

Lansing Community College Results Inventory 2004-05

Financial Responsibility

Access

Student Learning Outcomes
& Stakeholder Satisfaction

This report focuses on community **access** to LCC's programs and services, presenting measurements and trends of *cost*, *convenience*, and *utilization*.

This report is Part Two of the Lansing Community College Academic Quality Improvement Project (AQIP) "Annual Results Inventory." These reports present information related to the College's continuous improvement process.

College Results Inventory Timeline

Month	Report
November	1. Financial Responsibility
April	2. Access
May	3. Student Learning Outcomes & Stakeholder Satisfaction

LCC Goals/Access

Access is the first step in achieving LCC's goals:

1. Quality of Education
2. Community Impact

Achieving the goals of *quality of education* and *community impact* begin with **access**, LCC's open door to learning.

Access

- I. Cost
- II. Convenience & Safety
- III. Utilization

Access to the College comprises three measurable variables: *cost*, *convenience & safety*, and *utilization*.

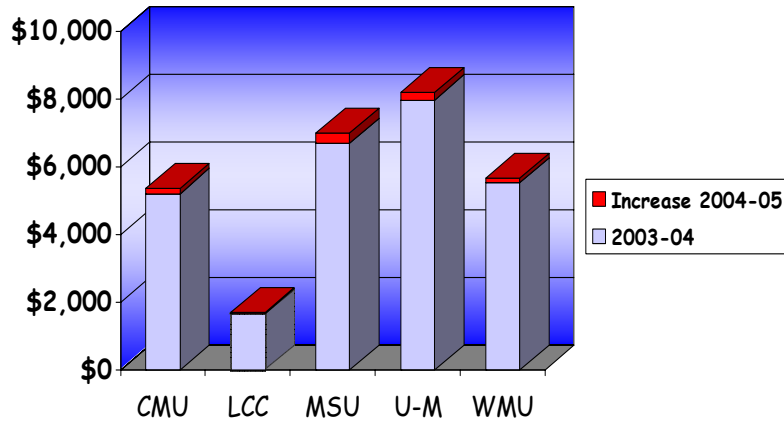
I. Cost

- Tuition
- Fees
- Financial Aid

Cost is an important factor for students who are deciding whether and where to pursue postsecondary education or training. Tuition is one important component of the cost of education, with fees playing an important role in many areas of career and workforce training. The availability of financial assistance paves the way for students, who otherwise might not be able to afford higher education.

Access - Cost

Tuition comparison with LCC competitors



Source: Chronicle of Higher Education

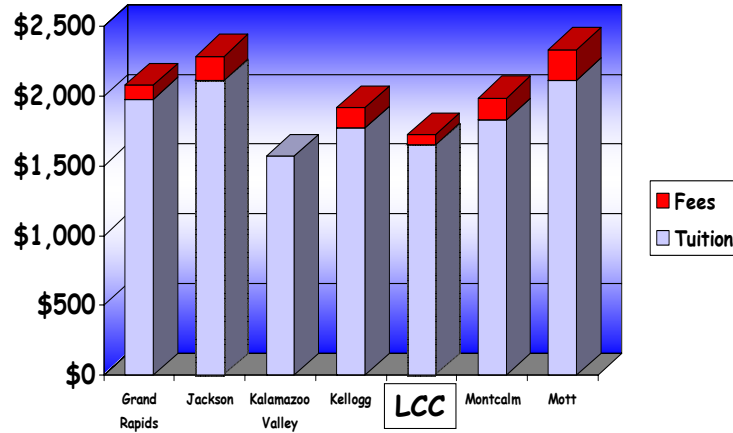
Data reported by *The Chronicle of Higher Education* show that LCC's tuition is the most affordable among the postsecondary institutions most often chosen by students in the Tri-county area. The schools included in the above chart are the top five choices among members of the Tri-county High School Class of 2004 who took the American College Test (ACT).

This chart shows that LCC's 2004-05 annual tuition continues to be the least expensive among its competitors, with an annual full-time cost of \$1705 compared with \$1,675 a year ago (a 1.8% increase).

Other LCC competitors in the Tri-county area include Baker College and Davenport University, where the annual costs of tuition and fees currently stand at \$7,425 and \$10,570 respectively.

Access - Cost

Comparison of tuition & fees with nearby community colleges



Source: ISCD - MCCNET Tuition and Fees Report

Total tuition cost, as shown in the chart above, is based on a full-time resident student taking 30 hours of credit during an academic year, including mandatory fees. (Specific fees for labs, etc., are not included.) For the 2004-05 academic year, LCC continues to be second lowest among nearby community colleges in the combined cost of tuition and fees.

Across community colleges in Michigan, a broad range of *mandatory fees* are charged to students, including admission, registration, student activity, technology and facility charges.

Access - Cost

Comparison of tuition & fees with Michigan community colleges

	Tuition per credit hour	Fees annualized mandatory
Average of all 28 community colleges	\$61.47	\$222.21
Average of 11 peer institutions*	\$60.08	\$199.18
Lansing Community College	\$55.00	\$75.00

*Other CC's of
similar size

Source: ISCD MCCNET Tuition Report

The per-hour in-district tuition rate for the 2004-05 academic year, plus mandatory fixed fees, is lower for Lansing Community College students than the average for all 28 community colleges in the state, and is also lower than the average for the 11 Michigan community colleges of a similar size. Annualized standard fixed fees at LCC are significantly lower than the average for other community colleges, independent of school size.

Only three community colleges—Kalamazoo Valley (\$0), Macomb (\$40), and Muskegon (\$45)—have mandatory fees that are lower than LCC's. Four community colleges have a lower tuition rate than LCC – Kalamazoo Valley (\$52.15), Monroe (\$54.00), Oakland (\$53.70), and Wayne County (\$54.00).

Access - Cost

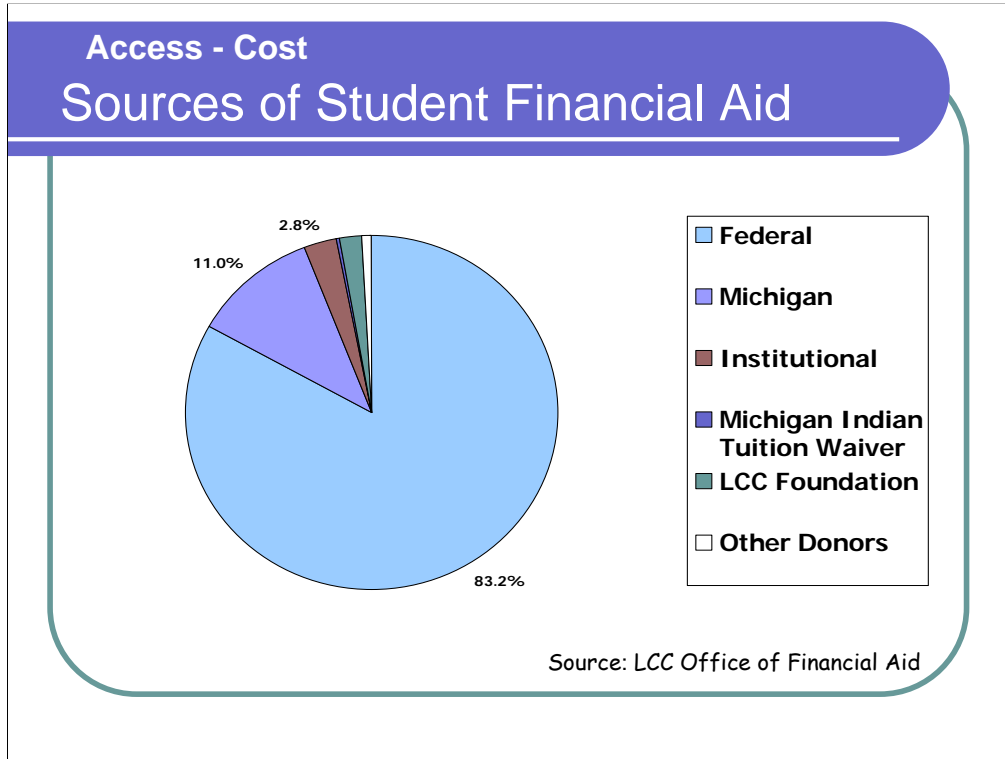
Financial assistance award trends

Year	Total Aid	Change in Total Aid	Applications	Disbursements	Average Award	Award Rate*
2003-04	\$27.4M	10.0%	13,627	8,274	\$3,312	79.0%
2002-03	\$24.9M	23.4%	12,303	7,737	\$3,219	90.8%
2001-02	\$20.2M	30.5%	10,554	6,988	\$2,887	85.7%
2000-01	\$15.5M	12.1%	8,705	5,664	\$2,728	84.2%
1999-00	\$13.8M	5.0%	8,798	5,050	\$2,729	83.9%
1998-99	\$14.5M	12.4%	8,246	5,278	\$2,747	81.6%

* The percentage of applicants who were offered financial aid.

During 2003-04, we saw our Total Aid rise by 10.0% over the previous year to \$27.4 million. At this same time, the number of applications also increased by 10.8% to 13,627, as did the number of disbursements at 8,264 (6.9%). We were able to offer aid to only 79.2% of the applicants, a significant decrease from 90.8% in 2002-03. This drop corresponds to a greater number of aid applicants in 2003-04 that were new students with "low" or "no need" and therefore were not extended an aid offer.

Award criteria depend upon the type of award, and are established by federal, state, college, or donor guidelines.



There was a slight shift in sources for Student Financial Aid Funding in all areas. Federal aid went from 80.4% to 83.2%, Michigan decreased from 13.8% down to 11%, as did Institutional dropping from 3.2% to 2.8%. The Michigan Indian Tuition Waiver, LCC Foundation, and Other Donors remained about the same.

Source 2003-03	Amount	Percent
Federal Aid	\$19,628,438	80.42%
Michigan Aid	3,356,841	13.75%
Institutional Aid	768,965	3.15%
Institutional Michigan Indian Tuition Waiver	105,849	0.43%
LCC Foundation	194,400	0.80%
Outside Donors	352,384	1.44%
Total (All Sources)	\$21,543,415	100.00%

Access - Cost Child care assistance

Year	Total Aid	Change in Total Aid	Applications	Disburse-ments	Average Award	Award Rate*
2003-04	\$176 K	-34.1%	554	316	\$557	57.0%
2002-03	\$267 K	+8.5%	600	430	\$620	71.7%
2001-02	\$246 K	+40.3%	578	350	\$703	60.6%
2000-01	\$175 K	-4.0%		284	\$617	
1999-00	\$182 K	3.3%		332	\$550	
1998-99	\$176 K	11.1%		310	\$570	

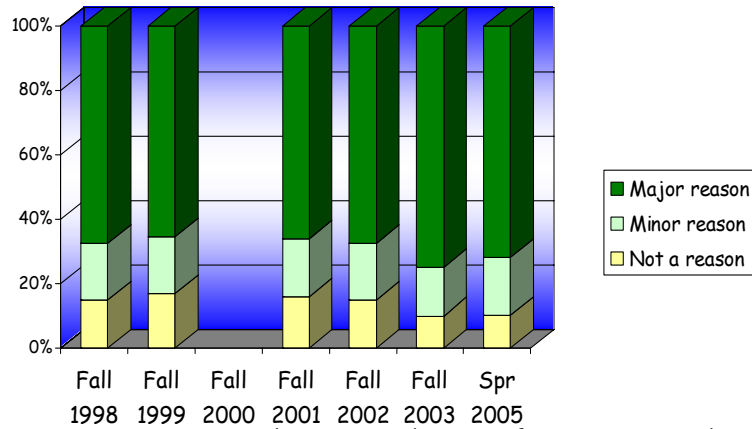
* The percentage of applicants who were offered assistance.

The Women's Resource Center provides varied services to encourage and assist women who traditionally might not seek higher education. One service they provide is financial assistance in the form of child care awards.

In 2003-04, the total amount of child care aid that was disbursed was significantly lower (34.1%) than 2002-03. As a result, the number of award disbursed decreased by 26.5%, and the average award amount decreased by 10%.

Access - Cost

“Cost was a factor in my decision ...”

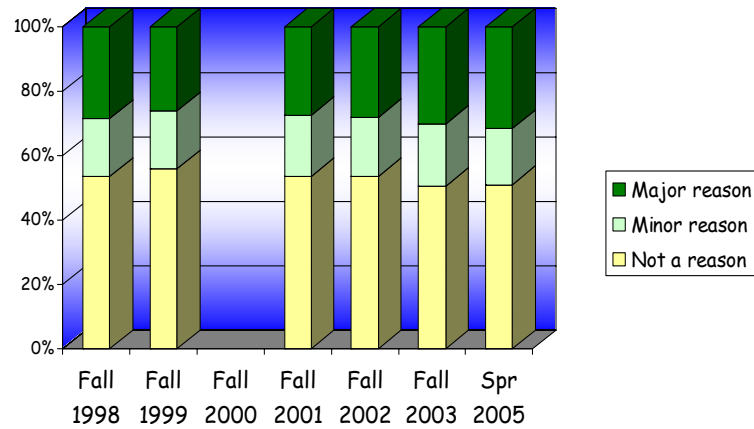


Source: Noel-Levitz *Student Satisfaction Inventory (Item 51)*
& *ACT Student Opinion Survey (Item R03)*

The ACT Student Opinion Survey was conducted in Spring 2005 in place of Fall 2004. Students are asked to rate *cost* as a factor in their decision to enroll at LCC.

As in past years, cost continues to be a major reason that students choose to enroll at LCC.

Access - Cost “Financial aid was a factor”

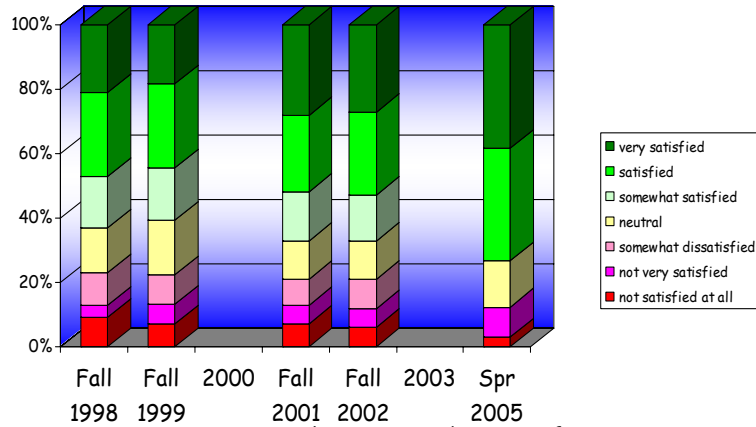


Source: Noel-Levitz *Student Satisfaction Inventory (Item 52)*
& ACT *Student Opinion Survey (Item R09)*

The Spring 2005 ACT Student Opinion Survey has been conducted in place of Noel-Levitz. Students are asked to rate financial aid as a factor in their decision to attend LCC.

Financial aid continues to be a major reason students choose LCC. This helps support the previous page in which cost was rated as a major reason, as financial aid amounts will affect the “net” cost to a student to attend LCC.

Access - Cost “Financial aid was adequate”

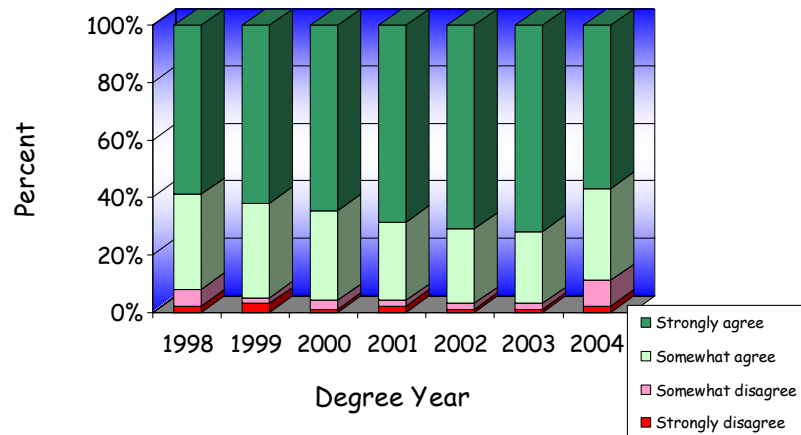


Source: Noel-Levitz *Student Satisfaction Inventory (Item 7)*, *ACT Student Opinion Survey CS05 (2004)*

Of those students who reported that financial aid was important in their decision to attend LCC, 71% said they were satisfied that financial aid was adequate. There has continued to be an increase in satisfaction rate since 1999, when satisfaction rate was only 60%. This corresponds with a significantly decreased dissatisfaction rate, where 21% were dissatisfied in 2002, only 12% indicated they were dissatisfied in 2005.

(Data is not available for 2003 because this item was eliminated by Noel-Levitz that year.)

Access - Cost “Costs at LCC are reasonable”



Source: LCC Graduate Survey

Nearly all LCC graduates (89%) agree that costs at LCC are reasonable, however this is a significant decline from 97% reported in 2003, and is the lowest it has been. Eleven percent of students indicated disagreement with costs being reasonable, compared to only 3% who felt that way in 2003.

The rise in students level of disagreement may be in part due to the increased cost to students associated with using contact hours as a factor in calculating billable hours, which began in Fall 2004.

However, LCC tuition remains one of the lowest in the state for community colleges, with only 4 of 27 other schools boasting a lower rate.

Cost Summary

- Tuition
- Fees
- Financial Aid

Cost Summary

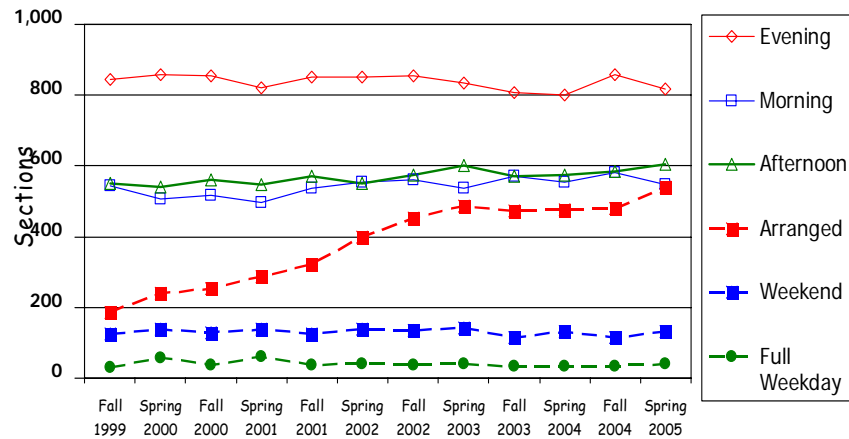
Lansing Community College continues to be an excellent value for those it serves. Cost of education at the College is low and highly competitive. Price increases, particularly in the area of fees, are continually being studied to achieve the optimum value and price balance. Financial aid will continue to be designated as a strategic Area of Priority Need at the College.

II. Convenience & Safety

- Course offerings by time and day
- Course offerings by location
- Parking
- Campus safety

Convenience & safety are also important factors in assessing **access**.

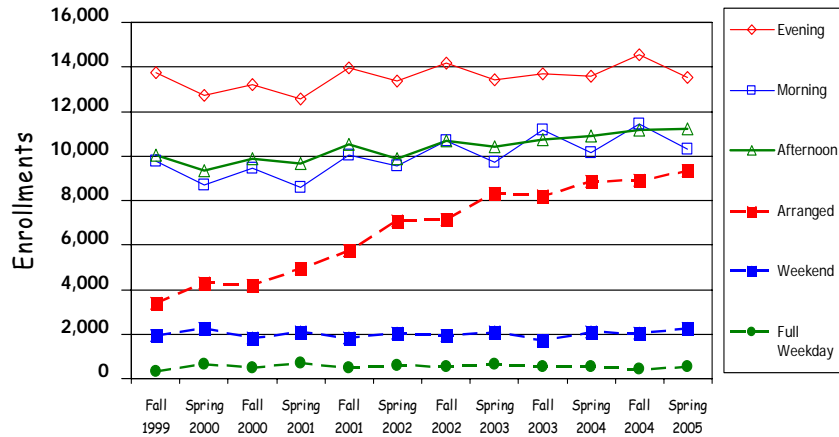
Access – Convenience & Safety LCC sections by time and day



LCC's courses are offered at a variety of times to accommodate various schedules. Between Fall 2000 and Spring 2003, LCC more than doubled the number of classes that were offered at "arranged" times. These are classes which meet at various times and places based on what is best for the students in the class. It also includes Virtual College classes, which have significantly increased in offerings over the past few years.

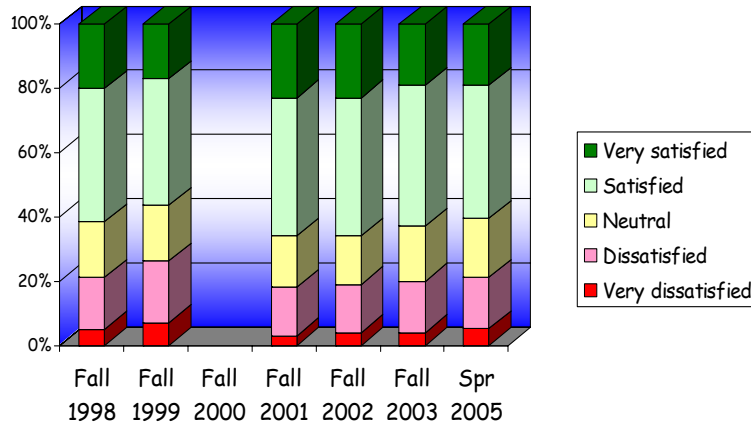
The number of "arranged" sections has nearly reached the number of traditional "morning" sections. This reflects the increased emphasis that LCC has placed on making classes available to a variety of students with varying schedules.

Access – Convenience & Safety LCC enrollments by time and day



Enrollments track very closely to the number of sections offered. Spring enrollments tend to be lower than fall enrollments. Enrollments in arranged classes grew rapidly from fall 2000 through spring 2003, and has continued to show a moderate increase to present. This partially reflects the growth of Virtual College, which has continued to increase in popularity, with enrollments up 20% in 2003-04 compared with the previous year.

Access - Cost
 “Classes are held at convenient times”

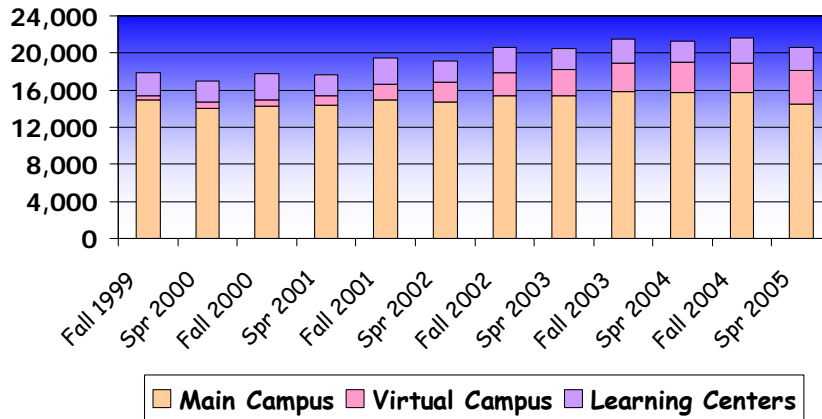


Source: Noel-Levitz *Student Satisfaction Inventory (Item 2)*
 & ACT *Student Opinion Survey (Item CE34)*

Students responding to the Spring 2005 ACT Student Opinion Survey indicate lower satisfaction (57%) with “classes are held at convenient times” as those responding the previous year (63%). The seven year average is 62%, but there does not appear to be any trend at this time.

This drop may be in part due to the fact that with a continuing lowered economy, there may be a change in the student body that causes a change in opinion.

Access – Convenience & Safety LCC headcount by location

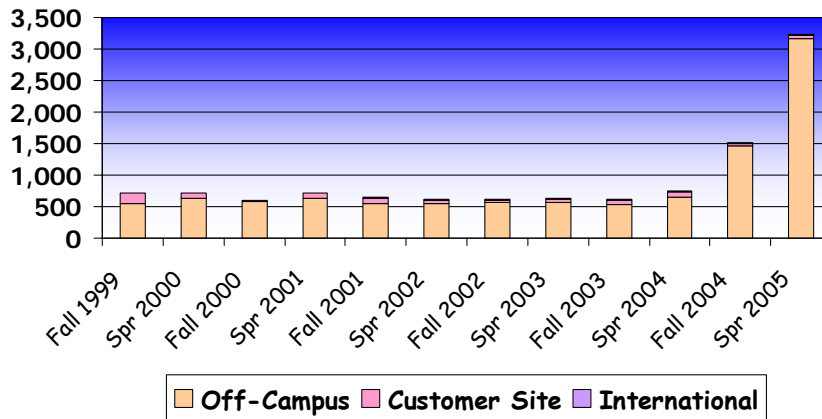


Source: Banner (Live)

The decrease in enrollment on the main campus is caused by the shift of those students to the West Campus, which is included in the counts for Off-campus now (see next slide).

Virtual campus continues to be a strong area of growth, as more students take advantage of the convenience of online courses that LCC offers.

Access – Convenience & Safety LCC headcount by location (cont.)



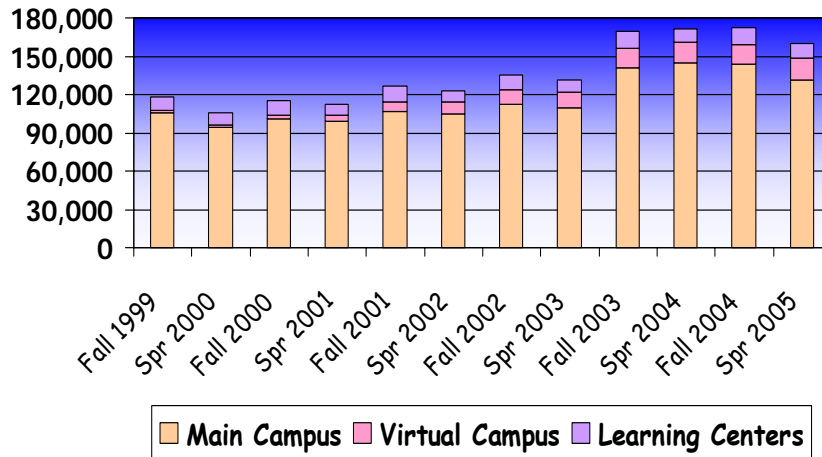
Source: Banner (Live)

Off-campus enrollment appears to have increased significantly, but really is due to a shift of students to the West Campus, which is now considered off-campus. This shift began with Fall 2004, and saw even more students moved to the West Campus in Spring 2005 as additional program areas made the move to the new campus.

Overall, LCC enrollment as a whole has shown a consistently increasing trend over the years. In Fall 2001, headcount less than 18,000 students compared to over 19,300 in Fall 2004.

Note: Customer site enrollments include only those that generate credits. BCI customer training is not included.

Access – Convenience & Safety LCC credits by location

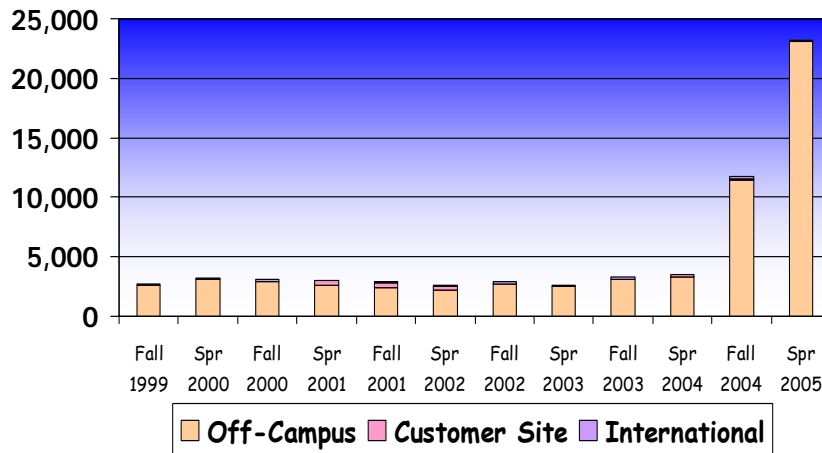


Source: Banner (Live)

Credits reflect the same growth trend as enrollments, with steady growth in the Virtual College being most prominent. On the other hand, students taking courses on the College's downtown Lansing campus are taking more credits per individual than was true a few years ago, adding to the College's steady expansion of credits taken each term.

As in the previous pages, the apparent decrease in total credit hours on main campus is due to the fact that West Campus is now included in the Off-campus category.

Access – Convenience & Safety LCC credits by location (cont.)

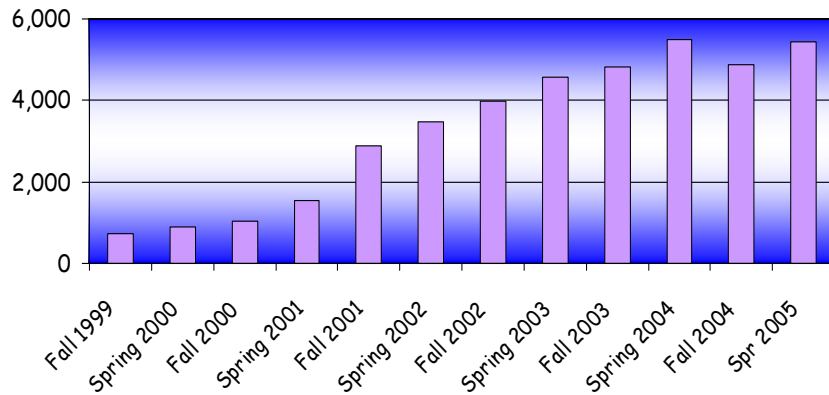


Source: Banner (Live)

Again, the increase in Off-campus enrollment is due to West-campus hours being counted in the Off-campus category. Customer Site and International remain a very small portion of overall credits.

Although total credits at LCC decreased from 345,383 in 2002-03 to 325,178 in 2003-04, there still appears to be an increasing trend in total credits as 2003-04 is an increase of over 8% from the 2001-02 year.

Access – Convenience & Safety Enrollments in virtual classes

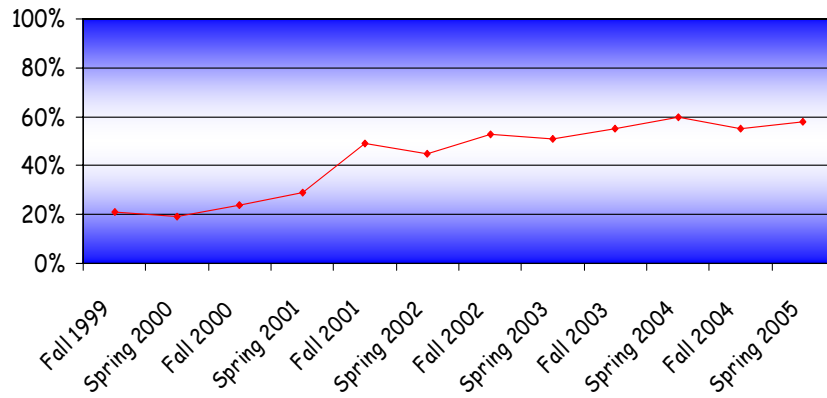


Source: Banner

The LCC Virtual College is one of the fastest growing online learning programs in the state, and is one of 29 higher education institutions in the nation which provide courses for the U.S. Army. The Army contract is financially advantageous to LCC, helping to serve local students by absorbing overhead and generating additional revenue.

The number of enrollments through the Virtual College appears to be stabilizing after very significant increases in enrollment from 2001 to 2004.

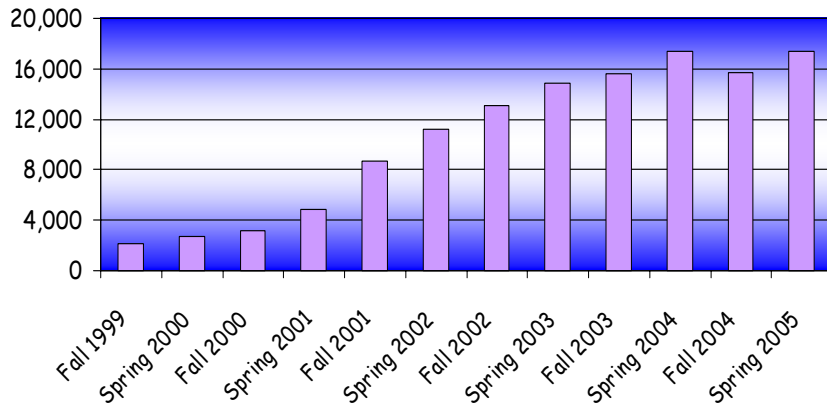
Access – Convenience & Safety Virtual enrollments as % of all arranged



Source: Banner

Although enrollments in arranged sections have leveled off in the past couple of years, the percentage of arranged section enrollments in Virtual College classes has increased steadily to where three out of five arranged class enrollments continue to be in online courses.

Access – Convenience & Safety Credits generated in Virtual Classes

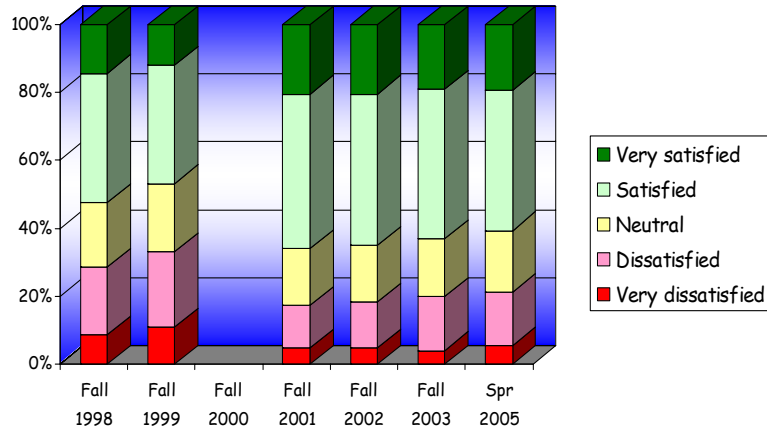


Source: Banner

The number of credits generated through the Virtual College appears to be stabilizing after very significant increases in enrollment in online classes from 2001 to 2004.

Access - Cost

“I am able to register with few conflicts”

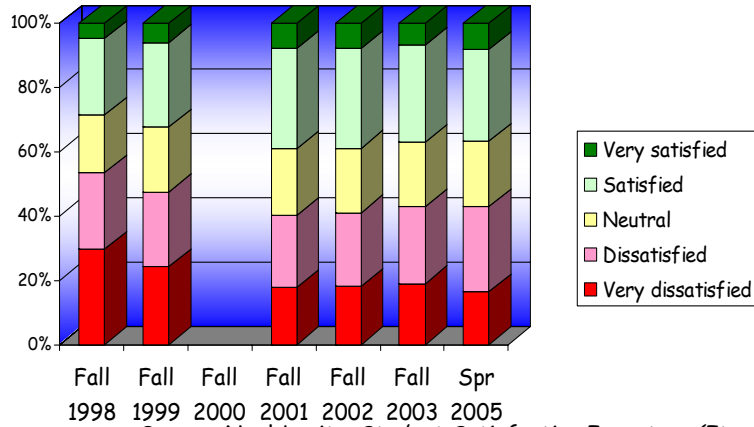


Source: Noel-Levitz *Student Satisfaction Inventory (Item 9)*
& ACT *Student Opinion Survey (Item CE34)*

There has been very little change in the satisfaction levels over the last 4 years with regard to student responses to “I am able to register with few conflicts” showing 58% satisfaction in 2005 vs. 60% average over the last 7 years.

Access - Cost

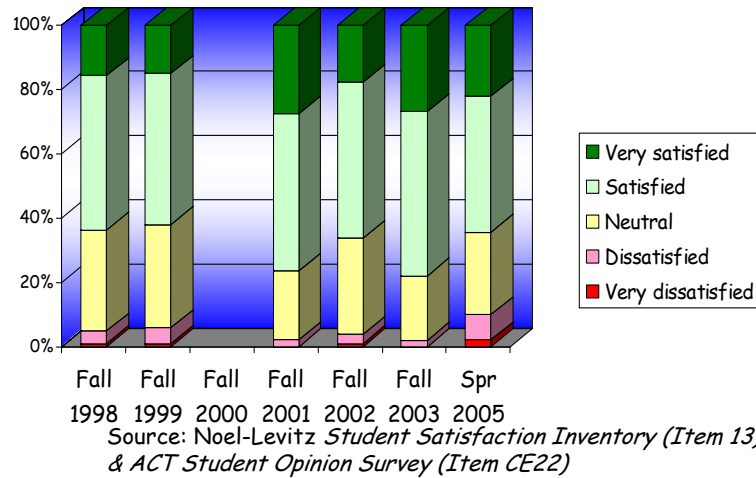
“Parking space is adequate”



Source: Noel-Levitz *Student Satisfaction Inventory (Item 21)*
& *ACT Student Opinion Survey (Item CS18)*

Since 1998, satisfaction with parking issues has increased, rising from 29% in 1998 to 36% in 2004. This is likely related to several factors, including increasing Virtual College enrollment and hybrid sections where the need for parking downtown is reduced, along with the movement of a number of program areas and approximately 3,000 students to the West Campus in Fall 04 and Spring 05. This has eased the parking space situation somewhat for our students at both the main and west campus locations.

Access - Cost “Campus is safe and secure”



There was a substantial drop in the students response in the ACT Student Opinion Survey to the item “Campus is safe and secure” dropping from 78% in 2003 to 58% in 2004. Dissatisfaction rose from 2% in 2003 to 9% in Spring 2005, while those responding as “neutral” rose from 20% to 23%. The campus experienced its first homicide in the weeks prior to this survey being administered to students and surely had an impact on their opinions of safety and security on the campus. The college has implemented additional security measures, including increased staffing in the Public Safety Department, as well as 80 additional security cameras across the campus facilities.

III. Utilization

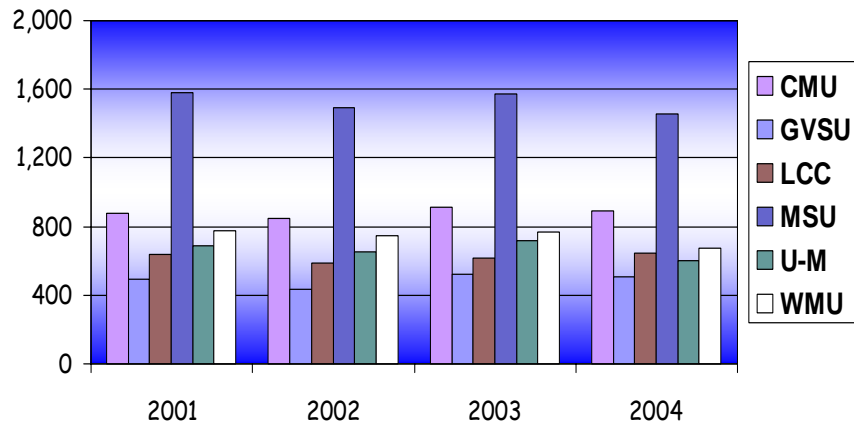


Tri-county students choosing LCC

- Overall Utilization
- Utilization by Ethnic Groups
- Enrollment by Students with Disabilities

Utilization is defined as the extent to which residents by various population segments participate in LCC learning experiences.

Access – Utilization
College choices of area high school seniors who took the ACT in 2004

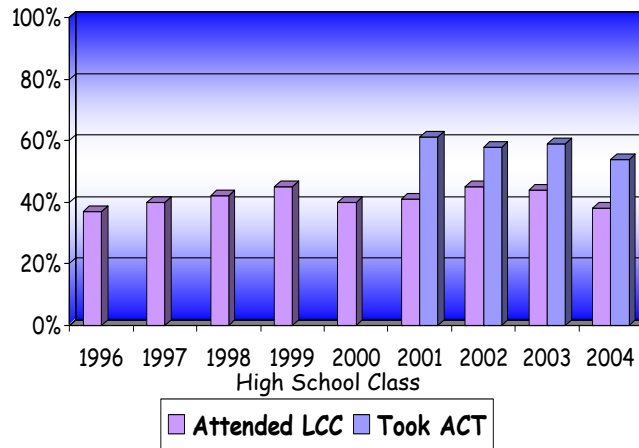


Source: ACT High School Profile Reports

Every year, thousands of Tri-county high school students take the ACT test as part of the process of qualifying for scholarships and admission into Michigan colleges and universities. In addition to tests of academic achievement in four major disciplines, the ACT includes survey questions about students' educational goals. One of the survey questions on the ACT asks the students to choose up to six institutions of higher learning that they are considering for their postsecondary education. Among the 70% of Tri-county area students who take the ACT, nearly one in four select LCC as one of the schools they would choose to attend. As to the six top schools of choice, LCC came in 2nd only to MSU as to being the 1st school of choice, with 40% of students indicating LCC as their 1st school of choice compared to MSU with 46% indicating MSU as their school of choice. The other four schools shown have 1st choice percentages of 16% up to 32% indicators as 1st school of choice.

Access – Utilization

Percentage of Tri-county high school graduates who have attended LCC



Source: Banner

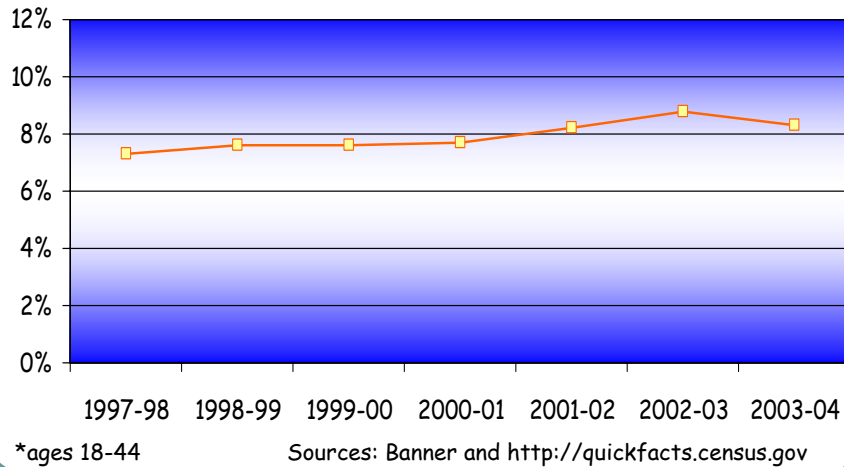
Thirty-eight percent of the tri-county (Ingham, Eaton, and Clinton) 2004 high school graduating seniors have attended LCC.

This is a decrease compared to previous years, and is the lowest percentage reported since 1996.

Over half (54%) of the tri-county (Ingham, Eaton, and Clinton) 2004 high school graduating seniors took the ACT while in high school. This decrease in the percentage of college-bound seniors is likely a contributing factor to the decrease in the percentage of tri-county high school graduates who have attended LCC. Changes in the economy can also affect college enrollments.

Access – Utilization

Annual percentage of Tri-county residents* who attend LCC

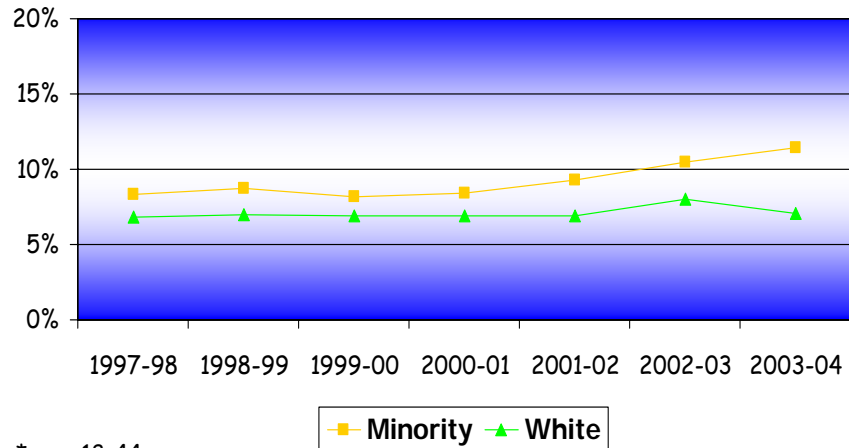


Overall, one of every twelve Tri-county residents ages 18-44 (the age group that makes up 85% of the community college market) attended LCC in 2003-04. This is a slight decrease compared to the increasing trend over the past two years.

The population data for the past two years are from the Population Estimates of the US Census Bureau. The 2000 figures are based on the US Census. All enrollment statistics are actual.

Access – Utilization

Utilization by ethnicity:
Percent of Tri-county residents who attend LCC



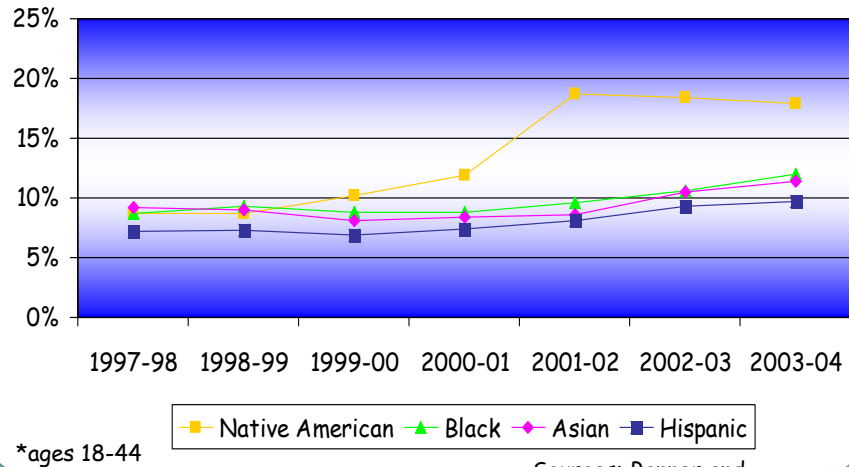
*ages 18-44

Sources: Banner and
<http://quickfacts.census.gov>

This chart shows the percentage of adults (ages 18-44) from the Tri-county area who attend LCC, broken down by ethnicity. About one of every fourteen white Tri-county residents attends LCC, while one in nine minority residents takes classes at the College. This appears to be an increasing trend of minority students attending LCC since 1999.

Access – Utilization

Utilization by minority populations:
Percent of Tri-county minority residents by ethnicity who attend LCC



*ages 18-44

Sources: Banner and
<http://quickfacts.census.gov>

The Tri-county Native American population has the highest proportion of its adult residents attending LCC, followed by the African American and Asian populations. A concerted effort to attract Native American students to the College has led to a dramatic increase in that population on campus. The College has the highest Native American contingency of any community college in the state, with 10% of *Michigan's* Native American community college students attending LCC.

Since 1999, the number of Native American students attending LCC has increased 55%, while the 18 to 44 year old Native American population in the Tri-county region has been relatively stable (according to population estimates from the US Department of Commerce). The utilization by this population appears to have leveled off at about 18%.

Access – Utilization

Students with disabilities served by Office of Disability Support Services

Disability	1999-00	2000-01	2001-02	2002-03	2003-04	% change
Learning	157	136	135	155	168	+8%
ADD	67	51	57	49	58	+18%
Physical	51	41	27	33	36	+9%
Emotional	23	31	30	23	29	+26%
Brain Injury	22	13	18	22	21	-5%
Hearing	21	12	18	16	26	+63%
Others	26	24	28	24	26	+8%
Total	367	308	313	322	364	+13%

Overall students with disabilities served in the 2003-04 year grew by 13% over the previous year, nearing the numbers served in 1999-2000. The largest percentage increase by group is in the hearing impaired population, with an increase of 63% over the previous years number served.

The Office of Disability Support Services continues to provide a broad array of accommodations for students with disabilities.

Access – Utilization

Full-time LCC workforce by ethnicity

Job Group	Caucasian	African American	Asian American	Native American	Hispanic	Total
Administrators	114 (80%)	18 (13%)	3 (2%)	1 (1%)	7 (5%)	143
FT Faculty	201 (83%)	20 (8%)	8 (3%)	4 (2%)	8 (3%)	241
Support	158 (83%)	12 (6%)	1 (1%)	4 (2%)	16 (9%)	191
Total	473 (82%)	50 (9%)	12 (2%)	9 (2%)	31 (5%)	575

Source: ISCD Oracle HR live 03/05

LCC encourages access by employing a workforce that reflects the diversity of the world for which it is preparing its students. This table shows that in the 2004-05 academic year, nearly one-fifth (18%) of our full-time staff positions were held by minorities (up by 2% over 2003-04).

Minorities made up 16% of the faculty (same as 2003-04), and 21% of the administrators (up from 17% last year).

This year, the College has 9 fewer full-time employees than it had last year. Compared with the 2003-04 academic year, there are 4 fewer administrators, 5 more full-time faculty, and 10 fewer support staff. Overall, there are 16 fewer Caucasians, 4 additional African Americans, 3 additional Asian Americans, Native American remained the same at 9, as did Hispanics at 31, employed full-time at the College compared with a year ago.

Utilization Summary



Tri-county students choosing LCC

- Overall Utilization
- Utilization by Ethnic Groups
- Enrollment by Students with Disabilities
- Full-time LCC Workforce by Ethnicity

Utilization Summary

Lansing Community College is a college of choice for a large percentage of area youth. The College is also well utilized by the broad range of traditional community college students, ages 18 – 44.

Access Summary

- I. Cost
- II. Convenience & Safety
- III. Utilization

Access Summary:

This report utilizes currently available data configured to present the most accurate and comprehensive view of **access** at Lansing Community College that is possible at this time. Academic Quality Improvement Project (AQIP) participation will result in continuous improvement in measurement and an increasingly comprehensive view.