



**LARAMIE COUNTY
COMMUNITY COLLEGE**
OFFICE OF THE PRESIDENT
Dr. Joe Schaffer

MEMORANDUM

DATE: May 21, 2018

TO: LCCC Board of Trustees

CC: President's Cabinet

FROM: Dr. Joe Schaffer, President

RE: FY18 Self-Evaluation and Proposed FY19 Goals

They say as you age time continues to accelerate, especially if you are busy. If this past year is any indication, I would say indeed this adage is true. I should also state though that time also goes by quickly when you are doing what you love. I am so fortunate to love my work and this college, and thus I have to state again that the opportunity you have given me to lead this institution has been a privilege. Yes, this is hard and challenging work at times, but it is also good, meaningful work, and we should all be proud to have a role in it.

As in the past, I am providing you my self-evaluation for the previous fiscal year (FY18). The following is a comprehensive, yet succinct summary of what I perceive to be my performance over the past year. In general, I have distilled the evaluation of my performance into two distinct areas:

1. Whether or not I have fulfilled the responsibilities of the position; and
2. Whether or not I have achieved the goals we set for me this past year

I will conclude this memorandum with proposed goals for me as we look to FY19.

Have I fulfilled the responsibilities of the position of President?

To me, fulfilling the basic requirements of any position is the lowest level of expected and appropriate performance. You have hired me to do some basic things first and foremost. These include ensuring the College is operating, maintaining a stable fiscal and academic environment, representing the institution to external constituents, and conducting other basic operational activities as necessary to keep the doors open to the students and community being served. In these regards, I believe I continue to be a competent chief executive, and the institution continues to progress and operate as you would expect.

In addition, as I do for all of my direct reports on the President's Cabinet, I have taken the initiative to facilitate a 360 degree review of my performance. This feedback helps me understand how my conduct, abilities, and behaviors are perceived, as I carry out my work as president. I asked more than 80 individuals to participate, anonymously, in my 360 feedback survey. These were primarily LCCC employees, but also included some external individuals. I purposefully included individuals who I knew would be honest, yet likely critical of my performance. In all instances, these individuals had some significant interaction with me over the past year.

About half of the participants responded. I have appended the survey's results, including the open-ended comments, to this memorandum for your information.

From this information, my tendency is to focus on the areas where I believe I have not met someone's expectations or where I can improve most. Therefore, I will focus my comments on those here. Before doing so, I will say that I am pleased that most individuals have overwhelmingly provided feedback that I am at least meeting expectations, and in many cases exceeding them. I try not to lose sight of that as I consider what I can do to improve. Here are the general themes I have pulled from the feedback I have received.

- 1. Altruism at Whose Expense?** – Evident across many themes within the 360 feedback are concerns with the level of my involvement, or perceived involvement, on campus. Similar to last year, this may resonate with the theme of *having a meaningful presence* on campus. No doubt, this past year's commitments re-directed much of my time away from campus. Serving as the President of the President's Council and Chairman of the Cheyenne LEADS Board of Directors, helping launch and guide the Forward Greater Cheyenne planning effort, dedicating more of my time to AACC and leadership at the Legislature, and helping drive the community college presence with ENDOW have all taken considerable time. Combined with the Building Forward campaign this past fall, some people undoubtedly felt my absence on campus in ways they haven't before.

I'll be honest, I am not certain how much of my time I should give externally versus how much time is needed internally. We have come so far as an institution, and I have watched leaders emerge across campus, especially with our Guided Pathways work, but it is evident from the feedback that some individuals desire to see me more involved. While I try to "do it all" because I see the need for leadership on many external levels (that do or will eventually impact LCCC), clearly, I am not able to keep the level of presence and contribution both internally and externally to the expectation of some. Striking that balance may require my strategically saying "no" to requests for participation in activities and projects outside of the College.

- 2. Listening, Coaching and Teambuilding** – Given the greater demands on my time outside the College, I have had to rely more heavily on the President's Cabinet. I am, and LCCC is as well, incredibly blessed to have an excellent executive team. However, the feedback suggests I need to pay more attention to coaching and supporting individual members of the executive team to ensure that they are successful. I also need to ensure I am helping them become a cohesive, collaborative team. , At my core, I want all individuals to succeed. Learning from their management style and decisions is one way in which the executive team can self-diagnose the results of their actions. So perhaps I don't ask as quickly or decisively when working with my direct reports as others on campus would hope.

Finally, there are inherent flaws in my leadership style of which I am aware, and I to continue to work on these. These include my active listening skills and truly being open to the ideas of others. I know I can become fixated on a path and at times struggle with considering suggestions that may require deviating from that path. I also realize that when I am busy and pressed for time, I do not always have the patience needed to provide time for those who are seeking my attention, support, and/or encouragement. I must continue to work on these things.

As you read through the feedback you may discover other themes, and if so, I would encourage you to guide me accordingly. Other than what you may provide me, I will focus on the areas above to improve my performance.

Have I have achieved the goals we set for me this past year?

Next, I will provide an analysis of how well I believe I did at achieving the goals we set out for me this past year. As I have mentioned in the past, while these goals reside at the level of the President's Office, the hard work and commitment of so many others here on campus made the achievement of these goals a reality. Therefore, I will

try to identify those individuals who have contributed significantly to these efforts. I look forward to discussing the progress on these goals in more detail should you have questions or would like additional information.

1. Academic & Enrollment Master Planning

This goal will likely have to span multiple years, as the Pathways 2.0 project will span three years at a minimum itself. But at this juncture, I do not believe there is more important work than this for LCCC. We have built strong foundations and structures, but now it is time to provide a student experience that will set the institution apart. This goal will be broken into four primary sub-goals. They Include:

- a. **Guided Pathways** – Successfully participate in and achieve the outcomes associated with the AACC Pathways 2.0 Initiative. The focus here is to establish communities, align programs with tangible outcomes, help students get on a path, stay on a path, and successfully transition from that path to their next stage (e.g., work or transfer).*
- b. **General Education** – LCCC has developed a progressive, competency-based framework to our general education curricula. However, it has one challenge that needs to be addressed, and that is the expansiveness of the offerings (which may be at odds with your policy on general education). We also have the opportunity to bring more coherence to the general education by developing thematic elements that provide context to connect general education coursework and develop students from a holistic perspective. For example, the ability to weave the theme of Entrepreneurship across the LCCC general education may help us with economic diversification by graduating students who are naturally innovative, understand basic business principles, etc.*
- c. **Essential Student Experiences** – A community college experience in Wyoming is relatively consistent regardless of which of the seven colleges you enroll at. This may be a value of community colleges, but it also limits what differentiating value coming to LCCC provides, and also limits our ability to develop students more holistically as described above. This goal will be to establish the foundation of incorporating three expected experiences for all certificate and degree seeking students at LCCC: (1) building enduring relationships, (2) immersion experience, and (3) synthesis and application.*
- d. **Strategic Enrollment Management** – Accomplishing the three above will be impactful; however, we will need to accompany that work with a strategic approach to student recruitment and retention. We have made solid progress in aspects of this, but to see enrollment numbers increase positively, we need to develop a strategic enrollment management plan that builds off of our institutional and academic plans.*

Self-Evaluation: Nothing in my career has excited me as much as our work on Guided Pathways. I realize many of you have been able to witness first-hand the progress we have made, but it is worth stating that LCCC's efforts in this area are truly amazing AND they are being recognized across the country. The design of our Guided Pathways change agenda is truly to be commended, as it has allowed so many different individuals on campus to step into leadership roles and help design the change that needs to occur for us to bring Pathways to scale for all students by the fall of 2020. I want to share my appreciation for the Board's fiscal commitment and the budgeting of monies to support the College's commitment to launch a strategic enrollment management plan.

Key Contributors: Bobby Baker, Kim Bender, Rob Benning, Kari Brown-Herbst, Jonathan Carrier, Caitlin Cox, Stephen Crynes, Julie Gerstner, Brady Hammond, Sarah Hannes, Clark Harris, Judy Hay, Cindy Henning, Nate Huseman, Adam Keizer, Meghan Kelly, Jill Koslosky, Stacy Maestas, Chad Marley, James Miller, Arshi Nisley, Lisa Nordyke, Mark Perkins, Josh Peterson, Daniel Powell, Zac Roehrs, Denise Rogers, Bob Salazar, Ann Shelby, Crystal Smith, Maryellen Tast, Josh Thein, Janet Webb, Bryan Wilson, and Melanie Young.

2. ***Building Forward to Completion***

This goal is to successfully assist in a campaign to move us into construction and completion of our final capital construction projects at LCCC—the Fine Arts Remodel and Expansion, the Recreation and Athletics Complex Remodel and Expansion, and a New Residence Hall. In addition, at least three other projects that are likely to move forward that will require my attention (ACC Expansion, Ludden Library Expansion, and the Crossroads Renovation). The appeal of a fully transformed campus is almost as alluring as the appeal of having all of these major capital improvements completed.

Self-Evaluation: After licking my wounds and regrouping from the unsuccessful bond election last November, I believe we are back on track and making progress with regard to our final capital construction projects. I realize you are well aware of these individually and collectively, but for the record I will just share a few status updates in this memorandum. First, it is worth noting that we are making progress on two projects that are finally underway—the Ludden Library’s expansion and the Crossroads Building’s remodel. Also, while we delayed moving forward with the ACC classroom expansion because of the WyoTech conversation, we have the authority, and I believe the funding, to move forward with this project in the fall.

LCCC has much to celebrate from the actions taken during the 2018 legislative session, and so I have enumerated these below.

- The development of strong and timely relationships with LCCC’s legislative delegation
- The “all-in” support of LCCC’s legislative leadership for the College’s requests and other interests that surfaced during the session
- The new life given to our new residence hall and our Fine Arts Building remodel/expansion
- The creation of the community college dormitory loan program and a \$7 million match for the Fine Arts building project have both provided us the boost we need to move another step closer to these projects’ completion. Although we do not have the same sense of direction for our RAC remodel, some opportunities are being explored that may also allow this project to move forward.

Key Contributors: Brady Hammond, Clark Harris, Judy Hay, Rick Johnson, Laramie County Delegation (especially Sen. Tara Nethercott and Rep. Bob Nicholas), LCCC Board of Trustees, LCCC Foundation (special recognition of Billie Addleman), Scott Nobel, Lisa Trimble, and Bill Zink

3. ***Finalize Compensation and Classification Model***

While the majority of the work associated with the compensation and classification study will be completed by the start of next fiscal year, there will still be considerable focus needed to formalize the new model on campus and to develop appropriate policies, procedures, and working processes to put these all in place. HR will do the heavy lifting here, but the practical implementation will require my time and attention.

Self-Evaluation: As with any major change that involves an employee benefit, such as the College’s compensation plan, the continuous need to counsel and shepherd the implementation of the new Classification and Compensation Model is no surprise. Overall, the project has been a success. The last elements of implementation pertain to the phase-in of the compensation market adjustments, the development of technical and procedural documentation, and the identification of elements that will tie directly to the performance management capacity of LCCC. I want to specifically thank the Board of Trustees for their support in moving forward with an aggressive approach for implementing the first two phases of the compensation/market adjustments.

While I recognize that not everyone on campus is fully enamored with the new model, I truly believe that overall it strikes a balance between the pragmatic necessity of tying our compensation to external realities and pressures, while also holding to time-honored traditions of longevity award and our desire to drive improved levels of performance/outcomes through compensation. I truly believe we will see the benefits of

this new model soon.

Key Contributors: Jonathan Carrier, Pam DeMartin, Nate Huseman, Rhonda Priest, Stacy Shultz-Bisset, Dave Vinatieri, Janet Webb, and special recognition of HR staff Tammy Maas, Bobby Baker, Jennifer Hooke, Amber Lopez, Marina Malatesta, Dorothy Moen, and Lucas Yosten

4. **Solidify the Continuous Improvement and Assessment Infrastructure**

We have developed a strong foundation for continuous quality improvement, especially within our academic programs. But two initiatives still need to be more fully developed at LCCC.

The first is an over-arching structure, language, and approach to tie continuous improvement to both academic programs, as well as service and support functions of the institution. Building from the CORE Initiative's work, we need to then further develop processes for the review and improvement of the various support and service functions on campus. Think of this as a companion process to our academic program review and annual planning.

The second initiative is for the College to make more meaningful progress on assessing student learning. Although we have a good start, we have not yet created the framework to truly demonstrate that we are assessing what students actually learn, and more importantly, using the outcomes of those assessments to help improve the effectiveness of our teaching and facilitation of our students' learning.

Self-Evaluation: I do not have substantial updates from the mid-year evaluation on this goal. However, I continue to be very pleased with the progress we have made in the development of a "program review" type of process for our service and support functions. While many institutions have developed and implemented academic program review processes to assess their degree and certificate programs, very few have invested the time and effort to provide the same level of authentic assessment for their non-academic service and support functions. Building off of the significant work associated with our CORE Initiative and that of a team of faculty and staff who attended a Strategy Forum at the Higher Learning Commission last spring, we are making great progress in the implementation of a robust process to assess how well service and support functions are achieving the purpose for which they exist and the development of plans for continuous improvement of their operations. This work is changing the way everyone at LCCC approaches their work.

I do want to note that through our Guided Pathways work, along with some excellent leadership from Dr. Kim Bender and Dr. Mark Perkins, we are seeing some momentum in regard to the assessment of student learning at the course, program, and institutional levels. I won't steal their thunder now, as you will likely be hearing more about this in the future. But suffice it to say we are seeing a robust framework emerge, supported by our new Canvas learning management system and some powerful data visualization tools that will be essential in our continued development of assessment capacity at LCCC.

Key Contributors: Kim Bender, Julie Gerstner, Clark Harris, Judy Hay, Rick Johnson, Sabrina Lane, Tammy Maas, Talisha Mottinger, Ann Murray, Mark Perkins, Daniel Powell, Maryellen Tast, Lisa Trimble, Janet Webb, and Lucas Yosten

5. **Complete Goals in Progress**

Last, I need to spend some time and effort towards completing those goals that have been identified and initiated from the past years. This includes finalizing a competency-based framework for succession planning and employee development and establishing a strategic vision for the Albany County Campus.

Self-Evaluation: As you know, under the leadership of Dr. Brady Hammond and guidance of Talisha Mottinger, you have approved the final version of the ACC Strategic Plan. Even with the slight detour

created by the WyoTech conversation, this plan's implementation is well underway.

In regard to the employee development component of this goal, we continue to set the stage to proceed with an update/redesign of our employee performance management process at LCCC. We continue to advance a competency-based employee development and performance management model for the College. More specifically, advancement on employee pay scales, as well as professional development plans for employees who want to progress at the institution, will both be driven by this model. We now have a framework on which to build; however, significant work remains. This work will be included in my personal goals for the coming year, as well as within the goals set for the Human Resources division.

Key Contributors: Anne Alexander, Jonathan Carrier, Todd Feezer, Katie Gooch, Brady Hammond, Kelly Humphrey, Butch Keadle, Jill Koslosky, Andy McKamey, Talisha Mottinger, Daniel Powell, and Mayor Andi Summerville

Finally, I would like to share with you my suggestions for the goals I might pursue in the coming year. My suggestions are just that, suggestions. I hope we will engage in a conversation where you will refine, add, or redirect my proposed goals, so that we have the same understanding of the priorities we set for FY19.

Proposed FY19 Goals

1. Guided Pathways 2.0

FY19 will essentially represent year two of our three-year involvement with Guided Pathways 2.0. Year one (FY18) focused primarily on the first two phases of our work (Phase I - Design and Engagement, Phase II - Planning and Preparation). In year two (FY19) we will roll out Phase III - Implementation. This is where the most people will be involved and where the most difficult work will begin to emerge. I will continue to dedicate my time to this work and will have an increased presence as the work is taking place.

2. Building Forward Projects

My hope is that by the completion of next year, we will have some finality and closure to the remaining projects associated with our Building Forward and Campus Master Plan. We know we will be engaging in a final campaign to seek \$6 million of community support and that the Foundation will be raising an additional \$1 million to match the \$7 million in State appropriation. In addition, we have set a path for the new residence hall, but significant work will be required between now and early spring 2019 to enter into construction. Last, we continue to explore and advance alternative paths for the RAC Remodel, and I will continue to dedicate my time there.

3. Strategic Programming Plan

Guided Pathways will help us focus on the programs and services we currently offer. We need to proactively think about which existing programs should be expanded and what new programs should be developed. In collaboration with the Vice President of Academic Affairs and the Dean of Outreach & Workforce Development, I will work to establish a multi-year plan for program expansion and additions that will align with local and state efforts and help grow enrollment.

4. Local, State & National Leadership

To the extent I am able, I would like to continue to take on leadership roles at the state and perhaps national levels. In Wyoming, I will be involved with establishing state-wide strategies for increasing higher education attainment. I will also be contributing to the implementation of ENDOW and the Forward Greater Cheyenne Area planning efforts to ensure LCCC is prepared for the impact of these initiatives and also the benefit from these initiatives. Nationally, I hope to continue to bring LCCC positive recognition and benefits from our engagement with broader initiatives.

5. Personal and Team Development

I will continue to work on my own personal leadership abilities, specifically as they pertain to active and participatory listening with others. I will try to find that balance between active engagement on campus while also ensuring others are empowered to lead in their capacity without my hindrance. Finally, I will work to strengthen my leadership team, the President's Cabinet, by helping the newer members succeed in accomplishing their goals and preparing them for the transition of other members as necessary.

In closing, it has been and continues to be my pleasure to lead Laramie County Community College. I am indebted and grateful to have a strong governing board that shares common goals with me and provides the direction and support to continue moving LCCC forward into a promising future of student completion and success. I look forward to your feedback on my performance appraisal and to any additional modifications of my FY19 goals.

Joe Schaffer FY18 360 Feedback Survey

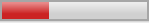

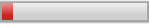
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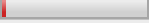
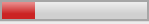


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Total Respondents: 40


Q1. MISSION AND VALUES Mission Statement: The mission of Laramie County Community College is to transform our students' lives through the power of inspired learning. - Frequently refers to the College's Mission Statement in meetings and interactions.

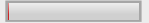
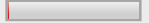
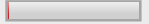
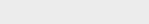
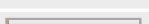
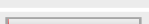

| Count | Percent | | |
|-------|-------------|---|----------------------------|
| 0 | 0.00% |  | Below expectations |
| 13 | 32.50% |  | Meets expectations |
| 24 | 60.00% |  | Exceeds expectations |
| 3 | 7.50% |  | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

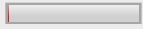
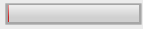
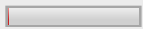
Q2. MISSION AND VALUES Mission Statement: The mission of Laramie County Community College is to transform our students' lives through the power of inspired learning. - Clearly connects his/her decisions and directives to the Mission Statement.

| Count | Percent | | |
|-------|-------------|---|----------------------------|
| 1 | 2.50% |  | Below expectations |
| 9 | 22.50% |  | Meets expectations |
| 26 | 65.00% |  | Exceeds expectations |
| 4 | 10.00% |  | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q3. COMMENTS:

| Count | Percent | |
|-------|---------|---|
| 10 | 100.00% |  |

| Count | Percent | |
|-------|---------|---|
| 1 | 10.00% |  Difficult for me to assess as many times decisions Joe makes as president while shared the reason or process for coming to that decision is not made known. This is not a knock on Joe; it is the reality of the position he holds on our campus. |
| 1 | 10.00% |  Dr. Schaffer continues to be driven by the mission of the college and even take it a step further. He is detailed and thorough in his research to help accomplish goals. |
| 1 | 10.00% |  Dr. Schaffer speaks with enthusiasm and passion about the mission of our college. |
| 1 | 10.00% |  I applaud the president's decision to transform student's lives by entering into Guided Pathways - this will yield wonderful results for LCCC students. |
| 1 | 10.00% |  I think there has been a new commitment to the college mission under Joe's leadership. |
| 1 | 10.00% |  I'm an outside reviewer and so I'm not familiar with LCCC's specific mission. But I am assuming it is related to serving students and that is always foremost on Joe's agenda. His primary motivation is to always do what is best for students. |
| 1 | 10.00% |  In discussions regarding Wyo tech that was extremely clear Tuesday night |

| | | | |
|----------------|--------|---|--|
| 1 | 10.00% |  | It is clear that all decisions are going to be related to this. Some may find this more implied than explicitly stated. I think it's sort of silly. |
| 1 | 10.00% |  | Joe's email signature shows the LCCC mission statement so everyone sees it regularly and through his professionalism and global perspective it is clear he takes it seriously. |
| 1 | 10.00% |  | Very mission and vision oriented in his work. |
| 10 Respondents | | | |

Q4. Passion - Our institution is wholly dedicated to engaging in our work, sharing our beliefs, and debating the merits of any course of action as we strive to transform our students' lives through inspired learning. Frequently displays the value of Passion when carrying out his/her work.

| Count | Percent | | |
|----------------|---------|---|----------------------------|
| 0 | 0.00% |  | Below expectations |
| 6 | 15.00% |  | Meets expectations |
| 32 | 80.00% |  | Exceeds expectations |
| 2 | 5.00% |  | DON'T KNOW- UNABLE TO RATE |
| 40 Respondents | | | |

Q5. Authenticity - True to our Western heritage, we are genuine to a fault, without pretense, and steadfast in our dedication to delivering on a promise, product, or need. Frequently displays the value of Authenticity when carrying out his/her work.

| Count | Percent | | |
|----------------|---------|---|----------------------------|
| 0 | 0.00% |  | Below expectations |
| 10 | 25.00% |  | Meets expectations |
| 29 | 72.50% |  | Exceeds expectations |
| 1 | 2.50% |  | DON'T KNOW- UNABLE TO RATE |
| 40 Respondents | | | |

Q6. Desire to Make a Difference - We engage in and pursue our goals for the opportunity to create better lives, better communities, and a better world for those who are here today and the generations that follow. Frequently displays a Desire to Make a Difference in the lives of our students and College.

| Count | Percent | | |
|----------------|---------|---|----------------------------|
| 1 | 2.50% |  | Below expectations |
| 5 | 12.50% |  | Meets expectations |
| 34 | 85.00% |  | Exceeds expectations |
| 0 | 0.00% |  | DON'T KNOW- UNABLE TO RATE |
| 40 Respondents | | | |

Q7. Commitment to Quality - Quality is found at the intersection of hard work and high standards that are consistently met. We are committed to promoting a culture of evidence that compels us to continuously strive for greater competence and productivity while always seeking to transform students' lives through inspired learning. Frequently displays a Commitment to Quality when carrying out his/her work.

| Count | Percent | | |
|----------------|---------|--|----------------------------|
| 0 | 0.00% | | Below expectations |
| 5 | 12.50% | | Meets expectations |
| 35 | 87.50% | | Exceeds expectations |
| 0 | 0.00% | | DON'T KNOW- UNABLE TO RATE |
| 40 Respondents | | | |

Q8. Entrepreneurship - In an uncertain era, endless opportunities await those institutions willing to take risks. Grabbing these opportunities requires informed risk-taking and innovation fostered in a safe, yet demanding, environment. Frequently brings a spirit of Entrepreneurship when carrying out his/her work.

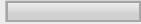
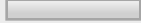
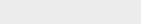
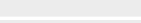
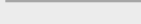
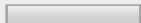
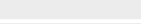
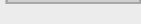
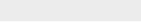
| Count | Percent | | |
|----------------|---------|--|----------------------------|
| 1 | 2.50% | | Below expectations |
| 7 | 17.50% | | Meets expectations |
| 29 | 72.50% | | Exceeds expectations |
| 3 | 7.50% | | DON'T KNOW- UNABLE TO RATE |
| 40 Respondents | | | |


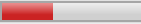

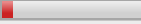
Q9. Tolerance - As an institution, we must engage in wide-ranging, open-minded discourse with civility and objectivity grounded in what is best for our students as well as ourselves. Frequently exhibits a sense of Tolerance for diverse perspectives, beliefs, and ideas.

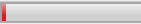
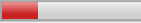

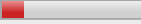
| Count | Percent | | |
|----------------|---------|--|----------------------------|
| 2 | 5.00% | | Below expectations |
| 9 | 22.50% | | Meets expectations |
| 27 | 67.50% | | Exceeds expectations |
| 2 | 5.00% | | DON'T KNOW- UNABLE TO RATE |
| 40 Respondents | | | |

Q10. COMMENTS:

| Count | Percent | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|--|---|-------|---------|--|--|---|-------|--|--|---|-------|--|---|---|-------|--|--|--|--|--|--|
| 12 | 100.00% | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Count</th> <th>Percent</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8.33%</td> <td></td> <td>I believe that Joe truly believes and aspires to embody the values of LCCC</td> </tr> <tr> <td>1</td> <td>8.33%</td> <td></td> <td>I feel as though each of these definitions define President Schaffer to a T. He gives his all to the college, our employees, and our students. He is the epitome of each of these values and I strive to emulate him!</td> </tr> <tr> <td>1</td> <td>8.33%</td> <td></td> <td>I placed "tolerance" at below expectations because it seems like whenever an idea is brought up that doesn't align perfectly with Dr. Schaffer's goals, he writes it off rather than considers it.</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | | Count | Percent | | | 1 | 8.33% | | I believe that Joe truly believes and aspires to embody the values of LCCC | 1 | 8.33% | | I feel as though each of these definitions define President Schaffer to a T. He gives his all to the college, our employees, and our students. He is the epitome of each of these values and I strive to emulate him! | 1 | 8.33% | | I placed "tolerance" at below expectations because it seems like whenever an idea is brought up that doesn't align perfectly with Dr. Schaffer's goals, he writes it off rather than considers it. | | | | |
| Count | Percent | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 8.33% | | I believe that Joe truly believes and aspires to embody the values of LCCC | | | | | | | | | | | | | | | | | | | | |
| 1 | 8.33% | | I feel as though each of these definitions define President Schaffer to a T. He gives his all to the college, our employees, and our students. He is the epitome of each of these values and I strive to emulate him! | | | | | | | | | | | | | | | | | | | | |
| 1 | 8.33% | | I placed "tolerance" at below expectations because it seems like whenever an idea is brought up that doesn't align perfectly with Dr. Schaffer's goals, he writes it off rather than considers it. | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|----------------|-------|---|---|
| 1 | 8.33% |  | I've have spoken to Joe on many occasions and even when our perspectives are different he listens; he asks questions and he may have already made a decision (I don't know he generally has a good poker face--again not a knock it's a good thing in his position) he does listen. I have never been afraid to ask to speak to him. |
| 1 | 8.33% |  | Incredibly so with a gentle demeanor that facilitates a broader understanding |
| 1 | 8.33% |  | Joe does a good job of communicating the importance of paying attention to LCCC's values and reminds employees of how we are attaining them and how we are planning to serve them with greater conviction. For example, the Pathways planning moves us toward the vision of exceptionalism while continued commitment to program review, learning assessment, and functions during a spring filled with extra responsibilities shows the high regard we pay to quality assurance. |
| 1 | 8.33% |  | Joe is a values-based leader. He shows this in the way he makes decisions, solicits input from others, and manages relationships. Joe is sincere, puts the needs of others front and center, positive, and passionate. |
| 1 | 8.33% |  | Joe is an outstanding community college president and his vision and passion and out-of-the-box critical thinking is demonstrated in all the discussions of the WCCC Executive Council. |
| 1 | 8.33% |  | Joe is definitely passionate about his work and the college. His desire to make a difference is supported by his commitment to the compensation system overhaul project and the recent work on the Pathways project. Joe listens to diverse opinions and is able to shift his beliefs through these conversations. |
| 1 | 8.33% |  | President Schaffer, you are a leader within the Cheyenne and Wyoming communities. I am always positively challenged by your questions and insights on a variety of topics which impact our community. |
| 1 | 8.33% |  | Very composed and tolerant; listens to concerns and validates one's feelings even if he doesn't agree with the recommendation |
| 1 | 8.33% |  | With students being the focus, Dr. Schaffer continues to not only help the community but the state. He is consistent in taking th college forward with informed decisions and risks for that matter. |
| 12 Respondents | | | |

| Q11. INTEGRITY AND TRUST Please rate the following: - Keeps commitments within the agreed upon timeframe. | | | |
|---|---------|---|----------------------------|
| Count | Percent | | |
| 1 | 2.50% |  | Below expectations |
| 14 | 35.00% |  | Meets expectations |
| 22 | 55.00% |  | Exceeds expectations |
| 3 | 7.50% |  | DON'T KNOW- UNABLE TO RATE |
| 40 Respondents | | | |

| Q12. INTEGRITY AND TRUST Please rate the following: - Takes responsibility for mistakes; does not shift blame onto others. | | | |
|--|---------|---|----------------------------|
| Count | Percent | | |
| 1 | 2.50% |  | Below expectations |
| 10 | 25.00% |  | Meets expectations |
| 23 | 57.50% |  | Exceeds expectations |
| 6 | 15.00% |  | DON'T KNOW- UNABLE TO RATE |
| 40 Respondents | | | |

Q13. INTEGRITY AND TRUST Please rate the following: - Adheres to and applies College policies fairly.

| Count | Percent | | |
|-------|-------------|--------------------------|----------------------------|
| 0 | 0.00% | <input type="checkbox"/> | Below expectations |
| 10 | 25.00% | <input type="checkbox"/> | Meets expectations |
| 18 | 45.00% | <input type="checkbox"/> | Exceeds expectations |
| 12 | 30.00% | <input type="checkbox"/> | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q14. COMMENTS:

| Count | Percent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------------|--------------------------|---|-------|---------|--|--|---|--------|--------------------------|--|---|--------|--------------------------|---|---|--------|--------------------------|--|---|--------|--------------------------|---|---|--------|--------------------------|--------------------------------------|---|--------|--------------------------|---|---|--------|--------------------------|---|---|--------|--------------------------|--|---|--------|--------------------------|-----|---|--------|--------------------------|---|
| 10 | 100.00% | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Count</th> <th>Percent</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>10.00%</td> <td><input type="checkbox"/></td> <td>As a cognizant leader, often takes the responsibility for other's mistakes as well</td> </tr> <tr> <td>1</td> <td>10.00%</td> <td><input type="checkbox"/></td> <td>Can't answer these questions; this year i have doubted Joe's leadership for the first time. at a higher level than mine he may acknowledge mistakes but in front of campus or specific groups I haven't experienced where he's said "I messed up"; he may do that with Pres. Cab. or other higher avenues but not at my level have I seen this.</td> </tr> <tr> <td>1</td> <td>10.00%</td> <td><input type="checkbox"/></td> <td>Dr. Schaffer takes the Presidency to a new level. I have never heard him blame others when things go wrong. He works to keep himself and LCCC on track and moving forward.</td> </tr> <tr> <td>1</td> <td>10.00%</td> <td><input type="checkbox"/></td> <td>Extremely conscientious, thorough, and detail-oriented. Also displays a solid work ethic.</td> </tr> <tr> <td>1</td> <td>10.00%</td> <td><input type="checkbox"/></td> <td>I've never experienced any mistakes.</td> </tr> <tr> <td>1</td> <td>10.00%</td> <td><input type="checkbox"/></td> <td>Joe has a lot of commitments to keep up with, and in my experience, he remains on time with them.</td> </tr> <tr> <td>1</td> <td>10.00%</td> <td><input type="checkbox"/></td> <td>Joe is very intelligent and organized but where he may have mis-stepped, he takes responsibility with humility. He's a great, authentic leader and LCCC is lucky to have him.</td> </tr> <tr> <td>1</td> <td>10.00%</td> <td><input type="checkbox"/></td> <td>Many meetings I have had scheduled with Dr. Schaffer have been rescheduled or cancelled, and he has been late to multiple meetings. I can understand if this happens once or twice, but it has happened many times. This situation sends a poor message about the importance of the meetings to him.</td> </tr> <tr> <td>1</td> <td>10.00%</td> <td><input type="checkbox"/></td> <td>N/A</td> </tr> <tr> <td>1</td> <td>10.00%</td> <td><input type="checkbox"/></td> <td>With an incredibly busy and demanding schedule, he still makes time for all commitments, and gives his full attention to what is happening at the moment.</td> </tr> </tbody> </table> | | | | Count | Percent | | | 1 | 10.00% | <input type="checkbox"/> | As a cognizant leader, often takes the responsibility for other's mistakes as well | 1 | 10.00% | <input type="checkbox"/> | Can't answer these questions; this year i have doubted Joe's leadership for the first time. at a higher level than mine he may acknowledge mistakes but in front of campus or specific groups I haven't experienced where he's said "I messed up"; he may do that with Pres. Cab. or other higher avenues but not at my level have I seen this. | 1 | 10.00% | <input type="checkbox"/> | Dr. Schaffer takes the Presidency to a new level. I have never heard him blame others when things go wrong. He works to keep himself and LCCC on track and moving forward. | 1 | 10.00% | <input type="checkbox"/> | Extremely conscientious, thorough, and detail-oriented. Also displays a solid work ethic. | 1 | 10.00% | <input type="checkbox"/> | I've never experienced any mistakes. | 1 | 10.00% | <input type="checkbox"/> | Joe has a lot of commitments to keep up with, and in my experience, he remains on time with them. | 1 | 10.00% | <input type="checkbox"/> | Joe is very intelligent and organized but where he may have mis-stepped, he takes responsibility with humility. He's a great, authentic leader and LCCC is lucky to have him. | 1 | 10.00% | <input type="checkbox"/> | Many meetings I have had scheduled with Dr. Schaffer have been rescheduled or cancelled, and he has been late to multiple meetings. I can understand if this happens once or twice, but it has happened many times. This situation sends a poor message about the importance of the meetings to him. | 1 | 10.00% | <input type="checkbox"/> | N/A | 1 | 10.00% | <input type="checkbox"/> | With an incredibly busy and demanding schedule, he still makes time for all commitments, and gives his full attention to what is happening at the moment. |
| Count | Percent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 10.00% | <input type="checkbox"/> | As a cognizant leader, often takes the responsibility for other's mistakes as well | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 10.00% | <input type="checkbox"/> | Can't answer these questions; this year i have doubted Joe's leadership for the first time. at a higher level than mine he may acknowledge mistakes but in front of campus or specific groups I haven't experienced where he's said "I messed up"; he may do that with Pres. Cab. or other higher avenues but not at my level have I seen this. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 10.00% | <input type="checkbox"/> | Dr. Schaffer takes the Presidency to a new level. I have never heard him blame others when things go wrong. He works to keep himself and LCCC on track and moving forward. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 10.00% | <input type="checkbox"/> | Extremely conscientious, thorough, and detail-oriented. Also displays a solid work ethic. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 10.00% | <input type="checkbox"/> | I've never experienced any mistakes. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 10.00% | <input type="checkbox"/> | Joe has a lot of commitments to keep up with, and in my experience, he remains on time with them. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 10.00% | <input type="checkbox"/> | Joe is very intelligent and organized but where he may have mis-stepped, he takes responsibility with humility. He's a great, authentic leader and LCCC is lucky to have him. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 10.00% | <input type="checkbox"/> | Many meetings I have had scheduled with Dr. Schaffer have been rescheduled or cancelled, and he has been late to multiple meetings. I can understand if this happens once or twice, but it has happened many times. This situation sends a poor message about the importance of the meetings to him. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 10.00% | <input type="checkbox"/> | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 10.00% | <input type="checkbox"/> | With an incredibly busy and demanding schedule, he still makes time for all commitments, and gives his full attention to what is happening at the moment. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | Respondents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Q15. STRATEGY AND CHANGE Please rate the following: - Organizes time to plan strategies to advance the College curriculum, goals and objectives.

| Count | Percent | | |
|-------|-------------|--|----------------------------|
| 1 | 2.50% | | Below expectations |
| 12 | 30.00% | | Meets expectations |
| 19 | 47.50% | | Exceeds expectations |
| 8 | 20.00% | | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q16. STRATEGY AND CHANGE Please rate the following: - Translates the College vision and strategy into clear, actionable work unit goals and implementation plans.

| Count | Percent | | |
|-------|-------------|--|----------------------------|
| 1 | 2.50% | | Below expectations |
| 14 | 35.00% | | Meets expectations |
| 21 | 52.50% | | Exceeds expectations |
| 4 | 10.00% | | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q17. STRATEGY AND CHANGE Please rate the following: - Readily adapts to new assignments or organizational changes, stays composed under pressure and does not complain to direct reports.

| Count | Percent | | |
|-------|-------------|--|----------------------------|
| 0 | 0.00% | | Below expectations |
| 4 | 10.00% | | Meets expectations |
| 24 | 60.00% | | Exceeds expectations |
| 12 | 30.00% | | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |


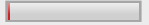
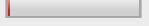
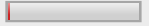
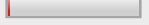
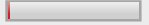
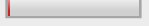
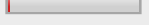
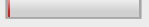
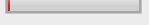
Q18. STRATEGY AND CHANGE Please rate the following: - Communicates compelling reasons to rally others to change.

| Count | Percent | | |
|-------|-------------|--|----------------------------|
| 1 | 2.50% | | Below expectations |
| 8 | 20.00% | | Meets expectations |
| 31 | 77.50% | | Exceeds expectations |
| 0 | 0.00% | | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q19. STRATEGY AND CHANGE Please rate the following: - Ensures action is taken to remove barriers to change.

| Count | Percent | | |
|-------|-------------|---|----------------------------|
| 2 | 5.00% |  | Below expectations |
| 14 | 35.00% |  | Meets expectations |
| 20 | 50.00% |  | Exceeds expectations |
| 4 | 10.00% |  | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q20. COMMENTS:

| Count | Percent | | |
|-------|-------------|---|--|
| 9 | 100.00% |  | |
| Count | Percent | | |
| 1 | 11.11% |  | At Joes fall in-service presentation to the campus, he provided clarity to LCCC's strategic planning with an updated communication model Focus 2017-2020 that presented clear actionable goals. Over the 2017-18 academic year, the campus went to work on most of those goals and proved positive progress in them. This gives the campus confidence that it can chart its own course. |
| 1 | 11.11% |  | At this level, a leader inspires change but not without solid ground to stand on. He readily is willing to advance the college with the input of all those around him. His use of data makes for an actionable approach to be measured, fairly and accurately. |
| 1 | 11.11% |  | Dr. Schaffer communicates effectively, and always gives good strong arguments for any change he plans to implement. He has big goals and a broad view of where he would like to see us go. I do believe one of his strongest talents is his ability to take that big picture idea and find small feasible ways to get us there. that is a lot of people to get on board, and he does an admirable job. |
| 1 | 11.11% |  | Dr. Schaffer is one of the most strategic agents of change I have ever had the pleasure to work with. This is an area where he needs a ++++ rating! |
| 1 | 11.11% |  | Extremely composed under pressure and never complains |
| 1 | 11.11% |  | I marked below average for "ensures action is taken to remove barriers to change" because it seems like the barriers for most employees are ignored rather than actively removed. The result is that many employees end up dealing with conflicting situations that are very stressful to manage rather than being able to move forward with a change. Therefore, "change" is translated into "another duty" rather than a true change. |
| 1 | 11.11% |  | Joe does an excellent job in articulating a vision of LCCC and then rallying others to that vision |
| 1 | 11.11% |  | Joe is instrumental in leading Pathways. Nice job in meeting with the Schools and sharing the goals of Pathways campus-wide. |
| 1 | 11.11% |  | Pathways is the right thing to do for our college and I support it but I think that the communication of the why's behind us taking on this project weren't really shared; it is one instance where I would say Joe's passion for progressing our college didn't come through. Data and stats are good to a point but our students, their stories, and dreams are huge connections for people on our campus. Show us how we, as a college, are hindering our students. That would sell pathways more than data.....again I am in full support of this but I've done a lot of reading, research, etc on completion attempts. Not everyone on our campus has so to them it's "another thing" |
| 9 | Respondents | | |

Q21. LEADING AND COMMUNICATING Please rate the following: - Sets clear objectives for the team/group.

| Count | Percent | | |
|-------|-------------|--------------------------|----------------------------|
| 0 | 0.00% | <input type="checkbox"/> | Below expectations |
| 14 | 35.00% | <input type="checkbox"/> | Meets expectations |
| 23 | 57.50% | <input type="checkbox"/> | Exceeds expectations |
| 3 | 7.50% | <input type="checkbox"/> | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q22. LEADING AND COMMUNICATING Please rate the following: - Demonstrates skillful facilitation of group discussions, problem solving and decision-making.

| Count | Percent | | |
|-------|-------------|--------------------------|----------------------------|
| 2 | 5.00% | <input type="checkbox"/> | Below expectations |
| 10 | 25.00% | <input type="checkbox"/> | Meets expectations |
| 28 | 70.00% | <input type="checkbox"/> | Exceeds expectations |
| 0 | 0.00% | <input type="checkbox"/> | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q23. LEADING AND COMMUNICATING Please rate the following: - Actively listens and considers the ideas of others.

| Count | Percent | | |
|-------|-------------|--------------------------|----------------------------|
| 3 | 7.50% | <input type="checkbox"/> | Below expectations |
| 11 | 27.50% | <input type="checkbox"/> | Meets expectations |
| 26 | 65.00% | <input type="checkbox"/> | Exceeds expectations |
| 0 | 0.00% | <input type="checkbox"/> | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q24. LEADING AND COMMUNICATING Please rate the following: - Expresses thoughts clearly and concisely.

| Count | Percent | | |
|-------|-------------|--------------------------|----------------------------|
| 0 | 0.00% | <input type="checkbox"/> | Below expectations |
| 6 | 15.00% | <input type="checkbox"/> | Meets expectations |
| 34 | 85.00% | <input type="checkbox"/> | Exceeds expectations |
| 0 | 0.00% | <input type="checkbox"/> | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q25. LEADING AND COMMUNICATING Please rate the following: - Shares relevant information in a timely manner.

| Count | Percent | | |
|-------|-------------|---|----------------------------|
| 2 | 5.00% |  | Below expectations |
| 14 | 35.00% |  | Meets expectations |
| 22 | 55.00% |  | Exceeds expectations |
| 2 | 5.00% |  | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |


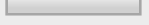
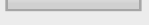
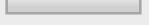
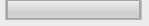
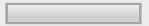
Q26. LEADING AND COMMUNICATING Please rate the following: - Encourages feedback from others on his/her performance.

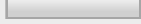
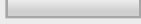
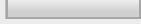
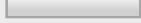
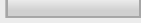
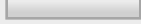
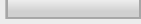
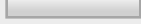
| Count | Percent | | |
|-------|-------------|---|----------------------------|
| 0 | 0.00% |  | Below expectations |
| 11 | 27.50% |  | Meets expectations |
| 24 | 60.00% |  | Exceeds expectations |
| 5 | 12.50% |  | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q27. LEADING AND COMMUNICATING Please rate the following: - Conducts himself/herself with professionalism in all situations (respectful, calm, objective, thorough, sensitive and businesslike).

| Count | Percent | | |
|-------|-------------|---|----------------------------|
| 0 | 0.00% |  | Below expectations |
| 3 | 7.50% |  | Meets expectations |
| 37 | 92.50% |  | Exceeds expectations |
| 0 | 0.00% |  | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q28. COMMENTS:

| Count | Percent | | |
|-------|---------|---|---|
| 13 | 100.00% |  | |
| Count | Percent | | |
| 1 | 7.69% |  | Again - he is the epitome of each of these characteristics and we are lucky to have him! |
| 1 | 7.69% |  | As president of the college, Joe often is confronted with hard questions from people who feel strongly about issues; he communicates well, with positivity under pressure. |
| 1 | 7.69% |  | At times I think discussions should be more directed by Joe to reach a decision. Sometimes it seems appropriate that Joe should allow for input, attempt consensus and then make the best decision in order to move an effort forward. |
| 1 | 7.69% |  | Dr. Schaffer excels in this area! It would benefit the college if our vice-presidents were as effective in leading and communicating, Perhaps Joe can mentor the vice presidents or send them to training to hone these necessary skills. |
| 1 | 7.69% |  | Great communicator and listener. Highly professional at all times. |

| | | | |
|---|-------|---|--|
| 1 | 7.69% |  | Has a tremendous capability to redirect and summarize conversations and intent of persons' opinions This 360 substantiates "Encourages feedback from others on his/her performance." |
| 1 | 7.69% |  | He is wise beyond his years. |
| 1 | 7.69% |  | Joe clearly demonstrated his leadership skills (listening, facilitation, presentation, professionalism) when he prepared and delivered an amazing presentation to the ENDOW Executive Committee. He made everyone proud. |
| 1 | 7.69% |  | Joe has established a reputation of data and information use at strategic points to convince the campus to move in planned directions. |
| 1 | 7.69% |  | One of Joe's greatest attributes, in my opinion, is his ability to articulate an idea, thought, or vision to others. |
| 1 | 7.69% |  | The President is always professional, courteous, and makes a considerable effort to seek out feedback even when the results are likely to be uncomfortable. |
| 1 | 7.69% |  | Videos, emails, etc. were all ways Joe used to communicate with college campus; that doesn't happen anymore. At times it seems that Joe isn't actually here; he isn't visible so when I do see him it is almost like a surprise for me. I would like for him to be more visible around campus not just dining hall or at student forums; at beginning of year seemed like Joe was uninterested and unattached to us. that spewed lots of rumors. |
| 1 | 7.69% |  | With any large entity and workforce communication is the key and Dr. Schaffer seems to include everyone in the conversation. His ability to listen and remain objective when challenged is admirable. Furthermore, he continues to be thorough and detailed oriented when it comes to relaying complex information. |

13 Respondents

Q29. INNOVATION, PROBLEM SOLVING AND RESULTS Please rate the following: - Sets priorities to focus/optimize resources.

| Count | Percent | | |
|-------|-------------|---|----------------------------|
| 0 | 0.00% |  | Below expectations |
| 12 | 30.00% |  | Meets expectations |
| 24 | 60.00% |  | Exceeds expectations |
| 4 | 10.00% |  | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q30. INNOVATION, PROBLEM SOLVING AND RESULTS Please rate the following: - Empowers people and holds them accountable for achieving results.

| Count | Percent | | |
|-------|-------------|---|----------------------------|
| 4 | 10.00% |  | Below expectations |
| 9 | 22.50% |  | Meets expectations |
| 18 | 45.00% |  | Exceeds expectations |
| 9 | 22.50% |  | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q31. INNOVATION, PROBLEM SOLVING AND RESULTS Please rate the following: - Demonstrates resolve and urgency to get things done.

| Count | Percent | | |
|-------|-------------|--------------------------|----------------------------|
| 0 | 0.00% | <input type="checkbox"/> | Below expectations |
| 11 | 27.50% | <input type="checkbox"/> | Meets expectations |
| 28 | 70.00% | <input type="checkbox"/> | Exceeds expectations |
| 1 | 2.50% | <input type="checkbox"/> | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q32. INNOVATION, PROBLEM SOLVING AND RESULTS Please rate the following: - Applies innovative approaches to solve difficult or unique problems.

| Count | Percent | | |
|-------|-------------|--------------------------|----------------------------|
| 1 | 2.50% | <input type="checkbox"/> | Below expectations |
| 13 | 32.50% | <input type="checkbox"/> | Meets expectations |
| 23 | 57.50% | <input type="checkbox"/> | Exceeds expectations |
| 3 | 7.50% | <input type="checkbox"/> | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q33. INNOVATION, PROBLEM SOLVING AND RESULTS Please rate the following: - Seeks ways to continually improve methods, processes, systems and programs.

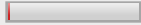
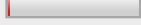
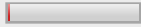
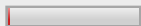



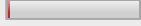
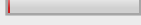
| Count | Percent | | |
|-------|-------------|--------------------------|----------------------------|
| 0 | 0.00% | <input type="checkbox"/> | Below expectations |
| 8 | 20.00% | <input type="checkbox"/> | Meets expectations |
| 32 | 80.00% | <input type="checkbox"/> | Exceeds expectations |
| 0 | 0.00% | <input type="checkbox"/> | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

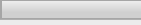
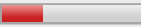

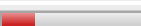
Q34. INNOVATION, PROBLEM SOLVING AND RESULTS Please rate the following: - Makes timely decisions to achieve goals and tasks.

| Count | Percent | | |
|-------|-------------|--------------------------|----------------------------|
| 1 | 2.50% | <input type="checkbox"/> | Below expectations |
| 12 | 30.00% | <input type="checkbox"/> | Meets expectations |
| 21 | 52.50% | <input type="checkbox"/> | Exceeds expectations |
| 6 | 15.00% | <input type="checkbox"/> | DON'T KNOW- UNABLE TO RATE |
| 40 | Respondents | | |

Q35. COMMENTS:

| Count | Percent | |
|-------|---------|--------------------------|
| 9 | 100.00% | <input type="checkbox"/> |

| Count | Percent | | |
|---------------|---------|---|---|
| 1 | 11.11% |  | Extremely motivated person who sets the tone for his followers on a regular basis. |
| 1 | 11.11% |  | Joe demonstrated his skills in problem solving when he did a comprehensive presentation to the WCCC on the reasons and financial numbers for the community colleges to consider eliminating the 12-credit tuition cap. |
| 1 | 11.11% |  | Joe empowers people but it doesn't appear that he holds them accountable for achieving results. It's possible that Dr. Schaffer is unaware that some of the vice presidents are ineffective or he may be avoiding conflict in addressing the issues. |
| 1 | 11.11% |  | Joe has a good vision for our college and appreciate his endeavor for us to continue to grow our programs. There are some areas that don't seem to align. Examples of think of are having a PR department that doesn't promote individual programs yet that is what brings students to our college; seems that our president should be able to give a directive that "yes we will promote programs"; seems that some are able to "pass the buck" which makes other people's jobs more difficult. That is one example of where it seems we have a process that doesn't make sense yet, from my level, it isn't being addressed and say that b/c that is standard answer we have got when ask for help in promoting programs...accountability for the executive team can't address as not privy to those conversations; we have a high functioning executive team except for one individual who hasn't learned our college or its processes yet has been onboard long enough that growth should be being seen by everyone; it isn't so bring up doubt of Joe's leadership; again, it may be addressed but those aren't items those not at very high level would know about so appearances are all that one has and it appears that Joe is "okay" with this individual and their lack of knowledge of our college, lack of respect for people, lack of communication or timely responses to individuals, lack of decision making skills; |
| 1 | 11.11% |  | Joe's recent commitment to continuous improvement of LCCC and its processes is especially evident this past year with plans to introduce Pathways and sustain the campus wide improvement project for functions assessment. |
| 1 | 11.11% |  | My only concern here is we have some leadership that clearly demonstrates sub-par ability and I haven't observed any improvement. I don't know what is going on behind the scenes though. I am being vague purposely . . . |
| 1 | 11.11% |  | N/A |
| 1 | 11.11% |  | President Schaffer excels beyond comprehension at all of the above. |
| 1 | 11.11% |  | The institution has faced some difficult budgetary times during Dr. Schaffer's tenure and he has handled it well. He ensures the people and the students are the focal points. With that, he and his team work hard to continue to improve processes and procedures. He is deliberate and takes his time when making big decisions. |
| 9 Respondents | | | |

| Q36. STUDENT FOCUS Please rate the following: - Exhibits a clear understanding of students' needs. | | | |
|--|---------|---|----------------------------|
| Count | Percent | | |
| 0 | 0.00% |  | Below expectations |
| 11 | 28.21% |  | Meets expectations |
| 19 | 48.72% |  | Exceeds expectations |
| 9 | 23.08% |  | DON'T KNOW- UNABLE TO RATE |
| 39 Respondents | | | |

Q37. STUDENT FOCUS Please rate the following: - Responds to feedback and builds positive relationships with students.

| Count | Percent | | |
|-------|-------------|--|----------------------------|
| 0 | 0.00% | | Below expectations |
| 5 | 12.82% | | Meets expectations |
| 16 | 41.03% | | Exceeds expectations |
| 18 | 46.15% | | DON'T KNOW- UNABLE TO RATE |
| 39 | Respondents | | |

Q38. STUDENT FOCUS Please rate the following: - Responds quickly to keep commitments to students.

| Count | Percent | | |
|-------|-------------|--|----------------------------|
| 0 | 0.00% | | Below expectations |
| 7 | 17.95% | | Meets expectations |
| 12 | 30.77% | | Exceeds expectations |
| 20 | 51.28% | | DON'T KNOW- UNABLE TO RATE |
| 39 | Respondents | | |

Q39. COMMENTS:

| Count | Percent | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------|--|--|-------|---------|--|--|---|--------|--|--|---|--------|--|--|---|--------|--|---|---|--------|--|--|---|--------|--|--|
| 5 | 100.00% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Count</th> <th>Percent</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>20.00%</td> <td></td> <td>Dr. Schaffer is a joy to watch interact with students. They admire and respect him fully, yet he makes them feel comfortable and they enjoy visiting with him.</td> </tr> <tr> <td>1</td> <td>20.00%</td> <td></td> <td>Highly knowledgeable when it comes to learning and the student experience.</td> </tr> <tr> <td>1</td> <td>20.00%</td> <td></td> <td>I appreciate Joe's dedication to LCCC students.</td> </tr> <tr> <td>1</td> <td>20.00%</td> <td></td> <td>Student success rates highest among President Schaffer's priorities.</td> </tr> <tr> <td>1</td> <td>20.00%</td> <td></td> <td>Students have expressed appreciation for the open forum that is held annually for them to share their concerns. Joe is attentive during these sessions and addresses the concerns. Joe often mentions the students in meetings; he recognizes how the structure of the college is not always student friendly and strives to improve the process. Pathways is a promising venture.</td> </tr> </tbody> </table> | | | | Count | Percent | | | 1 | 20.00% | | Dr. Schaffer is a joy to watch interact with students. They admire and respect him fully, yet he makes them feel comfortable and they enjoy visiting with him. | 1 | 20.00% | | Highly knowledgeable when it comes to learning and the student experience. | 1 | 20.00% | | I appreciate Joe's dedication to LCCC students. | 1 | 20.00% | | Student success rates highest among President Schaffer's priorities. | 1 | 20.00% | | Students have expressed appreciation for the open forum that is held annually for them to share their concerns. Joe is attentive during these sessions and addresses the concerns. Joe often mentions the students in meetings; he recognizes how the structure of the college is not always student friendly and strives to improve the process. Pathways is a promising venture. |
| Count | Percent | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 20.00% | | Dr. Schaffer is a joy to watch interact with students. They admire and respect him fully, yet he makes them feel comfortable and they enjoy visiting with him. | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 20.00% | | Highly knowledgeable when it comes to learning and the student experience. | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 20.00% | | I appreciate Joe's dedication to LCCC students. | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 20.00% | | Student success rates highest among President Schaffer's priorities. | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 20.00% | | Students have expressed appreciation for the open forum that is held annually for them to share their concerns. Joe is attentive during these sessions and addresses the concerns. Joe often mentions the students in meetings; he recognizes how the structure of the college is not always student friendly and strives to improve the process. Pathways is a promising venture. | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Respondents | | | | | | | | | | | | | | | | | | | | | | | | | | |

Q40. RELATIONSHIP BUILDING Please rate the following: - Builds productive and positive interdepartmental relationships.

| Count | Percent | | |
|-------|-------------|--|----------------------------|
| 2 | 5.13% | | Below expectations |
| 11 | 28.21% | | Meets expectations |
| 18 | 46.15% | | Exceeds expectations |
| 8 | 20.51% | | DON'T KNOW- UNABLE TO RATE |
| 39 | Respondents | | |

Q41. RELATIONSHIP BUILDING Please rate the following: - Works to improve difficult relationships.

| Count | Percent | | |
|-------|-------------|--|----------------------------|
| 4 | 10.26% | | Below expectations |
| 11 | 28.21% | | Meets expectations |
| 11 | 28.21% | | Exceeds expectations |
| 13 | 33.33% | | DON'T KNOW- UNABLE TO RATE |
| 39 | Respondents | | |

Q42. RELATIONSHIP BUILDING Please rate the following: - Effectively works across the College organization.

| Count | Percent | | |
|-------|-------------|--|----------------------------|
| 3 | 7.69% | | Below expectations |
| 11 | 28.21% | | Meets expectations |
| 18 | 46.15% | | Exceeds expectations |
| 7 | 17.95% | | DON'T KNOW- UNABLE TO RATE |
| 39 | Respondents | | |

Q43. COMMENTS:

| Count | Percent | | |
|-------|---------|--|---|
| 8 | 100.00% | | |
| Count | Percent | | |
| 1 | 12.50% | | A nice example of where Joe works to improve difficult relationships is his pro-active communication with Cheyenne's newspaper. I believe his meetings with the Wyoming Tribune have resulted in a significant shift from a negative emphasis to a more positive presentation of LCCC in the press. Again, I believe he used data he generated through his own research of the Tribune's past articles to establish patterns of negative reporting. Joe's work with the Academic Master Plan committee and College Council is just one example of how he intentionally works across the College organization to manage change. Another less visible way is the comments he provides in the Operational Trends Budget to help units across campus manage the College's resources better. This hands-on effort may not be recognized at higher levels of the College's leadership. This example of personal commitment to the well-running of the College points to his significant devotion to the institution and its sustainability. |
| 1 | 12.50% | | And works hard in the community to make it better, as well. |
| 1 | 12.50% | | Dr. Schaffer continues to make an impact on Laramie County and the state of Wyoming. His peers look up to him and have garnered an |

| | | | |
|---------------|--------|--|--|
| | | | exceptional reputation amongst stakeholders and leaders throughout. His involvement with various groups and committees continues to allow him to impact change at a high level. |
| 1 | 12.50% | | Highly visible in his leadership style. Easy to approach. |
| 1 | 12.50% | | Joe's interpersonal skills are exceptional and he seems to develop positive working relationships. An area of improvement to consider would be to be more visible on campus. Granted, he is in LOTS of meetings, but it would be good to seem him out interacting with students, staff, and faculty in a more casual setting. |
| 1 | 12.50% | | N/A |
| 1 | 12.50% | | There are some issues within academic affairs that need mending. |
| 1 | 12.50% | | Visibility on campus has been very limited this year and that hurts relationships; Joe used to attend at least one or two school meetings a year just to check in with folks and that was very appreciated; he doesn't do that anymore; see him at fall and spring inservice and that is really it or special events on campus; but not just roaming around or stopping in with people |
| 8 Respondents | | | |

| Q44. MANAGING AND DEVELOPING PEOPLE Please rate the following: - Provides timely and objective feedback and coaches subordinates to improve their performance. | | | |
|--|---------|--|----------------------------|
| Count | Percent | | |
| 2 | 5.13% | | Below expectations |
| 10 | 25.64% | | Meets expectations |
| 8 | 20.51% | | Exceeds expectations |
| 19 | 48.72% | | DON'T KNOW- UNABLE TO RATE |
| 39 Respondents | | | |

| Q45. MANAGING AND DEVELOPING PEOPLE Please rate the following: - Provides effective, appropriate and meaningful recognition. | | | |
|--|---------|--|----------------------------|
| Count | Percent | | |
| 2 | 5.13% | | Below expectations |
| 12 | 30.77% | | Meets expectations |
| 19 | 48.72% | | Exceeds expectations |
| 6 | 15.38% | | DON'T KNOW- UNABLE TO RATE |
| 39 Respondents | | | |

| Q46. MANAGING AND DEVELOPING PEOPLE Please rate the following: - Distributes the workload appropriately to complete the goal or task. | | | |
|---|---------|--|----------------------------|
| Count | Percent | | |
| 2 | 5.13% | | Below expectations |
| 8 | 20.51% | | Meets expectations |
| 12 | 30.77% | | Exceeds expectations |
| 17 | 43.59% | | DON'T KNOW- UNABLE TO RATE |
| 39 Respondents | | | |

Q47. MANAGING AND DEVELOPING PEOPLE Please rate the following: - Skillfully delegates responsibility, accountability and authority.

| Count | Percent | | |
|-------|-------------|--|----------------------------|
| 2 | 5.13% | | Below expectations |
| 8 | 20.51% | | Meets expectations |
| 14 | 35.90% | | Exceeds expectations |
| 15 | 38.46% | | DON'T KNOW- UNABLE TO RATE |
| 39 | Respondents | | |

Q48. COMMENTS:

| Count | Percent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------|--|--|-------|---------|--|--|---|--------|--|--|---|--------|--|--|---|--------|--|--|---|--------|--|--|---|--------|--|---|---|--------|--|--|---|--------|--|---|---|--------|--|-----|
| 8 | 100.00% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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