4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1,1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

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

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1a. Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

The College has a systematic and inclusive process for the development, deployment, and review/update of the Institution's mission statement, core and aspirational values, and vision. This process is integrated in part within the College's strategic planning process (see 4P2 for more information).

Briefly, the College conducts a comprehensive strategic planning process every five to seven years. The planning process is guided by the College's commitment to shared governance (see Policy 1.1.5) and begins with the organization of a strategic planning team comprised of individuals representing all internal constituencies at the College (e.g., the Trustees, executive team, faculty, staff, etc.). The purposeful composition of the team ensures the engagement of all voices within the campus community. Its work leads to recommendations for the President, then from the President to the Board of Trustees for their approval and adoption (**1.A.1**).

This first stage of the College's strategic planning process is designed to accomplish three distinct objectives: (1) validate the Institution's mission statement; (2) consider the College's value statements, determining whether they represent values fitting of the College for its future and whether the Institution has capacity to embody those values; and (3) develop an envisioned future, or vision statement, for the College, informed by environmental scanning. The work to accomplish these objectives ensures the planned actions of the Institution (through the implementation of a strategic plan) are aligned with the over-arching purpose of the College. Thus, the College recognizes, and verifies, that its role is to serve its community, and it does so through the deployment of its resources into programs and services that meet identified needs (**1.D.2, 1.D.3**).

4P1b. Ensuring that institutional actions reflect a commitment to its values

As illustrated by LCCC's continuous improvement model, the mission, vision, values, strategic plan goals, and outcomes identified through institutional key performance indicators strategically drive the College's work. Therefore, the primary process through which the Institution ensures its actions reflect a commitment to what it values is through the purposeful integration of these elements into macro- and micro-level processes used to facilitate the work of the Institution.

The Institution has gone to great lengths to ensure its mission, vision, values, strategic plan goals and key performance indicators (KPI's) are integrated into major institutional processes that determine substantive action of the organization. Figure 4P1-1 identifies some of the key processes that have purposefully incorporated what the Institution values into the decision-making/action components of the processes; most of these processes are described in greater detail elsewhere within this Portfolio.

4P1c. Communicating the mission, vision and values (1.B.1,1.B.2, 1.B.3)

LCCC, starting with the Board of Trustees, the President, and the executive leadership, has committed to the process of ensuring the mission, vision, and value statements are communicated through all of the primary and most visible communication channels of the Institution. Thus, at LCCC, you will find the College's mission, vision, and values communicated in written form across many venues and in many formats (**1.B.1**). For example:

- The Board of Trustees are the ultimate stewards of the College's mission, vision, and values. Their primary mechanism for setting their expectations is through policy, and they have established Board Policy 1.1.3 to communicate their commitment to the mission, vision and values of the Institution.
- The College's mission, vision and values are highlighted on their own web-page (see Mission, Vision and Values).
- The mission, vision, and value statements are included in the College's Strategic Plan (pg. 6).
- The President's Cabinet (the College's executive team) has adopted a process of incorporating the mission statement in their primary communications, such as including the mission in the signature block of every email sent by Cabinet members. This has become a College-wide practice.
- Part of the 360 Feedback Process used to evaluate President's Cabinet members, individuals are asked to assess how well the executive team demonstrates an understanding and commitment to the College's mission, vision and values.

To connect day-to-day activities, the College has aligned the mission to the four primary pillars of the comprehensive community college (academic preparation, workforce development, transfer preparation, and community development). These pillars accompany the mission statement in the primary public documents articulating the mission – the Board of Trustees policy, the Strategic Plan, the website, the college catalog, etc. (**1.B.1**). These elements have become core themes of LCCC's mission statement, helping to further explain the various aspects of its mission in more recognizable areas of its work (**1.B.2**).

Lastly, these themes help to drive the College's work—with an emphasis on serving students. While the College's taxing district, municipal and county boundaries, service area, and even state boundaries are all well established, LCCC recognizes that, as an open-access institution, people come to it from many different areas. Once they come, they become LCCC students, and the College is committed to helping transform their lives (**1.B.3**).

4P1d. Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

The College uses several processes for ensuring that academic programs are consistent with the Institution's mission. The first is the process for developing and approving new academic programs. This process is established in Procedure 2.3.1P: Program Development and Approval. Program development and approval is also contingent on proposed programs meeting the parameters within Policy 2.1, on degrees and certificates, and the accompanying Procedure 2.1.1P (pg. 2). Section 5.0 within the procedure specifically requires that academic programs meet the College's mission statement by thorough alignment with the four foundational elements of the comprehensive community college referenced above. (See 1P3 for more information on program development and approval processes.) (**1.A.2**).

Additionally, LCCC ensures that academic programs and services are aligned with the Institution's mission through the comprehensive review processes – academic program review and service/support function review. This process ensures that approved programs and

service/support functions do not deviate from being mission-centric over time after they have been approved. The academic program review process is established by Procedure 10.2P. As stated in the procedure's section 5.0, "Academic program review generates knowledge about how well academic programs are contributing to the attainment of the College's mission. (See 1P3 and 1P4 for more information.)

The College has recently established a comprehensive non-academic program (also referred to as service/support functions) review process. Non-academic programs are those areas of the College structured to deliver a unique set of services, support functions, or student learning/development experiences that support the institutional mission. As denoted in Procedure 10.3P, which directs the process, the primary purpose of non-academic program review is to determine how well non-academic programs are supporting LCCC's mission. (See 5P1 for more information.)

The College's budget development and approval process (described below) also ensures that academic programs and services are consistent with the Institution's mission. All academic and student support services must demonstrate how they support LCCC's mission and strategic priorities when requesting budget allocations.

4P1e. Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

The College has mature, integrated processes through which it plans, assesses institutional effectiveness, and allocates resources towards continuous improvement. This continuous improvement model was described in more detail in the opening of this section. One component of this process is the College's budget development and allocation process.

To ensure the involvement and broaden the participation of faculty, staff, and students in this key process, the College Council (LCCC's Shared Governance group) established the Budget Resource Allocation Committee (BRAC). This committee plays a crucial role in ensuring shared governance and alignment of institutional resources with mission attainment. In addition, the College's Budget Process Advisory Committee (BPAC) continually assesses the budget allocation process to ensure its continuous improvement in aligning resource allocation with mission attainment.

The budget process incorporates two primary sub-processes to ensure that alignment with the College's mission, vision, KPIs, and Strategic Plan is central to resource allocation determinations. The first is within the general fund allocation for operating budgets. Units must provide rationale and justification for budget requests illustrating how they will contribute to the improvement of the College's KPIs while advancing the Strategic Plan, both of which stem from the College's mission as illustrated above (**1.D.1**). These documents illustrate the allocation of the FY19 operating budget resources to the College's Strategic Plan goals and KPIs (**1.A.3**).

The second sub-process is in the allocation of new resources. LCCC considers these opportunities for new investment – investment in people (human resources), equipment (capital resources), or other external products and services, all of which support the Institution's mission.

All requests for new capital or operating investments must go through an objective, rigorous application and review process, facilitated by the BRAC. Requests for new human resources go through a similar process, facilitated by HR (see 3P1). In both cases, requests must include a rationale demonstrating how they will help the Institution fulfill its mission, primarily by linking the request to Strategic Plan and KPIs. Proposals are prioritized using rubrics that give higher scores to those that demonstrate strong alignment with mission components. (**1.A.3**).

4P1f. Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

The primary process LCCC uses to assess the efficacy of communication of and engagement with the College's mission, vision, and values statements is the Employee Experience Survey prior to FY18 (2017-2018 academic year, the College has deployed the Ruffalo Noel-Levitz College Employee Satisfaction Survey). The Employee Experience Survey is administered on an annual basis to all employees of the College. One section of the survey is focused on the topic of Ambassadorship, which LCCC has defined as employees understanding and abiding by the Vision, Mission, and Values. More specifically, this process assesses the extent that employees believe people on the campus genuinely believe in the mission, the College and employees use the mission as a guide when making decisions, that employees have been provided a detailed explanation of the meaning and importance of the College's core and aspirational values, and that supervisors serve as a role model for LCCC values.

Additionally, the College has incorporated the communication of the mission, vision and value statements into a variety of other processes on campus. For example, the College offers a comprehensive new employee orientation process. Integrated within the orientation are purposeful exercises to communicate and create awareness and understanding of these elements with new employees. Similarly, at all training (e.g., supervisory training, etc.) participants are provided with printed materials communicating LCCC's values. The College captures and evaluates data of how effective these processes are in accomplishing this goal.

4R1a. Summary results of measures (include tables and figures when possible)

In the Spring of 2013, the College launched a comprehensive strategic planning process, described briefly above. This resulted in an update to the College's Mission Statement, the development of new Core and Aspirational Values, and a new vision statement for the College.

The mission, vision, and value statements were distributed in draft form to the entire campus at the Fall 2013 convocation and delivery of the State of the College Address. Feedback was gathered from the campus community on the proposed changes and addressed in the final versions. The Board of Trustees approved the new mission, vision and value statements on September 18, 2013.

LCCC uses its surveys of employee engagement and satisfaction to assess how well it is integrating the mission, vision, and values into the cultural fabric of the Institution. For example, the Ruffalo Noel-Levitz CESS asked specific questions in this regard. Table 4R1-1 presents relevant historical results.

Table 4R1-2 presents the most recent results, using the new LCCC Employee Experience Survey; the table includes a conversion of the College's six-point scale to a five-point scale for comparison to historical data.

4R1b. Comparison of results with internal targets and external benchmarks

LCCC's model of continuous improvement necessitates the establishment of improvement goals for major indicators. Thus, internal targets are generally as simple as: to see continuous improvement each year until a benchmark is met. Where available, the College uses external benchmark data to determine how it is performing compared to peer institutions or state, region, or national averages. Illustrated in the previous tables, LCCC has made sustained, and steady improvement in its survey items, showing the desired improvement since 2010.

The Ruffalo Noel-Levitz CESS provides mean scores for an institutional comparison group (see Table 4R1-3). LCCC has consistently lagged behind the comparison group averages. However, two important results are worth noting. First, LCCC has made year-over-year improvements with double-digit percent increases while the comparison group mean has remained flat. Second, in 2018 LCCC appears to have reached the national means for nearly all items.

4R1c. Interpretation of results and insights gained

LCCC is making sustained progress in the integration of the Institution's mission, vision, and value statements. It is evident the integration of these elements within and alignment across major institutional processes, combined with the purposeful allocation of institutional resources, have increasingly placed LCCC's purpose at the heart of the Institution and its people. The College is committed to continuing its efforts to institutionalize the mission, vision and values, with the goal of being the pacesetter when compared to national benchmarks.

4I1. Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

LCCC has integrated the mission, vision, and values within its major institutional processes. In addition, College leaders have been expected to demonstrate their commitment to the mission, vision and values in their work and behaviors, with an emphasis on communication. These efforts have produced positive results. However, the College recognizes that more closely aligning these mission elements with the individual roles of its employees will lead to more integration of these elements in all systems and processes.

To that end, the College is working on two specific process improvements:

1. The integration of mission and values criteria within the employee recruitment and hiring process. LCCC realizes it can more purposefully screen and select candidates for employment who demonstrate an alignment with the mission and values; and
2. As part of the strategic plan, the College is designing a robust performance evaluation model (system) that will aid in the accurate and consistent performance assessment of

employees enabling specific employee improvement within current roles and focused on the demonstration of institutional values and achievement of the mission.