects are working for students and employees.

In the spring, we also conducted our employee climate survey, called the Higher Education Survey of Employee Engagement, or HESEE. We used results from that survey and the Board of Trustees’ End Statements as influences as we built the Strategic Plan.

The document that follows outlines our six focus areas, and the goals, strategic objectives, key performance indicators and proposed projects that make up each area. The document is broad; it does not give many details on the specific projects we intend to pursue, because although we plan to work from many of the workgroups’ proposed project charters, this work will be grassroots and employee-led. Employee volunteers – some continuing from the workgroups, and some new – will review the project charters and then decide the best way to carry forward the projects that align with our goals and strategic objectives. In addition, employees might decide to add, modify or delete projects as needed to meet the strategic objectives of each focus area.

In addition, as I and other college leaders reviewed the proposed project charters, we noticed some projects were expansive and intricate and resource-heavy. Others, however, are so common-sense and straightforward that we aren’t even adding them to the Strategic Plan – we are simply devoting the resources to do them now. We do not want to unnecessarily complicate the process when we can make rapid improvements to the student and employee experience.

I look forward to the work of this plan, and I thank, in advance, our employees’ commitment to living out the principles outlined herein. Our students will be better for it.

Steve Robinson
President
Serving the learning needs of a changing community.
Engaged Learning and Student Success

Goals

Engaged learning at LCC means students experience an excellent, quality education for every mode of instruction, wherein students are an active participant in defining and meeting their personal, educational and career goals. Engaged learning also means faculty and students are actively involved in using all the resources available inside and outside of the classroom. Through this experience, students learn how to connect their education to their career objectives.

LCC is committed to supporting the students it serves in successfully completing their individual goals. Student success is defined in a number of different ways, including utilization of campus resources, skill development, retention, persistence, academic completion, transfer, and career readiness or enhancement. Embracing diversity of thought and being is an essential element in achieving student success.

Strategic Objectives

| Identify and reduce equity gaps in general education courses and between educational delivery modes |
| Remove barriers and improve systems for students as they move through the “lifecycle” from admission to completion |

Key Performance Indicators

| + Overall general education course success rates |
| + Student satisfaction |
| + Status of New Student Cohort: The percentage of the “New Student Cohort” who has achieved an award, transferred and/or is still enrolled |
Proposed Projects

+ Curriculum inclusivity program
+ Reduce equity gaps
+ Achieving the Dream
Leadership, Culture and Communication

Goals

Leadership means LCC will continue to be a nationally recognized, award-winning institution of higher learning that recognizes our employees as our most valuable resource and produces thought leaders who positively influence our diverse student and community populations.

Culture means LCC will foster a learning and working environment that embraces diversity, equity, inclusion, collaboration, transparency and continuous improvement.

Communication means LCC endeavors to be a transparent institution with an effective, two-way flow of relevant and timely information with our employees, students and community.

<table>
<thead>
<tr>
<th>Strategic Objectives</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase engagement and tracking of professional development activities among all employment categories and demographics</td>
<td>+ Participation rate in professional development activities by ethnicity, gender, and employment classification (faculty, administrator or staff)</td>
</tr>
<tr>
<td>Develop a collegewide process for continuous improvement of non-academic areas</td>
<td>+ Review the process created for continuous improvement of non-academic areas, and then the percentage of areas reviewed</td>
</tr>
<tr>
<td>Improve employee satisfaction and engagement</td>
<td>+ Higher Education Survey of Employee Engagement (HESEE) score</td>
</tr>
</tbody>
</table>
Proposed Projects

+ Leadership and career development
+ College systems training program
+ Non-academic program review process
+ Comprehensive communication process
+ Alternate employee satisfaction survey tool
FOCUS AREA 3

Diversity, Equity and Inclusion

Goals

LCC will embed diversity, equity and inclusion (DEI) principles into all collegewide operations, practices and procedures.

Diversity refers to the variety of human differences and personal experiences, values and worldviews that arise from cultural and circumstance differences.

Equity refers to the ongoing practice of recognizing and eliminating barriers and bias within procedures, processes and distribution of resources in the structure of system. To be effective, equity should involve the distribution of resources according to the needs of the recipients.

Inclusion refers to the act of creating safe and welcoming environments in which every person feels invited, accepted, respected, supported and valued to participate fully. Inclusion demonstrates respect in words and actions, such that everyone can be included or be made part of something.

Strategic Objectives

Increase global cultural awareness, knowledge of DEI concepts, and understanding of individuals with disabilities

Increase student, employee and community engagement in DEI programming

Enhance the diversity of our workforce and student body

Key Performance Indicators

+ DEI educational program participation counts

+ Event participation counts

+ Number of trained inclusion advocates

+ Employee and student demographics
Proposed Projects

+ DEI orientation workshops

+ Equity Leaders for Inclusion (ELI)

+ Equity Leaders for Inclusion (ELI)
FOCUS AREA 4

Community Engagement

Goals

LCC will continue to build and enhance mutually beneficial relationships with city officials and agencies, neighborhood organizations, local business associations, business and industries, other educational institutions, the faith-based community, and many others on a broad range of issues of mutual interest to the community and the college.

Strategic Objectives | Key Performance Indicators
--- | ---
100% of public high schools within Shiawassee, Livingston, Ingham, Ionia, Clinton and Eaton counties (also known as the SLIICE region) partner with LCC to deliver dual credit programming | + Number of K-12 dual credit partnerships
Create a pipeline from every high school in the SLIICE region to LCC | + Enrollment at LCC of dual-credit students from SLIICE high schools
Educate employees on LCC’s legislative and community engagement activities, and provide employees with access to community engagement activities by June 30, 2024 | + Percentage and unique count of employees, and percentage of active employees, who have taken the relevant LMS training
Proposed Projects

+ K-12 Strategic Plan

+ K-12 Strategic Plan

+ Education and communication plan
FOCUS AREA 5

Competitiveness and Innovation

Goals

LCC will create an environment where problems are solved through elegant simplicity, intelligent risk taking and organizational agility through the practice of evaluating and prioritizing ideas to be transformed into new or improved programs, services or processes.

<table>
<thead>
<tr>
<th>Strategic Objectives</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop content delivery options that reduce minimum time to credential while maintaining or increasing course and program success rates</td>
<td>+ Time to credential&lt;br&gt;+ Course success rates for participating programs</td>
</tr>
<tr>
<td>Increase alignment between college programs and employer needs for fulfillment of high-paying and in-demand jobs</td>
<td>+ Alignment of Classification of Instructional Programs (CIP) with Standard Occupational Classifications (SOC), as defined by the Bureau of Labor Statistics and the National Center for Education Statistics</td>
</tr>
</tbody>
</table>
Proposed Projects

+ Program Innovation Exchange (PIE) Team
+ Alternative delivery methods
+ Market alignment
FOCUS AREA 6

Resource Management and Fiscal Responsibility

Goals

By upholding the values of the college through good stewardship of resources, Resource Management and Fiscal Responsibility addresses the collaborative process of planning and implementing activities that support our ability to make data-informed and transparent decisions. This impacts the financial, human and physical resources, ensuring the health and sustainability of the college.

Strategic Objectives

Improve the financial health of the college by improving the college’s Composite Financial Index (CFI) in the next three years, to at least 2.0

Optimize physical resources for mission alignment

Integrate process improvement at all phases of the employee lifecycle to improve career mobility and diversity of LCC employees

Key Performance Indicators

+ Composite Financial Index

+ Completion of Campus Master Plan
+ Completion of Academic Master Plan
+ Completion of Financial Master Plan

+ Internal hire and/or transfer rate by role and demographics
+ Employee Development Construct, as defined by HESSE
+ Voluntary and involuntary departure rate
+ Employee retention by voluntary/involuntary class and by demographic
Proposed Projects

+ CFI project
+ Campus Master Plan
+ Academic Master Plan
+ Financial Master Plan
+ Strategic Employment Plan
LANSING COMMUNITY COLLEGE
Board of Trustees and President

Ryan Buck
Chair

Andrew P. Abood
Trustee

Robert E. Proctor
Treasurer

LaShunda Thomas
Trustee

Samantha Vaive
Trustee

Angela Mathews
Vice Chair

Lawrence Hidalgo Jr.
Secretary

Steve Robinson
President
Lansing Community College is committed to providing equal employment opportunities and equal education for all persons 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’s status, or other status as protected by law, or genetic information that is unrelated to the person’s ability to perform the duties of a particular job or position or that is unrelated to the person’s ability to participate in educational programs, courses, services or activities offered by the college.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies: Equal Opportunity Officer, Washington Court Place, 309 N. Washington Square Lansing, MI 48933, 517-483-1730; Employee Coordinator 504/ADA, Administration Building, 610 N. Capitol Ave. Lansing, MI 48933, 517-483-1875; Student Coordinator 504/ADA, Gannon Building, 411 N. Grand Ave. Lansing, MI 48933, 517-483-1885; Sarah Velez, Human Resource Manager/Title IX Coordinator, Administration Building, 610 N. Capitol Ave. Lansing, MI 48933, 517-483-1874; Christine Thompson, Student Title IX Coordinator, Gannon Building, 411 N. Grand Ave. Lansing, MI 48933, 517-483-1261.