

Category Six: Supporting Institutional Operations

Processes

6P1

Student and other stakeholder support service needs are determined broadly by institutional mission and values. In addition, the College's Strategic Plan, developed through conversations with the various stakeholder groups, provides overarching direction. Furthermore, the budgeting process, which is tied to the Strategic Plan, provides a conduit for the identification of needs.

Historically, LCCC has used a variety of approaches to identify specific stakeholder support service needs. Some areas, such as Federal financial aid, are guided by statutory and regulatory requirements. Student scholarships are awarded on criteria established by the state, institution, and/or donor requirements. Enrollment Management monitors student needs through inquiries, suggestions, and complaints. The maintenance and IT offices determine needed upgrades of service through periodic inspections and scheduled maintenance requirements. In addition, both IT and maintenance examine customer requests and feedback through work orders, complaints, security reports, and other customer observations. The Children's Discovery Center, food services, student services, and the bookstore use individual requests, informal surveys, and discussion groups to identify service needs.

While LCCC has sought to meet the changing needs of students and other stakeholders through the methods outlined above, it has become apparent that a more systematic approach is necessary to ensure that the diverse needs of all students and stakeholder groups are understood and addressed as appropriate.

6P2

Administrative support service needs are also determined broadly by institutional mission and values, with the recently adopted Strategic Plan provided overarching direction. The College has recognized the need for a more systematic approach in this area as well. Beginning with the development of the 2010-2011 budget, LCCC implemented a process linking operational plans and budget requests to the Strategic Plan. Also, in fall 2009, the College initiated an employee climate survey/focus survey process. In fall 2010, the locally developed climate survey will be replaced with the Noel-Levitz College Employee Satisfaction Survey, which will provide data to more systematically identify employee support service needs.

Historically, LCCC has used a number of formal and informal mechanisms for determining support services needs of faculty, staff, and administrators. Need identification discussions occur during work area meetings, either regularly scheduled or ad hoc. In addition, several offices use customer feedback surveys, faculty/staff wish-lists, and other forms to determine new or additional service needs. Feedback on support service needs is also gathered during individual performance evaluation meetings.

6P3

LCCC has demonstrated responsiveness to physical safety and security needs as they arise. Examples include the following: 1) development of an emergency response plan; 2) implementation of an emergency alert system utilizing EaglesEye (the College's official student electronic communication system) and text messaging; 3) establishment of a Campus Assessment, Response and Evaluation (CARE) Team for internal identification of potential safety and security concerns; 4) installation of security cameras in key locations in response to vandalism on campus; 5) installation of emergency phones in all classrooms on the two main campuses; 6) annual publication and distribution of crisis communication cards; (7) monthly fire drills; and (8) training opportunities for security officers.

The College has recently purchased Maxient, software to enable a more systematic and confidential referral system for the CARE Team regarding individuals of concern, including the identification of behavioral patterns that might otherwise have gone unnoticed.

The College has received funding through the U.S. Department of Education's Emergency Management for Higher Education Program and is currently in process of developing an Emergency Operations Plan, which will address all four phases of emergency management – prevention/mitigation, preparedness, response, and recovery. The implementation of this plan will encompass campus-wide training activities; the assignment of emergency management roles and responsibilities to designated personnel; and the implementation of the approved emergency management structure involving campus personnel and partnerships with numerous other agencies.

6P4

All of the services listed in Table O6 (see Overview) have coordinators, managers, or directors who oversee day-to-day operations. Institutionally, services and processes are also reviewed and managed through several cross-functional forums at multiple levels (i.e., deans and directors, Colleague Users' Group, enrollment management, Learning Leadership Team [LLT], and President's Cabinet), which include student service staff, directors, faculty, academic deans, administrative personnel and senior level managers. These forums encourage dialogue, recognize challenges and successes, evaluate roles and responsibilities, and connect student service and administrative practitioners with other college constituencies to assess the construction and delivery of services and processes.

Administrative support services collect data through work requests, Colleague, and state and national data and survey systems. The data are evaluated by the staff for costs, responsiveness, completion, appropriate staffing, financial needs and safety concerns. This analysis provides meaningful management reporting of operational data that reflect the current and future strategic position of the College and serves as the basis for recommendations made to the Board of Trustees regarding tuition and fees, salaries, and operations and reserves.

6P5

The College uses multiple mechanisms to distribute information at several levels. Board [agendas and minutes](#) are published electronically, as are Quality Council minutes. After every meeting, President's Cabinet sends a bulleted summary of agenda items, discussion, and decision making to the entire college community via email. LLT minutes, Academic Standards Committee minutes, and

SLAC minutes are distributed by email. President's Cabinet also provides informal once a month Campus Conversations, open to the whole College. At these Campus Conversations, there is generally an update from a specific program area and a question and answer forum.

In addition, support processes are documented within specific functional areas but are not systematically shared with the wider college community. The administrative support services staff collects and analyzes data through a variety of mechanisms on a wide range of campus functions. The College's internal and external audit functions provide recommendations and evaluation of the college's financial condition, policies, processes and procedures to ensure best practices and compliance with generally accepted accounting principles and federal, state and local regulations. These analyses provide the basis for recommendations made to the Board of Trustees regarding tuition and fees, salaries, and operations and reserves. Similarly, student services areas receive weekly "Division News" via e-mail that provides notice of staffing, policy, program, operational and/or procedural changes. This communication also includes recognition and encouragement to staff and/or teams that have demonstrated exemplary service or innovation. The Student Services division news is also shared with President's Cabinet.

Although there are multiple mechanisms for information distribution as described above, the 2009-2010 climate survey/follow-up survey process revealed limited employee understanding of College functioning. They appeared to attribute this to poor communication and transparency. In response, the College has initiated the Campus Conversations (described above), as well as two action projects: College-wide College Council and Define Organizational Structures and Processes. Items included in the expansion of the climate survey/follow-up survey process will provide data to begin analyzing how information that employees receive is used for innovation and empowerment.

Results

6R1

Measures of student, administrative, and organizational support service processes are collected and analyzed at the department level. Examples are described below.

Student support services primarily measure the numbers of students accessing services. For example, in the Admissions and Records area, usage rates are regularly tracked for registration methods, enrollment services, degree verification, official transcript requests, and advising. The Disability Resource Center (DRC) tracks the number of students served. The Health Education program staff tracks reasons for student visits. The Financial Aid office regularly analyzes monthly fund distribution to compare with previous years' student need and to identify changing patterns. Tracking of financial aid award packaging turn-around time is compared to industry standards for acceptable limits. Satisfaction with these services is measured through the annual report of the Graduate Survey and the biannual Community College Survey of Student Engagement (CCSSE).

General library statistics and data are obtained and reviewed on an annual basis. Indicators used to determine whether the library is meeting the needs of students include:

- Size of the collection (print, serials, media, electronic databases, e-books, and electronic serial subscriptions)
- Use of the collection (circulation of print and audiovisual materials, database searches, full-text articles retrieved, library website visits)

- Use of services (reference questions, gate count, library cards issued, interlibrary loan lending and borrowing)
- Library Instruction (Number of sessions and number of students attending)

The IT department uses Track-It from Numara Software to track service calls, to track trends and identify long-term problems, to balance the workload between technicians, and as a reference for historical needs. The Facilities and Events office uses facilities usage reports and revenue reports to monitor services. The software used by Plant Maintenance to track work orders does not allow for data analysis; that office is investigating new software to better serve this purpose. Internal and external audit functions provide an evaluation of the college's financial condition, policies, processes and procedures.

The expansion of the climate survey/follow-up survey process will provide more college-wide data on student, administrative, and organizational support service processes.

6R2

As is evident in Figure 1 in the introduction, LCCC continues to experience steady growth. In addition, the rate of growth has increased as a function, in part, of the recent economic downturn. Subsequently, the usage rate measures (6R1) also show increases. One such example is the number of FAFSA applications received and processed by the Financial Aid Office (Table 6R2.1). Similarly, the Library has shown increased demand (Table 6R2.2 and Table 1R5.4), as has the DRC (Table 6R2.3).

Table 6R2.1: Cumulative Number of FAFSA's Received for the Academic Year, by Month

	2007-08	2008-09	2009-10	2010-11
January	97	134	156	203
February	447	581	725	721
March	931	1112	1474	1693
April	1383	1762	2189	2568
May	1663	2098	2576	3098
June	2022	2411	2996	3550
July	2417	2845	3539	4132

Source: LCCC Financial Aid Office

Prepared by: LCCC IR Office, AMM, 09/14/201

Table 6R2.2 Size of Library Collection

	2007-2008	2008-2009	2009-2010
Volumes Held	55,031	54,582 ¹	N/A
e-Book Volumes Held	42,941	42,854	57,302 ²
Serials Print Subscriptions Held	193	183 ³	N/A
Electronic Subscriptions Held	32,486	24,260	29,539
Total Media Titles Held	3,749	3,921	N/A
Total Database Subscriptions	80	95	186 ⁴
Electronic Serial Databases	72	86	104

¹Volumes Held – Library collection size is static due to space limitations.

²State legislated funds to community colleges have increased the library's ability to purchase electronic resources.

³The number of serial subscriptions has been reduced each year due to budget constraints.

⁴The Wyoming State Library purchased 50+ Gale/Cengage databases for a one year trial. Additional databases were purchased with state legislated funds.

Source: LCCC Ludden Library

Table 6R2.3 Disability Resource Center Students Served

2006-2007	2007-2008	2008-2009	2009-2010
74	99	110	121

Source: LCCC Disability Resource Center

In order to establish a better understanding of the impact of this growth on the effectiveness of services, LCCC uses student satisfaction data from the Graduate Survey (Table 6R2.4). This table is sorted by degree of dissatisfaction of services to better identify areas for improvement. Student satisfaction data is also available through CCSSE (Table 6R2.5).

Table 6R2.4 Graduate Survey Results

Service or Office	Satisfied or Very Satisfied	Dissatisfied or Very Dissatisfied	Did Not Use/No Response
Library	86.0%	2.9%	11.0%
Student Organizations	44.8%	3.0%	52.2%
Cultural Programs	38.9%	3.6%	57.3%
Business Office	69.1%	3.7%	27.2%
Student Activities	56.7%	3.7%	39.8%
Student Housing	19.9%	3.7%	76.5%
Student Government	36.8%	4.4%	58.8%
Tutoring	39.7%	5.2%	55.2%
Intramural Athletics	23.6%	5.2%	71.2%
Admissions	88.9%	6.6%	4.4%
Student Leisure Areas/Student Center	56.7%	6.6%	36.8%
Registration and Records	90.5%	9.5%	0.0%
Academic Advising	78.7%	10.3%	11.1%
Job Placement	18.4%	11.1%	70.5%
Financial Aid	59.6%	19.1%	21.4%
Bookstore	70.6%	24.2%	5.1%
Food Service	42.7%	28.7%	28.7%

Source: 2009-2009 Graduate Survey Report, April 2010

Table 6R2.5 CCSSE Results – Use of, Satisfaction with, and Importance of Services

	(1) Frequency of Use				(2) Satisfaction				(3) Importance		
	Often	Some-times	Rarely/ Never	Don't Know/N.A.	Very	Some- what	Not at all	N.A.	Very	Some- what	Not at all
Academic advising/ planning	12	42	34	13	29	41	9	21	54	29	17
Career counseling	3	20	52	26	14	24	13	48	41	30	29
Job placement assistance ¹	1	4	47	48	5	11	12	72	32	26	42
Peer or other tutoring	8	16	46	30	17	20	7	55	38	26	36
Skill labs (writing, math, etc.) ¹	7	11	44	38	11	22	7	60	32	29	38
Child care	2	2	37	59	4	6	9	80	25	16	59
Financial aid advising	15	28	33	24	23	27	15	35	61	15	24
Computer lab	34	30	22	14	50	25	4	21	64	18	17
Student organizations	4	11	42	42	7	21	8	63	19	37	44
Transfer credit assistance	6	23	33	38	17	20	11	52	53	17	30
Services to students with disabilities	2	3	29	65	5	9	5	81	42	14	44

¹ Results in **bold** are significantly different from the comparison groups of medium-sized community colleges and Wyoming community colleges. See 6R5.

Source: CCSSE Results, Spring 2009

Prepared by: LCCC IR Office, AMM, 09/14/2010

6R3

Financial and performance results are reported yearly through the annual audit and budgeting processes. Each year has resulted in an unqualified audit. There are no systematically analyzed performance results available for other administrative support service processes at this time.

6R4

As mentioned previously, LCCC continues to experience growth in a time of economic downturn. The results of the monitoring processes in this category, in conjunction with similar processes across campus, are used in planning responses to the increased demand with limited resources. For example, usage data were examined to determine which areas would have new positions during the most recent budgeting cycle. Similarly, these data are used in course scheduling, program planning, and workload adjustments.

6R5

Comparison data are available for CCSSE results (Table 6R2.5). The most recent results show LCCC is significantly below the cohorts of Wyoming community colleges and medium-sized community colleges on frequency of use of job placement services and frequency of use, satisfaction with, and importance of skill labs.

Improvements

6I1

Multiple improvements have resulted from efforts to monitor services related to this category. Examples include moving to E-registration, implementation of the Nelnet online payment service for students, a new position in the Financial Aid office, the implementation of a revised advising system as the result of one of the College's first action projects (see Category 1), the increased emphasis on electronic library resources, and the renovation and expansion of the cafeteria and food services. Additionally, the budgeting process now aligns funding priorities to the Strategic Plan. Finally, the College has begun review and revision of all policies and procedures (Strategic Direction 3.2).

LCCC recognizes that there is an opportunity to develop more systematic and comprehensive monitoring processes for this category.

6I2

As mentioned previously, LCCC is moving to more fully integrate CQI principles into its processes since being accepted into AQIP. The developing culture of continuous improvement has, for example, contributed to the linking of the budget process to the Strategic Plan. The Quality Council (QC) (see 4I2) will be integral in addressing the opportunity identified in 6I1.