

Lansing Community College Results Inventory 2004-05

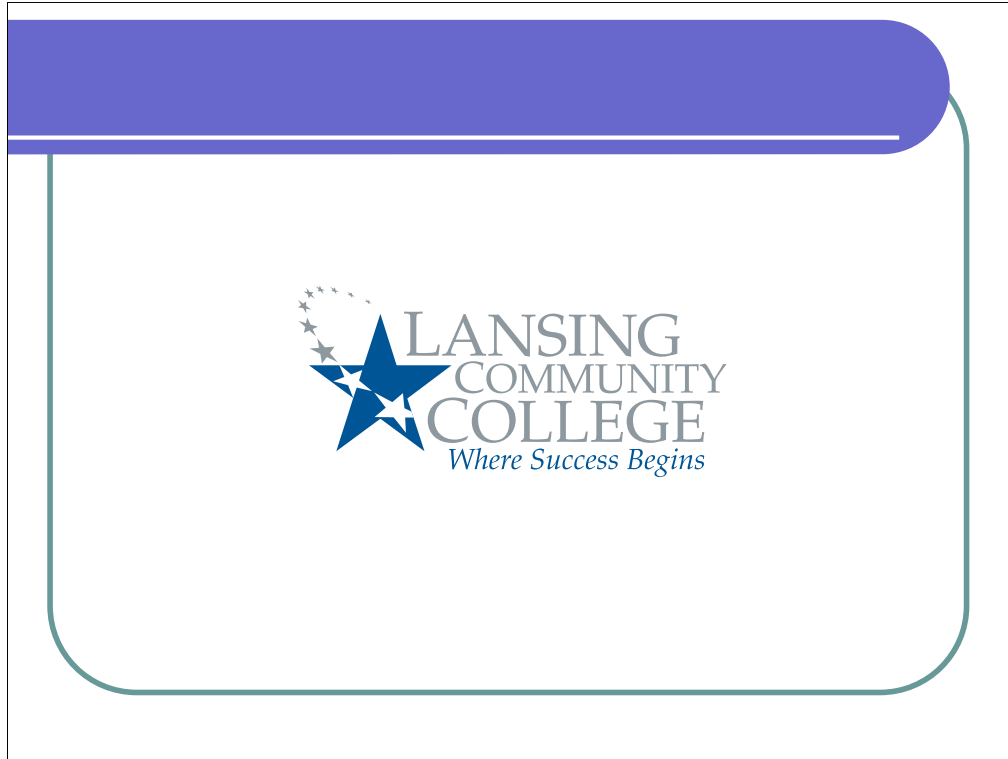
Financial Responsibility

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 Program (AQIP) "Annual Results Inventory." These reports present information related to the College's continuous improvement process.



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Title IX/Section 504 coordinator is located in the Gannon Vocational-Technical Center, Suite 2370, (517) 483-1600

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

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 6
- II. Stakeholder Satisfaction page 18

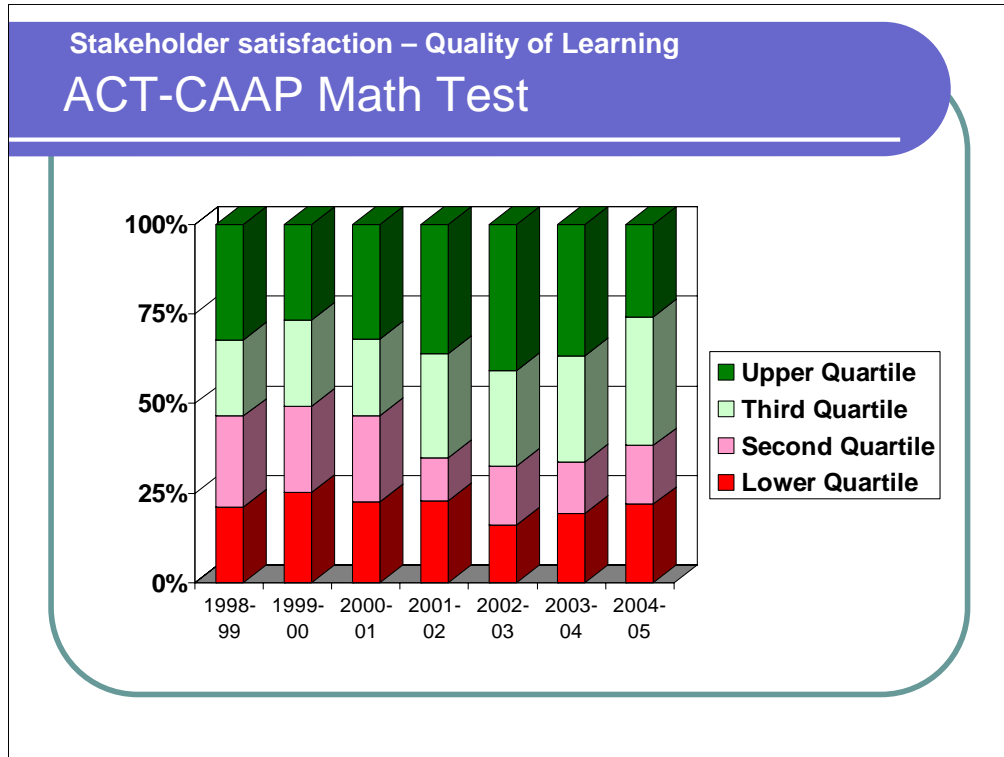
Student learning outcomes and **stakeholder satisfaction** are combined into one report because of their necessary relationship.

I. Student learning outcomes

- Quality of learning
 - Math, reading & critical thinking page 7
 - Understanding of governance page 10
 - Global Perspectives & Diversity 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 continually establishes measurable student learning outcomes for all of its courses, and is 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.

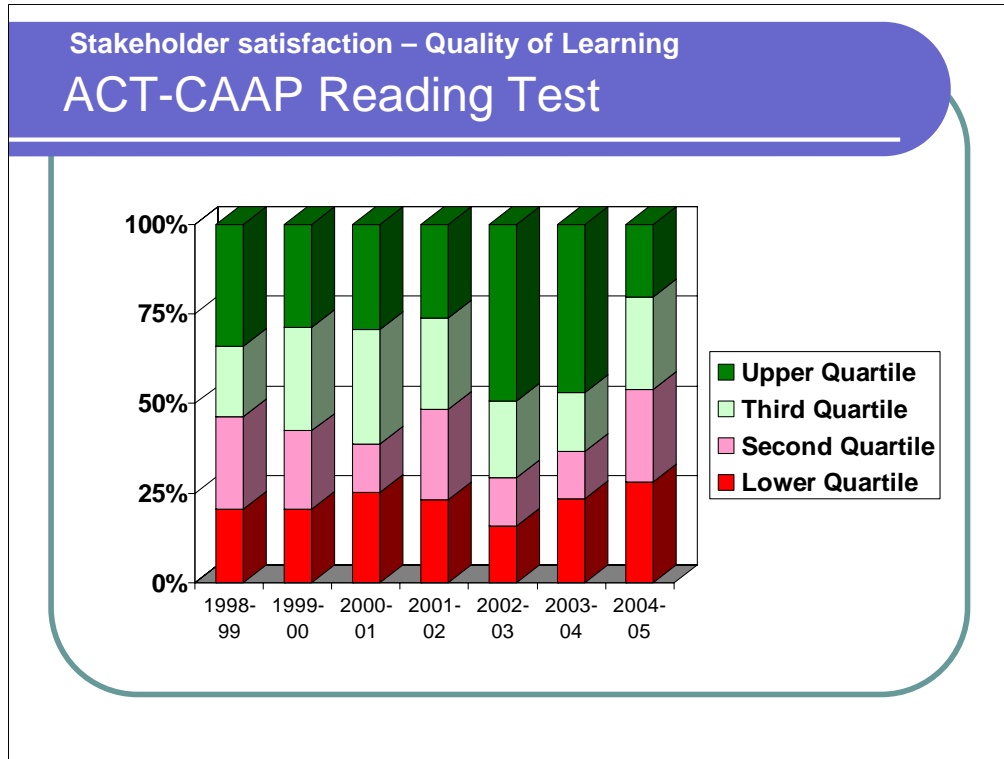
Current measures include student achievement in reading, mathematics and critical thinking; understanding of governance and technology; licensure and certification passing rates; performance after transfer to four-year institutions; placement & wage rates; and social & economic benefits to its service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



The ACT Collegiate Assessment of Academic Proficiency (ACT-CAAP) is used by over 300 institutions, and is administered to over 50,000 students annually.

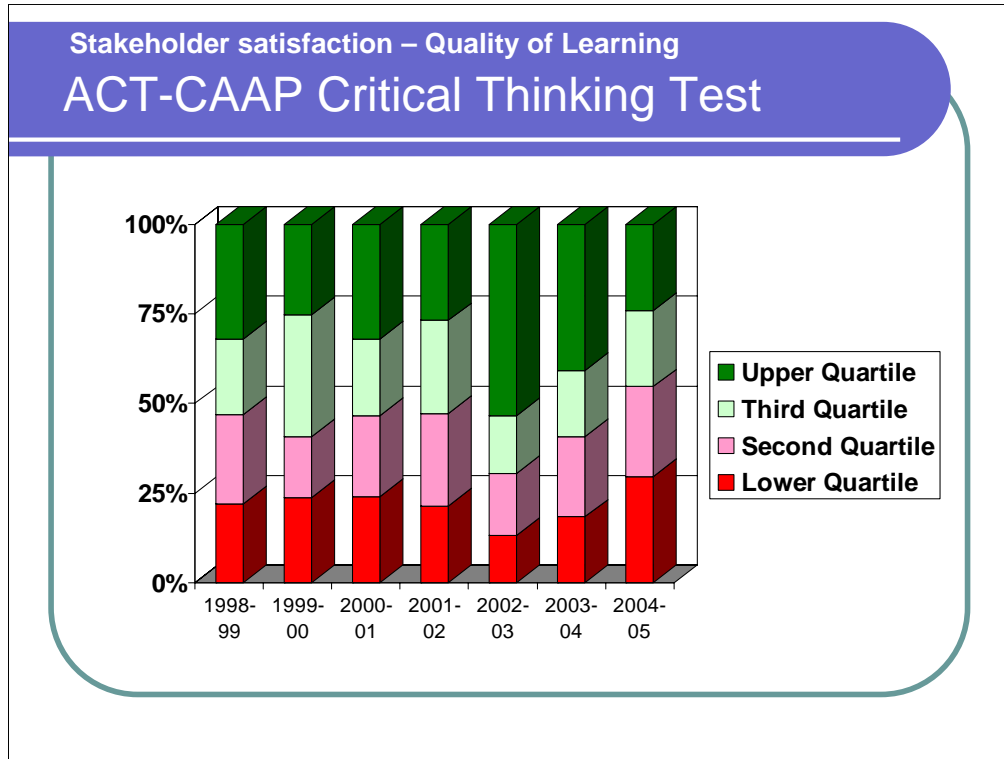
For each of the last seven years, Lansing Community College has administered three subtests of the ACT-CAAP to approximately 100 LCC students who are candidates for degrees. About 2,500 of our 19,000 students have the 45 credits and 2.0 or above grade point average needed to be a candidate for testing. 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.

Our mean at 57.6 is above the national mean of 56.1 for mathematics overall, as is our means for Basic Algebra (15.3 vs 14.2) and College Algebra (14.5 vs 14.1). (126 took the Math test in 2005 while 98 took it in 2004)



There was a dramatic change this year in LCC students placing in the upper quartile, dropping from nearly 47% in 2003-04 to just over 20% in 2004-05. Even with the lower achievement in the upper quartile this year, LCC again exceeded the average for the national level of 60.4 with a score of 63.3.

(122 took the Reading test in 2005 while 98 took it in 2004)



The number of LCC students taking the Critical Thinking test who achieved the upper quartile dropped over 16% from the 2003-04 level to just over 24% in 2004-05. As with the Math and Reading Segments of the ACT-CAAP tests, 128 participants were tested. While not reaching last years achievement in reaching the upper quartile, LCC again exceeded the average for the national level of 60.5 with a score of 62.4.

(125 took the Critical Thinking test in 2005 while 98 took it in 2004)

Stakeholder satisfaction – Quality of Learning

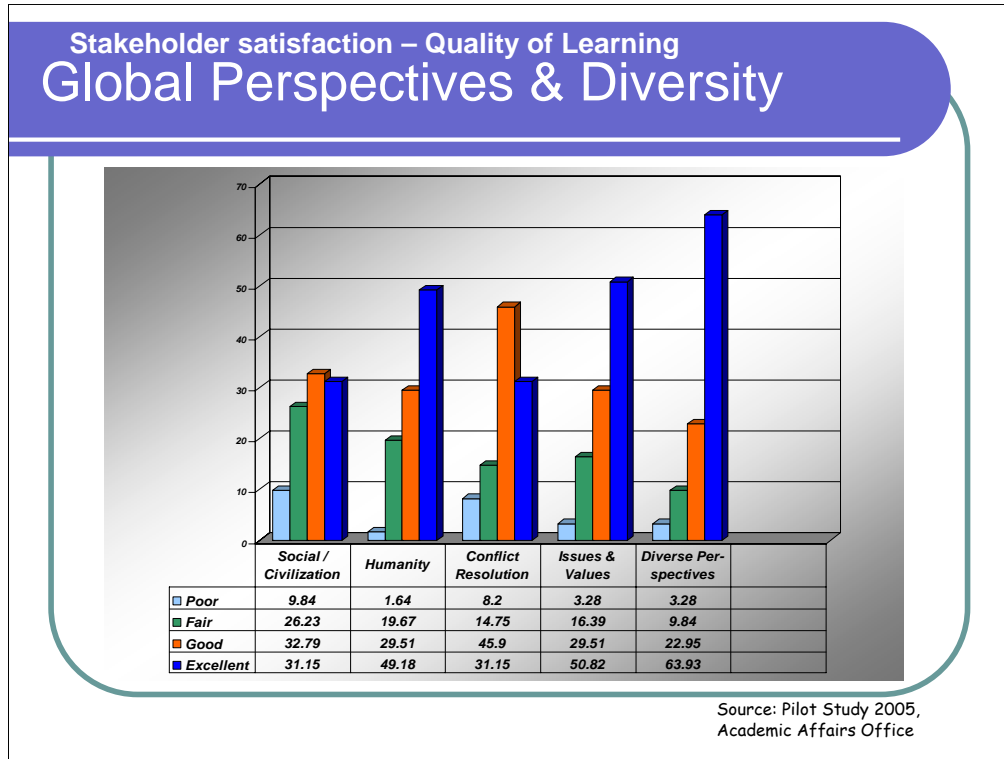
Understanding of governance

Group	Population	Voted in 11/2/2004 election	% who voted
State of Michigan	7,486,383	4,824,188	64.4%
Tri-county area	340,123	227,005	66.7%
(Clinton County)	49,243	36,763	74.7%
(Eaton County)	79,331	55,870	70.4%
(Ingham County)	211,549	134,372	63.5%
LCC student (MI residents only)	18,752	9,652	51.5%

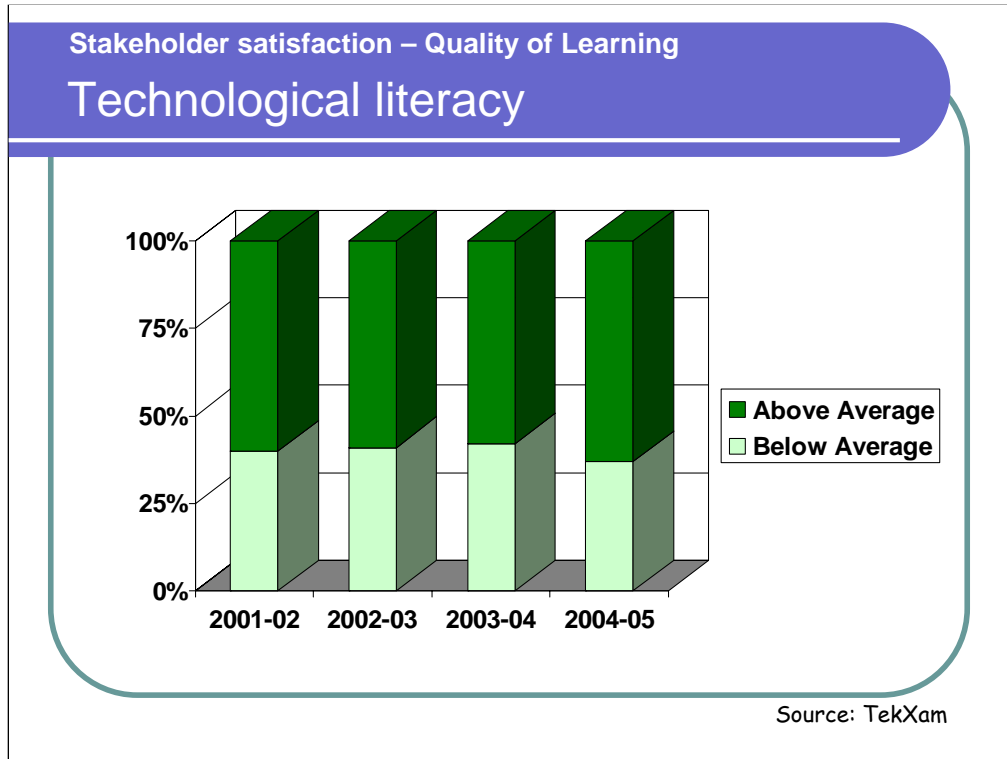
2002 census data was used to estimate State of Michigan population age 18 and over.

US Census Bureau reports 46% of eligible (18 yrs and older citizens) voted in Fall 2002 election.

US Census Bureau reports 60% of eligible (18 yrs and older citizens) voted in Fall 2000 (last Presidential) election



A Pilot study on Global Perspectives & Diversity was done in 2005. This shows the percentages of students who met the Global Perspectives & Diversity outcomes at various levels.



This is the fourth 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, 63% of LCC second-year students scored at or above the average for college sophomores in the national sample (up from 58% in 2003-04).

Stakeholder satisfaction – Licensure & Certification

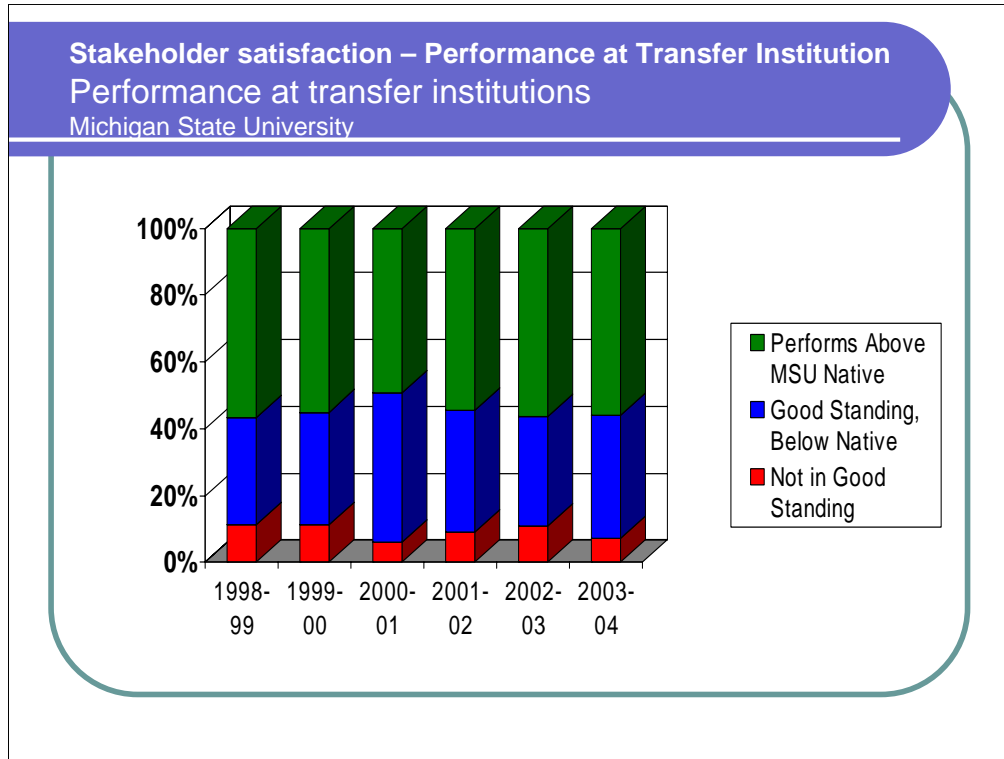
Licensure & certification exam passing rates

LICENSURE	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Exams taken	209	300	293	297	282	464
Exams passed	176	263	258	271	247	443
Licensure rate	84.2%	87.7%	88.1%	91.2%	87.6%	95.5%
CERTIFICATION						
Exams taken (excluding IT)	236	254	219	229	227	406
Exams taken (IT only)						898
Exams passed (excluding IT)	229	234	208	212	200	351
Exams passed (IT only)						440
Certification Rate (excluding IT)	97.0%	92.1%	95.0%	92.6%	88.1%	86.5%
Certification Rate (IT only)						49%

Source: Career Program areas as given to the Academic Affairs Office

Licensure passing rates improved by nearly 8% over last year reaching 95.5%. The number of exams taken also increased by 65% going from 282 taken in 2002-03 to 464 taken in 2003-04.

There was a dramatic increase in the number of Certification Exams taken this year, due to the addition of 17 Information Technology program area certification exams available to students, including Internet Webmaster Associate, CompTIA A+ Core Hardware and Software, Linux and Network exams, Intro to Oracle 9i: SQL to name a few. The pass rate in the Information Technology exams was less than 50% which brought the overall certification exam passing rate down. (without the IT certification exams, the passing rate would be 86%) Also added were the MCOLES Police Academy certification exam given as the state certification requirement at the conclusion of the Police Academy. Overall, our certification rate is 61%.



Over half of the LCC students who transfer to MSU perform above the average of students who began their postsecondary education at MSU (i.e. MSU “natives”). Additionally, the majority of these transfer students (93% in 2003-04) maintain “good standing” at MSU, that is, have received a grade point average of 2.0 or above at MSU.

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	91	70%	90%
Engineering	70	60%	97%
Business Management	162	49%	98%
Psychology	72	53%	85%
All fields	2,093	54%	90%

Source: Michigan State University, 1998-99 through 2003-04

Over the past 6 years, Michigan State University enrolled 2,093 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 Freshman), and 90% were in good standing (i.e. had a GPA of 2.0 or above at MSU). This table shows some of the higher performing fields during the last 6 years. The “All Fields” row includes all LCC students who transferred 50 or more credits to MSU for their Junior year, regardless of field of study.

Stakeholder satisfaction – Social & Economic Benefits
Social & economic benefits

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/Unemployment 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 sponsorship 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. The Annual Economic Benefits study will be conducted in fiscal year 2006.

Summary: Student learning outcomes

- Quality of learning
 - Reading, writing & critical thinking
 - Governance*
 - Technology
- Licensure & certification
- Performance at transfer institutions
- 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 21
- Student continuance page 28
- Transfer student opinions page 35
- Graduate opinions page 39
- Faculty-staff opinions page 46
- Business & industry client opinions page 50
- Summary page 54

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

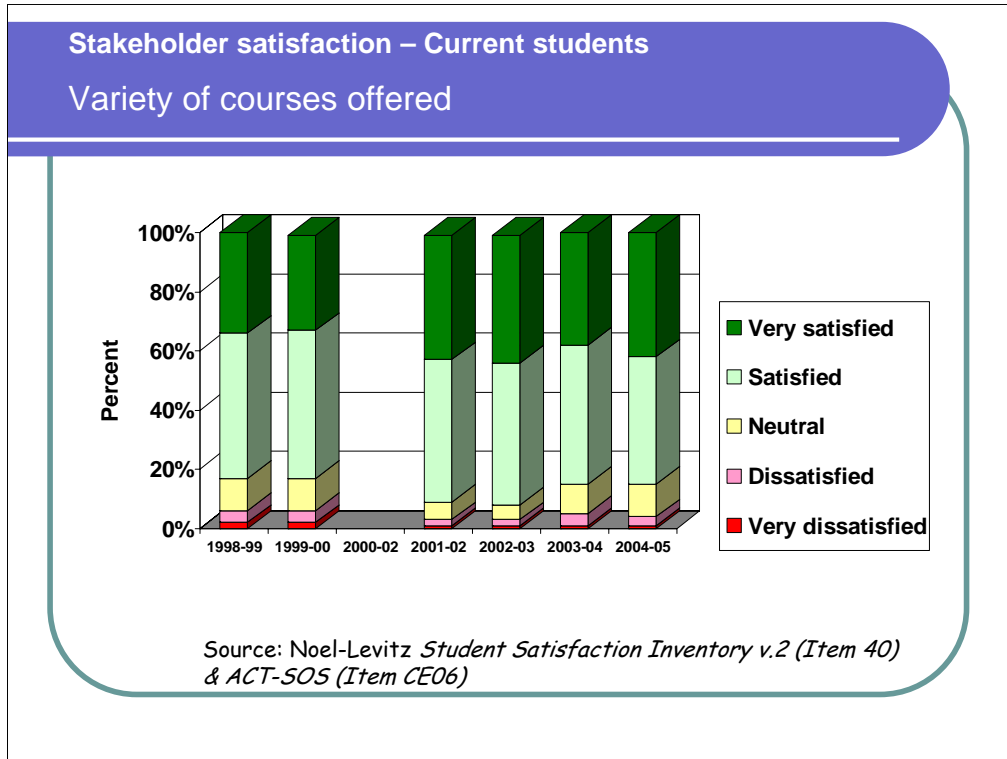
- Current students page 22
- MSU Transfer Students page 35
- LCC graduates page 39
- LCC faculty/staff page 46

Stakeholder satisfaction**Current LCC student opinions**

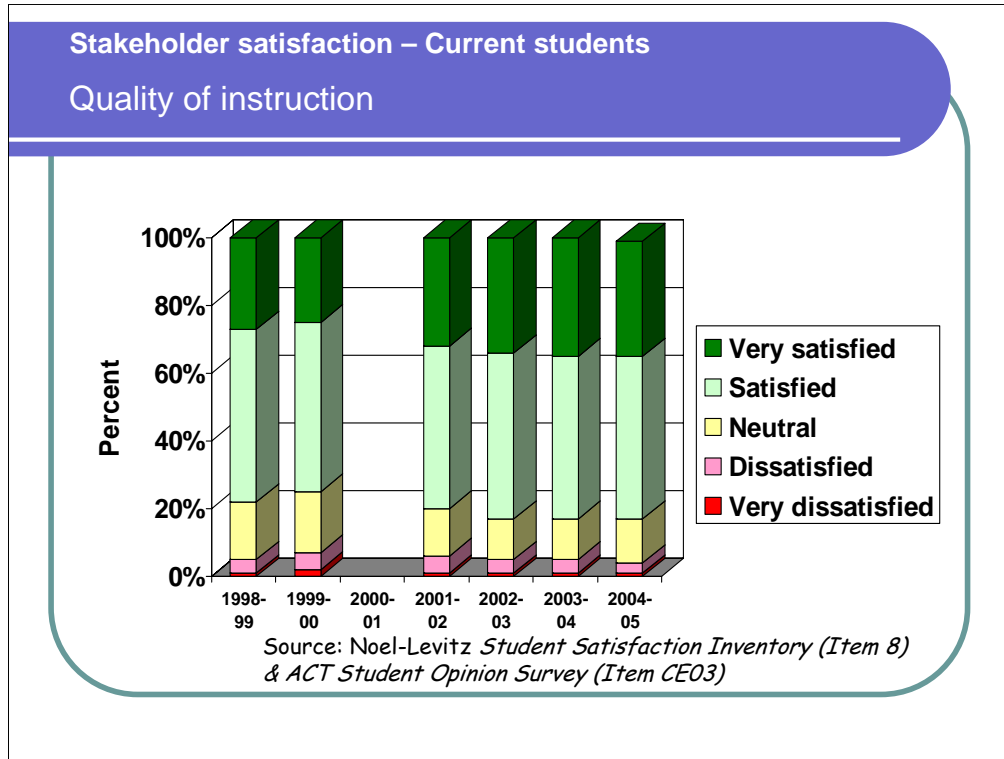
How do current students view the College?

- Variety of courses page 22
- Quality of instruction page 23
- Attitude of faculty toward students page 24
- Attitude of nonteaching staff page 25
- Satisfaction with College in general page 26
- Student goal attainment page 27
- Student continuance page 28

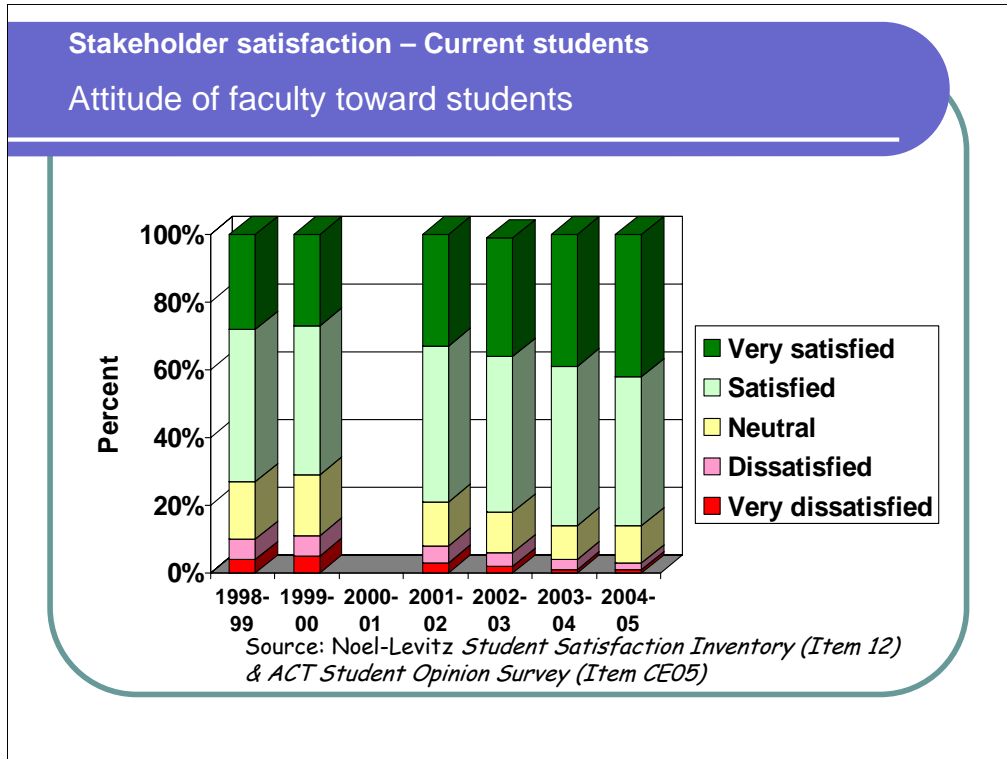
Current students are LCC's primary stakeholders. Their view of the College is central to assessing performance.



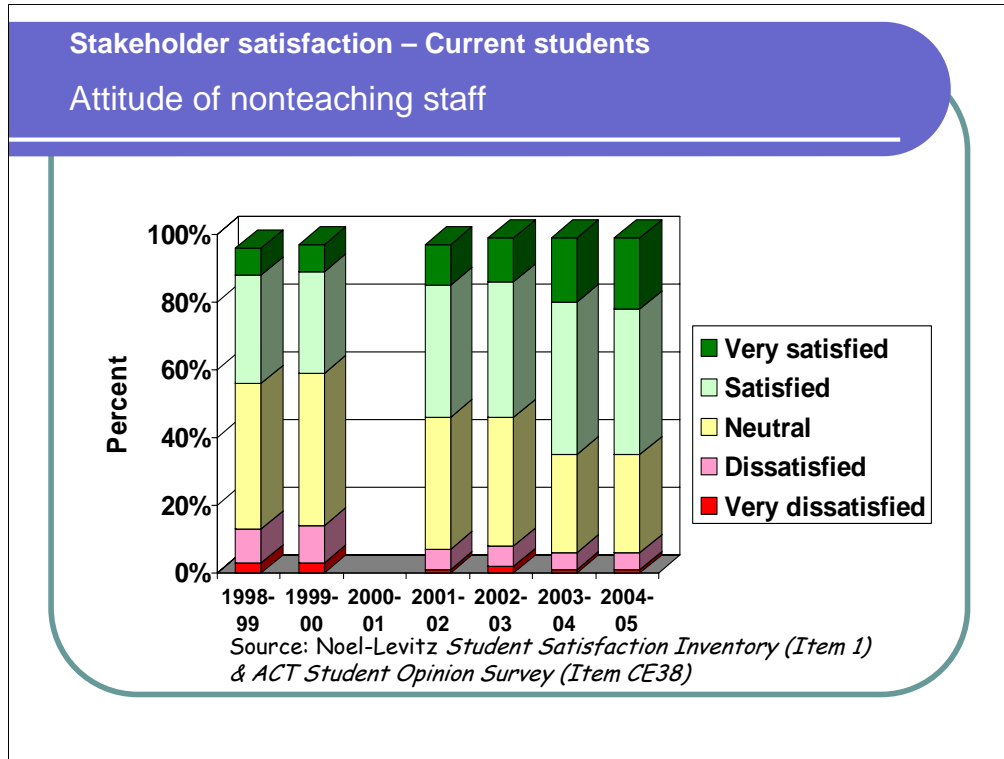
LCC students have reported 85% satisfaction with the variety of courses offered by the College.



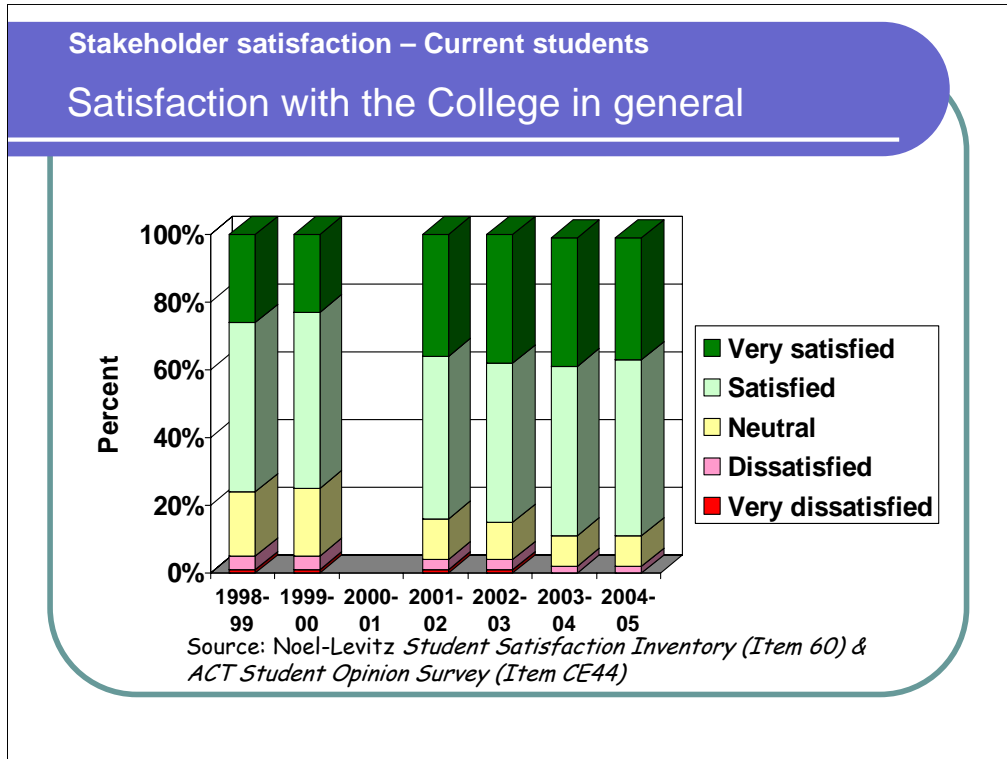
Students at LCC are satisfied with the quality of instruction received in most of their classes, with no change in the satisfaction levels from 2003-04 to 2004-05.



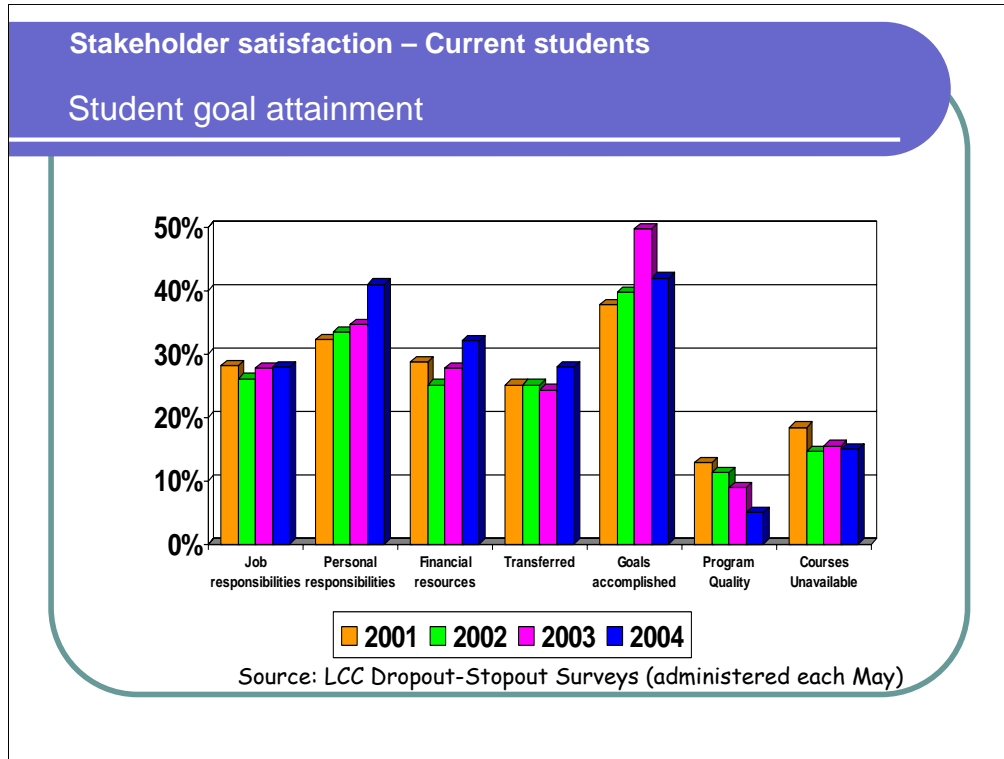
There was no change in the level of satisfaction (86%) from the 2003-04 to 2004-05 year with student opinion of the attitude of faculty toward them.



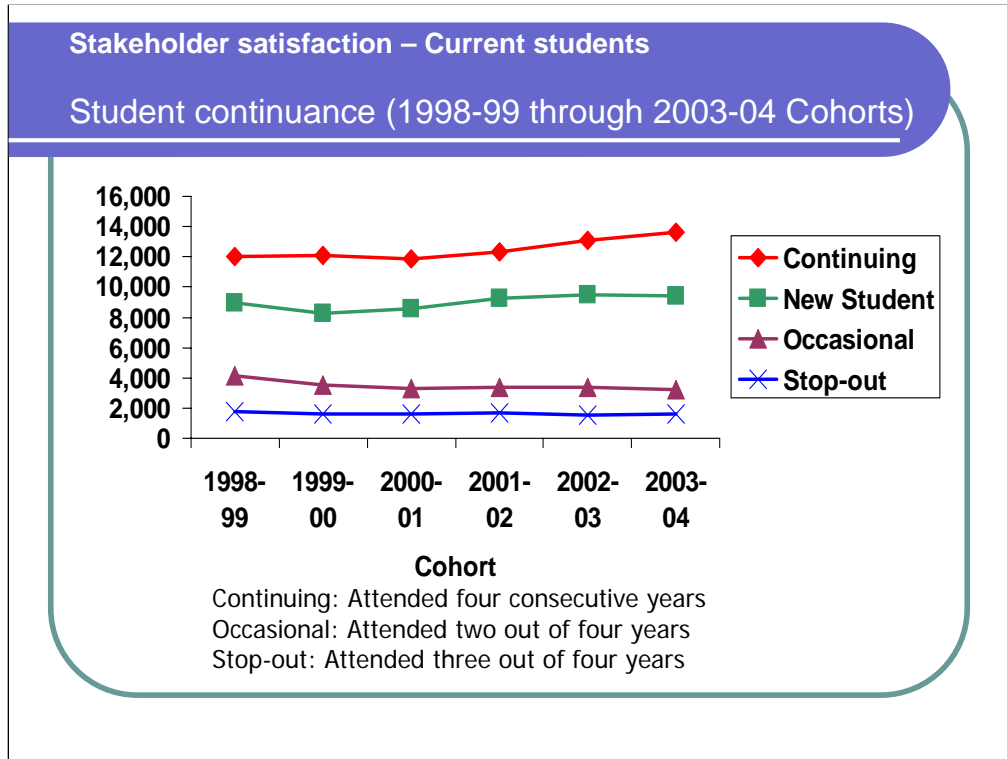
The overall satisfaction (very satisfied and satisfied) remains the same for the student perception of the attitude of non-teaching staff this year as last year, at 64%.



The student overall satisfaction (very satisfied and satisfied) with the College in general remains the same this year as last year, at 88%.



Each Spring semester we attempt to reach the 2000+ students in the Drop-Out / Stop-Out Survey, who were enrolled the previous fall, and had taken at least six credits, but who did not return in the Spring. Reasons for not returning include “Goals had been accomplished” having the highest response at 42%, followed by “personal responsibilities” at 41%, and then at 32% was “financial resources.” Both “job responsibilities” and having “transferred” were the same response rate at 28%. There was an increase by 6% for those students indicating “personal responsibilities” as the reason for not returning in the spring semester, and a 4% increase each for “financial resources” and having “transferred” to another educational institution. Four percent fewer students indicated “program quality” as the reason for not returning in Spring 2005 (5%) than did for Spring 2004 (9%).



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 non-degree purposes. The College has developed a measure called *continuance* to reflect the unique nature of community college retention.

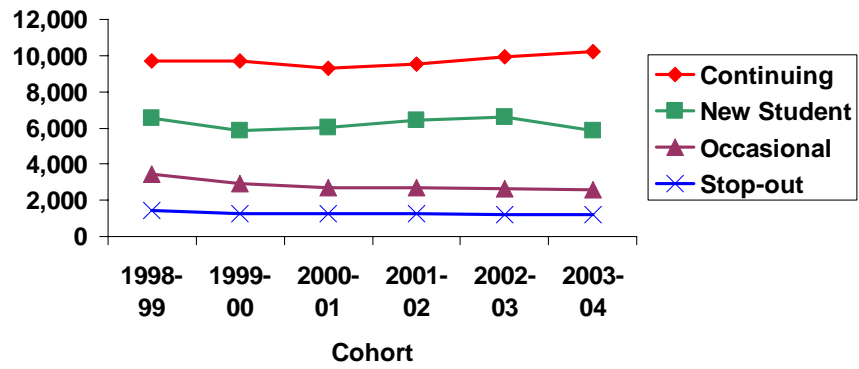
We have chosen a four-year “window” for measuring student continuance.

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 (49%). New students make up just over one-third of the student body (34%). The remaining one-sixth of the students (17%) have taken classes at the College irregularly over the four-year period.

This year there has been slight increases in the continuing students (4%) and the stop-out students (3%), while new students have remained steady, and the occasional students have seen a slight drop (3%) over last year.

Stakeholder satisfaction – Current students

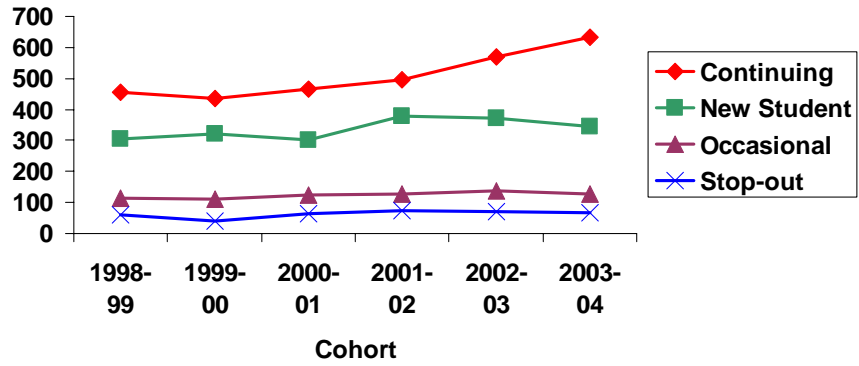
Student continuance (White Students)



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

Stakeholder satisfaction – Current students

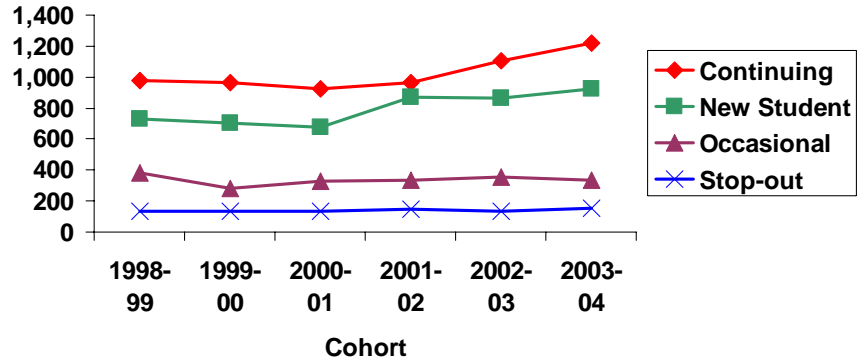
Student continuance (Hispanic Students)



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

Stakeholder satisfaction – Current students

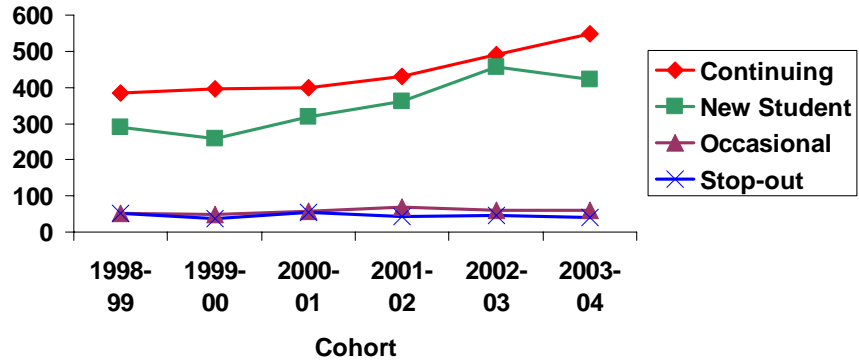
Student continuance (African American Students)



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

Stakeholder satisfaction – Current students

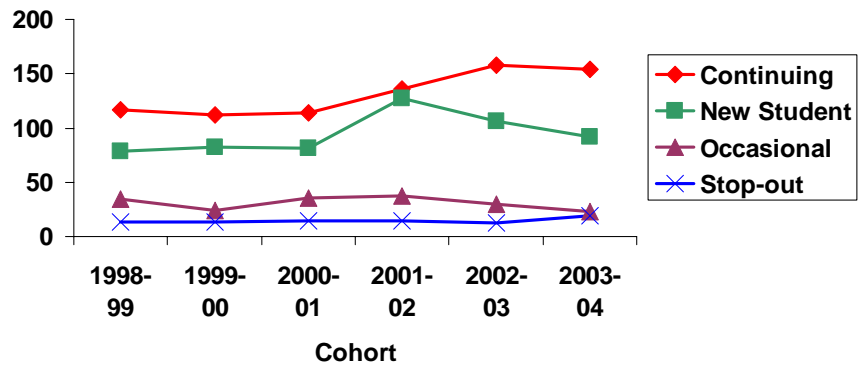
Student continuance (Asian American Students)



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

Stakeholder satisfaction – Current students

Student continuance (Native American Students)



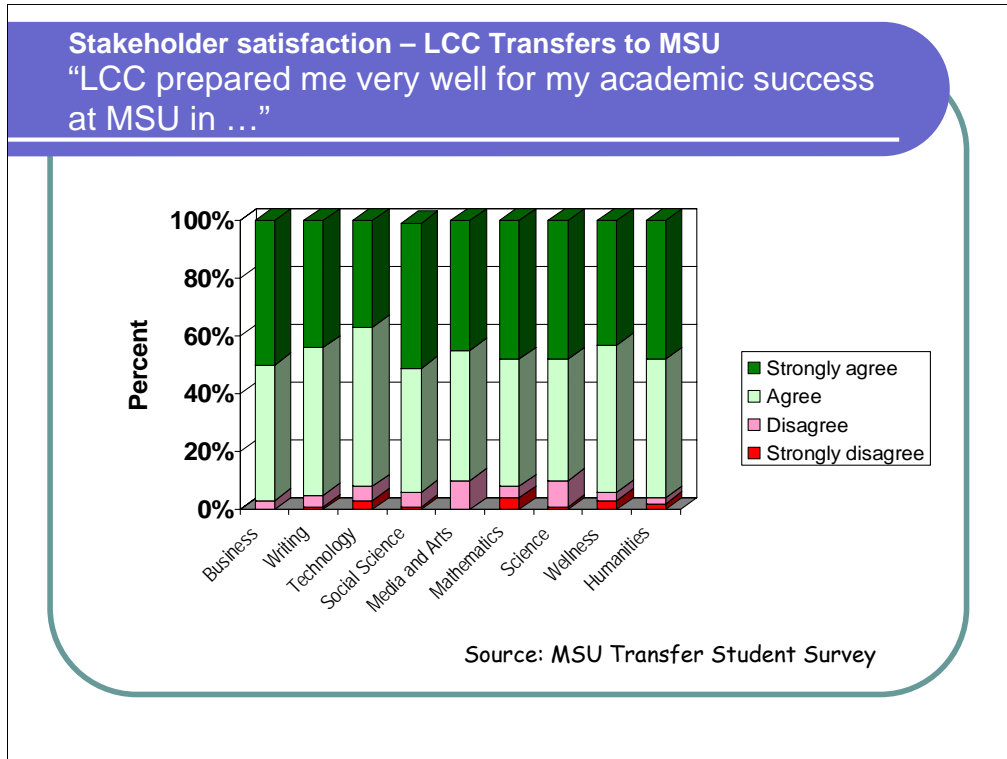
Continuing: Attended four consecutive years
 Occasional: Attended two out of four years
 Stop-out: Attended three out of four years

Stakeholder satisfaction**LCC transfer student opinions**

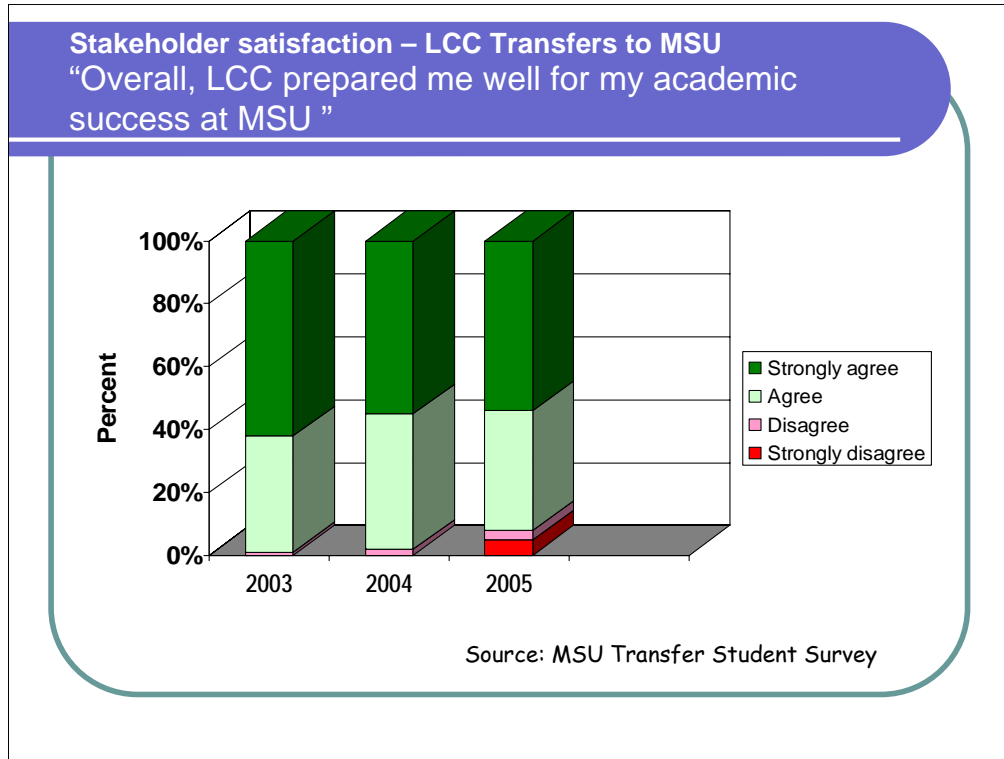
How do MSU students who transferred from LCC view the College?

- Preparation for academic success page 35
- Courses that transferred page 37

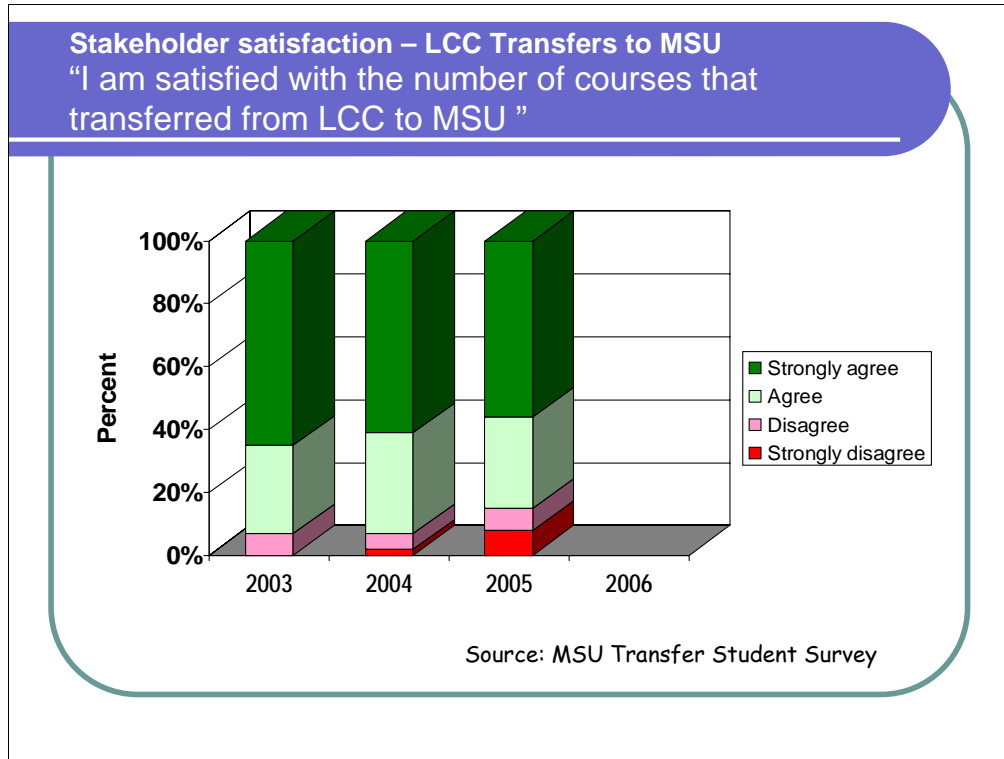
The opinions of transfers to four-year institutions are also vital to assessing the quality of LCC's programs and courses. LCC contacted 141 students by telephone who had transferred from LCC to MSU over the past year. Each student was presented with 11 questions, asking them to rate how well LCC had 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.



When asked about how well LCC had prepared them for academic success at MSU in specific subject areas, the ratings ranged from “Strongly Agree” to “Strongly Disagree” that their LCC coursework had prepared them “very well.” Again this year, students gave the most positive ratings to the Humanities area, with all but two students who rated these courses at LCC agreeing they were very well prepared for academic success at MSU.



A 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. In total, 92% were in agreement, and while those in disagreement are 8%.



The majority of students agreed (85%) they were satisfied with the number of LCC courses that transferred to MSU, while 15% were in disagreement with being satisfied.

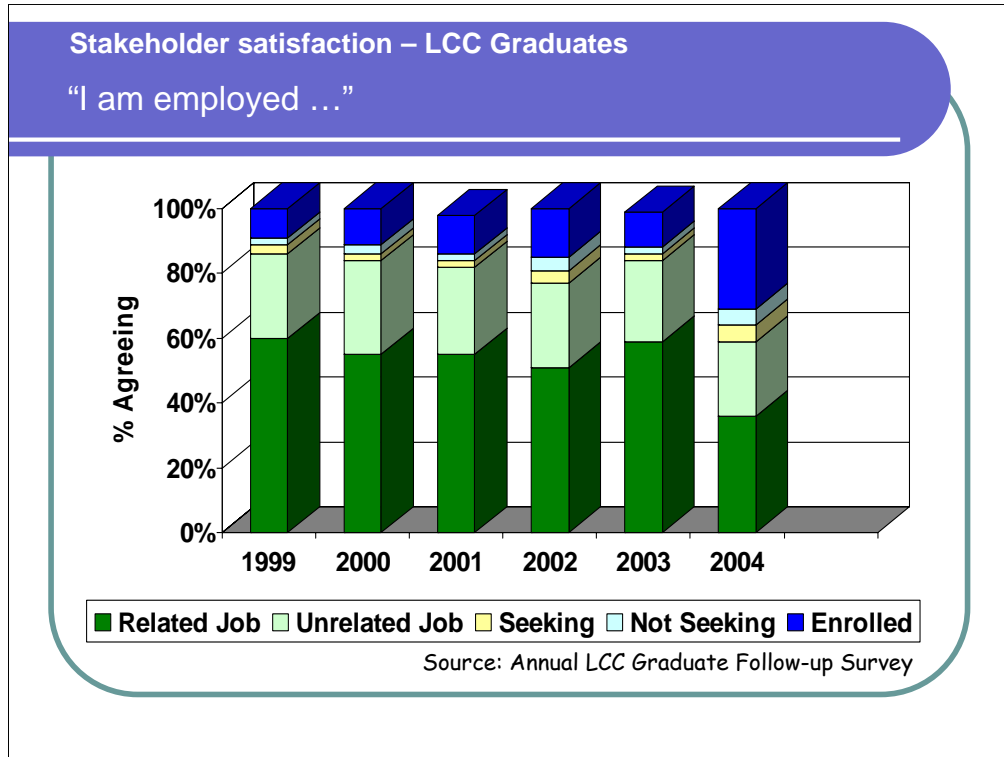
Stakeholder satisfaction

LCC Graduate opinions

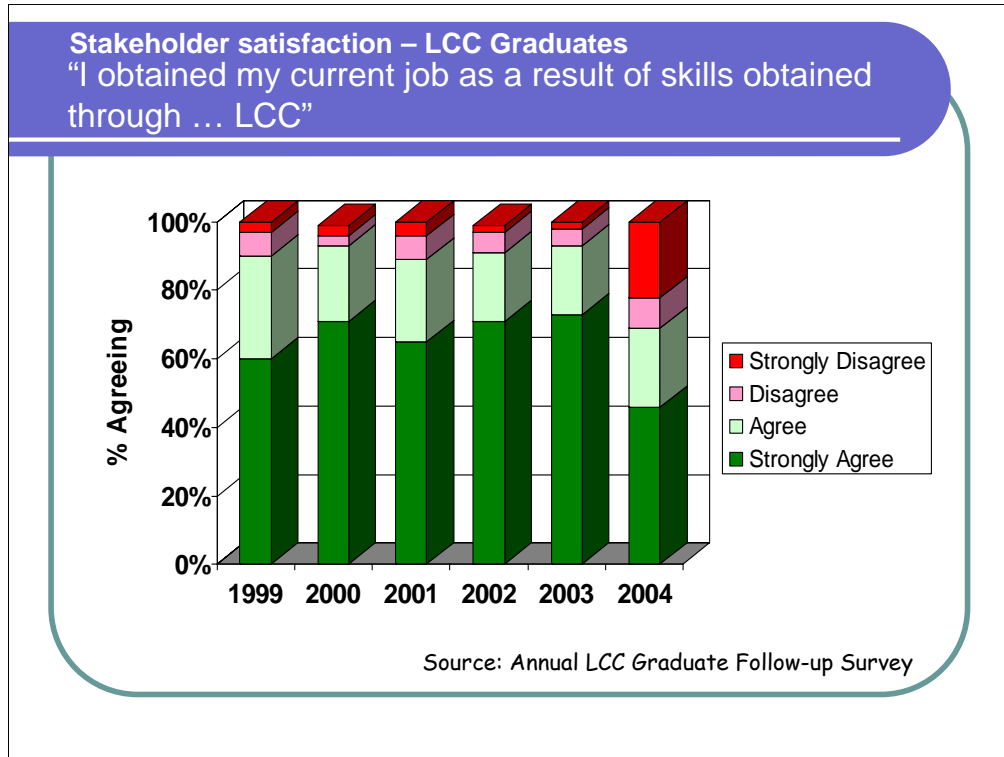
How do LCC graduates view the College?

- Employment Status page 39
- Preparation for:
 - Employment page 40
 - Further education page 41
- Quality of LCC experience page 44

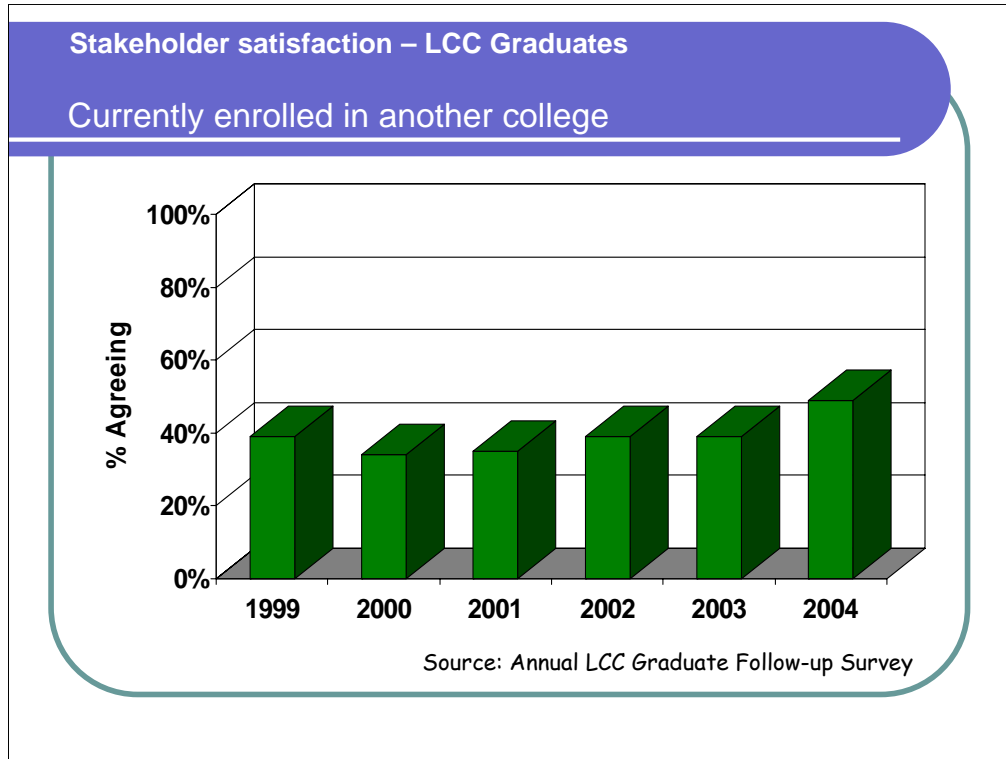
LCC graduates provide a longer-term view of the College, reflecting their success at transfer institutions and in their careers.



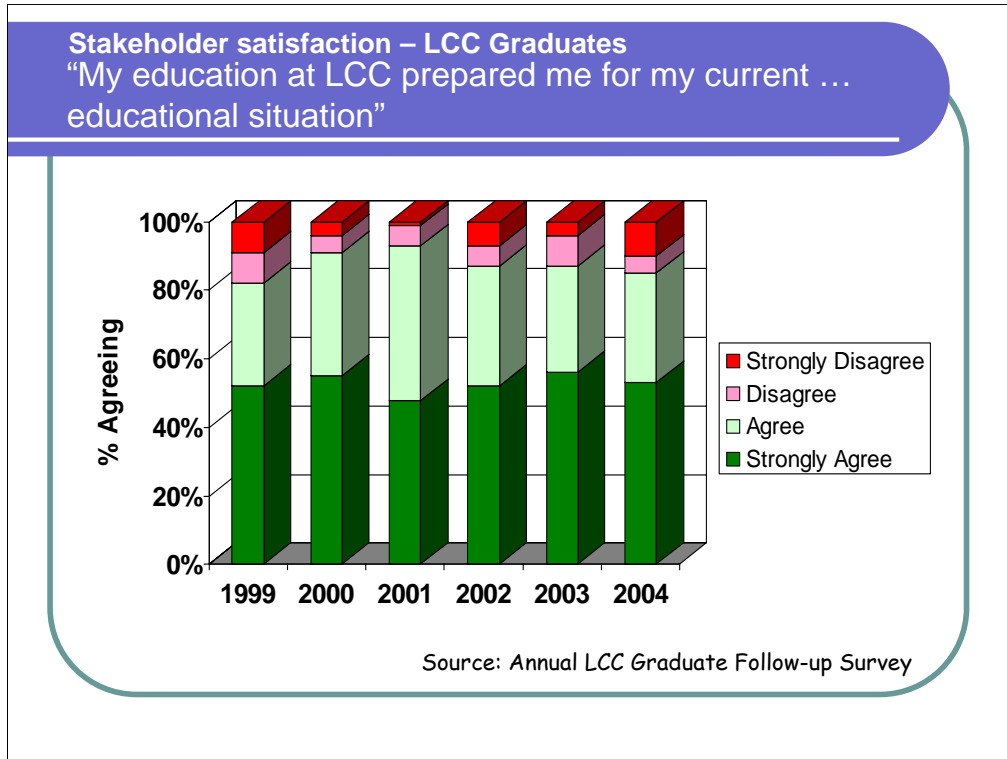
Students reporting their employment status changed somewhat from the previous year. Those in a job related to their area of study decreased by nearly 23%, while those employed in jobs unrelated to their studies remained about the same. Those that reported as being unemployed and either seeking or not seeking employment grew from 4% last year to 10% this year. Those continuing their education grew by nearly 40% compared to last year.



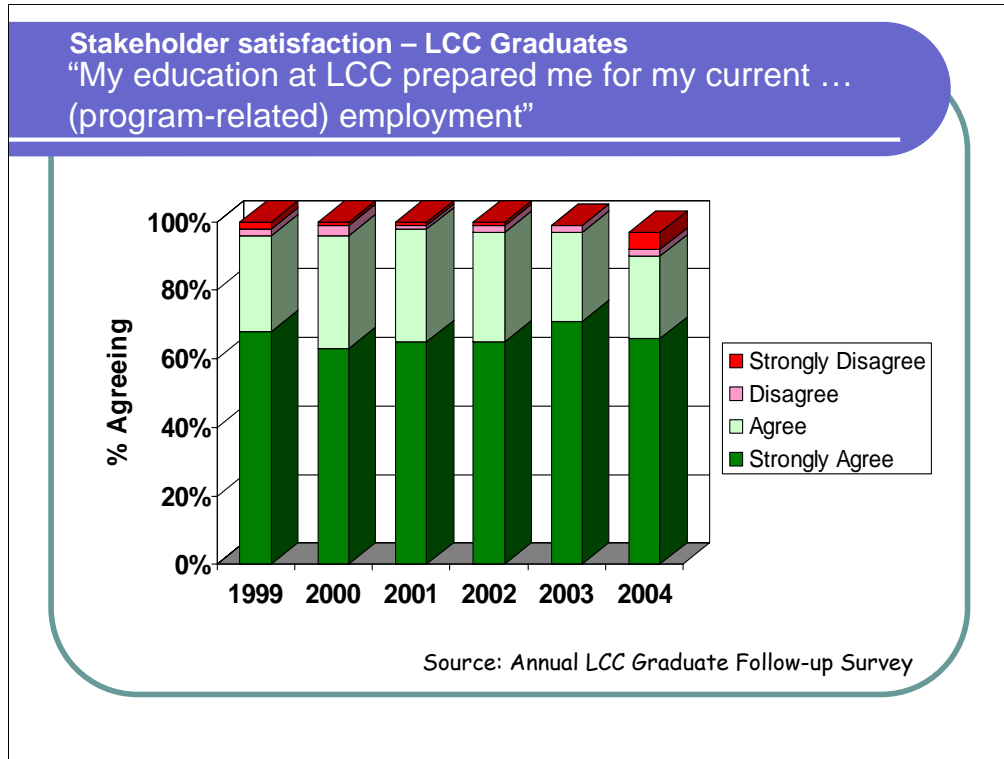
The level of agreement dropped considerably from last year as to students having found their current job as a result of skills obtained through LCC. There could be various reasons for this but we can only assume with the economy and job markets being down, it may play into the responses given by students.



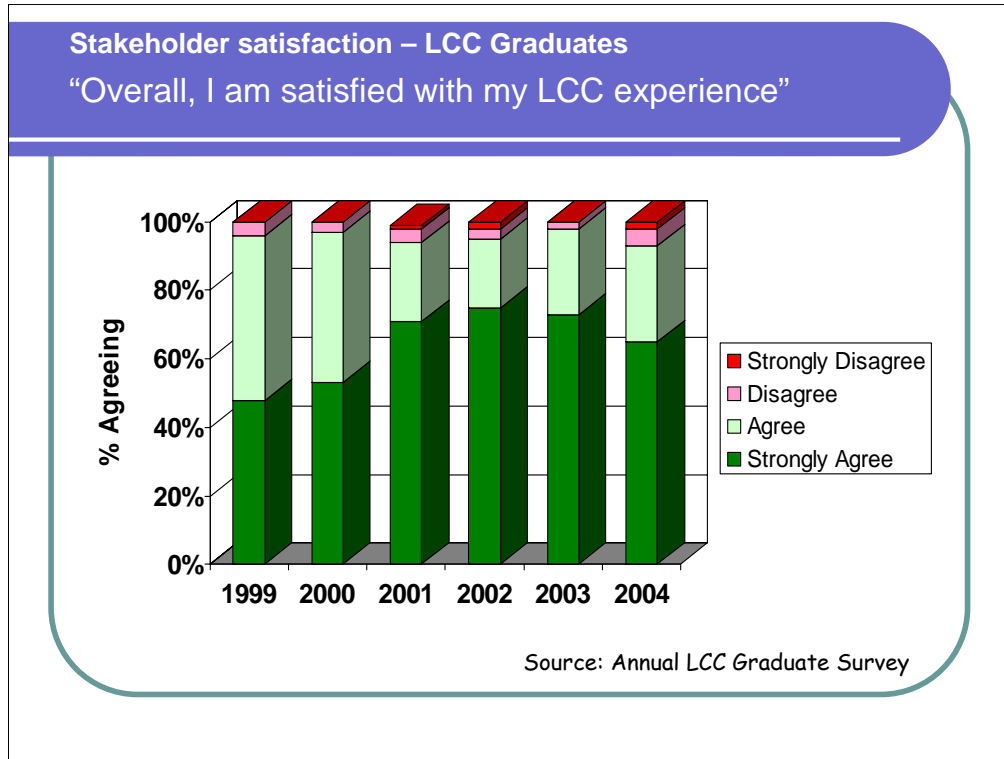
The number of student enrolled to continue their education has increase by 10% since 2003. This is consistent with the trend where college enrollments increase during an economic downturn.



There was no significant change in those agreeing LCC prepared them for their current employment or educational situation.



The overall level of agreement has experienced no significant change over the last seven years.



LCC graduates generally give high ratings to the quality of their instruction at the College. Over the past six years, on average 96% of LCC graduates have agreed that they were satisfied with their experience at the College. In 2004, that rating was 94.

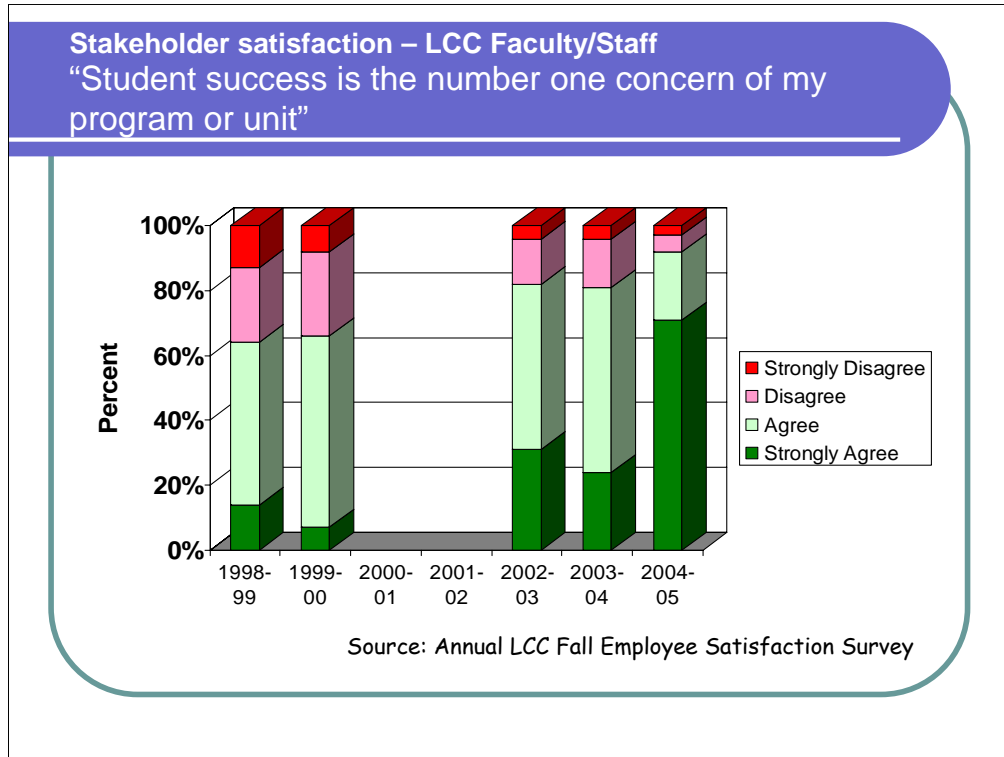
Stakeholder satisfaction**Faculty/staff opinions**

How does the faculty/staff view the College?

- **Student success focus** page 46
- **Progress toward goals** page 47
- **College responsiveness to student & community needs** page 48

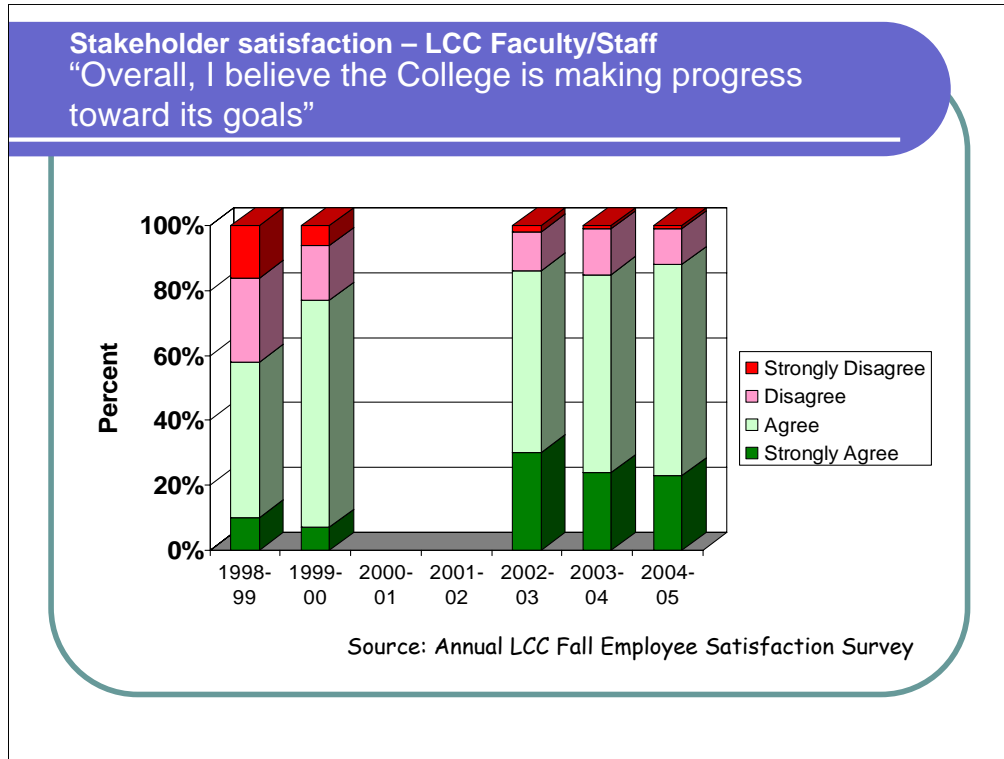
An essential step in providing a high-quality educational program is to employ a motivated and committed faculty and staff. This section presents results from four years of surveys conducted among a stratified random sample of LCC's employees.

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

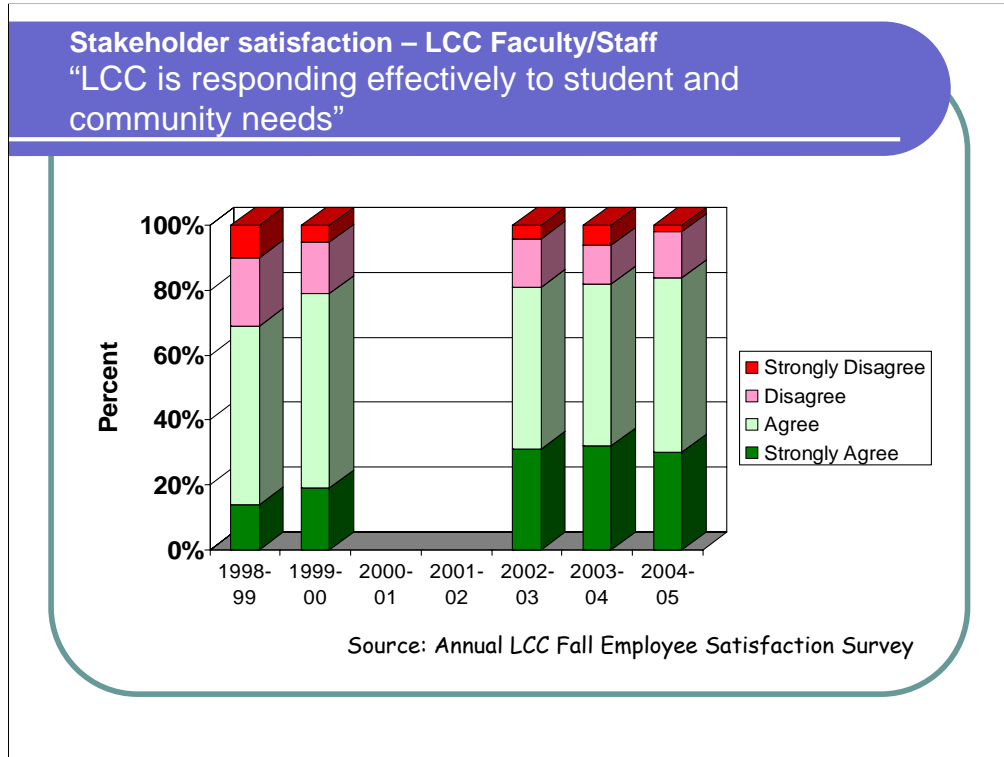


LCC employees agree that student success is the number one concern of their program or unit. Over the two-year period from 1998 to 1999, 65% of the respondents agreed, and that number rose considerably in the 2002-2003 period, to 82%. Agreement is up another 10% to 92% in the 2004 reporting year.

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, and again increased in 2004-05 to 88%. The fall employee survey was not administered in 2000 or 2001.



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, and again increased to 84% in 2004-05. The fall employee survey was not administered in 2000 or 2001.

II-b. External constituents

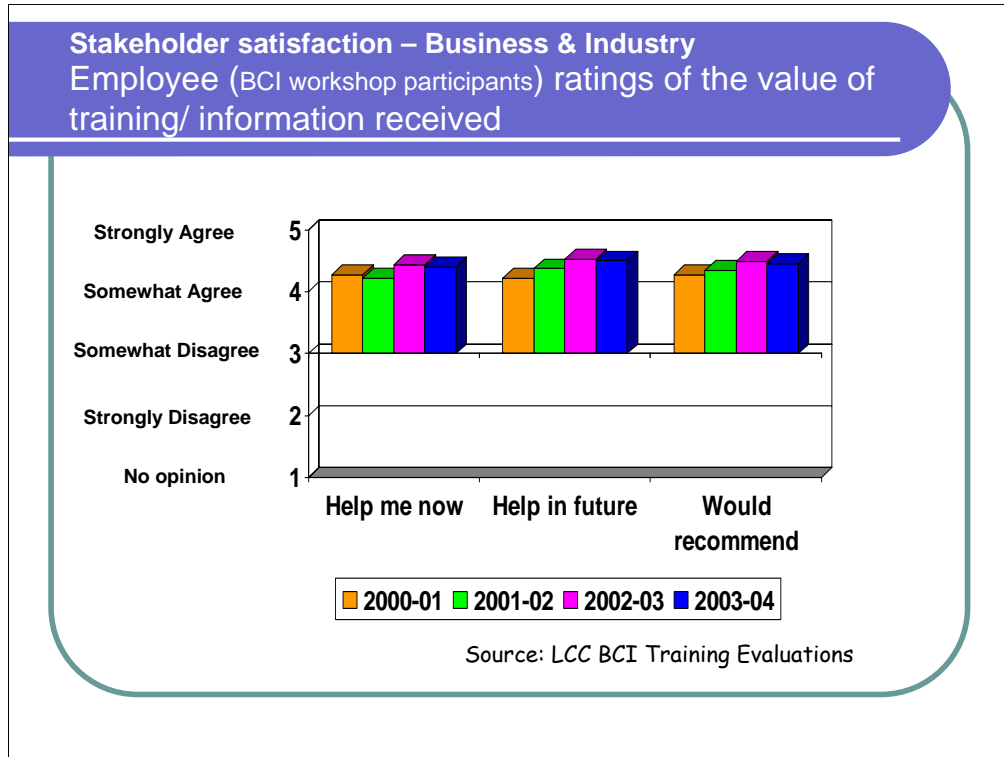
- Business & Industry customers page 50

Stakeholder satisfaction

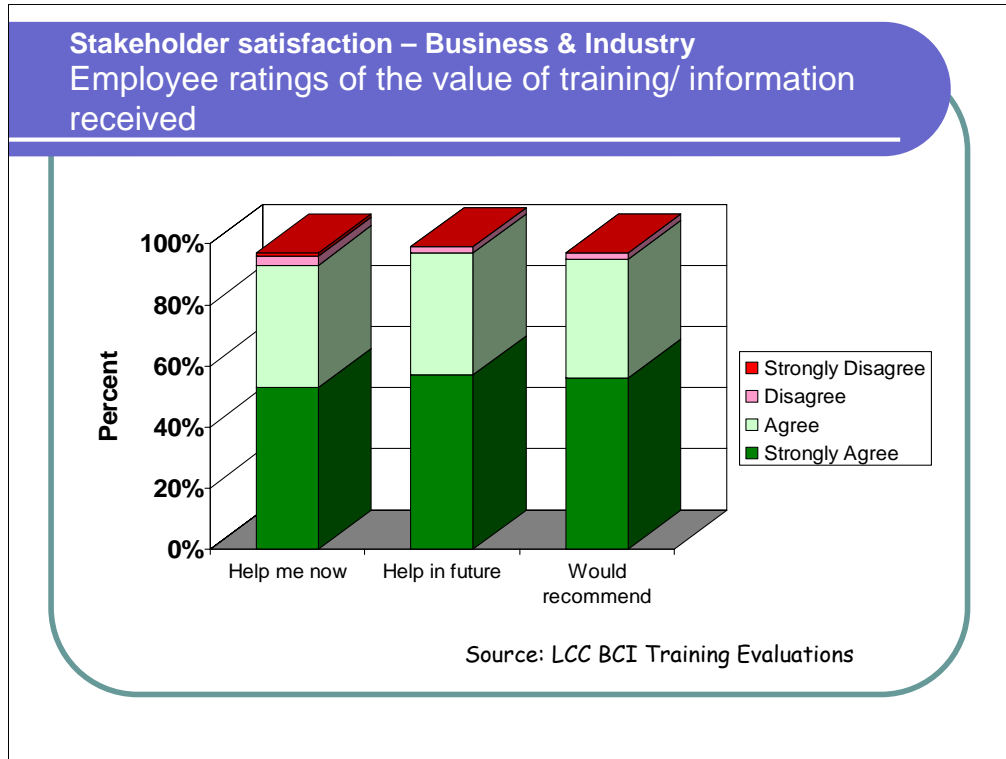
Business & industry opinions

- **Employee** (workshop participants)
ratings of training page 51
- **Client repeat business** page 53

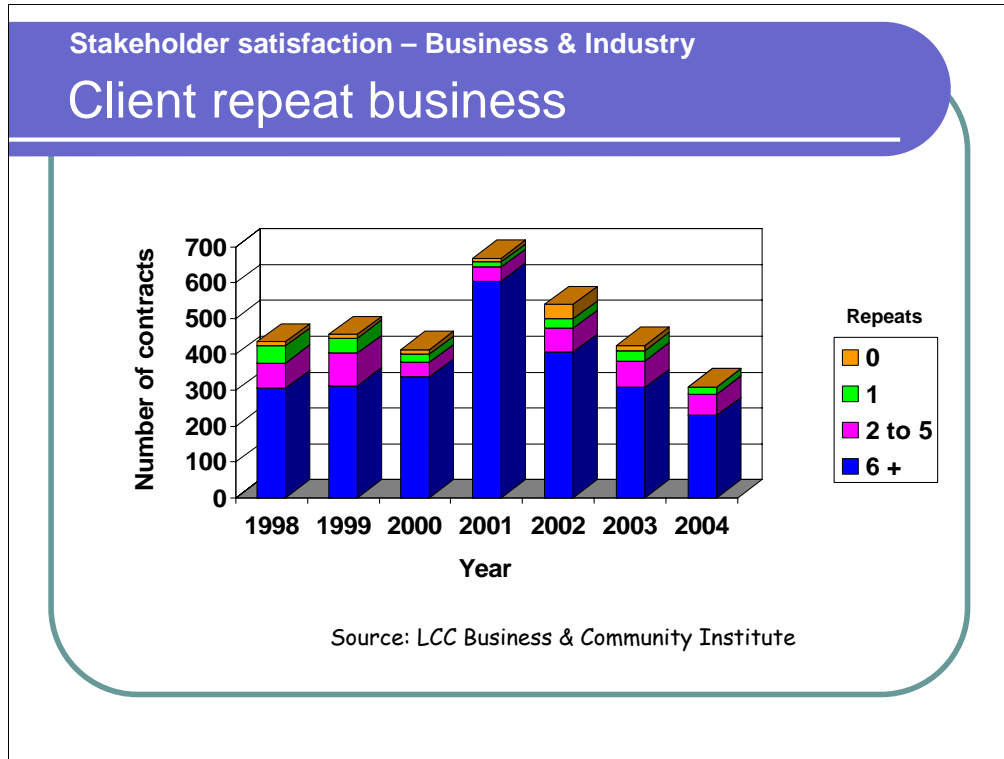
Lansing Community College's Business & Community Institute (BCI) contracts with area businesses to provide training to employees. The opinions of this stakeholder group are an essential complement to those of our other stakeholders.



There was virtually no change in the level of agreement by BCI workshop participants on the ratings of the training they received, with the rating for the training “helped me now” being 4.4 on a 5 point scale, and “help in the future” at 4.5, and “would recommend” at 4.5 also. As the bar graph shows, the changes are barely detectable from last year.



The levels of agreement by BCI workshop participants (employees of businesses) has remained about the same over the last two years in the 93% to 97% range of agreement.



We have seen a steady decline in the number of repeat business within BCI, which is the count of the number of times one business contracts for training. In 2001, at the highest level of repeat business in the last 7 years, we had 667 contracts with 60+ companies, compared to 309 contracts with 60 companies in 2004, a 54% decline. This can likely be attributed in part to the declining economy as companies make financial decisions about how to spend their dollars. This decline continued each year beginning in 2002 at 20%, 2003 at 21% and 2004 at 27% from the previous years reporting.

Stakeholder satisfaction

Summary: Stakeholder satisfaction

- Student opinions
- Student retention & persistence
- Graduate opinions
- Transfer student opinions
- Faculty-staff opinions
- Business & industry client 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 (Employer and Community Service contacts will be done in 2006). Efforts are underway to strengthen measurement capabilities in this area.