Laramie County Community College
BUDGET RESOURCE DECISION-MAKING RUBRIC

Purpose

This rubric helps decision makers direct resources based on LCCC's values and priorities. Those making budget requests can use this rubric to learn how best to describe the institutional value of their requests. The Budget Resource Allocation Committee (BRAC) uses this rubric to evaluate and prioritize budget requests in order of institutional value.

Rubric Design

The Budget Resource Decision-Making Rubric includes ten trait definitions. The rubric's scoring is defined by a point system with (1) designating the lowest performance level. Detailed definitions exist for the highest, middle, and lowest performance levels.

Links Embedded Within the Rubric

The PDF format of this rubric includes links. The below information items link to supplemental resources that provide more detailed descriptions and added context. Click on these items if more detailed description is desired.

      1. All abbreviated strategies in Rubric Trait One (Alignment with College Strategic Planning)

      2. The KPI Manual in Rubric Trait Two (Alignment with KPIs and AQIP)

      3. All AQIP Action Projects in Rubric Trait Two (Alignment with KPIs and AQIP)

Instructions to Use this Rubric

When a budget resource requestor completes the Budget One-Time-Request Form #1, he or she should use this rubric to guide the development of the rationale, which explains why a request supports the institution's priorities and values (see Example below). It is insufficient to only associate a request with a high ranking strategic plan strategy or rubric trait, such as "Impact on Teaching and Learning." A requestor must also effectively argue why the request strongly supports a rubric trait according to the criteria listed in that rubric trait.

EXAMPLE: FY 2015 ONE-TIME PURCHASE REQUEST FORM		
Request Item Description	**Estimated Cost**	**Rationale**
Replacement 100 Cisco Office Phones-replace unsupported phone (7940 and 7941) with new phone 7942	$25,000	**Trait 1 – SP 47 G-4 B. iii (Modernize data and technology infrastructure)** is in the 4th quadrant of the strategic plan's prioritization determined by President's Cabinet. The current phones that need to be replaced are at the end of their support life, therefore we can no longer receive support if issues arise. This is phase II of the phone replacement strategy. Phase I was completed during FY 2014, which included the upgrade of the phone system software and hardware as well as replacing phones in such areas as classrooms. **Trait 8 - Feasibility of Implementation** - with the upgrade of the phone system software and hardware, replacing the existing phones with the new models will be simple from a technology perspective. There will also be an incremental learning curve for end users to use the new phone. With the large expense of updating our entire phone system this request was intentionally left out of the budget for FY 2014, anticipating the request in FY 2015. **Trait 10 - Impact on Campus Infrastructure** - A key part of the technology infrastructure is to have adequate technology for communication. This phone replacement request will enable us to update unsupported technology across campus.

Trait 1. Alignment with College Strategic Planning (S.P.) Goals and Strategies

The College Strategic Plan presents goals and strategies that define the priorities and preferred future state of the College. It provides a basis for making resource allocation decisions during the budget process and serves as a focal point for assessing and coordinating various long-range planning. The shaded area below shows a prioritized listing of abbreviated S.P. strategies. The President's Cabinet developed a strategic planning prioritization process that ranked strategies into four tier groups with tier one representing the highest priority level and tier four representing the lowest priority level. Lower numbered items within a tier level have higher priority.

Scoring: A request item is scored based on its highest tiered strategy alignment that includes a strong rationale. A request item can align with multiple strategies in multiple tiers to strengthen its alignment score, but each alignment must have a strong rationale description. Additionally, the MAXIMUM SCORE that a request item can attain is five points. The prioritized strategies below use the following format: Goal (G)-2 Strategy (B.) Sub-Strategy (iii).

Highest Performance -- 5 pts	4 pts	Middle Performance -- 3 pts	2 pts	Lowest Performance -- 1pt	
Request aligns with tier one S.P. items with strong rationale.	Some Mixture of characteristics from 5 and 3.	Request aligns with tier two or three S.P. items with strong rationale.	Some Mixture of characteristics from 3 and 1.	Request aligns with tier four S.P. items.	

Prioritized Strategic Plan Goals/Strategies Tier One (highest level)	Prioritized Strategic Plan Goals/Strategies Tier Two (middle level)	Prioritized Strategic Plan Goals/Strategies Tier Three (middle level)	Prioritized Strategic Plan Goals/Strategies Tier Four (lowest level)
1. G-2 B. iii--Articulate the new Core with UW 2. G-1 B. iii—Implement student academic plans 3. G-3 D. i—Develop policies for academic affairs 4. G-1 B. i--Design mandatory orientation program for new students 5. G-1 D. iv--Publish program curricula w/ progression to completion 6. G-3 C. ii--Revamp program review protocol 7. G-1 D. ii--Redesign accelerated developmental curriculum 8. G-1 E. i--Implement a new General Education Core 9. G-4 A. i—Construct new buildings 10. G-3 B. i—Implement first-year experience for new faculty 11. G-1 B. ii--Deliver strong holistic advising system 12. G-1 F. iv--Develop technology-based assessment system 13. G-2 A. ii--Curriculum articulation w/H.S. groups 14. G-1 D. iii--Redesign academic programs for completion 15. G-4 D. i--Improve signage on campus	16. G-2 A. iii--Grow dual and concurrent enrollment and implement NACEP standards 17. G-1 B. iv--Create a first-year student success course 18. G-1 F. ii—Establish and measure program learning outcomes 19. G-1 F. i--Establish common learning outcomes 20. G-4 A. ii--Construct industrial tech. building 21. G-2 B. i–Establish program articulation agreements w/4yr institution 22. G-1 E. ii--Ensure applied programs include institutional learning outcomes 23. G-1 F. iii--Integrate educational activities and assessments for measuring institutional learning outcomes 24. G-2 A. i--Establish a BOCHES 25. G-3 B. iii--Establish path to continuing faculty status 26. G-4 B. i—Library/Learning Commons 27. G-3 A. iii--Performance management systems 28. G-4 D. ii--Finalize exterior lighting projects 29. G-2 B. ii--Expand reverse transfer system 30. G-3 C. i—Develop institutional planning framework	31. G-3 D. ii--Updating & adding HR policies 32. G-4 D. iii--Construct campus gateways 33. G-1 D. i-- Accurately assess student college-readiness and place appropriately 34. G-3 C. iii-- Design a new protocol to analyze co-curricular program effectiveness 35. G-3 A. ii—Improve employee recruitment process 36. G-3 B. ii—Create a continuous improvement academy for faculty 37. G-2 A. iv--Early intervention for H.S. students who test lower in key areas 38. G-3 A. i—Implement new employee onboarding process 39. G-1 B. v—Establish learning communities for at-risk students 40. G-2 C. i – Establish career pathways advisory committee handbook 41. G-1 C. i--Develop aid programs & strategies for students with unmet need 42. G-1 C. ii--Create aid programs to incentivize course completion 43. G-2 C. ii--Evaluate current advisory panels 44. G-2 D. i—Conduct ACC environmental scanning/needs assessment 45. G-3 D. iii—Strengthen student fee approval and review process	46. G-4 A. iv—Construct an ACC building on the UW campus 47. G-4 B. iii--Modernize data & tech. infrastructure 48. G-1 A. iii—Design/launch academic programs to meet community needs 49. G-1 C. iii—Grow private giving scholarships for completion 50. G-1 A. ii--Recruit adults w/some college 51. G-3 A. iv—Research/implement employee compensation model 52. G-1 A. iv--Develop an online enterprise to promote distance education 53. G-2 D. iii—Promote faculty/staff community involvement 54. G-2 D. ii—Expand student community involvement 55. G-4 C. ii--Expand hardscape and landscaping 56. G-4 C. i--Complete façade updates to buildings 57. G-4 A. v--Expand student housing in Cheyenne 58. G-1 A. i--Target under-represented populations in student body 59. G-4 B. ii--Expand/renovate recreation facilities 60. G-4 A. iii- Plan for new Fine & Performing Arts building

Trait 2. Alignment with KPI's and AQIP Action Projects.

Among the College's achievement indicators and continuous improvement processes that supplement the above Strategic Plan goals and strategies are KPI's and AQIP Action Projects. Budget requests that support these add to the institution's learning about its success.

<u>Note</u>: The shaded area below provides added details for the two achievement resources.

Highest Performance -- 5 pts	4 pts	Middle Performance -- 3 pts	2 pts	Lowest Performance -- 1pt
Request offers alignment with both improvement processes (KPI's and AQIP projects) using a strong rationale.	Some mixture of characteristics from 5 and 3.	Request offers alignment with one improvement process (KPI's or AQIP projects) using a moderate rationale.	Some mixture of characteristics from 3 and 1.	Request offers alignment with any of the two improvement processes using a weak rationale.

Institutional Continuous Improvement Resources

Key Performance Indicators (KPIs): A. Student Participation and Achievement; B. Academic Preparation; C. Transfer Preparation; D. Workforce Development; E. Community Development; F. Instructional Productivity; G. Fiscal Stewardship; H. College Affordability; I. Campus Climate. See KPI Manual

Academic Quality Improvement Program (AQIP) Action Projects, 2015-2016: 1. Develop an Institutional Projects Coordination Process; 2. Student Planning Implementation Project; 3. Conduct an ACC Environmental Scan for ACC Service Area; and 4. Form a Technology Oversight Committee and Institutional Technology Plan.

Not Included: A Planned Trait Characteristic When Completed: Wyoming Performance Indicators (Complete College Wyoming)

Trait 3. Impact on Teaching and Learning

The mission of Laramie County Community College is to "transform our students' lives through the power of inspired learning." The teaching and learning process includes all activities that lead to student learning including in all modalities of learning (face-to-face, online, hybrid, etc.). Whereas teaching often includes the inputs or resources such as the number and qualifications of faculty or space, learning often involves outputs such as student performance on program or institutional competencies or degree completions. Budget requests claiming to use best practices need to provide description supporting the claim.

Highest Performance -- 5 pts	4 pts	Middle Performance -- 3 pts	2 pts	Lowest Performance -- 1pt
Request demonstrates strong use of best practices and constructs multiple opportunities for • strengthening teaching AND • student-to-student, student-to-faculty, and student-to-content interactions that demonstrate strong support of LCCC's mission and promotes inspired student learning	Some mixture of characteristics from 5 and 3.	Request demonstrates some use of best practices and/or constructs multiple opportunities for • strengthening teaching OR • student-to-student, student-to-faculty, and student-to-content interactions that demonstrate strong support of LCCC's mission and promotes inspired student learning	Some mixture of characteristics from 3 and 1.	Request demonstrates limited use of best practices or does not construct multiple opportunities for • strengthening teaching OR • student-to-student, student-to-faculty, and student-to-content interactions that demonstrate strong support of LCCC's mission and promotes inspired student learning

Trait 4. Impact on Instructional Programs or Support

The institution's instructional programming responds to stakeholder needs. We must assess how well our programs contribute to meeting specific stakeholder needs (local, state, or regional). Requests provide evidence of need related to the below characteristics.

- stakeholder feedback (e.g., surveys or others) showing declining stakeholder satisfaction or rising demand for service in related program area(s)
- student needs as projected by actual increases in enrollment and/or student credit hours
- projected job opportunities in the region
- employer needs for employees or future demand for graduates
- needs of transfer institution for students
- needs of accreditation or professional associations or external regulations relating to quality expectations (equipment, processes, space, or others)
- declining rates of successful program completion by enrolled students

Highest Performance -- 5 pts	4 pts	Middle Performance -- 3 pts	2 pts	Lowest Performance -- 1pt
Request provides strong evidence revealing multiple stakeholders' needs stretching across local, state or regional areas, and request significantly contributes to improved instructional program offerings	Some mixture of characteristics from 5 and 3.	Request provides moderate evidence revealing multiple stakeholders' needs, and request contributes somewhat to improved instructional program offerings.	Some mixture of characteristics from 3 and 1.	Request provides weak evidence revealing a stakeholder need, or request minimally contributes to improved instructional program offerings.

Trait 5. Impact on Services Provided to Students

Request's impact on services provided to students, especially services related to student success and completion. Impact includes direct service areas, such as Counseling, Advising/ Career Services, Student Success Center, Library, Student Computer Lab and indirect support areas (e.g., athletics, Child Development Center and Campus Safety) and involves delivery characteristics, such as effectiveness (timeliness and accuracy), quantity or volume and student satisfaction (quality). Consider providing evidence supporting claims of need such as past survey data or verification of best practices or emerging trends.

Highest Performance -- 5 pts	4 pts	Middle Performance -- 3 pts	2 pts	Lowest Performance -- 1pt
Request offers a strong rationale for providing significant impact to strengthen student support services that: • support the college completion agenda AND • strengthen effectiveness, quantity or satisfaction AND • promote student engagement characteristics that LCCC measures with KPI's (CCSSE) AND • directly impact institutional learning competencies (e.g., collaboration, cultural awareness, and oral communication) AND • strengthens collaboration of multiple areas for gains in service performance	Some mixture of characteristics from 5 and 3.	Request offers a moderate rationale for impacting and strengthening student support services that: • support the college completion agenda AND • strengthen effectiveness, quantity or satisfaction AND • one of the following o promote student engagement characteristics that LCCC measures with KPI's (CCSSE) o directly impact institutional learning competencies (e.g., collaboration, cultural awareness, and oral communication) o strengthens collaboration of multiple areas for gains in service performance	Some mixture of characteristics from 3 and 1.	Request offers a weak rationale for impacting or strengthening student support services that: • support the college completion agenda OR • one of the following o strengthen effectiveness, quantity or satisfaction o promote student engagement characteristics that LCCC measures with KPI's (CCSSE) o directly impact institutional learning competencies (e.g., collaboration, cultural awareness, and oral communication) o strengthens collaboration of multiple areas for gains in service performance

Trait 6. Impact on Campus Innovation

Request impacts campus innovation through effective efforts and activities, such as developing grant opportunities, leveraging technology, developing non-traditional or expanded partnerships, forming creative funding strategies, designing new organizational structures, adopting emerging best practices and others, that produce improvements in teaching, learning, service, or operational processes.

Highest Performance -- 5 pts	4 pts	Middle Performance -- 3 pts	2 pts	Lowest Performance -- 1pt
Request strongly supports campus innovation through multiple approaches that promise to produce significant improvement in campus teaching, learning, services, or operational processes.	Some mixture of characteristics from 5 and 3.	Request moderately supports campus innovation through a couple of approaches that promise to produce somewhat useful improvement in campus teaching, learning, services, or operational processes.	Some mixture of characteristics from 3 and 1.	Request provides weak support for campus innovation through an approach that promises to produce a minimal improvement in campus teaching, learning, services, or operational processes.

Trait 7. Impact on Continuous Improvement

The request impacts evaluation methods or capacities that contribute to continuous improvement of processes related to student learning, services, and support. The College values evaluation capacity that reveals stakeholder (student/client/employee) needs/satisfaction levels and measures the effectiveness of processes and programs. The request would strengthen diagnostic assessment methods that help identify strengths and weaknesses in programming.

Highest Performance -- 5 pts	4 pts	Middle Performance -- 3 pts	2 pts	Lowest Performance -- 1pt
Request offers a strong rationale for strengthening unit continuous improvement activities and satisfies the majority of the following characteristics: • positive cost to benefit ratio • fit with unit culture • flexibility in application • information sharing • proven performance elsewhere • diagnostic capacity • reporting capacity • identification of client needs • yield of improvements • other characteristics	Some mixture of characteristics from 5 and 3.	Request offers a moderate rationale for strengthening unit continuous improvement activities and satisfies at least three of the following characteristics: • positive cost to benefit ratio • fit with unit culture • flexibility in application • information sharing • proven performance elsewhere • diagnostic capacity • reporting capacity • identification of client needs • yield of improvements • other characteristics	Some mixture of characteristics from 3 and 1.	Request offers a weak rationale for strengthening unit continuous improvement activities and satisfies two or fewer of the following: • positive cost to benefit ratio • fit with unit culture • flexibility in application • information sharing • proven performance elsewhere • diagnostic capacity • reporting capacity • identification of client needs • yield of improvements • other characteristics

Trait 8. Feasibility of Implementation

Long term planning prior to implementation must consider the historical support, the legal ramifications, issues related to accreditation, resource constraints (people and money), complexity, facility, and/or infrastructure limitations.

Highest Performance -- 5 pts	4 pts	Middle Performance -- 3 pts	2 pts	Lowest Performance -- 1pt
Request offers a convincing contextual description supporting the request's feasibility that includes both opportunities and barriers relating to all of the following: • historical trend of increasing momentum and support • factors of institutional capacity (e.g., complexity, needed resources or infrastructure) • compliance issues such as accreditation or legality	Some mixture of characteristics from 5 and 3.	Request offers a moderate contextual description supporting the request's feasibility that includes description of two of the following: • historical trend of increasing momentum and support • factors of institutional capacity (e.g., complexity, needed resources or infrastructure) • compliance issues such as accreditation or legality	Some mixture of characteristics from 3 and 1.	Request offers a weak contextual description supporting the request's feasibility that includes description one of the following factors: • historical trend of increasing momentum and support • factors of institutional capacity (e.g., complexity, needed resources or infrastructure) • compliance issues such as accreditation or legality

Trait 9. Impact on Overall Operational Effectiveness and Productivity

Care must be taken to insure that the request will result in long term campus productivity that is both effective and efficient. Some examples of factors that adversely impact effectiveness and efficiency include items that decrease actual costs but increase labor and those shifting the burden of expense or workload from one department to another. Factors that may improve effectiveness and efficiency include return on investment or a reduction of complexity, collaborative leveraging of resources, and simplified workflows or added value to client/stakeholders.

Highest Performance -- 5 pts	4 pts	Middle Performance -- 3 pts	2 pts	Lowest Performance -- 1pt
Request offers strong support for institutional sustainability by contributing to all of the below listed criteria: • long-term efficiencies that positively benefit one or more campus units or activities • lower resource commitment • free from most negative consequences (duplication) • reduces complexity • offers gains for return on investment or added value to clients	Some mixture of characteristics from 5 and 3.	Request offers moderate support for institutional sustainability by contributing to at least three of the below listed criteria: • long-term efficiencies that positively benefit one or more campus units or activities • lower resource commitment • free from most negative consequences (duplication) • reduces complexity • offers gains for return on investment or added value to clients	Some mixture of characteristics from 3 and 1.	Request offers weak support for institutional sustainability by contributing to only one of the below listed criteria: • long-term efficiencies that positively benefit one or more campus units or activities • lower resource commitment • free from most negative consequences (duplication) • reduces complexity • offers gains for return on investment or added value to clients

Trait 10. Impact on Campus Infrastructure or Core Services

This trait will not apply to all requests. Requests claiming to use this trait (trait 10) need to provide description supporting this claim.

Request responds to critical-need (long history of need, sudden unforeseen change, development or opportunity, necessary for compliance/safety, contractual considerations and others) and supports critical infrastructure or core service components, such as structural changes (new buildings), campus maintenance, and technology support. Implementation will result in long-term efficiency and improved client/stakeholder satisfaction.

<u>Scoring</u>: Because this rubric offers limited access for infrastructure and core services request items to score in traits 1-9, Trait 10 offers double the weighted impact for scoring purposes.

Highest Performance -- 10 pts	8 pts	Middle Performance -- 6 pts	4 pts	Lowest Performance -- 2pt
Request offers a convincing argument to satisfy critical-need characteristics, such as: • long history of need • sudden unforeseen change • exceptional opportunity, • compliance, safety, or contractual considerations, • high client value • or others AND firmly relates to campus infrastructure or core services components, such as o structural changes o technology networking and hardware o payroll services o custodial maintenance o vehicles/machines, and o landscaping/external lighting AND shows it will result in long-term efficiencies.	Some mixture of characteristics from 10 and 6.	Request offers a moderate argument to satisfy a medium-need characteristic, such as: • history of need • unforeseen change • exceptional opportunity, • compliance, safety, or contractual considerations • high client value • or others AND relates to campus infrastructure or core services components, such as o structural changes o technology networking and hardware o payroll services o custodial maintenance o vehicles/machines, and o landscaping/external lighting AND shows it will result in medium-term efficiencies.	Some mixture of characteristics from 6 and 2.	Request offers a weak argument to satisfy a low-need characteristic, such as: • history of need • unforeseen change • exceptional opportunity, • compliance, safety, or contractual considerations • high client value • or others AND indirectly relates to campus infrastructure or core services components, such as o structural changes o technology networking and hardware o payroll services o custodial maintenance o vehicles/machines, and o landscaping/external lighting AND shows it will result in short-term efficiencies.

Goals and Strategies

With an eye to the future, a strong desire for excellence and a staunch dedication to student success, LCCC has embraced the following four Strategic Goals to guide our work through the year 2020. Each of the four strategic goals has accompanying strategies with targeted outcomes that will be used to evaluate our success in achieving this plan.

Goal 1.

Increase the number of students earning high-value credentials by reinventing the College's programs and services so they are designed for the 21st century learners and aligned to drive the economic and social futures of Southeastern Wyoming.

Strategies

A. Increase participation at the College through wise enrollment growth
   i. Target populations in the community that are under-represented in the LCCC student body.
   ii. Implement recruitment activities that seek to enroll young adults, especially those with some college, but no degree.
   iii. Design and launch new academic programs aligned with current or emerging community, state, or national needs.
   iv. Develop an LCCC Online enterprise with sufficient autonomy to purposefully grow offerings and enrollment in distance education using cutting-edge course design and innovative instruction.
B. Implement research-based, high-impact practices for early and ongoing student engagement in the educational process
   i. Design a mandatory orientation program for all new students enrolling at LCCC that includes advising and registration.
   ii. Develop and deliver a strong, holistic system of student advising that assigns every student a single individual to follow him/her throughout their educational journey.
   iii. Implement a system to ensure all students have an academic plan on file by the end of their first term and reviewed frequently that maps their coursework and milestones from start of their education journey to completion.
   iv. Create a first-year or first-term student success course required of all new students to LCCC that is contextualized to programmatic themes or pathways, designed to help students become college-ready, build significant relationships, establish their academic plan, explores careers and connects them to the community.
   v. Establish learning communities for at-risk students (developmental, first-generation, undeclared programs, etc.) that utilize prescriptive coursework and programming to provide support systems and guidance these students need to succeed in achieving their educational goal.
C. Redesign the College's institutional scholarship and aid programs in a way to strategically accomplish desired outcomes.
   i. Develop aid programs and strategies that target individuals who desire to enroll at LCCC but have un-met financial need inhibiting their ability to participate.
   ii. Create aid programs designed to incentivize students to achieve key progress points along their educational path.
   iii. Work closely with the LCCC Foundation to grow existing and/or develop new private giving scholarship opportunities focused on un-met need or to incentivize student progress and completion.
D. Establish clear academic pathways based on curriculum designed to help students achieve important learning outcomes and to help them progress through academic milestones and ultimately completion.
   i. Create a new process using multiple inputs to ascertain both cognitive and affective student abilities to more accurately assess college-readiness and place students into appropriate coursework.
   ii. Redesign developmental coursework and activities to facilitate an accelerated progression to college-readiness for our students.
   iii. Completely redesign our academic programs so that college-ready, full-time students would be able to complete certificate programs in one year, and associate degrees in two years.

iv. Publish all program curricula in ways to illustrate the progression for full-time and part-time students to complete their chosen program of study.

E. Reinvent the College's general education curricula to ensure our students are exposed to broad perspectives to some of the world's biggest questions and that they possess the skills and abilities necessary to succeed regardless of their chosen occupation.

    i. Develop and implement a LCCC General Education Core that stems from essential learning outcomes, ensure it is incorporated into all transfer programs (AA and AS degrees), and when completed results in a Certificate of General Studies.

    ii. Ensure that all applied programs (Certificates and AAS degrees) include coursework, stand-alone or integrated, that leads to institutional student learning outcomes.

F. Establish a strong system of quality assurance in our curricula and a mechanism to inform instructional effectiveness by developing coherent assessment practices across all levels of the educational program at LCCC.

    i. Establish well-defined, assessable, and common learning outcomes across all sections, locations, and delivery modalities for the same course. Pair these common outcomes with the development of accompanying rubrics and common assessments.

    ii. Establish program learning outcomes for all programs leading to a degree or certificate from LCCC, and establish rubrics and assessments to ascertain achievement of program outcomes.

    iii. Build upon the foundational work the College has done in establishing institutional learning outcomes, and integrate educational activities and assessments that yield evidence of student learning in these competency areas.

    iv. Develop a technology-based mechanism to capture and analyze assessment data to inform continuous improvement of our teaching practices.

Goal 2.

Strengthen relationships and connections with key community partners, such as K12, UW, other four-year institutions, businesses and industry, and other entities to improve student transitions between educational entities, into the workforce, and engagement with the community.

Strategies

A. Expand early-college engagement of high school students to encourage greater college-continuation, ease transitions to college, and ensure students are prepared to succeed at LCCC.

    i. Continue the progress made towards the establishment of a Southeastern Wyoming Board of Cooperative Higher Education Services (BOCHES).

    ii. Create curriculum articulation groups formed of LCCC Faculty and high school teachers to ensure and improve curricular alignment.

    iii. Strengthen and expand dual and concurrent enrollment activities by implementing the National Alliance of Concurrent Enrollment Partnerships (NACEP) standards.

    iv. Provide early interventions for high school students who test less than college ready in key areas such as writing and mathematics.

B. Strengthen academic alignment of LCCC Associates of Arts and Science's degree programs to promote student completion and successful transfer to UW and other four-year colleges and universities.

    i. Establish program articulation agreements with four-year institutions that map the entire degree program sequence which illustrates a coherent pathway to a bachelor's degree and guarantees seamless transfer if students adhere to the pathway.

    ii. Strengthen and expand reverse transfer systems in partnership with UW and other four-year institutions that allow LCCC students who transfer without completing a degree the opportunity to earn the credential once requirements are met as a result of coursework taken at the university.

    iii. Articulate the new LCCC General Education Core with UW so that students may transfer their first-year general education coursework in a block and satisfy the UW general education requirement.

C. Expand relationships with business and industry partners to ensure programs are aligned with employer needs.

    i. Building from existing documents and work pertaining to career pathways advisory committees, establish a program advisory committee handbook that will help establish new and/or strengthen existing program advisory committees.

    ii. Evaluate current advisory panel membership and encourage broader participation to establish new partnerships and relationships.

D. Develop broader understanding of our communities' needs and leverage existing programs, services and activities to increase the engagement of LCCC with the community, and the community with LCCC.
 i. Conduct a comprehensive environmental scanning/needs assessment in Albany County to ascertain current and future community needs that will guide programming offered through the Albany County Campus of LCCC.
 ii. Expand opportunities for students involved with co-curricular and extracurricular activities (e.g., athletics, student clubs, service learning, etc.) to engage more richly with the community in ways that help develop the community and build relationships.
 iii. Encourage, track and celebrate faculty and staff involvement in community initiatives, through service on community boards, or other opportunities for civic engagement.

Goal 3.

Build the organizational capacity to thrive in the future by focusing on establishing a climate of trust, an effective, efficient and entrepreneurial workforce, and a culture of continuous improvement.

Strategies

A. Establish processes and programs to proactively focus on employee recruitment, retention, development and performance.
 i. Implement a fresh, comprehensive model for new employee onboarding and initial orientation to the College.
 ii. Continue progress towards establishing an employee recruitment process that incorporates strong search processes (e.g. search committee orientation, objective screening tools, clear channels of communication, etc.).
 iii. Implement improved performance management systems for employee evaluation and development.
 iv. Research and implement a new model for compensation of the different employee groups at the College.
B. Building upon the early work of the Center for Teaching & Learning (CTL) Taskforce, fully implement the structure, programming, and services of the CTL to develop a world-class teaching staff.
 i. Implement an intensive first-year experience for new faculty that exposes them to the institution, and more importantly builds a foundational knowledge-base to become excellent instructors.
 ii. Create a continuous improvement academy through which ongoing professional development will be made available to all faculty to continue and improve instructional effectiveness.
 iii. Establish a defined and purposeful path to continuing faculty status for all provisional faculty to include annual milestones and a culminating portfolio.
C. Continue to strengthen the culture of continuous improvement by improving current or developing new processes and supporting infrastructure necessary to support continual analysis of performance and plans to continuously improve.
 i. Develop a comprehensive institutional planning framework, accompanied by documentation guidelines for the levels of planning while utilizing technology-driven mechanisms for monitoring progress.
 ii. Revamp the academic program review protocol to incorporate combined elements of traditional program self-study as well as performance evidence derived from indicator measures.
 iii. Design a new protocol for the frequent review and analysis of the effectiveness of co-curricular programs or service areas to assess their performance and guide improvement practices.
D. Finalize the establishment of a strong system of Board of Trustees policies and accompanying Administrative Procedures.
 i. Develop needed policies and procedures pertaining to academic affairs, such as new program development and approval, degrees and certificates structure, general education, etc.
 ii. Continue our work towards updating and adding new human resources policies and procedures to guide our employment structures, practices and relationships.
 iii. Strengthen policies and procedures pertaining to college affordability, specifically looking at the development of these for student fee approval and review.

Goal 4.

Transform the College's physical environment into a vibrant, and appealing place conducive to the engagement of students and community through campus renovations, additional facilities, and beautiful grounds.

Strategies

A. Aggressively pursue the completion of the LCCC Building Forward facilities plan.
   i. Finalize planning and secure funding to construct a new student services, university, and instructional building on the Cheyenne campus.
   ii. Finalize planning and secure funding to construct a new industrial technology building on the Cheyenne campus.
   iii. Initiate planning updates, form community advisory groups, and pursue avenues to fund and build a new LCCC Fine and Performing Arts building on the Cheyenne campus.
   iv. Continue the collaborative progress with UW in planning, securing funding and constructing a new Albany County Campus building on the UW campus.
   v. Research and secure expanded options for student housing in Cheyenne (including but not limited to the downtown area) to meet current and anticipated demands.
B. Remodel/renovate/expand existing campus facilities and infrastructure to transform the campus in ways designed to meet the future needs of our students and community.
   i. Plan, secure funding for, and renovate the Ludden Library to embrace a new vision for this space and function – the Ludden Library and Learning Commons.
   ii. Expand and renovate recreational facilities on campus for students and community by seeking partnership opportunities with the proposed Cheyenne Rec Center.
   iii. Modernize, expand, and update the College's data and technology infrastructure.
C. Build the capacity to maintain a more attractive exterior infrastructure and landscape on campus
   i. Complete façade updates to existing concrete buildings to provide a more visually appealing and current exterior feel.
   ii. Expand hardscape and landscaping to the campus grounds, adding the infrastructure to water and maintain a more robust landscape, while understanding the limitations of our regional climate and the need to be resource conservation-minded.
D. Implement the comprehensive campus wayfinding plan to update and enhance campus signage and directional guidance for students/visitors.
   i. Improve interior and exterior signage on campus.
   ii. Finalize exterior campus lighting projects.
   iii. Building from current architectural plans, construct campus gateways to formally identify and provide engaging main entrances to the campus.