Strategic Plan Survey

During FY21, Lake Land College charged the Research Review Board (RRB) with developing a strategic plan survey. The goal of the survey was to obtain input from various stakeholders in order to identify and develop goals and objectives for the new strategic planning cycle beginning in FY23. The RRB developed a short 12 question electronic survey. The survey contained questions related to the respondents experience with Lake Land and its mission, essential skills for students, areas for which Lake Land excels, areas the College needs to address, and workforce challenges. The full survey can be found in Appendix A.

During the fall of 2021, a link to the electronic survey was disseminated to all staff and students via email and students received notifications in Canvas as well. Alumni, Board of Trustees, and other board members also received email requests. For the larger community, press releases were disseminated, and a notice and link was placed on the College's website. The College requested that college administrators send the link to their community contacts (i.e., chambers of commerce, industry contacts, etc.) throughout the district, and encouraged all staff to share the link.

This report provides an overview of the survey results that are presented in two ways. First, a general overview of the responses from all survey participants is presented followed by an overview of survey responses broken down by three separate groups 1) current Lake Land College students, 2) full- and part-time faculty and staff, and 3) community members.

Over 800 people opened the survey; however, 715 people answered questions in the survey. These 715 people represented the following groups. Current students (338; 47.3%), parent of a current or past student (17; 2.4%), Lake Land alumni (58; 8.1%), full or part time staff (110; 15.4%), full or part time faculty (86; 12%), Lake Land College Trustee or Foundation/Alumni Board members (12; 1.7%), community employers (28; 4%), K-12 educator or administrator (26; 3.6%), and community members (40; 5.6%). Results for the three groups are based on responses from 338 current students, 196 full and part time faculty and staff, and 181 community members.

The survey asked respondents to rate the extent to which they agreed with a number of statements (i.e., teaching is effective, faculty are committed to student success, etc.) about their experience at Lake Land College. An "I don't know or not applicable" response option was provided for this question. Figure 1 provides a summary of participant responses. For the most part, the vast majority of all respondents (77% to 87%) agreed or strongly agreed with all of the statements.

Figure 1: All Respondents: The Extent to Which You Agree
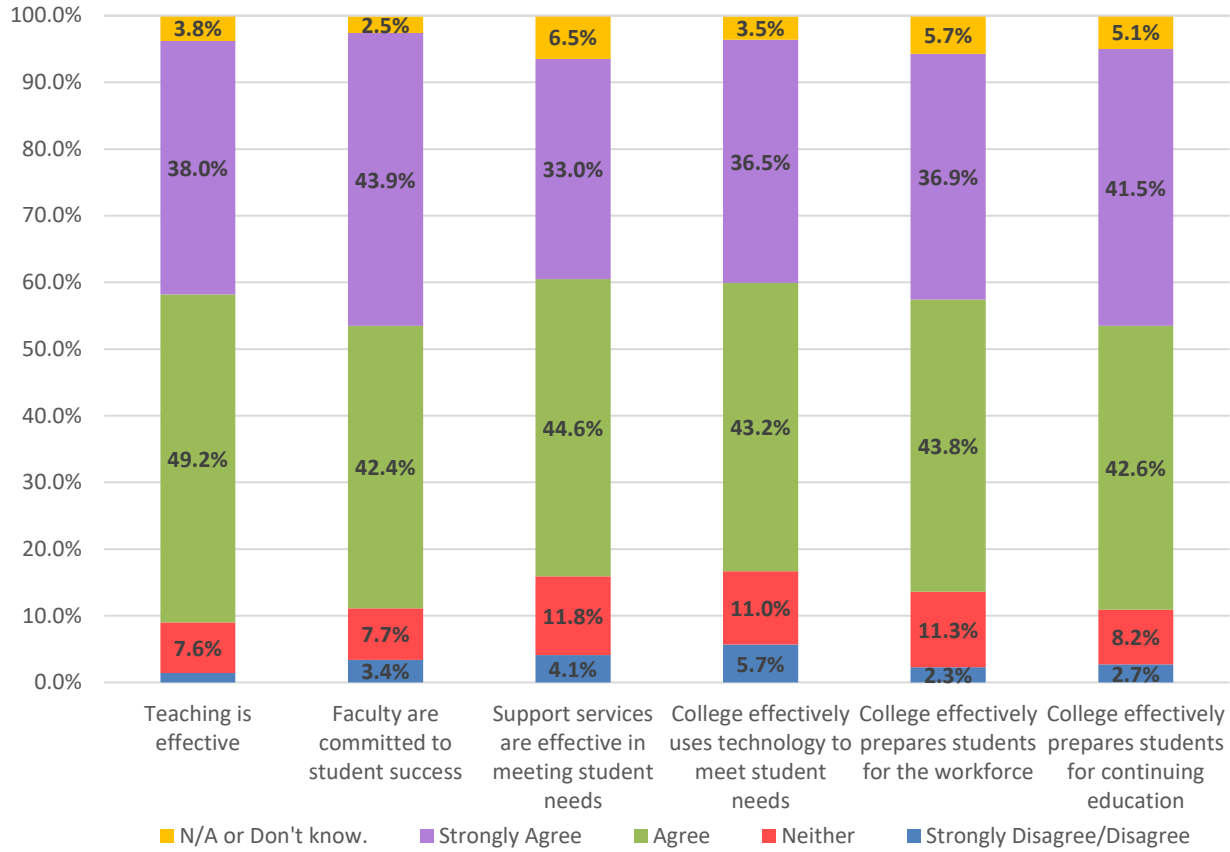
When breaking the responses to this question down by the three groups, it is interesting to see slight differences emerge. In general, the percent of community members who agree/strongly agree ranges between five to ten percent lower than current students and faculty and staff across all questions except for using technology to meet student needs. The College effectively using technology to meet student needs produced the greatest differences in responses across the three groups. Only 67.4% of faculty and staff agreed/strongly agreed to this statement compared to 76.7% of community members and 88.5% of current students. Another area of concern across all three groups is in relation to support services. The percent of agreement for support services are effective in meeting student needs has the lowest percent of agreement for community members, and the second lowest percent of agreement for both students and faculty and staff.

The results indicate students agree/strongly agree that teaching is effective (90.1%), faculty are committed to student success (88.1%), the college uses technology to meet student needs (88.5%), and the college prepares students for continuing education (87.7%). For current students, agreement with support

services meeting student needs (81%) and college preparing students for the workforce (79.4%) drops slightly compared to the other questions. See Figure 2 for more details.

Figure 2: Group Comparison: The Extent to which You Agree
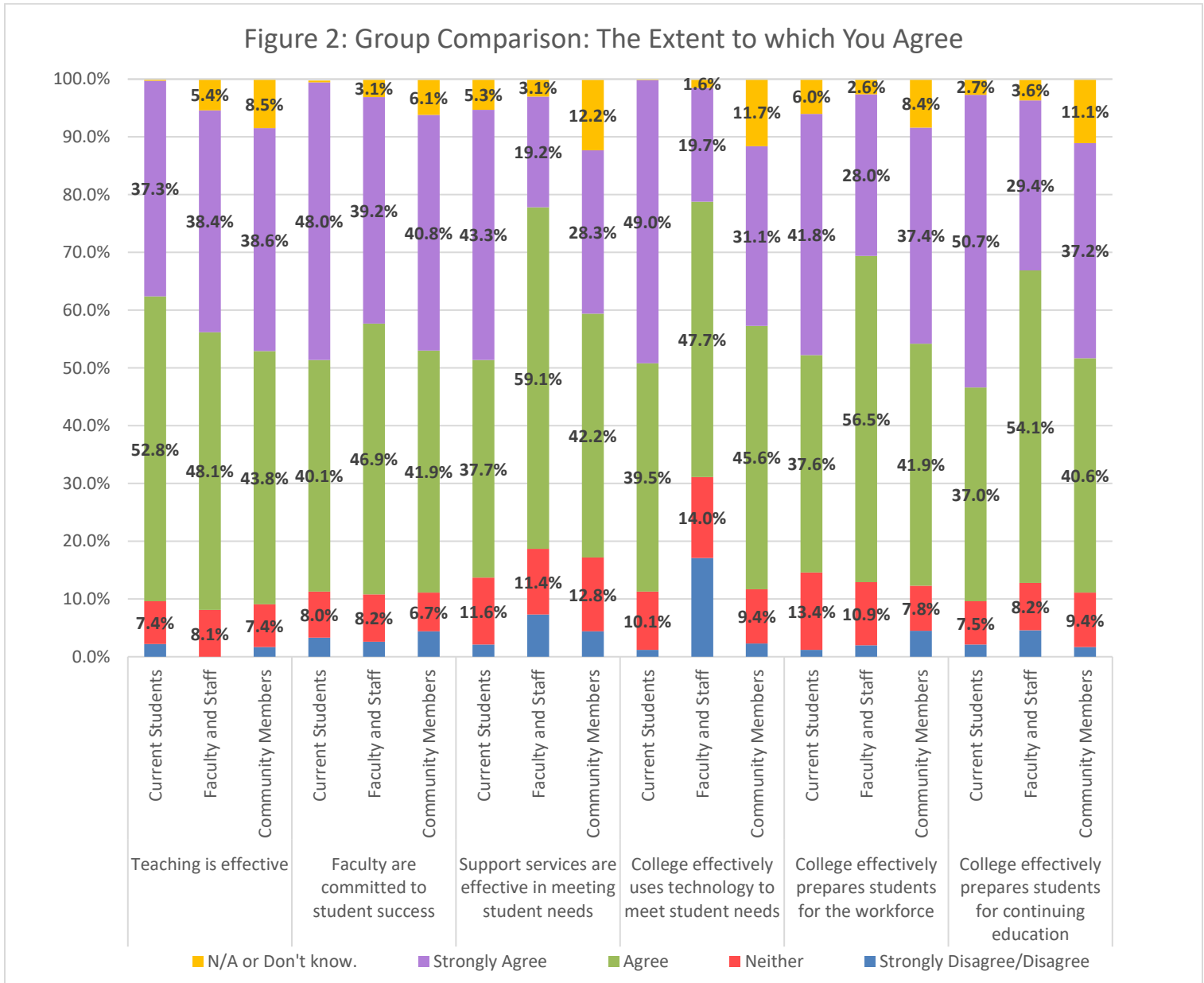
Over 50% of respondents indicated they believe the College is meeting the key components of its mission statement extremely well. In fact, 66.8% of respondents indicated that the College is meeting its mission in relation to affordability extremely well, and 58.9% believe it is providing accessibility to students extremely well. Over half (52.8%) the respondents indicated that Lake Land provides an effective learning environment for lifelong educational needs of the diverse community it serves extremely well. When analyzing the data by group, results indicate that all three groups feel Lake Land is meeting its affordability

mission extremely well (e.g., 65% to 67.3%). While around 66% of students and community members feel Lake Land is meeting its accessibility mission extremely well, only 39% of faculty and staff responded the same way. Similar results were revealed related to meeting the lifelong educational needs of Lake Land's diverse community. For this question, both current students (61.6%) and community members (57.4%) indicated the college was doing extremely well compared to only 33.3% of faculty and staff. See Figure 3 for details.

Figure 3: Group Comparison: Lake Land College is Meeting its Mission
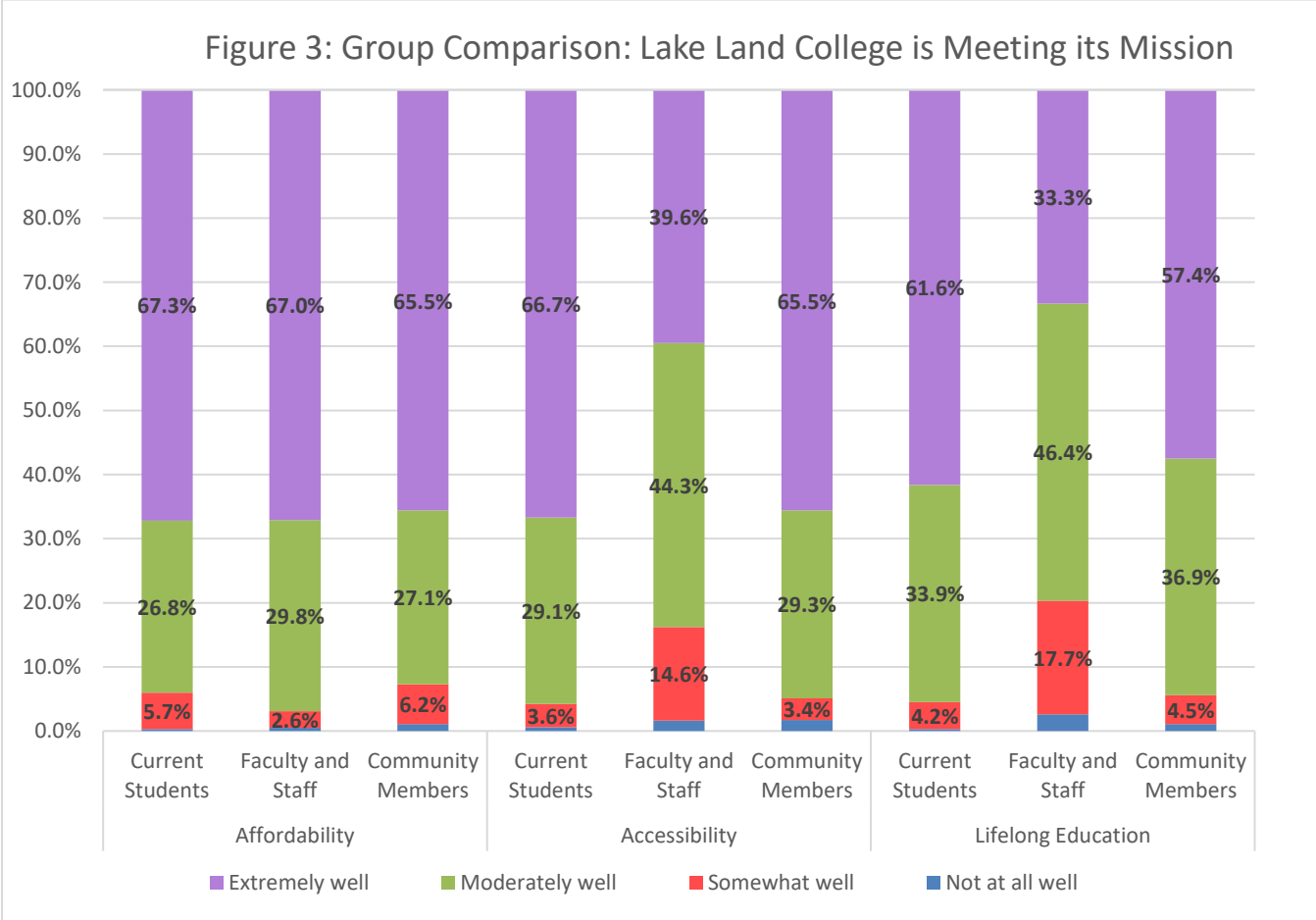
Around 90% of respondents believe that Lake Land is doing a good job delivering a quality education, see Figure 2. In fact, the top three areas identified where Lake Land College is excelling today include: 1) preparing students for associate degrees, bachelor degrees, and beyond, 2) ensuring educational access to all students and workers, and 3) supporting students in attaining degrees and certificates, see Figure 4. Little difference exists among the three groups related to Lake Land's delivery of quality education. Almost 87% of faculty and staff believe Lake Land is doing "good to very well" at delivering a quality education compared to 91.5% of community members and 92.6% of current students.

Figure 4: All Respondents: Lake Land Delivers Quality Education

- Very Well: 50.3%
- Good: 40.4%
- Acceptable: 8.4%
- Poor: 1.0%
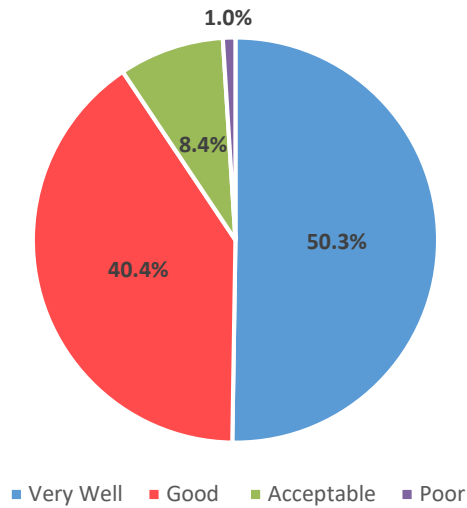
When asked to identify the three top areas in which Lake Land is excelling today, the most common responses included preparing students for continuing education (62.2%), ensuring educational access to all (52.6%), supporting students in attaining degrees and certificates (51%), and preparing students for the workforce (46.6%). Several individuals indicated other areas in which the College excels including affordability, providing quality education that prepares students for the workforce or continuing education, and the use of technology to enhance professional and academic experiences. See Figure 5 for more detailed results.

When examining this question by group, current students responded very similarly to all of the respondents. However, faculty and staff identified preparing students for continuing education (64.8%), preparing students for the workforce (58.7%), supporting students in attaining degrees and certificates (57.1%), and ensuring educational access to all (46.6%) as areas where Lake Land excels. The community identified preparing students for continuing education (58.6%), preparing students for the workforce (56.9%), ensuring educational access to all (46.4%), and being flexible in adapting educational programs to meet changing industry needs (39.2%) as areas where Lake Land excels. See Figure 6 for detailed results.

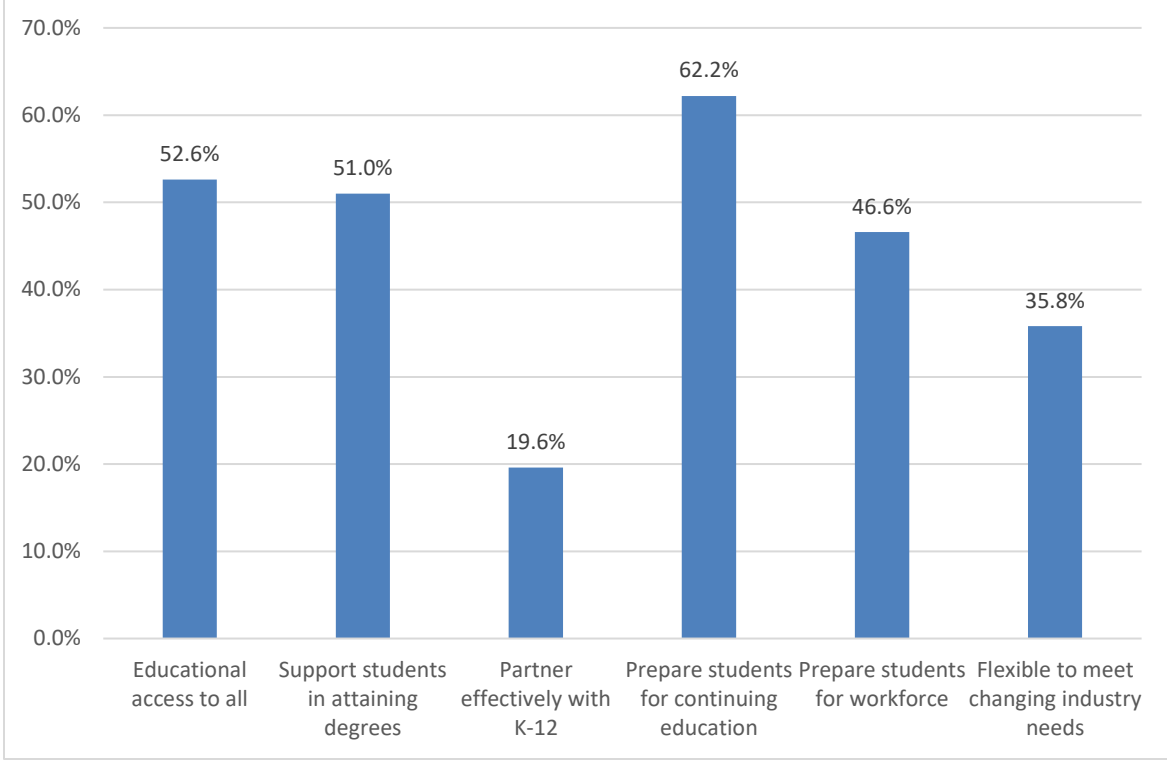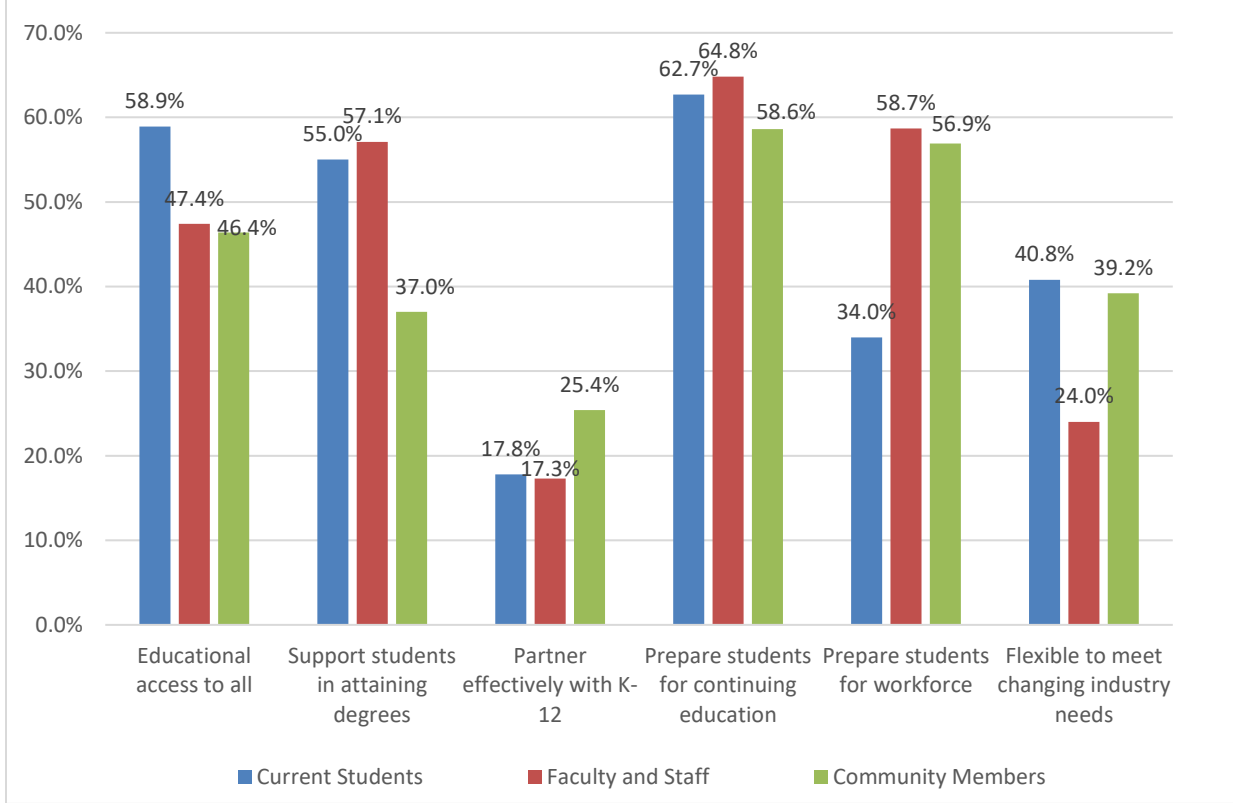## Figure 5: All Respondents: Areas Where Lake Land Excels

Area	Percentage
Educational access to all	52.6%
Support students in attaining degrees	51.0%
Partner effectively with K-12	19.6%
Prepare students for continuing education	62.2%
Prepare students for workforce	46.6%
Flexible to meet changing industry needs	35.8%

Figure 6: Group Comparison: Areas Where Lake Land Excels

Area	Current Students	Faculty and Staff	Community Members
Educational access to all	58.9%	47.4%	46.4%
Support students in attaining degrees	55.0%	57.1%	37.0%
Partner effectively with K-12	17.8%	17.3%	25.4%
Prepare students for continuing education	62.7%	64.8%	58.6%
Prepare students for workforce	34.0%	58.7%	56.9%
Flexible to meet changing industry needs	40.8%	24.0%	39.2%

Several survey questions focused on workforce issues for the district. The first of these questions addressed how effectively Lake Land works with areas employers and industry to design education and training programs. Around 53% of all respondents indicated that Lake Land is working very to extremely effectively with area employers and industry to develop training and programs. Almost four percent of respondents indicated that Lake Land was not effective in this area, while almost 22% of all participants responded "I don't know" to this question. When examining this question by group, almost 25% of students, 21% of faculty and staff, and 16.5% of community members responded "I don't know" to this question. Almost 58% of students and community members indicated that Lake Land is doing very to extremely well in this area compared to only 38% of faculty and staff. See Figure 7 for more detailed information.

Figure 7: Group Comparison: Lake Land Works Effectively with Employers and Industry to Design Training and Programs
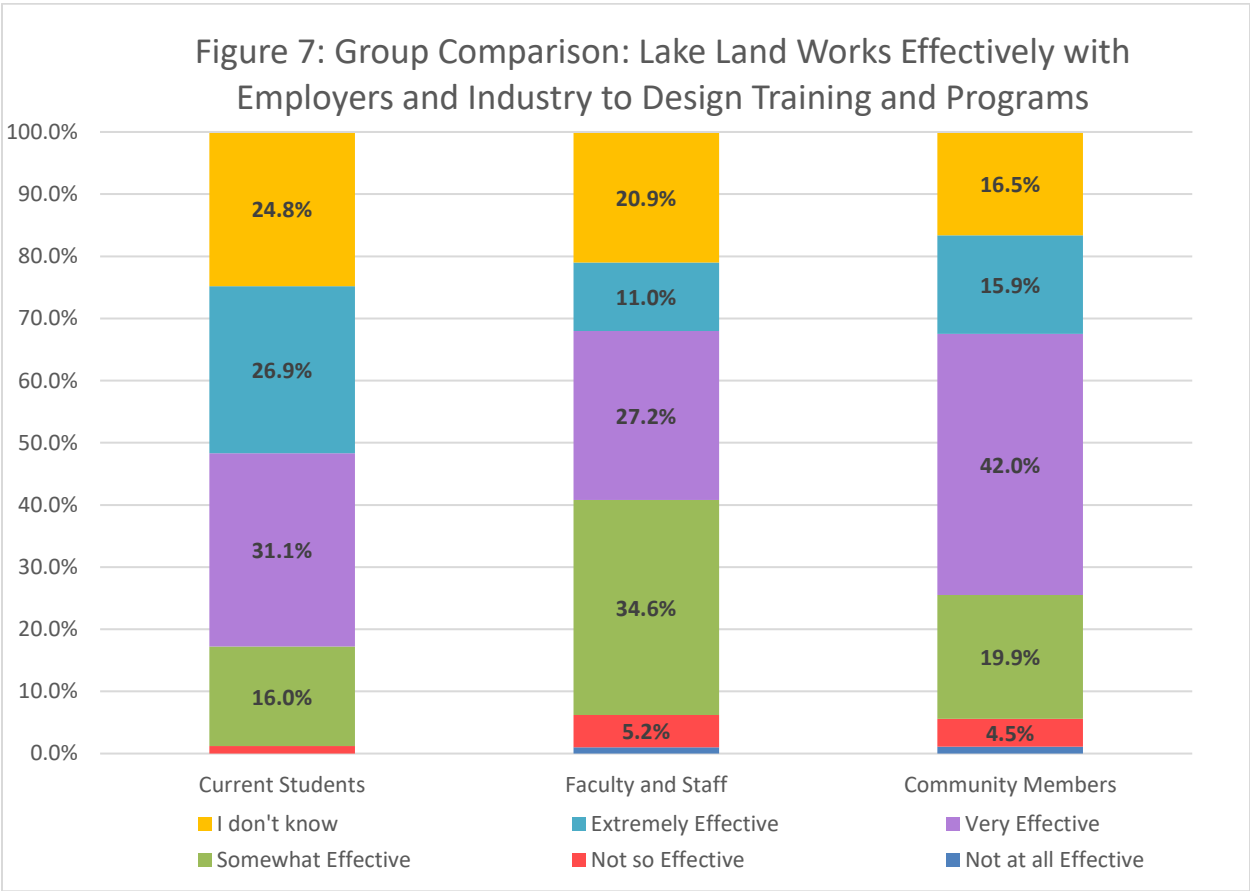
The survey also asked respondents to identify from a list of skills the three most essential skills that students should have. Based on the responses from all participants the most essential skills students should have include problem solving skills (54.3%), basic English, math and reading skills (53%), critical thinking skills (52%), and soft skills (49.4%). Soft skills include things like communication, team work, reliability, dependability, etc. Figure 8 provides the results for the question. When examining this question by the three

comparison groups, results are very similar to the overall responses with some very slight variations. See Figure 9 for the detailed data.

Figure 8: All Respondents: The Most Essential Types of Skills

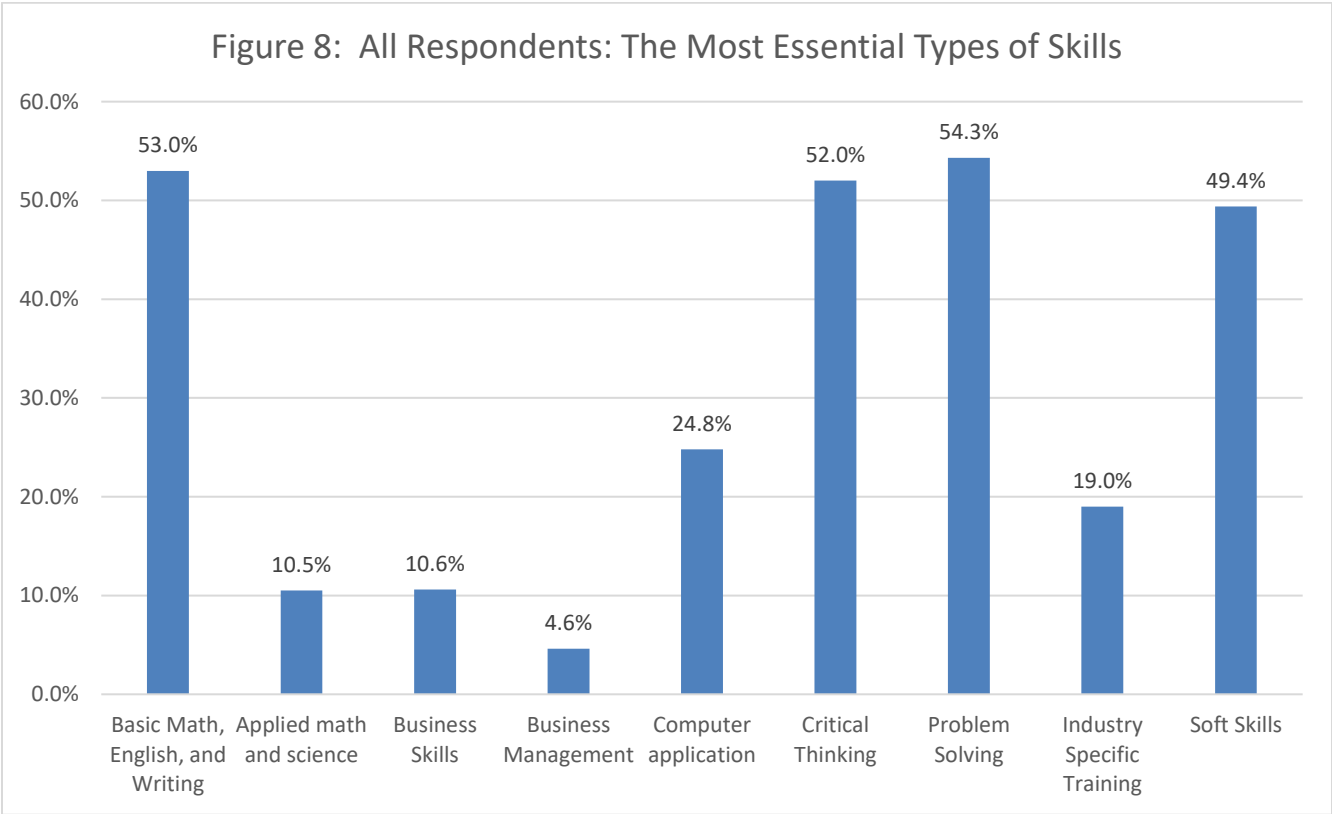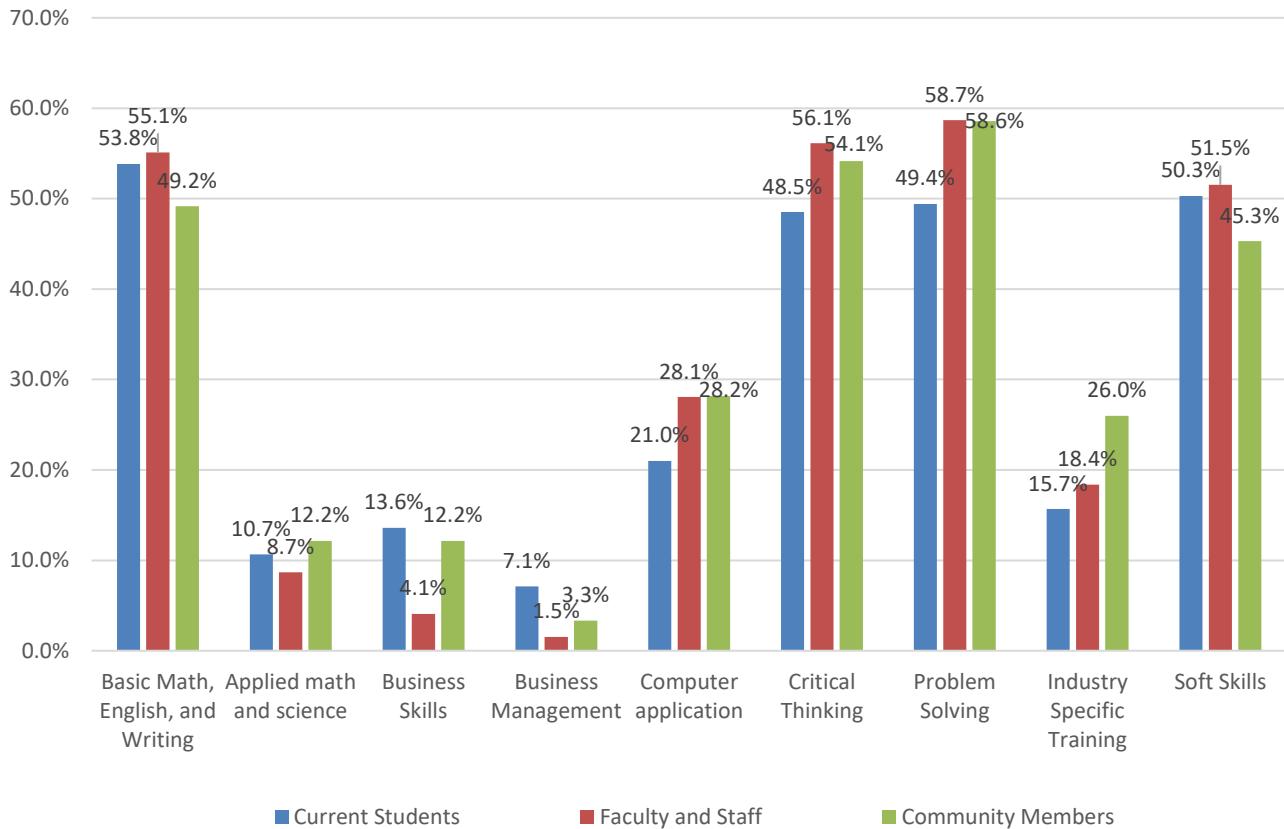| Skill	Percentage
Basic Math, English, and Writing	53.0%
Applied math and science	10.5%
Business Skills	10.6%
Business Management	4.6%
Computer application	24.8%
Critical Thinking	52.0%
Problem Solving	54.3%
Industry Specific Training	19.0%
Soft Skills	49.4%

Figure 9: Group Comparison: The Most Essential Types of Skills

Survey respondents ranked five workforce challenges from one to five with one representing the greatest workforce challenge facing employers over the next five years. The workforce challenges included recruiting entry level workers, recruiting skilled workers, retaining workers, upgrading the skills of existing workers and the declining workforce population. It seems that based upon the responses from all respondents, the greatest workforce challenges include recruiting skilled workers (80% ranked this in the top three), retaining workers (75% ranked this in the top three), and recruiting entry level workers (60.3% ranked this in the top three). While 22.8% ranked the declining workforce population as the number one challenge, 41.1% ranked it as the fifth most important challenge. See Figure 10 for detailed information.

When examining this question by group, all three groups ranked recruiting skilled workers as one of the top three workforce challenges today (82.4% community, 79% students, and 78.8% faculty and staff). Retaining workers was also identified as a top three workforce challenge across groups (71.3% community, 76% students, and 76.2% faculty and staff). While all three groups agreed that recruiting entry level workers was the other top three workforce challenge (67.6% community, 55.2% students, and 62.4% faculty and

staff), the percent of students identifying this as a top three challenge fell below the other two groups. See Figure 11 for detailed group comparison information.

Figure 10: All Respondents: Ranking Workforce Challenges

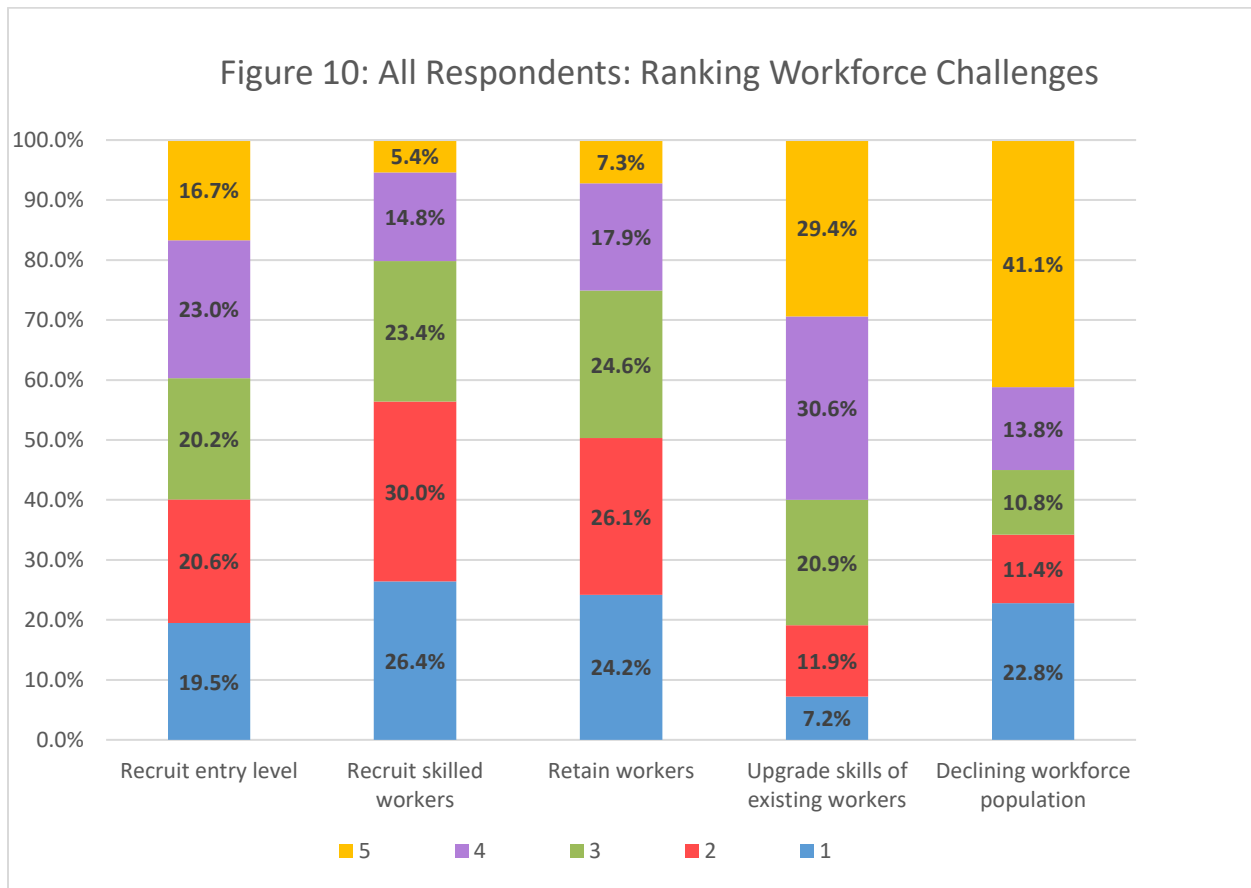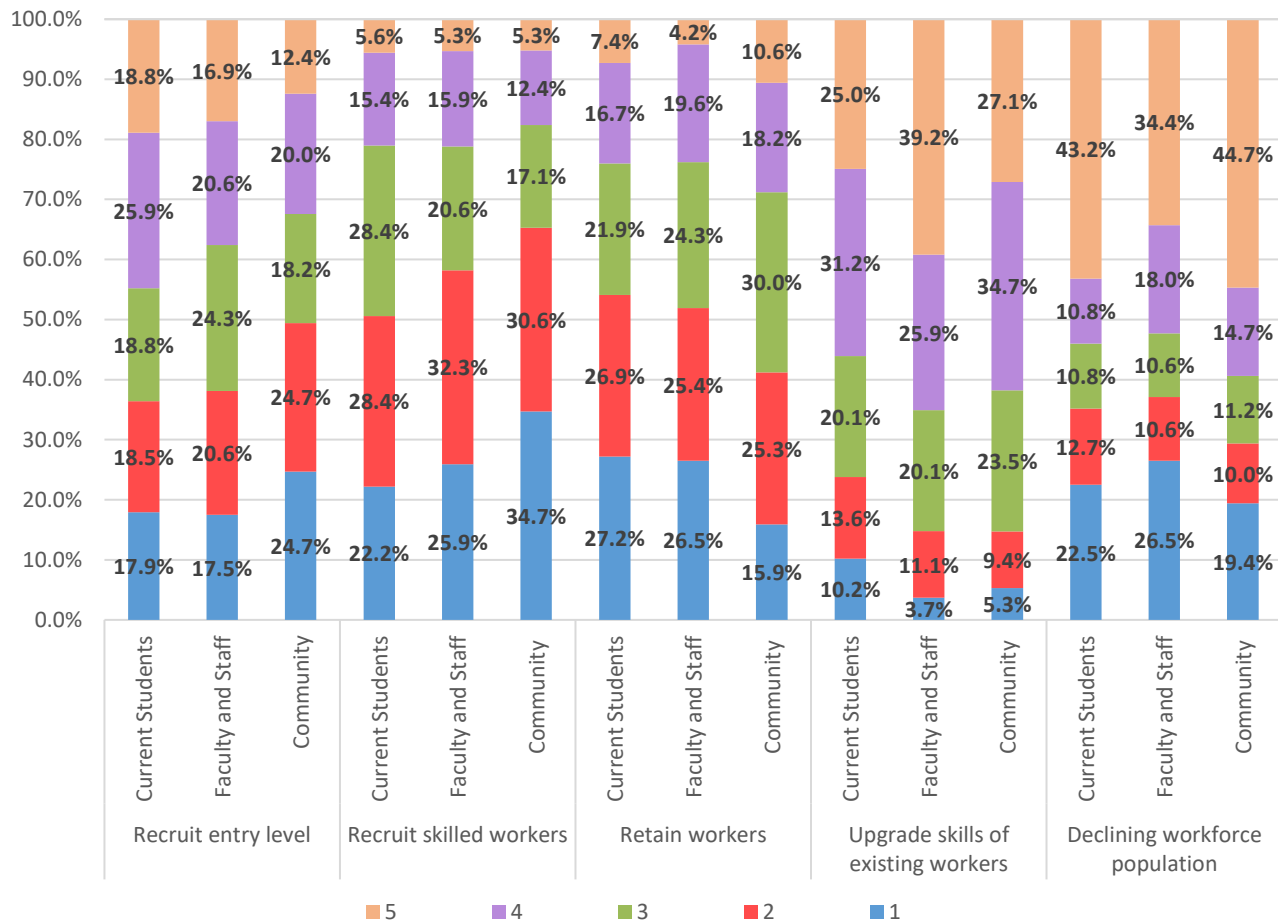|	Recruit entry level	Recruit skilled workers	Retain workers	Upgrade skills of existing workers	Declining workforce population
5	16.7%	5.4%	7.3%	29.4%	41.1%
4	23.0%	14.8%	17.9%	30.6%	13.8%
3	20.2%	23.4%	24.6%	20.9%	10.8%
2	20.6%	30.0%	26.1%	11.9%	11.4%
1	19.5%	26.4%	24.2%	7.2%	22.8%

Figure 11: Group Comparison: Ranking Workforce Challenges

The final set of survey questions addressed the future for Lake Land College and requested feedback from participants related to issues the College should address in the next five years. When asked to identify the three most critical areas Lake Land should address over the next five years to prepare students for the workforce, the three most common responses included collaborating with employers to provide internships and apprenticeships (55%), providing multiple methods of course delivery (44.6%), and providing flexible course scheduling (39.6%). The next two areas identified by all respondents included working closely with employers to meet changing industry needs (36.4%) and adding new academic programs (29%).

When examining this question by group, it is clear that all three groups identified collaborating with employers to provide internships, on the job training, and apprenticeships as a critical area (52.4% students, 49% faculty and staff, and 66.3% community). The community members feel the next most critical areas include working with employers to meet changing industry needs (56.9%), providing multiple methods of

course delivery (38.1%), and collaborating with community educational partners (29.3%). Students identified providing multiple methods of course delivery (46.4%), flexible course schedules (44.7%), and new academic programs as the next most important areas. For the most part, faculty and staff agreed with students in regards to the next two most critical areas. Multiple methods of course delivery (47.4%) and flexible course schedules (46.4%) were the second and third critical areas identified by faculty and staff; however, the fourth area identified was working more closely with employers to meet changing industry needs (42.3%). See Figure 12 for detailed information.

Figure 12: Group Comparison: Three most Critical Areas for Preparing Students for the Workforce
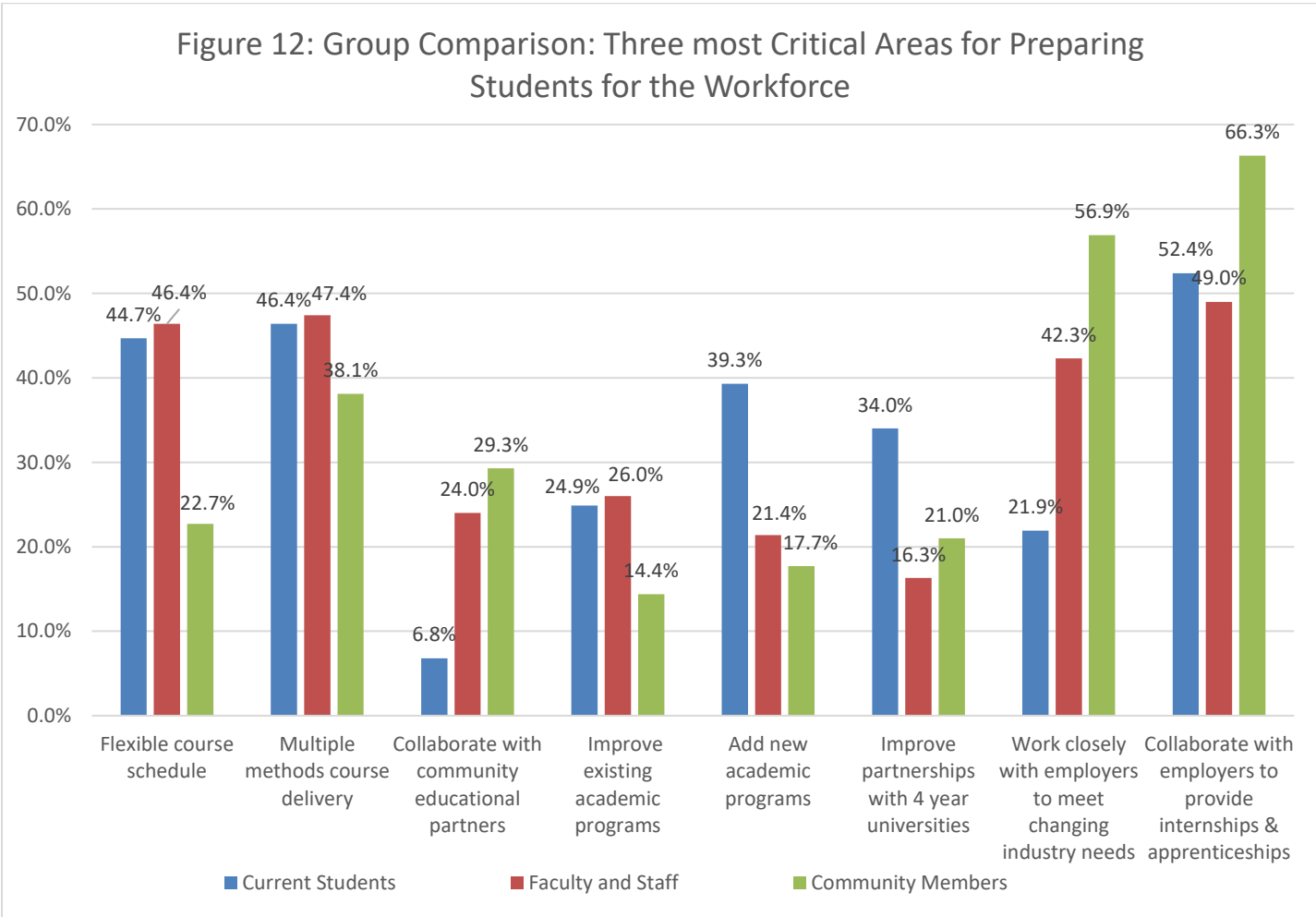
Finally, the survey asked participants to consider how important it is for the College to address mental health services, needs of low-income students, needs of diverse students, and to collaborate with high schools to ensure college readiness for students. Over 65% of respondents indicated it is important to very important to address all of these areas in the next five years. In fact, 81.4% indicated it was important/very important to serve the needs of low-income students, 80% indicated collaboration with high

schools to prepare students is important/very important, 72% indicated mental health services are important/very important, and 66.2% indicated serving the needs of diverse students is important/very important.

Examining the results by group suggests that students believe it is important/very important to serve the needs of low-income students (84.9%), address mental health services (79.1%), collaborate with high schools to prepare students (76.5%), and serve the needs of diverse students (71.1%). Faculty and staff believe it is important/very important to serve the needs of diverse students (80.9%), provide mental health services (67.9%), serve the needs of low-income students (67.9%), and collaborate with high schools to prepare students (64.7%). Community members believe it is important/very important to collaborate with high schools to prepare students (86.9%), serve the needs of low-income students (75%), provide mental health services (62.5%), and serve the needs of diverse students (57.9%). See Figure 13 for detailed information.

Figure 13: Group Comparison: Important Issues to Address in the Future
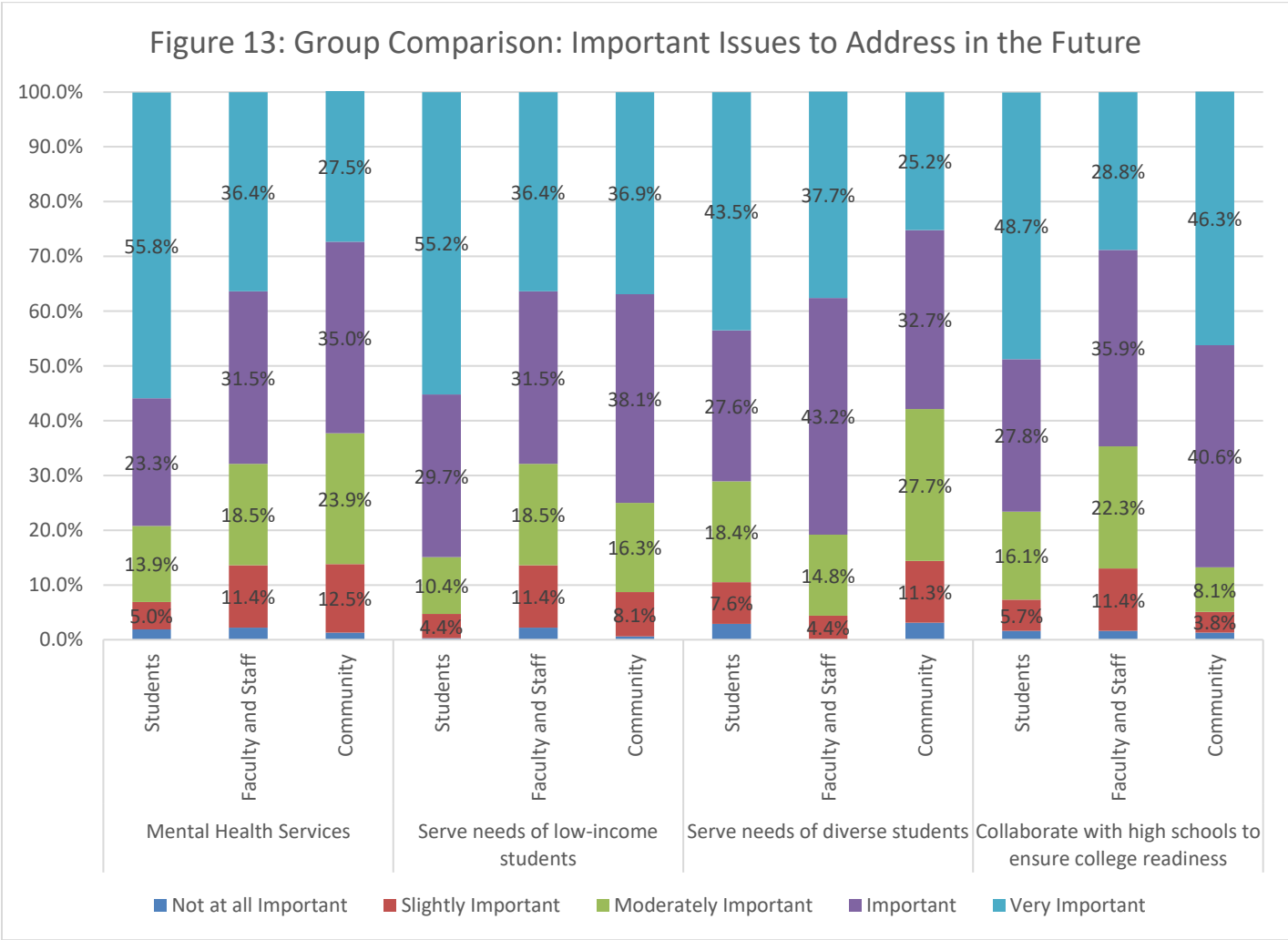
Conclusions

Overall survey respondents across the three groups indicated that Lake Land delivers a quality education to its students and agree that teaching is effective at Lake Land as well as faculty are committed to student success. In addition, the majority of survey participants reported that Lake Land demonstrates its mission extremely well especially in terms of affordability and accessibility. While there is a great deal of agreement across the three groups on some issues, it is apparent from the results of the survey that faculty and staff tend to have a different perspective than students and community members in several areas. For example, only 67.4% of faculty and staff agree that the college uses technology to address student needs compared to 76.7% of community members and 88.5% of students. This is a fairly large difference between student perspectives and faculty and staff perspectives and raises more questions. Are students and faculty and staff looking at technology differently? Are students looking at access to technology on campus and providing chrome books and laptops versus faculty and staff viewing it more from actually using technology in the classroom?

In addition, results indicate faculty and staff are not sure about how well Lake Land's flexibility is meeting changing industry needs. Only 24% identified this as an area where Lake Land excels compared to 39.2% of community members and 40.8% of students. While all three groups identified collaborating with employers to provide internships, on the job training, and apprenticeships as a critical area to prepare students for the workforce, a lower percentage of faculty and staff (49%) identified with this area compared to students (52.4%) and community members (66.3%). Furthermore, 80.9% of faculty and staff indicated it is important/very important to serve the needs of diverse students, which is higher than students (71.1%) and community members (57.9%). In fact, while this question seemed to have the highest importance for faculty and staff, it had the lowest importance for both students and community members. Finally, it looks like faculty and staff believe that Lake Land could be doing better at meeting some of its mission goals in relation to providing accessibility and lifelong education. Only 33.3% of faculty and staff reported Lake Land is doing extremely well in providing lifelong education to the community and 39.6% responded Lake Land is doing extremely well in providing accessibility to education.

Findings indicate that 81.1% of students report that college support services are effective in meeting student needs. While this is in line with faculty and staff (78.3%), only 70.5% of community members reporting agreeing/strongly agreeing with this question. Based on these results, it appears the college should investigate what student services could be enhanced and what services should be added to better meet student needs. Overall, everyone was in agreement on the most essential types of skills students need.

These skills include problem solving skills, basic math, English, and reading skills, critical thinking skills and soft skills. This is the consensus across all three groups. In addition, faculty staff and students agree that it is important for the college to offer flexible course scheduling and multiple methods of course delivery.