

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3a. Determining key external stakeholder groups (e.g., alumni, employers, community)

LCCC uses three major processes to determine key external stakeholder groups: strategic planning, academic program review, and non-academic function assessment.

LCCC's strategic planning process includes an [environmental scanning phase](#), through which the College systematically collects and assesses relevant information to understand the environment in which it currently exists and perhaps expects to exist in the future. Through the [academic](#)

[Academic Program Review Procedure 10.2P](#) (pg. 3). Similarly, external stakeholders of non-academic functional areas are determined through the new [function assessment process](#); wherein functional area staff identify stakeholders and their stakeholder needs. Both Academic Program

stakeholders, articulate the relationship with the stakeholder, and the method(s) of assessment. Stakeholder feedback (see 2P3d) is incorporated into assessment processes to continuously improve programs and services. Assessment methods include both formative (e.g., advisory committee and focus group minutes) and summative (e.g., KPI reports, various stakeholder surveys and evaluations, annual Alumni Survey, workforce related credentials/graduates produced) measures. [This table](#) presents examples of external stakeholders and feedback mechanisms identified by three functions within the School of Outreach and Workforce Development through the function assessment process.

2R3a. Summary results of measures (include tables and figures when possible)

LCCC's KPIs, reported and analyzed annually, include several measures relevant to meeting stakeholder needs, as shown in [this table](#). These measures indicate ways in which LCCC is meeting stakeholder needs or responding to indicated demand (such as measure B2a for local school districts with concurrent enrollment, and E2 for the community with non-credit life enrichment) in various areas across the College.

Employment outcome results from LCCC's 2016- 2017 Alumni Survey provide an assessment of whether the College adequately prepared graduates for their professions. [The results](#) indicate the extent to which LCCC is meeting perceived student needs in their chosen post-graduation vocations.

Results from newly implemented function assessment are not yet available.

2R3b. Comparison of results with internal targets and external benchmarks

As demonstrated on the KPI data, the College is currently above our internal target for four of the seven related measures. Of the three measures that have external benchmarks, one (number of businesses served) met that target.

Targets for other measures will be established through the new function assessment process after functions have analyzed baseline data.

2R3c. Interpretation of results and insights gained

Through the peer-reviewed program review and function assessment processes (detailed throughout this subcategory), the College continues to make strides in formalizing and systematizing the process of requiring stakeholder input during all steps of decision making to ensure that the College offers programs and services that meet the needs of the intended stakeholders. As these processes become embedded in LCCC's culture, more robust trend data will allow for more in-depth assessment leading to continuous improvement.

2I3. Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

