

Lansing Community College Results Inventory 2003-04

Financial Responsibility

Access

Student Learning Outcomes
& Stakeholder Satisfaction

This report focuses on **Student Learning Outcomes & Stakeholder Satisfaction**, presenting student performance data and the opinions of students, graduates, faculty & staff, employers, and the community.

This report is Part Three 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.



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College Results Inventory Timeline

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

Student learning outcomes & stakeholder satisfaction are the bottom-line measures of how well LCC is achieving its goals:

1. Quality of Education
2. Community Impact

Student Learning Outcomes & Stakeholder Satisfaction

- I. Student Learning Outcomes page 7
- II. Stakeholder Satisfaction page 19

Student learning outcomes and **stakeholder satisfaction** are combined into one report because of their necessary relationship.

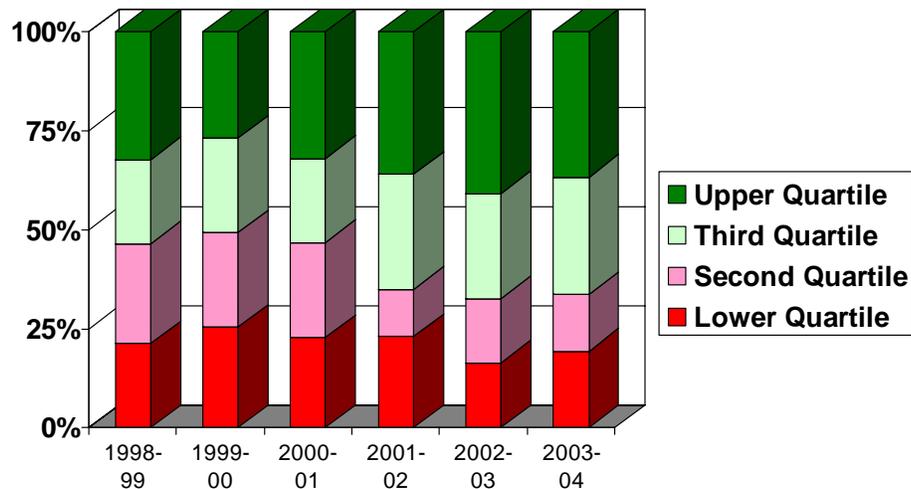
I. Student learning outcomes

- Quality of learning
 - Reading, math & critical thinking page 8
 - Understanding of governance page 11
 - Technological literacy page 12
- Licensure & certification page 13
- Performance at transfer institutions page 14
- Social & economic benefits page 16
- Summary page 18

Student learning outcomes lead to stakeholder satisfaction. Lansing Community College is in the process of establishing measurable student learning outcomes for all of its courses, and instituting a system of regular reviews and continuous improvement. Future reports will incorporate the results of this effort, along with those measures (some “under construction”) that follow.

Current measures include student achievement in reading, mathematics and critical thinking; understanding of governance and technology; licensure and certification passing rates; performance after transfer to four-year institutions; placement & wage rates; and social & economic benefits to its service community.

Stakeholder satisfaction – Quality of Learning ACT-CAAP Math Test

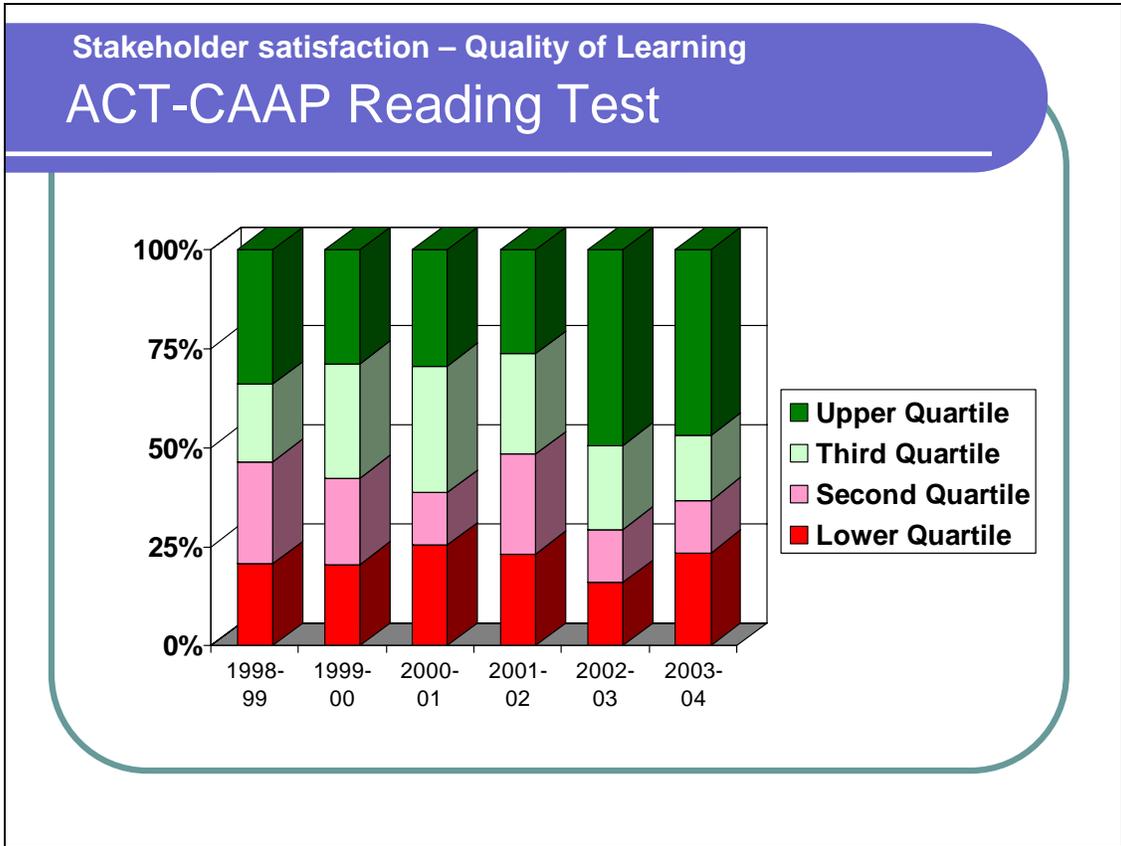


The ACT Collegiate Assessment of Academic Proficiency (ACT-CAAP, in its 15th year) is a college sophomore-level achievement battery, which includes several 40-minute subtests covering various academic areas. The ACT-CAAP is used by over 300 institutions, and is administered to over 50,000 students annually.

For each of the last six years, Lansing Community College has administered three subtests of the ACT-CAAP to approximately 100 LCC students who are candidates for degrees. About 2,500 of our 18,000 students have the 45 credits and 2.0 or above grade point average needed to be a candidate for testing. In each of the six years, a majority of our students who took the test have received scores that exceed the national average (for college sophomores) on all three of the subtests.

Among LCC students who took the tests, there has been a steady improvement in math performance over the past several years. This year, 37% of the students scored in the highest quartile in mathematics. In the national sample there are, by definition, 25% of the examinees in each quartile.

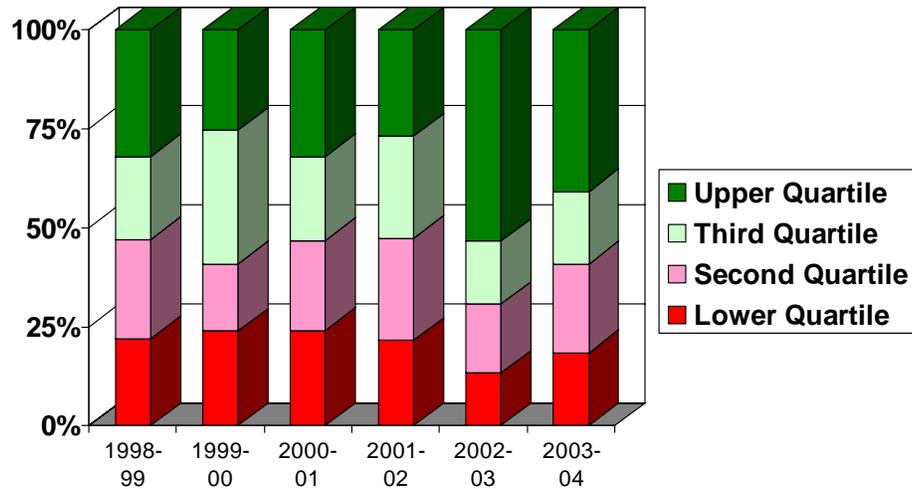
Again this year, ACT reported two sets of results for algebra: basic and college level. In basic algebra, half of the LCC students who were tested scored at or above the 70th percentile. In college algebra, half of the students tested were at or above the 49th percentile.



Among LCC students who took the tests, 47% scored in the highest quartile in reading. In the national sample there are, by definition, 25% of the examinees in each quartile.

The reading performance has been higher over the past two years than for the preceding years.

Stakeholder satisfaction – Quality of Learning ACT-CAAP Critical Thinking Test



Among LCC students who took the tests, 41% scored in the highest quartile in critical thinking. In the national sample there are, by definition, 25% of the examinees in each quartile.

As for reading and math, the critical thinking scores have been higher the past two years than they were in the preceding years.

Stakeholder satisfaction – Quality of Learning				
Understanding of governance				
	Voting & Qualifications for Office	Roles & Responsibilities of Officials	Constitutional Rights of Citizens	Overall Understanding of Governance
2003-04	18.3%	12.3%	13.2%	15.0%
2004-05				
2005-06				
2006-07				

Although LCC does not have a US Government requirement for its students, the Quality of Education Goals in the College's Strategic Plan call for students to possess an "Understanding of Governance, Political Institutions and Government Policy."

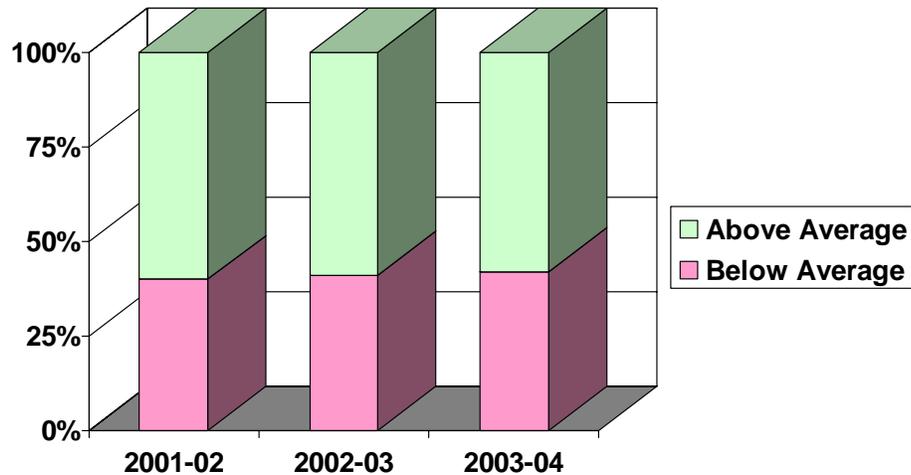
Over the past year, members of the College faculty have worked with ISCD staff to develop an assessment which includes items pertaining to the organization of the government and Constitution of the United States. The items were drawn from the official list of 100 questions approved by the Immigration and Naturalization Service. Federal regulations say that persons applying for citizenship must "be able to demonstrate knowledge and understanding of the fundamentals of U.S. history and principles of government."

The chart above shows the results from the first year of using the assessment with LCC degree candidates. The scoring is reported for the three areas assessed, as well as an overall score. Only one in six students could correctly answer 68% or more of the items on the assessment.

For example, only 45% knew that the First Amendment to the US Constitution guarantees the freedom of religion. At the same time, 43% thought that only the President, not Congress, has the right to declare war, while another 28% thought the President and Congress shared that authority. Only 27% knew that Congress alone has that power.

Stakeholder satisfaction – Quality of Learning

Technological literacy



Source: TekXam

This is the third year that the College has administered the TekXam General Computing Concepts module to a sample of students who are candidates for degrees at LCC. This online examination covers computer terminology, distinguishing among different types of software and hardware, troubleshooting and using technology, and understanding and evaluating legal and ethical principles related to the computer and the collection and dissemination of information.

The TekXam is used with students at the college freshman to senior levels. The data shown in the chart compares LCC's second-year students against college sophomores nationally who have taken the test. This year, 58% of LCC second-year students scored at or above the average for college sophomores in the national sample.

There is no trend at this time.

Stakeholder satisfaction – Licensure & Certification					
Licensure & certification exam passing rates					
Licensure	1998-99	1999-00	2000-01	2001-02	2002-03
Exams taken	209	300	293	297	282
Exams passed	176	263	258	271	247
Licensure rate	84.2%	87.7%	88.1%	91.2%	87.6%
Certification	1998-99	1999-00	2000-01	2001-02	2002-03
Exams taken	236	254	219	229	227
Exams passed	229	234	208	212	200
Certification rate	97.0%	92.1%	95.0%	92.6%	88.1%

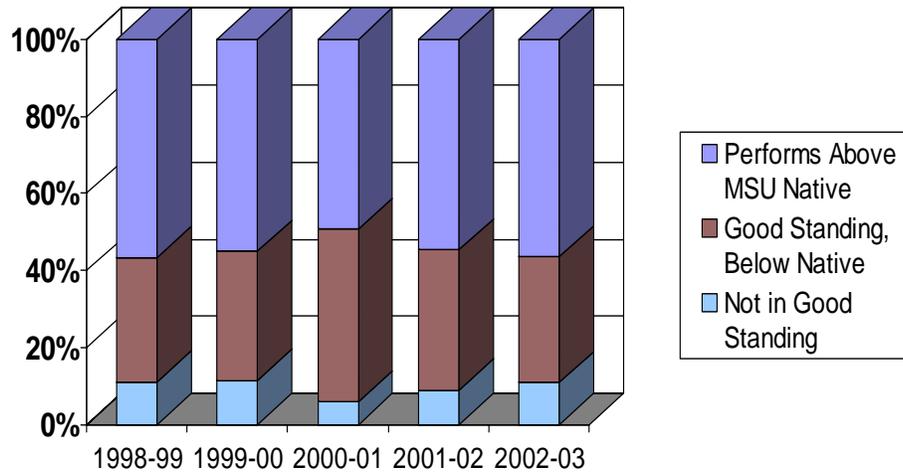
Source: LCC Careers Division

Over the past five years, 88% of the Lansing Community College students who took licensure examinations passed the first time around. During the same period, 87% passed their certification examinations the first time they took them. The individual programs included in the licensure examinations (and their 5-year average passing rates) are Registered Nurse (85%), Licensed Practical Nurse (94%), Dental Hygienist (99%), Emergency Medical Technician & Paramedic (85%), and Radiologic Technician (87%). Passing rates for the certification programs included in the chart above are Real Estate Sales* (73%), Fire Fighting I & II (94%), and Truck Drivers (100%).

Recently we have added Hazardous Materials Awareness (97%), Hazardous Materials Operations (89%), Aviation (78%), Prometric Oracle (46%) and Prometric A+ Hardware/Software (52%). These will be added to the chart as soon as a sufficient number of years' worth of passing rates are available.

*Real Estate Sales is not a program, in the usual sense. It is a single course with no prerequisites, for which the overall statewide certification examination passing rate is 68%. LCC's passing rate has exceeded the statewide passing rate for each of the past five years.

Stakeholder satisfaction – Performance at Transfer Institution
Performance at transfer institutions
 Michigan State University



About half of the Lansing Community College students who transfer to other postsecondary institutions transfer to Michigan State University. Over half of the LCC students who transfer to MSU perform above the average of students who began their postsecondary education at MSU (in other words, are “native” to MSU). Increasingly, LCC transfer students have maintained “good standing,” that is, have received a Grade Point Average of at least 2.0 at MSU.

With the exception of Michigan State University, it has not been possible to obtain data in this area because of privacy considerations. LCC is working with the Michigan Community College Association to obtain the data, in order to strengthen this important measure.

Stakeholder satisfaction – Performance at Transfer Institution
Transfer student performance at Michigan State University

Field of study	# of students	% performing above native	% in good standing
Social Sciences	84	71%	90%
Engineering	61	59%	97%
Business Management	137	53%	98%
Psychology	60	53%	88%
All fields	1,738	54%	90%

Source: Michigan State University, 1998-99 through 2002-03

Over the past five years, Michigan State University enrolled 1,738 LCC transfer students who transferred 50 or more credits, earning them Junior class standing. During their first semester at MSU, 54% of these students performed “above native” (i.e., earned GPAs above the average for students who had entered MSU as Freshmen), and 90% were in good standing (i.e., had a GPA of 2.0 or higher). This table shows the highest performing fields among those in which at least 60 LCC transfer students were enrolled over the past five years. The “All fields” entry includes all LCC students who transferred 50 or more credits to MSU for their Junior year.

In addition to the programs shown in the table, LCC transfer students performed above the average native MSU students in Health Professions, Visual & Performing Arts, and Agricultural Sciences during the five-year period reported above.

Annual economic benefits

- ✓ Higher earnings
- ✓ Medical savings
- ✓ Crime savings
- ✓ Welfare/unemployment savings

Social & economic benefits

The Association of Community College Trustees commissioned a consulting firm (CCBenefits, Inc.) to develop a model quantifying the social and economic benefits of a community college to its service community. The model assigns dollar values to such variables as earnings and unemployment savings on the purely economic side, and the statistically lower use of alcohol and tobacco by college attendees on the social side. A large number of variables are included. Benchmark comparisons with other similar community colleges and, in time, trend analysis will be possible with this measure.

Stakeholder satisfaction – Social & Economic Benefits

Annual economic benefits from LCC education

	Annual Benefit Per Semester Credit Earned	Annual Benefit Per Full Year of Study (31 credits)	Annual Aggregate Benefit
Higher earnings	\$121	\$3,635	\$43 million
Medical savings	\$11	\$381	\$4 million
Crime savings	\$4	\$311	\$1 million
Welfare/Unem- ployment Savings	\$2	\$174	\$0.7 million
Total	\$138	\$4,500	\$49.2 million

Source: CCBenefits, "The Socioeconomic Benefits Generated by Lansing Community College" Summer 2002

Economists who have worked with community colleges under the aegis of the Association of Community College Trustees estimate that a Lansing Community College education provides a direct economic benefit to the community of \$4,500 per full year of study. This analysis excludes many generally recognized intangible benefits of higher education, such as those resulting from improved habits (e.g., higher propensity to save, acquire medical and life insurance, and increased voting and civic participation), and is therefore a conservative estimate.

In addition to the direct socioeconomic benefits shown above, the accumulated contribution of past LCC instruction is estimated to add some \$412 million in earnings to the Tri-county region each year. In the long term, it is estimated that LCC contributes \$2.30 in benefits to the regional economy for every \$1.00 of state or local funds invested in the College. State and local government support for LCC in fiscal 2002 will be fully recovered in 11.5 years, in the form of higher tax receipts (from increased student wages) and avoided costs (e.g., from reduced public expenditures on incarceration).

For the student, the benefits are even greater. For every \$1.00 invested by the student, \$8.70 in benefits are realized. Students enjoy an attractive 23.9% rate of return on their LCC educational investment, and recover all costs (including wages foregone while attending LCC) in 6.3 years.

Summary: Student learning outcomes

- Quality of learning
 - Reading, writing & critical thinking
 - Governance*
 - Technology
- Licensure & certification
- Performance at transfer institutions
- Placement & wage rates*
- Social & economic benefits

*Under Construction

LCC is continuing in its efforts to obtain hard student learning outcome data. Existing data, though incomplete, is positive, showing good student performance in a number of important areas.

II. Stakeholder satisfaction

- Current student opinions page 23
- Student continuance page 30
- Transfer student opinions page 37
- Graduate opinions page 41
- Faculty-staff opinions page 49
- Employer opinions page 55
- Business & industry client opinions page 59
- Community opinions page 63
- Summary page 67

Stakeholder satisfaction with the College is embodied first of all by its internal constituents: how its **current students, graduates** and **faculty/staff** view its courses and programs. Next are the opinions of the College's external constituents: **employers, business and industry clients, transfer institutions** and the **community** as a whole.

II-a. Internal constituents

- Current students page 23
- MSU Transfer Students page 37
- LCC graduates page 41
- LCC faculty/staff page 49

Stakeholder satisfaction

Current LCC student opinions

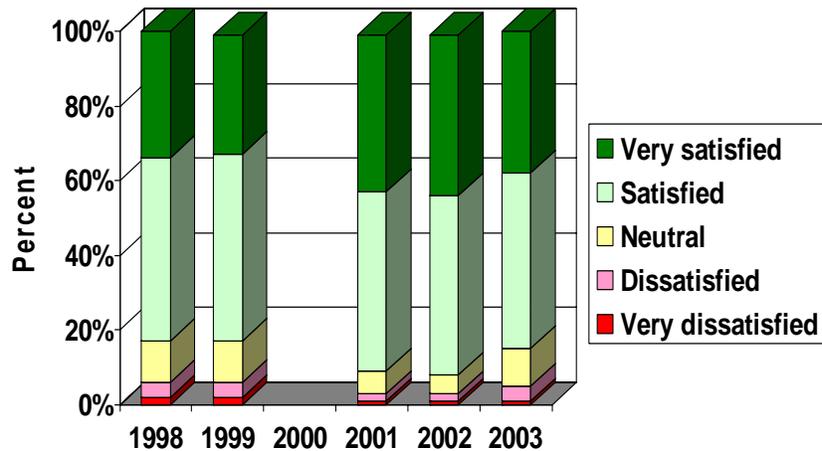
How do current students view the College?

- Variety of courses page 24
- Quality of instruction page 25
- Attitude of faculty toward students page 26
- Attitude of nonteaching staff page 27
- Satisfaction with College in general page 28
- Student goal attainment page 29
- Student continuance page 30

Current students are LCC's primary stakeholders. Their view of the College is central to assessing performance.

Stakeholder satisfaction – Current students

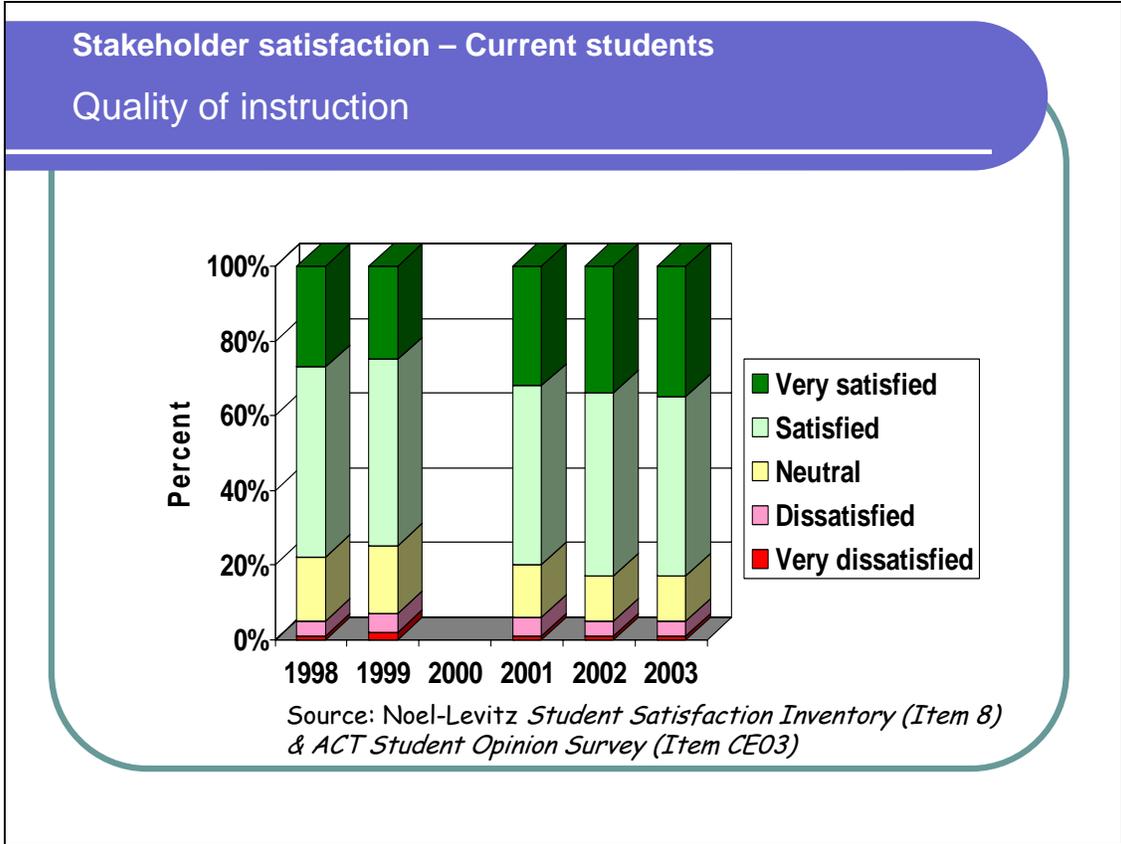
Variety of courses offered



Source: Noel-Levitz *Student Satisfaction Inventory v.2 (Item 40)*
& ACT-SOS (*Item CE06*)

LCC students have reported increasing satisfaction with the variety of courses offered by the College. Among students who completed the survey, 88% were satisfied (“Very Satisfied,” “Satisfied,” or “Somewhat Satisfied”) that LCC provides a good variety of courses. Student ratings of the variety of course offerings have averaged between “Somewhat Satisfied” and “Very Satisfied.” There are too few data points to declare a trend.

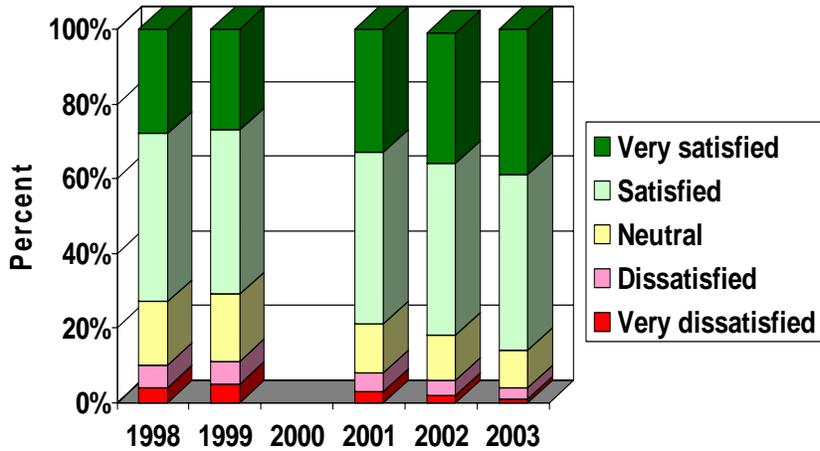
(NOTE: The College has administered the Noel-Levitz Student Satisfaction Inventory during the fall semester of each of the past five years, except for fall 2000. Beginning with the 2004-05 academic year, we will administer only the ACT Student Opinion Survey (ACT-SOS), and will no longer use the Noel-Levitz.)



Students at LCC are relatively satisfied with the quality of instruction received in most of their classes. Among students who completed the survey, 82% were satisfied (“Very Satisfied” or “Satisfied”) with the quality of instruction at LCC. The change is in the positive direction, although there are not enough years yet to declare a trend.

Stakeholder satisfaction – Current students

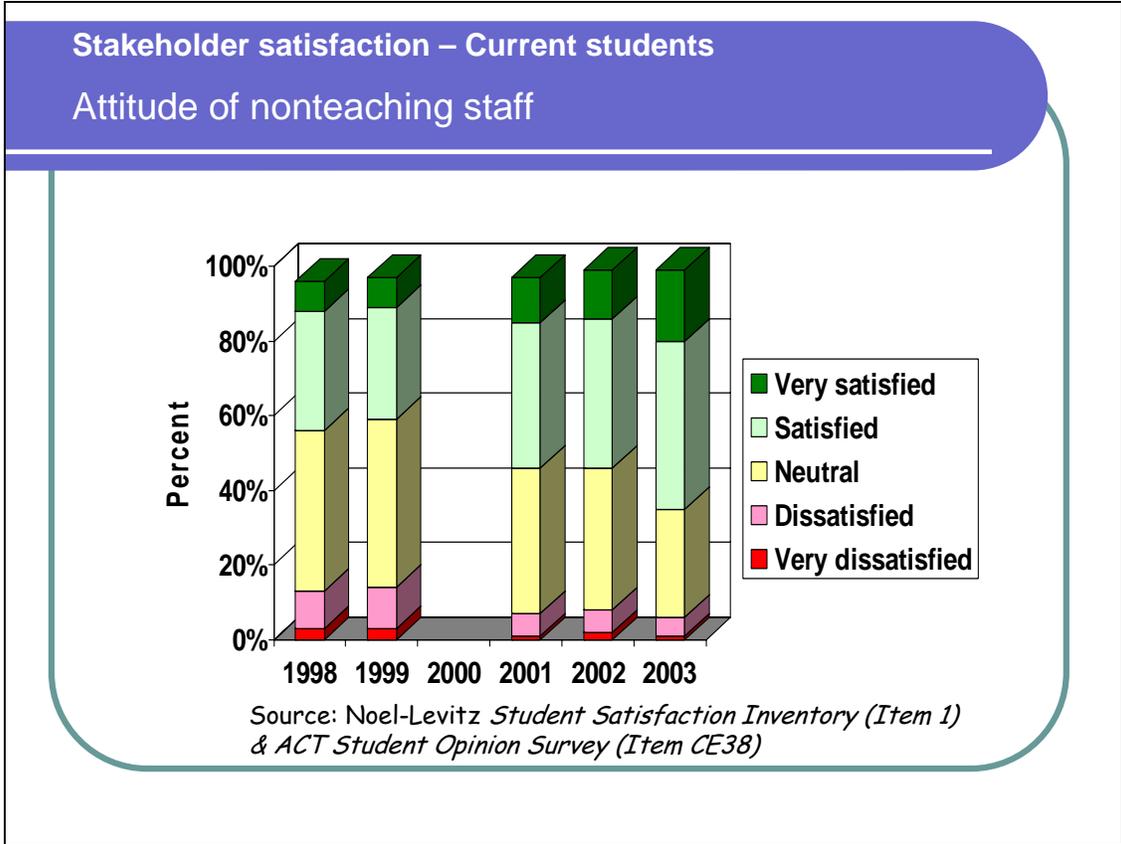
Attitude of faculty toward students



Source: Noel-Levitz *Student Satisfaction Inventory (Item 12)*
& ACT *Student Opinion Survey (Item CE05)*

LCC students are somewhat satisfied with the faculty's attitude toward them. Among students who completed the survey, 73% were satisfied ("Very Satisfied" or "Satisfied") with the attitude of faculty toward students.

The change is in the positive direction, although there are not enough years yet to declare a trend.

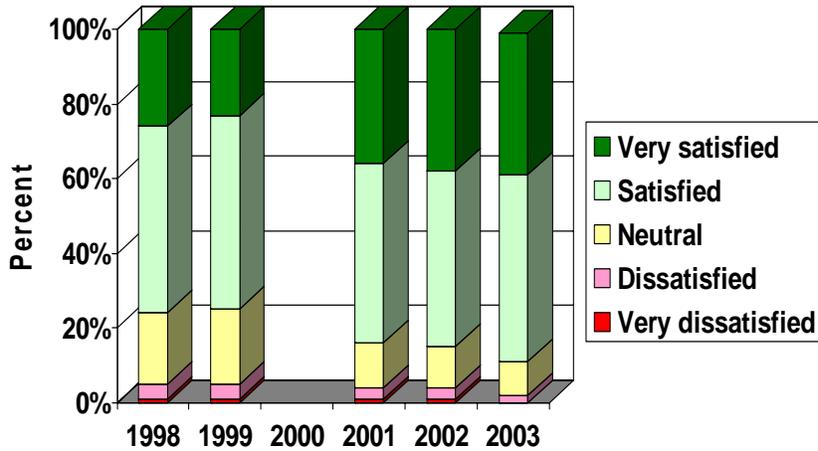


Students at LCC are somewhat satisfied with the attitude of the nonteaching staff. Among students who completed the survey, 65% were satisfied (“Very Satisfied” or “Satisfied”) with the attitude of nonteaching staff.

The change is in the positive direction, although there are not enough years yet to declare a trend.

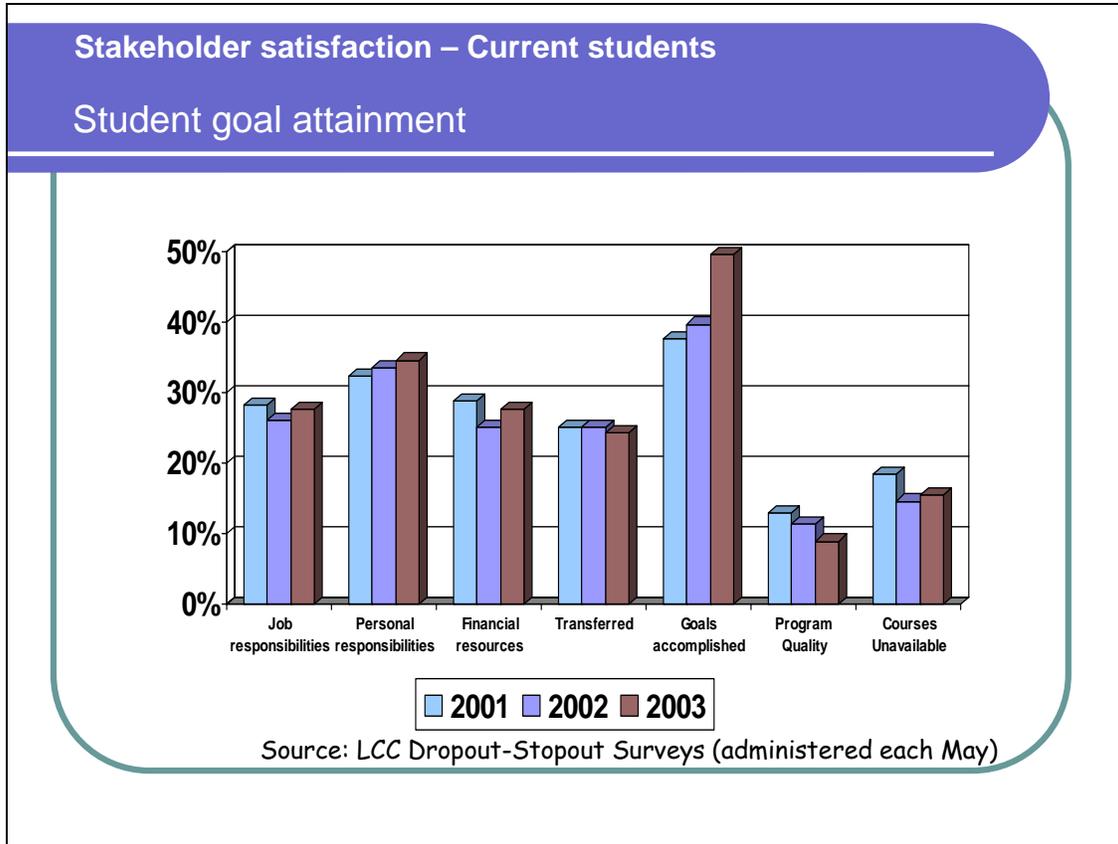
Stakeholder satisfaction – Current students

Satisfaction with the College in general



Source: Noel-Levitz *Student Satisfaction Inventory (Item 60)* & *ACT Student Opinion Survey (Item CE44)*

Overall, LCC students are satisfied with their experience at the College in general. Among students who completed the survey, 88% expressed satisfaction, compared with 83% the year before, and 75% in 1998 and 1999. The change is in the positive direction, although there are not enough years yet to declare a trend.

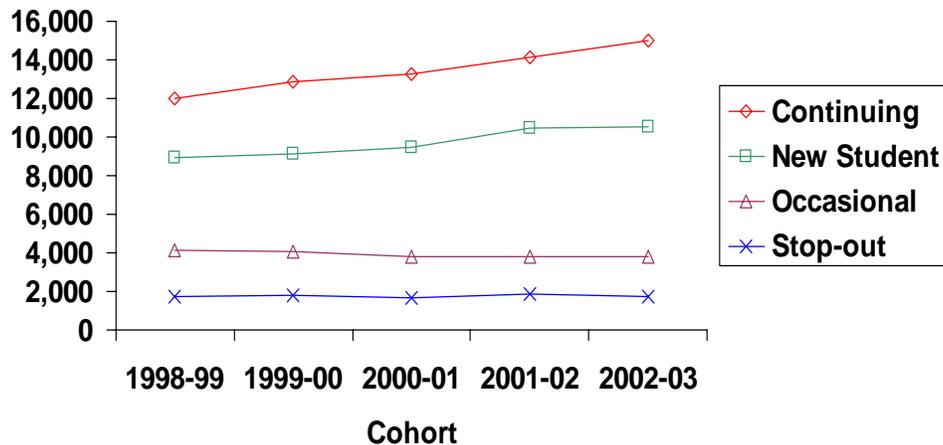


In any given year, about half of our students who attend in the fall do not return to LCC the following spring. In an effort to understand the reasons for this turnover, LCC carries out an annual Dropout-Stopout Survey, in which a sample of the students who attended in the fall but did not return in the spring are asked for their reason(s) for not returning. Most students cite multiple reasons for not enrolling in the spring semester.

In last spring's survey, 66% said that they intended to return to LCC in the future (up from 56% the year before). Of these, 61% planned to return for the following summer or fall semester. Another 9% of these returnees planned to come sometime after the current calendar year, and 30% were undecided about when they would return. Half (50%) indicated that they did not return to LCC because they had already accomplished their goal(s), although over half (56%) of those who accomplished their goals plan to return to LCC sometime in the future.

Stakeholder satisfaction – Current students

Student continuance (1998-99 through 2002-03 Cohorts)



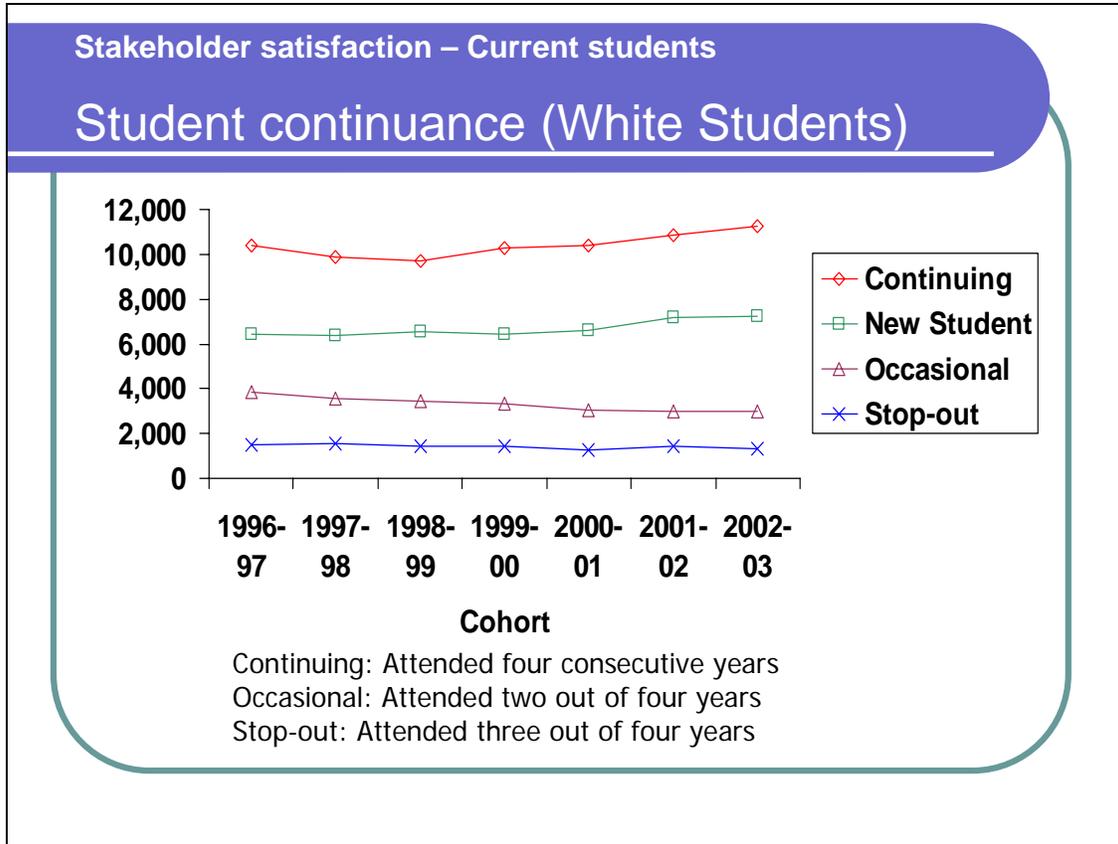
Cohort
Continuing: Attended four consecutive years
Occasional: Attended two out of four years
Stop-out: Attended three out of four years

Repeat business is perhaps the strongest measure of current student stakeholder satisfaction. Unlike those who attend four-year institutions, community college students typically are not working full time toward degrees. Rather, they are more likely to complete programs over extended periods, or to pursue individual courses for nondegree purposes. The College has developed a measure called *continuance* to reflect the unique nature of community college retention.

How *continuant* are students at LCC? We have chosen a four-year “window” for measuring student continuance.

The chart above shows that the largest group of students attending during any given year have attended four years in a row, comprising nearly one-half of the student body (48%). New students make up just over one-third of the student body (34%). The remaining one-sixth of the students (18%) have taken classes at the College irregularly over the four-year period.

Over the past two years there has been a steady increase in both the numbers of continuing and new students, while the numbers of occasional and stop-out students have held steady.

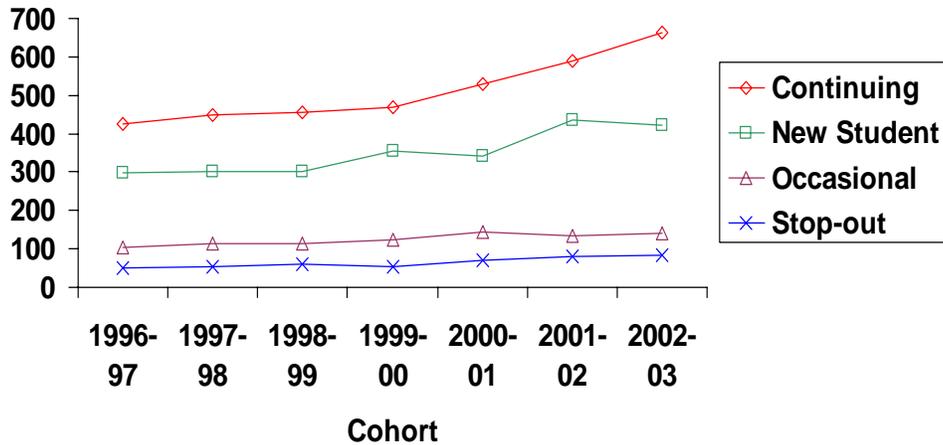


This chart shows the continuance data for the White students at LCC. As with the student population in general, the largest group of White students attending during any given year have attended four years in a row, comprising just under one-half of the students in 2002-03 (49%). New students made up nearly a third of the students (32%). The remaining one-fifth of the students (19%) had taken classes at the College irregularly over the four-year period.

Over the past two years there has been a steady increase in the number of continuing White students, while the numbers of new, occasional and stop-out students have held steady.

Stakeholder satisfaction – Current students

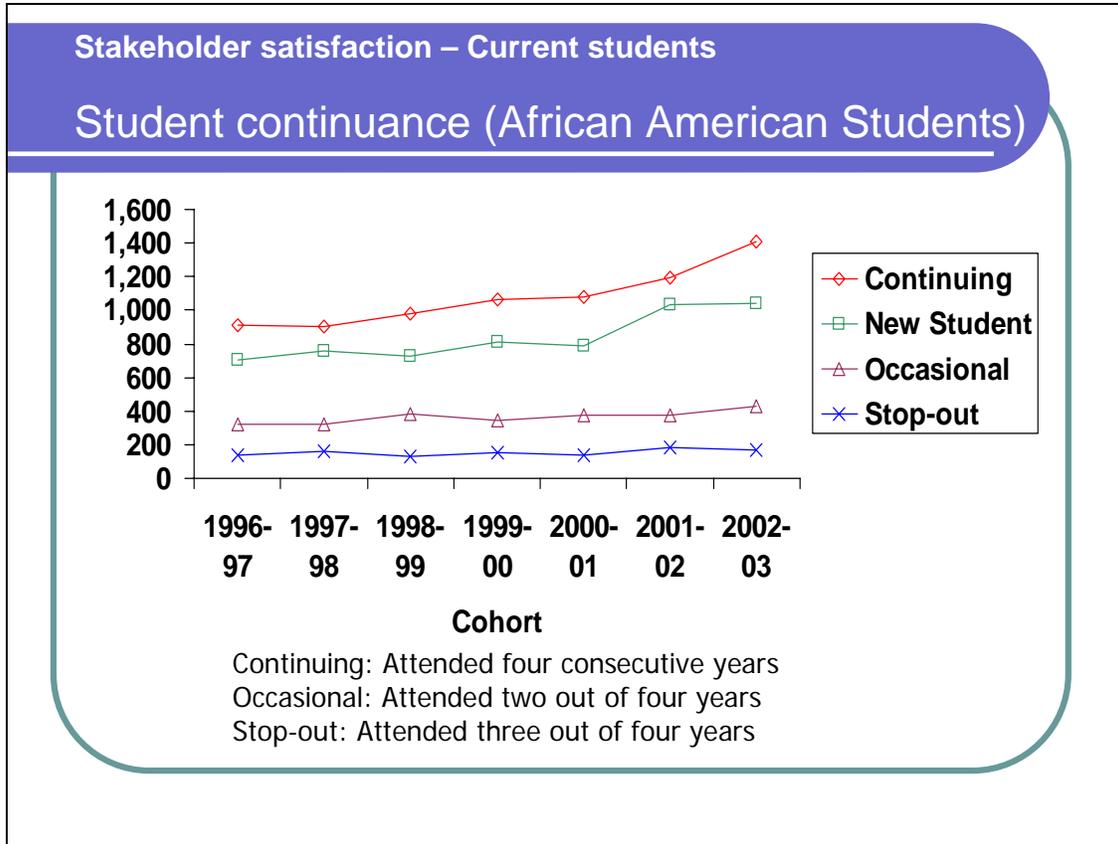
Student continuance (Hispanic Students)



Continuing: Attended four consecutive years
Occasional: Attended two out of four years
Stop-out: Attended three out of four years

This chart shows the continuance data for the Hispanic students at LCC. As with the student population in general, the largest group of Hispanic students attending during any given year have attended four years in a row, comprising just over one-half of the students in 2002-03 (51%). New students made up just under a third of the students (32%). The remaining one-sixth of the students (17%) had taken classes at the College irregularly over the four-year period.

Over the past two years there has been a steady increase in the number of continuing Hispanic students, while the numbers of new, occasional and stop-out students have held steady.

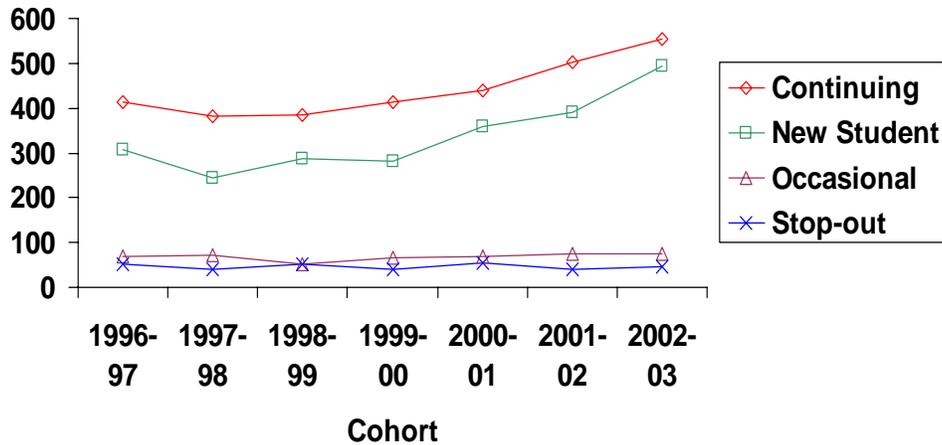


This chart shows the continuance data for the African American students at LCC. As with the student population in general, the largest group of African American students attending during any given year have attended four years in a row, comprising nearly one-half of the students in 2002-03 (46%). New students made up just over a third of the students (34%). The remaining one-fifth of the students (19%) had taken classes at the College irregularly over the four-year period.

Over the past two years there has been a steady increase in the number of continuing African American students, while the numbers of new, occasional and stop-out students have held steady.

Stakeholder satisfaction – Current students

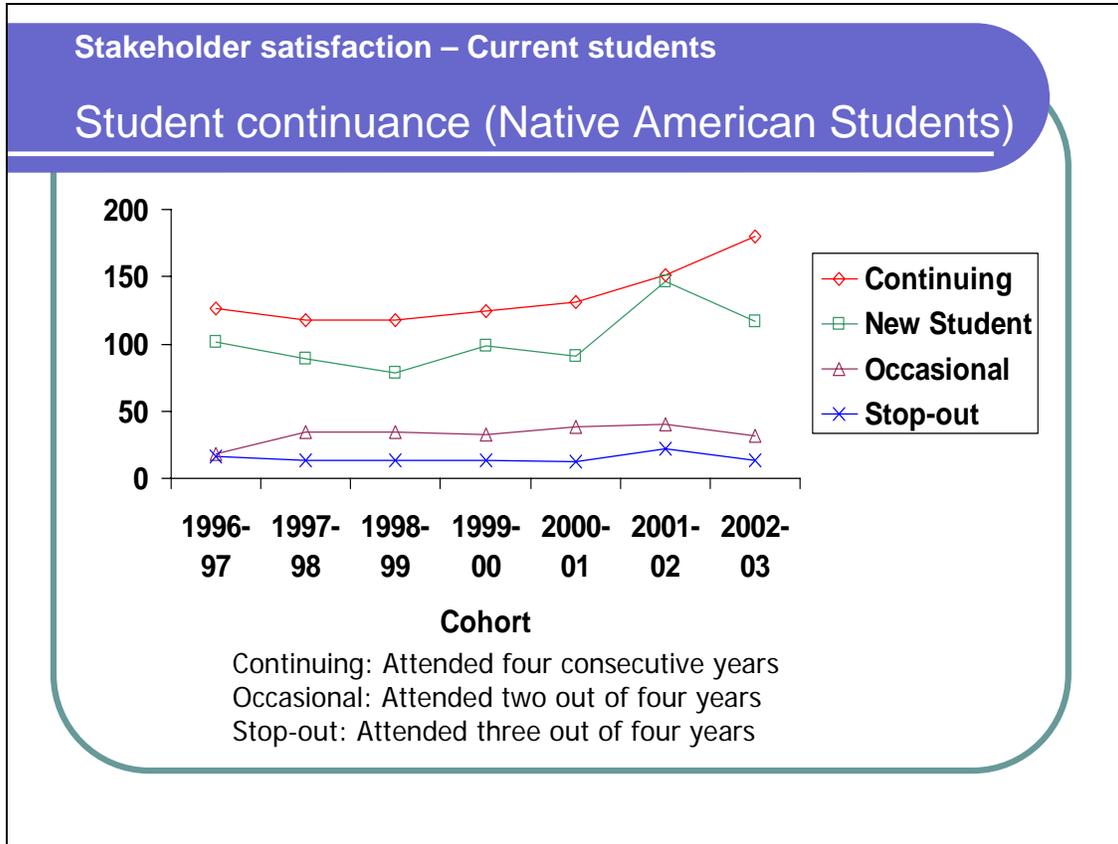
Student continuance (Asian American Students)



Continuing: Attended four consecutive years
Occasional: Attended two out of four years
Stop-out: Attended three out of four years

This chart above shows the continuance data for the Asian American population at LCC. Once again, the largest group of Asian American students attending during any given year have attended four years in a row, comprising nearly one-half of the students in 2002-03 (47%). New students also made up nearly one-half of the students (42%). The remaining tenth of the students (10%) had taken classes at the College irregularly over the four-year period.

Over the past two years there has been a steady increase in both the numbers of continuing and new Asian American students, while the numbers of occasional and stop-out students have held steady.



This chart above shows the continuance data for the Native American population at LCC. Once again, the largest group of Native American students attending during any given year have attended four years in a row, comprising nearly two-thirds of the students in 2002-03 (62%). New students made up just over a quarter of the students (27%). The remaining tenth of the students (10%) had taken classes at the College irregularly over the four-year period.

Over the past two years there has been a steady increase in the number of continuing Native American students, while the numbers of new, occasional and stop-out students have declined.

Stakeholder satisfaction

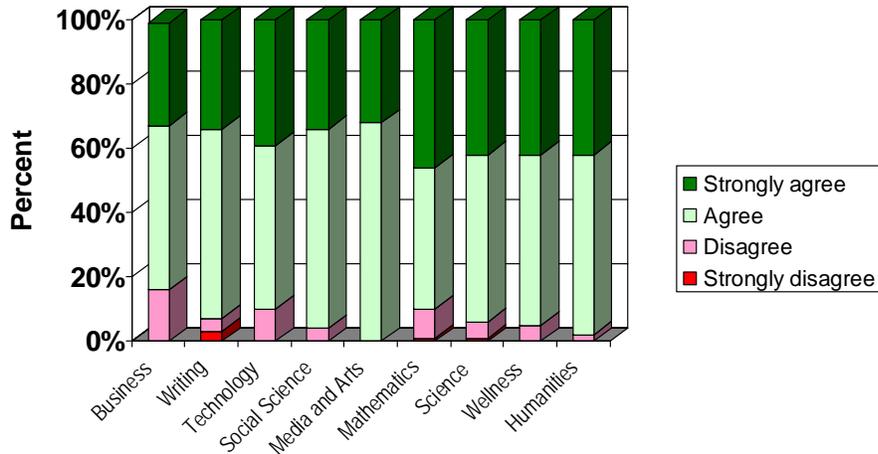
LCC transfer student opinions

How do MSU students who transferred from LCC view the College?

- Preparation for academic success page 38
- Courses that transferred page 40

The opinions of transfers to four-year institutions are also vital to assessing the quality of LCC's programs and courses. LCC contacted 141 students by telephone who had transferred from LCC to MSU over the past year. Each student was presented with 11 questions, asking them to rate how well LCC had prepared them for academic success at MSU, along with whether or not they were satisfied with the number of courses that had transferred from LCC to MSU.

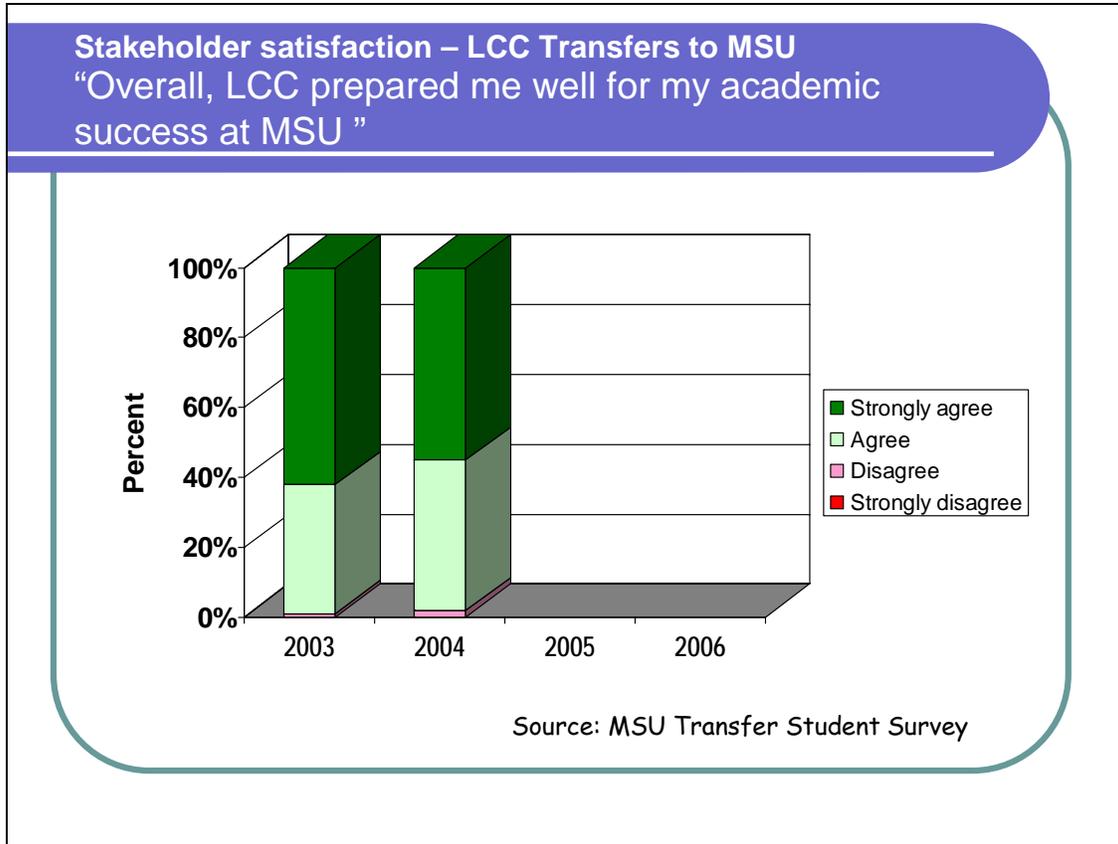
Stakeholder satisfaction – LCC Transfers to MSU
 “LCC prepared me very well for my academic success at MSU in ...”



Source: MSU Transfer Student Survey

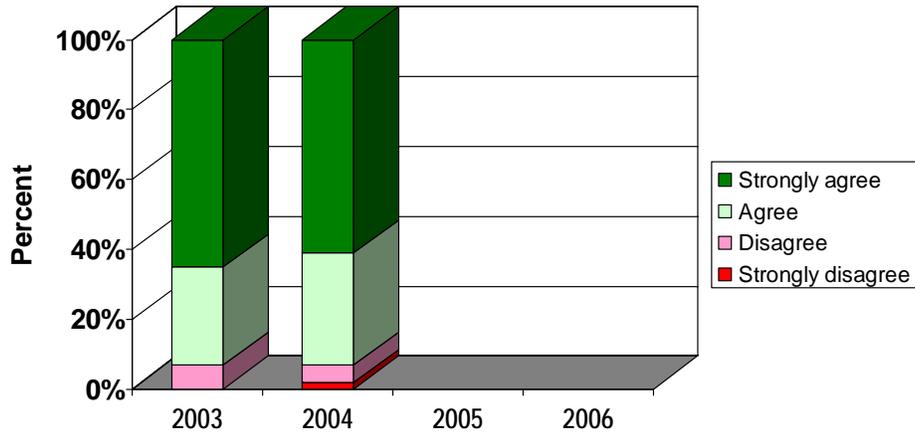
When asked about how well LCC had prepared them for academic success at MSU in specific subject areas, the ratings ranged from “Agree” to “Strongly Agree” that their LCC coursework had prepared them “very well.”

Overall, a large majority of students agreed that courses in each of the LCC subject areas had prepared them well for academic success at MSU. The most positive ratings were in the Humanities, with all but two of the 91 students who rated these courses at LCC agreeing that they were very well prepared for academic success at MSU. The least positive ratings were from the 37 students who rated the Business courses, where 16% of the students did not agree that they were very well prepared.



A large majority of students who transferred from Lansing Community College to Michigan State University report that their courses at LCC prepared them for academic success at MSU. Their ratings for overall preparation were between “Agree” and “Strongly Agree.” In total, 97.8% of the transfer students agreed that LCC had prepared them overall for academic success at MSU (all but 3 students agreed). This compares with 2003, when 99.3% (all but one student) agreed. These results are well within the margin of error, indicating no significant change.

Stakeholder satisfaction – LCC Transfers to MSU
 “I am satisfied with the number of courses that transferred from LCC to MSU ”



Source: MSU Transfer Student Survey

The ratings for the number of courses that transferred were between “Agree” and “Strongly Agree.” Overall, 93% of the MSU transfer students agreed that they were satisfied with the number of courses that transferred (all but 10 students agreed). This is very similar to last year, when all but 9 students agreed. These results are well within the margin of error, indicating no significant change.

Stakeholder satisfaction

LCC Graduate opinions

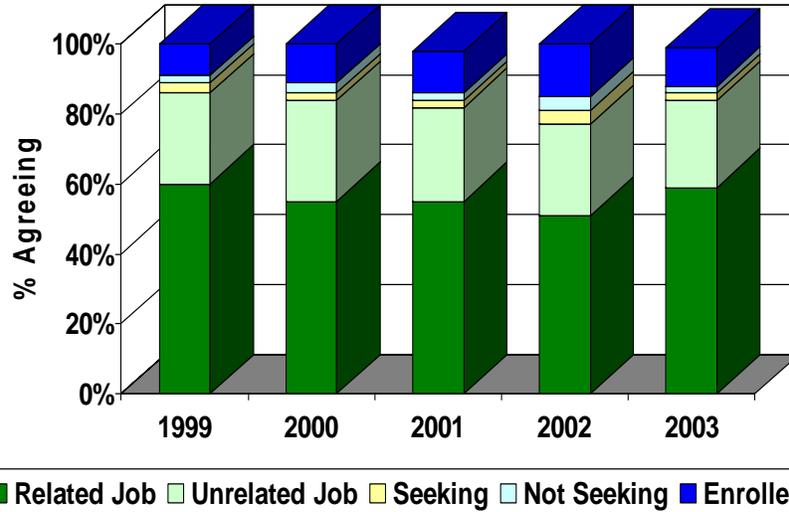
How do LCC graduates view the College?

- Employment Status page 42
- Preparation for:
 - Employment page 43
 - Further education page 45
- Quality of LCC experience page 47

LCC graduates provide a longer-term view of the College, reflecting their success at transfer institutions and in their careers.

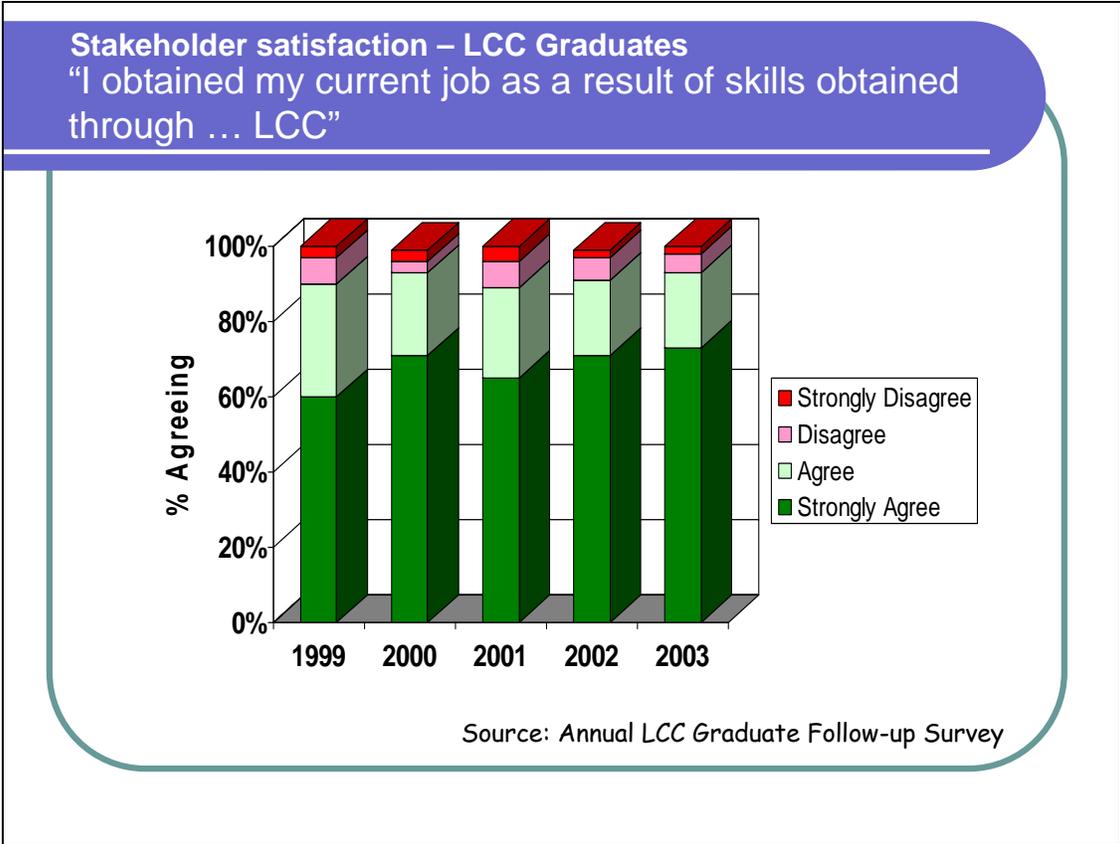
Stakeholder satisfaction – LCC Graduates

“I am employed ...”



Source: Annual LCC Graduate Follow-up Survey

The Annual LCC Graduate Follow-up Survey shows that most LCC graduates are employed one year after graduation, with 60% of them working in fields related to their studies at LCC. Many of the students are continuing their education while employed in other work. Last fall, 6% of the graduates were unemployed and looking for work a year after graduation. This is approximately the same as the general unemployment rate in the Tri-county area. Another 10% who were not employed were continuing their education at LCC or elsewhere. There is no apparent trend at this time.

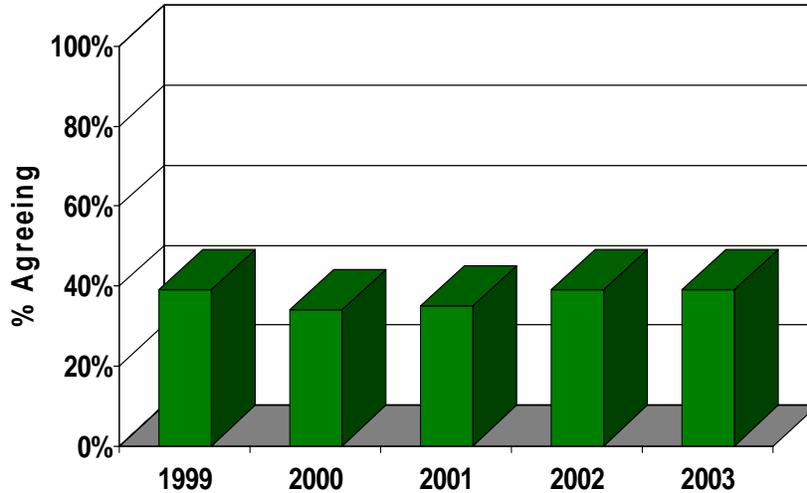


Of the LCC graduates who were employed in jobs related to their field of study, 88% agreed that they had obtained their current jobs as a result of skills obtained through their courses and programs taken at LCC.

There are not enough years yet to declare a trend.

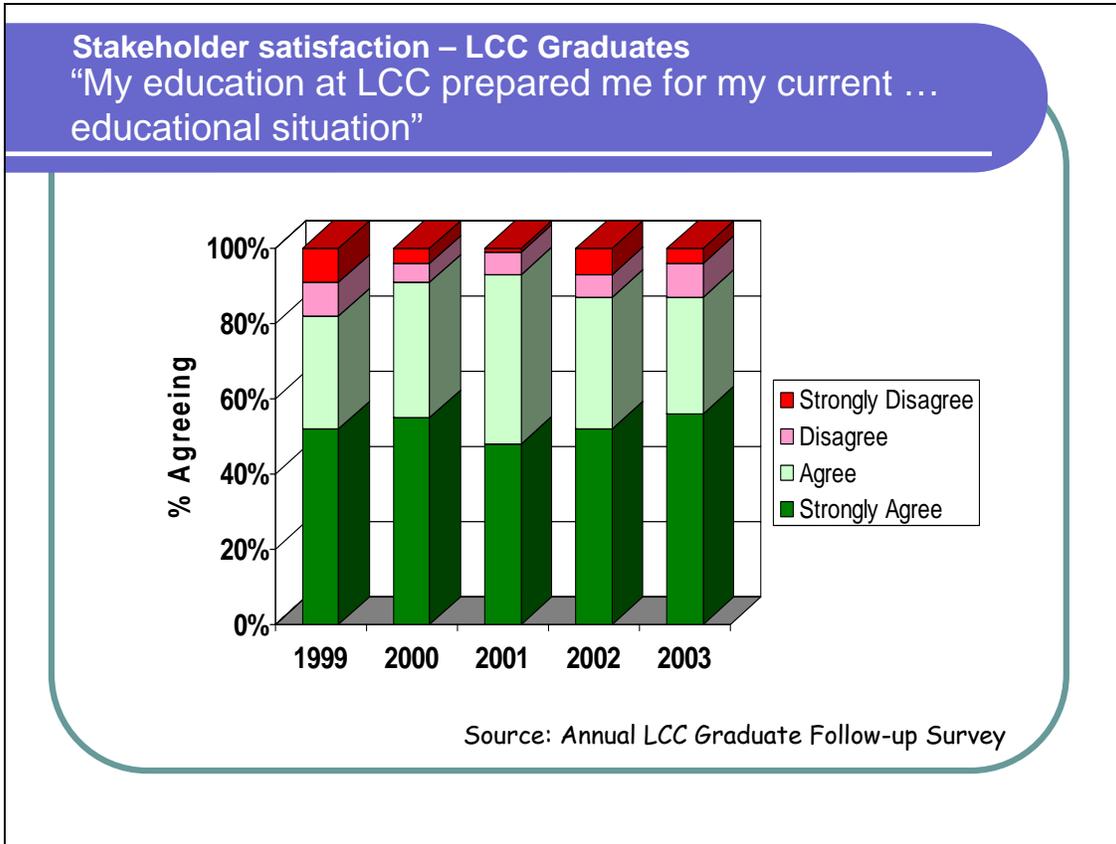
Stakeholder satisfaction – LCC Graduates

Currently enrolled in another college



Source: Annual LCC Graduate Follow-up Survey

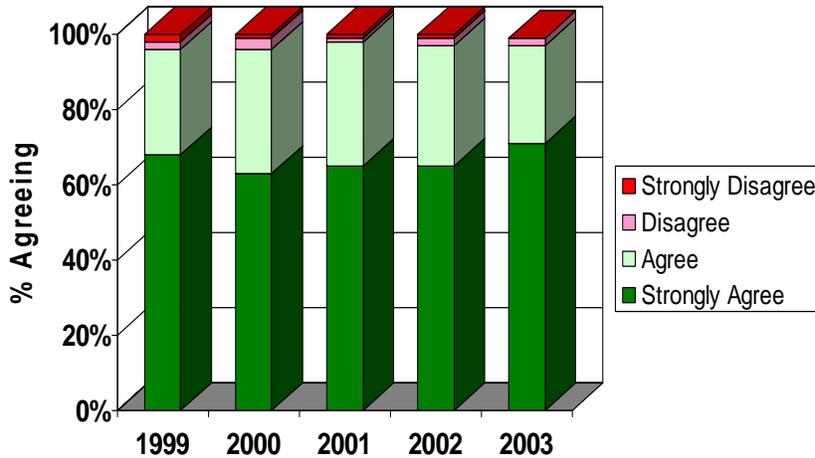
In the fall semester one year after graduation, nearly four out of ten LCC current graduates (39%) indicate that they are continuing their education, with 46% of these graduates continuing their education at Lansing Community College.



Over the past five years, nine out of ten LCC graduates who were continuing their education at a four-year institution agreed that their courses and programs at LCC adequately prepared them to continue their academic work after graduation. The consistency of student response across different groups of graduates over several years indicates that the College is achieving stability in student satisfaction with regard to perceived value in preparation for goals. The change is in the positive direction, although there are not enough years yet to declare a trend.

Stakeholder satisfaction – LCC Graduates

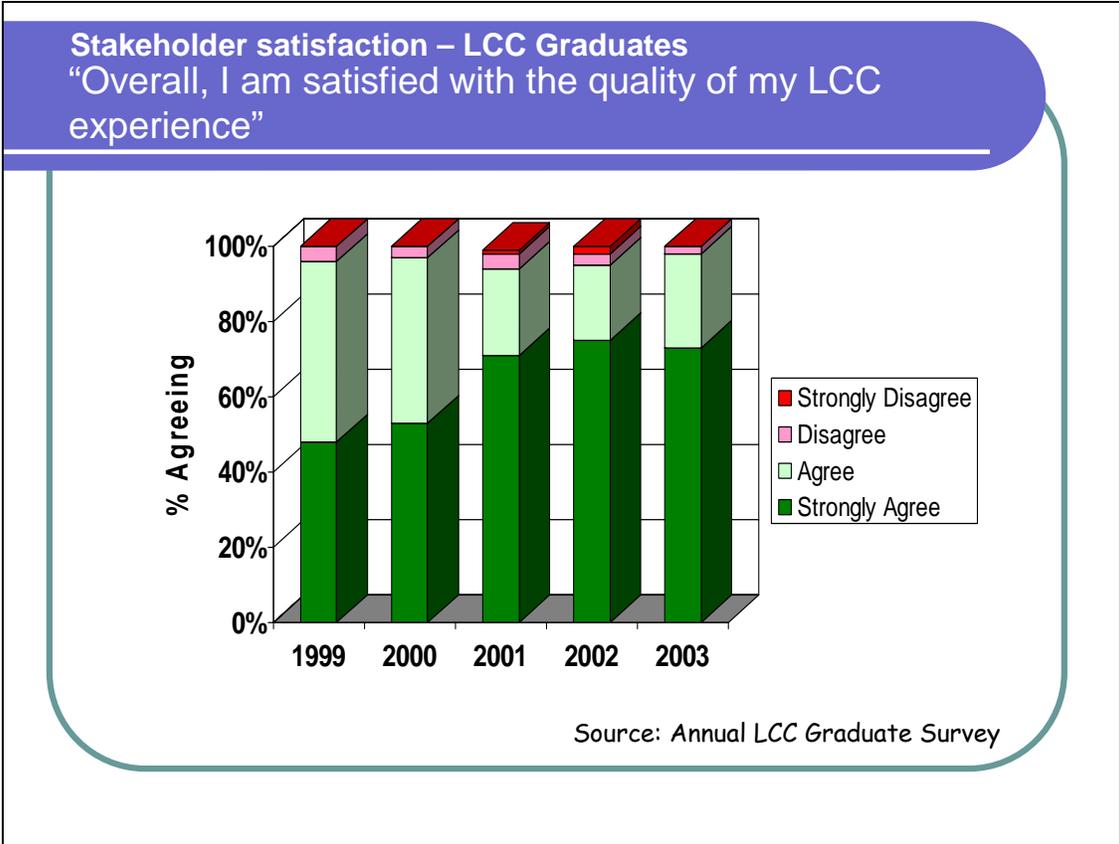
“My education at LCC prepared me for my current ...
(program-related) employment”



Source: Annual LCC Graduate Follow-up Survey

Over the past five years, 97% of LCC graduates who were employed in a field related to their LCC major have agreed (“strongly” or “somewhat”) that LCC’s courses and programs have adequately prepared them for their vocational goals after graduation. The percentage of students agreeing with this statement increased from 85% in 1997 and 1998 to 90% in 1999 and 2000. In 2001, 89% agreed with the statement, and 87% agreed in 2002.

The change is in the positive direction, although there are not enough years yet to declare a trend.



LCC graduates generally give high ratings to the quality of their instruction at the College. Over the past six years, 95% of LCC graduates have agreed that they were satisfied with their experience at the College. This year, this increased to 97%.

The change is in the positive direction, although there are not enough years yet to declare a trend.

Stakeholder satisfaction

Faculty/staff opinions

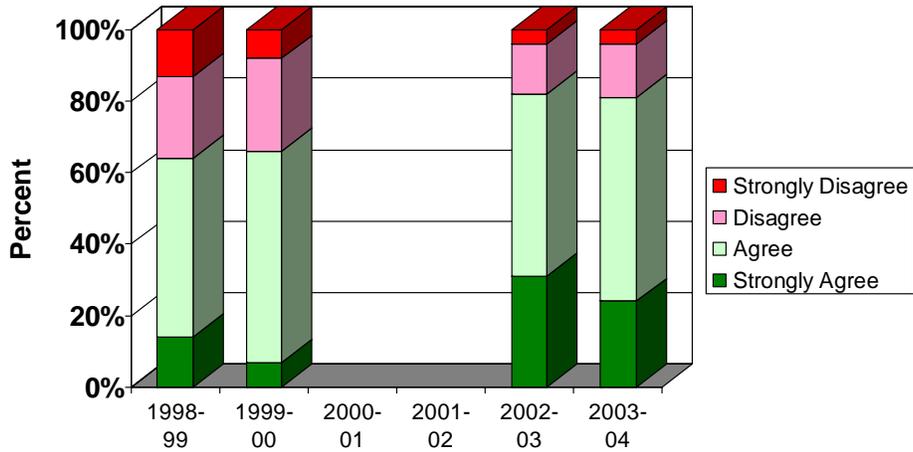
How does the faculty/staff view the College?

- Student success focus page 50
- Progress toward goals page 51
- College responsiveness to student & community needs page 52

An essential step in providing a high-quality educational program is to employ a motivated and committed faculty and staff. This section presents results from four years of surveys conducted among a stratified random sample of LCC's employees.

LCC's faculty/staff survey is being revised to better reflect the College's focus on student learning.

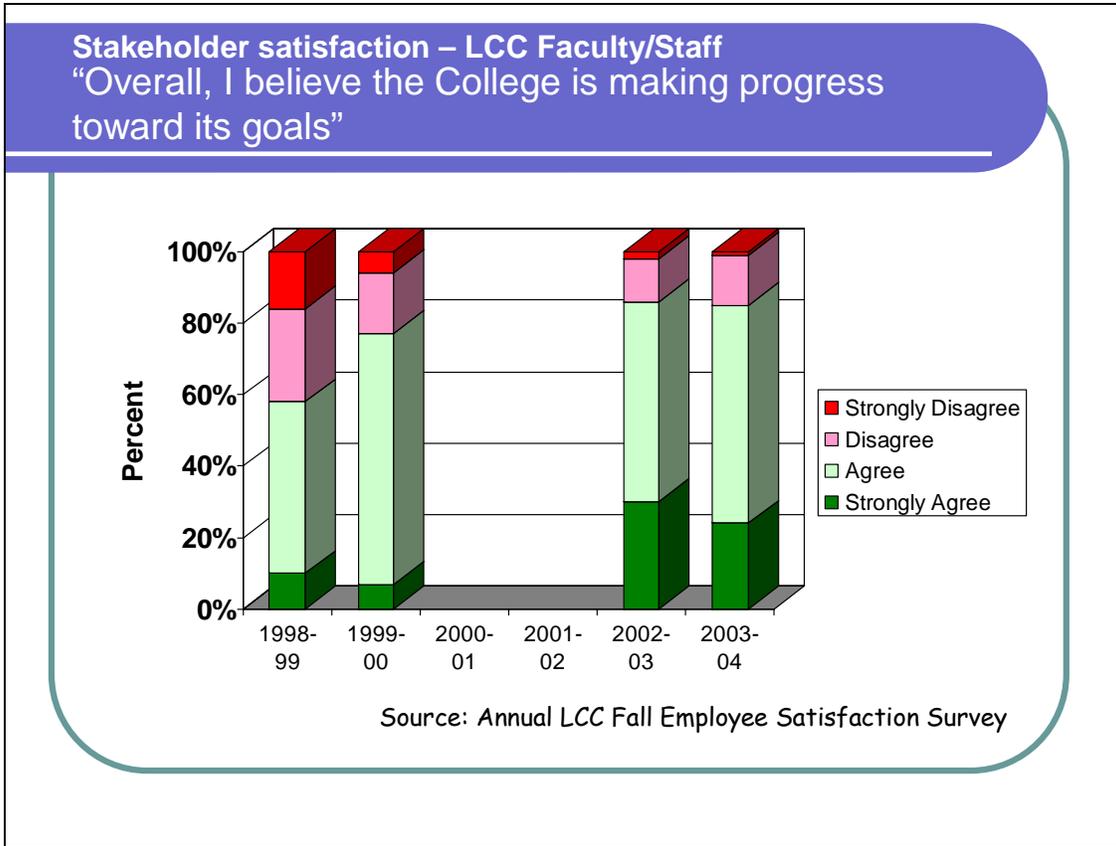
Stakeholder satisfaction – LCC Faculty/Staff
 “Student success is the number one concern of my program or unit”



Source: Annual LCC Fall Employee Satisfaction Survey

LCC employees agree that student success is the number one concern of their program or unit. Over the two-year period from 1998 to 1999, 65% of the respondents agreed. In the past two surveys, 82% agreed. Although the agreement is up considerably from the first two years of the survey, there is insufficient information to declare a trend.

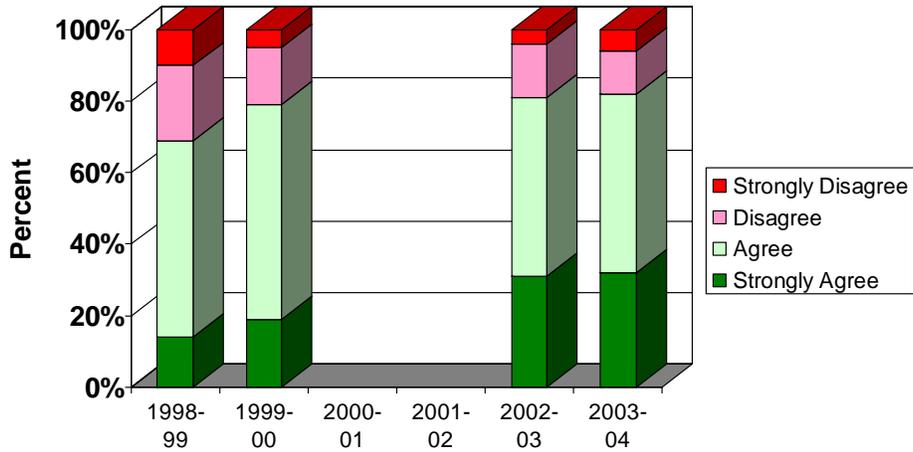
The employee survey was not administered in 2000 or 2001.



LCC faculty/staff agree that LCC is making progress toward its goals. In 1998, 58% agreed, increasing to 77% in 1999-00. The percentage agreeing increased to 85% in 2002-03 and 2003-04. Although the agreement is up considerably from the first two years of the survey, there is insufficient information to declare a trend.

The fall employee survey was not administered in 2000 or 2001.

Stakeholder satisfaction – LCC Faculty/Staff
 “LCC is responding effectively to student and community needs”



Source: Annual LCC Fall Employee Satisfaction Survey

LCC employees agree that LCC is responding effectively to student and community needs. In 1998, 69% agreed, increasing to 79% in 1999-00. The percentage agreeing increased to 82% in 2002-03 and 2003-04. Although the agreement is up somewhat from the first two years of the survey, there is insufficient information to declare a trend.

The fall employee survey was not administered in 2000 or 2001.

II-b. External constituents

- Tri-county employers page 55
- Business & industry customers page 59
- Community page 63

Stakeholder satisfaction

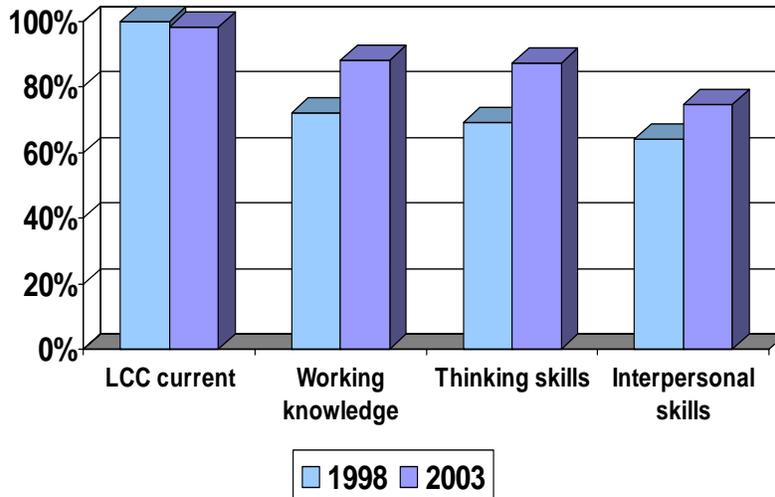
Tri-county employer opinions

How do tri-county employers view the College?

- Currency of training page 56
- Overall quality page 57

Tri-county employers, like four-year institutions, are in effect consumers of an important LCC output, a trained workforce. The opinions of this stakeholder group are vital to assessing the quality of LCC's programs and courses. This survey will be conducted every other year.

Stakeholder satisfaction – Tri-county Employers
 Employers report that LCC is current in its training, and that its graduates are skilled

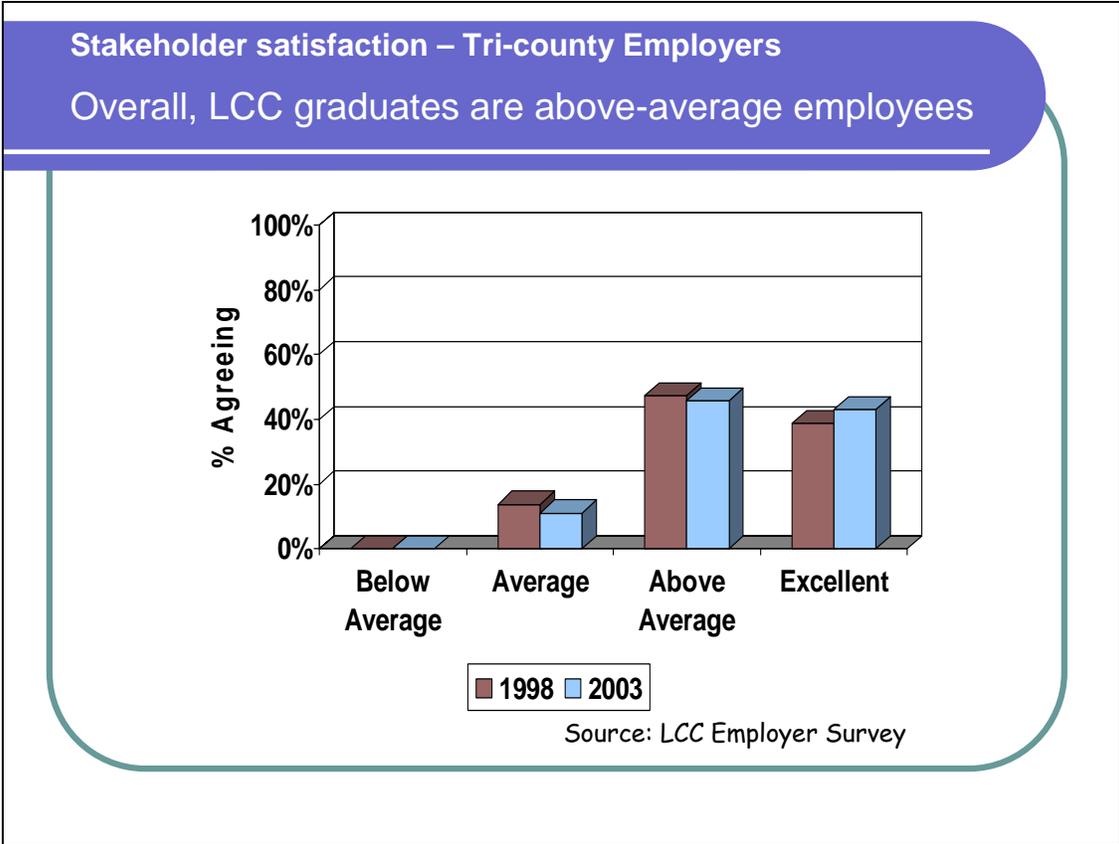


Source: LCC Employer Survey

In spring 1998, attempts were made to contact 113 employers who were known to have hired LCC graduates in the previous year. Of the 50 employers who were reached, 74% recognized that they had employees who had received certificates or degrees from LCC. To enhance the validity of the results, interviews were conducted only with employer representatives who stated that they had hired LCC graduates.

Five years later (in spring 2003) we repeated the survey, reaching 127 employers who stated that they had employees who received a degree or certificate from the College. All but two of these employers agreed that LCC is current in training and educating students in their field. In three measures of employee quality, a majority of employers rated LCC graduates above average in working knowledge, thinking skills, and interpersonal skills. Only one of the employers gave a below-average rating to their LCC graduates on Interpersonal Skills (Teamwork). No other “below average” ratings were given.

Overall, the responses were more favorable on all three measures of employee quality.



In summary, 86% of the employers rated their LCC-educated employees above average. *Not one of the employers rated these employees below average.*

The graphic consists of a blue header bar with the text "Stakeholder satisfaction" in white. Below the header, the title "Business & industry opinions" is written in white. A green rounded rectangle with a thin border contains a bulleted list of two items. The first item is "Employee ratings of training" followed by "page 60". The second item is "Client repeat business" followed by "page 62".

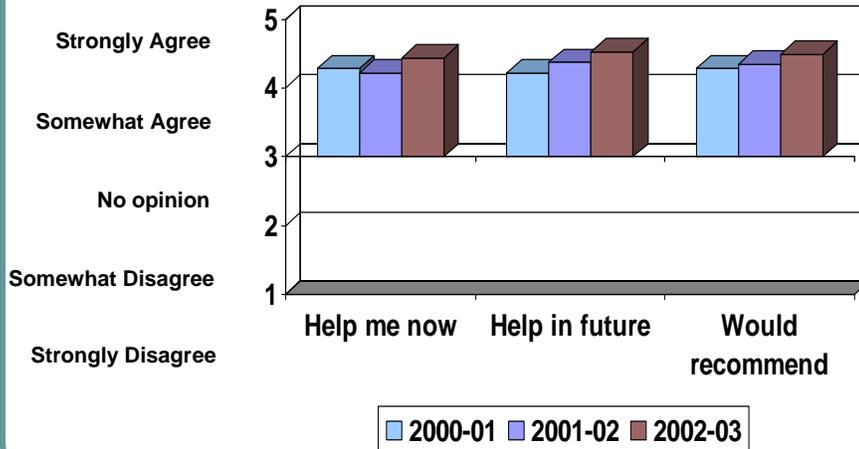
Stakeholder satisfaction

Business & industry opinions

- Employee ratings of training page 60
- Client repeat business page 62

Lansing Community College's Business & Community Institute (BCI) contracts with area businesses to provide training to employees. The opinions of this stakeholder group are an essential complement to those of our other stakeholders.

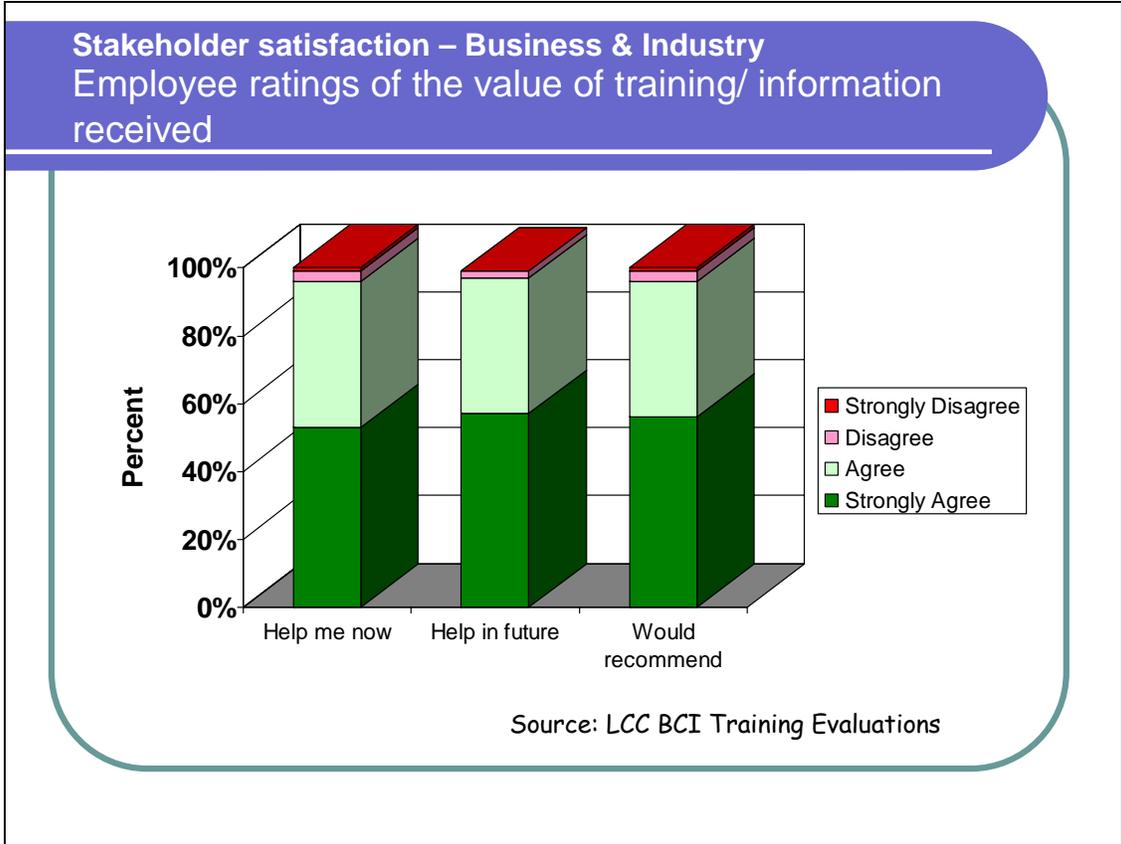
Stakeholder satisfaction – Business & Industry
Employee ratings of the value of training/ information received



Source: LCC BCI Training Evaluations

This indicator is based on employee ratings of the training they received from BCI, using data collected at the close of each training session. The significant increase in the agreement with “This training will help me in the future” probably reflects the employment situation in which employees are seeking skills that will be useful for coping with a changing economy.

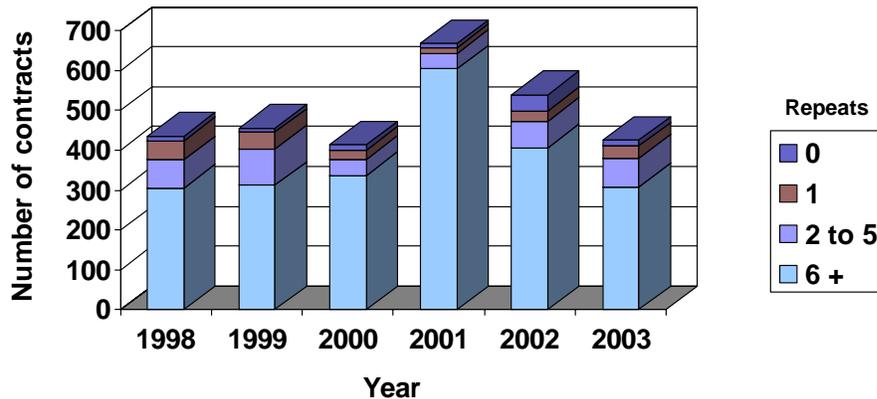
The ratings on all three of these indicators are higher than they were last year.



This is a different way of viewing the same information that was shown on the preceding page. The ratings shown are from 2002-03 only, since the breakdowns of the ratings from previous years are not available.

These charts will serve as starting points for future reporting of these indicators.

Client repeat business



Source: LCC Business & Community Institute

Between 1998 and 2000, the BCI had a stable base of about 62 active customers. These companies and agencies signed just over 400 contracts annually, for an average of 7 contracts per customer.

In 2001, due in part to a large contract with the Michigan Construction Industry to install ISO 9000 quality management systems, the BCI had 57 new active customers with an average of 12 contracts each, nearly twice the number of contracts per customer for previous years (an average of one contract per customer per month). There was an overall increase of 56% in the total number of contracts (to 667). Ninety percent of these were with customers desiring 7 or more contracts.

Since 2001, although BCI total revenues have remained stable and their ROI has improved due to larger average contracts and higher prices, the total number of contracts has decreased each year. Losing the major portion of Livingston County business when Mott opened their M-TEC, a less friendly employer economy with fewer available training dollars, and a significant drop in the number of available Economic Development Job Training grants, forcing customers to shoulder the full cost of their training programs (instead of 25% as under EDJT) were all contributing factors. The BCI's reallocation of available resources during 2003 to focus on delivering their first successful launch of the SSR at the GM Craft Center also contributed to bringing the total number of customers back down to pre-2001 levels.

Stakeholder satisfaction

Community opinions

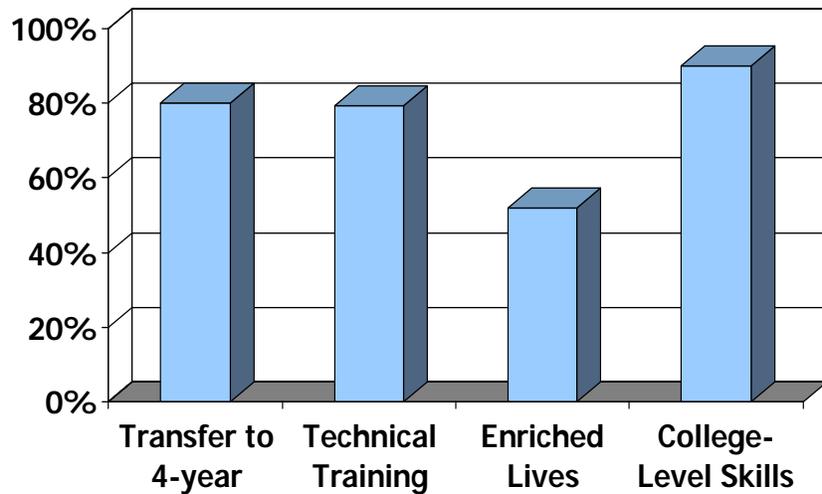
How does the community view the College?

- LCC benefits to the community page 64
- Perceived obstacles to attending page 65

LCC's service-area community as a body is an important stakeholder. Not only do its residents provide the tax support that maintains the College's budget, they also provide a majority of the student body.

Stakeholder satisfaction – Community

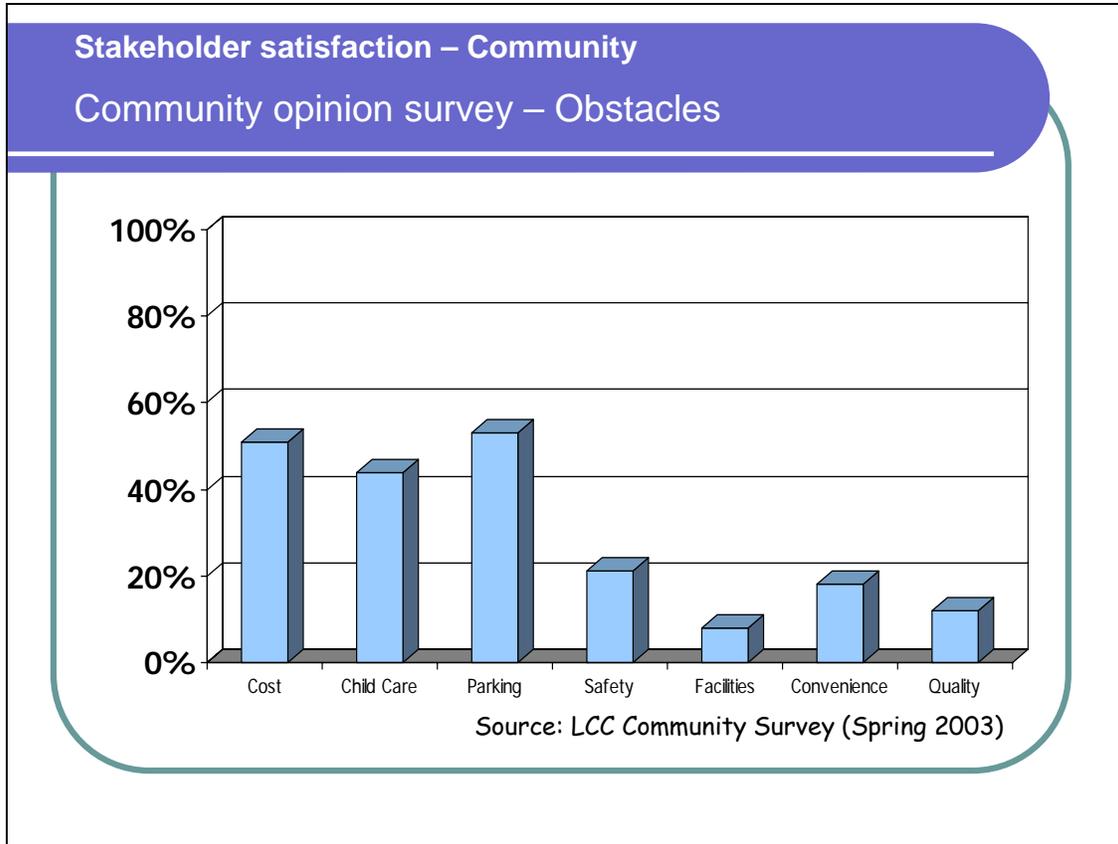
Community opinion survey – LCC Benefits



Source: LCC Community Survey (Spring 2003)

The College conducted a community survey in spring 2003. A random sample of residents was contacted by telephone, with an equal number of males and females over age 18 interviewed.

Over 90% of those interviewed agreed that LCC helps students to gain college-level skills. Four out of five agreed that LCC provides technical training for Lansing-area workers, and that LCC is helping students who are going to 4-year schools. About half agree that LCC helps citizens enrich their lives.



When asked about obstacles to attending LCC, the most-cited problem was parking, followed by cost and child care needs. Over 90% of community members agree that facilities and quality of instruction are not obstacles to attending LCC, and 80% agree that safety and course convenience are not problems.

There were three significant differences between those who had attended LCC compared with those who had not. Those who had attended LCC felt that they were better informed about the College ($p=0.000$), had more education ($p=0.004$) and felt that safety on the campus was less of a concern ($p=0.035$).

Stakeholder satisfaction

Summary: Stakeholder satisfaction

- Student opinions
- Student retention & persistence
- Graduate opinions
- Transfer student opinions
- Faculty-staff opinions
- Employer opinions
- Business & industry client opinions
- Community opinions

Lansing Community College has collected opinions from its students, graduates and employees on a regular basis for several years. Data collection from its external stakeholders, however, has been very limited. Efforts are underway to strengthen measurement capabilities in this area. Existing data, though incomplete, is positive, showing general approval of LCC's outcomes among employers and the community.