

AQIP Quality Systems Portfolio

October 2014



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COMMUNITY COLLEGE

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Table of Contents

INSTITUTIONAL OVERVIEW	1
PREFACE.....	1
OUR MISSION	1
OUR VALUES.....	1
OUR BIG GOAL	1
OUR VISION.....	1
OUR PEOPLE.....	1
OUR ACADEMIC OFFERINGS	2
QUALITY IMPROVEMENT JOURNEY	2
CLOSING.....	2
CATEGORY ONE: HELPING STUDENTS LEARN	3
INTRODUCTION.....	3
COMMON LEARNING OUTCOMES	3
PROGRAM LEARNING OUTCOMES	9
ACADEMIC PROGRAM DESIGN	17
ACADEMIC PROGRAM QUALITY	26
ACADEMIC STUDENT SUPPORT	30
ACADEMIC INTEGRITY.....	34
CATEGORY TWO: MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS	38
INTRODUCTION.....	38
CURRENT AND PROSPECTIVE STUDENT NEED	38
RETENTION, PERSISTENCE, AND COMPLETION	42
KEY STAKEHOLDER NEEDS	47
COMPLAINT PROCESSES	51
BUILDING COLLABORATIONS AND PARTNERSHIPS	53
CATEGORY THREE: VALUING EMPLOYEES.....	60
INTRODUCTION.....	60
HIRING	60
EVALUATION AND RECOGNITION	64
DEVELOPMENT	67
CATEGORY FOUR: PLANNING AND LEADING	71
INTRODUCTION.....	71
MISSION AND VISION	72
STRATEGIC PLANNING	79
LEADERSHIP.....	85
INTEGRITY	91
CATEGORY FIVE: KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP.....	96
INTRODUCTION.....	96
KNOWLEDGE MANAGEMENT	96
RESOURCE MANAGEMENT	104
OPERATIONAL EFFECTIVENESS	108
CATEGORY SIX: QUALITY OVERVIEW	117
INTRODUCTION.....	117
QUALITY IMPROVEMENT INITIATIVES.....	118
CULTURE OF QUALITY	121

List of Figures

Figure 1R1-1: Institutional Competencies Assessment, spring 2014	7
Figure 1R1-2: ETS <i>Proficiency Profile</i> Results	7
Figure 1R1-3: Effective Communication: Written “Audience”	8
Figure 1P2-1: LCCC Program Level Assessment Plan	10
Figure 1P2-2: Quality Assurance Rubric: Student Learning Planning and Evaluation.....	11
Figure 1P2-3: Excerpt (one of forty) from LCCC Program Review Assumed Practices Description	12
Figure 1R2-1: ASE Electrical Test – Average Pre-Test Scores, Fall 2014	16
Figure 1R2-2: Health Science Graduates Licensure/Certification Rates, 2012-13	16
Figure 1P3-1: LCCC Student Stakeholder Groups.....	18
Figure 1P3-2: LCCC External Key Stakeholders.....	19
Figure 1R3-1: Program Analysis System Categories and Indicators.....	22
Figure 1R3-2: Program Analysis and Ranking Results.....	23
Figure 1R3-3: Complete Program Analysis.....	24
Figure 1R3-4: Pass Rates, LCCC Nursing.....	25
Figure 1R4-1: SPAN 1010, Presentational Speech.....	29
Figure 1R4-2: Students Matriculating to Four Year Institutions.....	29
Figure 1R4-3: Institutional KPI Measures – 2013-14 Results	29
Figure 1R5-1: KPI B Academic Preparation 2013-14 Results	33
Figure 1R6-1: 2013 CCSSE Results.....	36
Figure 2R1-1: Alumni Survey Results.....	41
Figure 2R1-2: Average Response on CCSSE Support for Learners Items	41
Figure 2R2-1: Program Level Student Completion Measures.....	44
Figure 2R2-2: Institutional Measures – Retention, Persistence & Completion	44
Figure 2R2-3: Student Program Completion Results	45
Figure 2R2-4: Institutional KPI Measures – 2013-14 Results	45
Figure 2R2-5: LCCC Degrees and Certificates Awarded	46
Figure 2P3-1: Process Steps for Operational and Budget Plan Development	47
Figure 2R3-1: Current Employment Status.....	49
Figure 2R3-2: Relationship of Current Job to LCCC Major	49
Figure 2R3-3: Job Preparedness for LCCC Graduates.....	49
Figure 2R3-4: LCCC Key Performance Indicators, 2013-2014 Report Card.....	50
Figure 2R4-1: Formal Student Complaint Log	52
Figure 2P5-1: Building and Maintaining Relationships with Advisory Committees.....	55
Figure 2P5-2: Partnership Purpose, Outcomes, and Tools	56

Figure 2R5-1: Institutional KPI Measures – 2013-14 Results	58
Figure 3R1-1: Applicant Pool Tracking: Minimum Qualifications.....	63
Figure 3R1-2: End-of-Orientation Questionnaire Results, 2014	63
Figure 3R1-3: Three-month Follow-up Questionnaire Results, 2014	63
Figure 3R3-1: Fall 2013 Campus Climate Survey.....	69
Figure 4-1: Continuous Improvement Model at LCCC	71
Figure 4P-1: Framework for Governance.....	73
Figure 4P1-2: Evidence of Mission in Processes.....	74
Figure 4P1-4: Budget Allocation to Strategic Plan.....	76
Figure 4P1-3: Budget Allocation to KPI.....	76
Figure 4R1-1: New Employee Orientation.....	78
Figure 4R4-1: New Employee Orientation Results, 2014	94
Figure 4R4-2: Climate Survey Results: "Open and ethical communication is practiced."	94
Figure 5P1-1: LCCC's Knowledge Management Process.....	97
Figure 5P1-2: Examples of LCCC Data Organization Systems.....	98
Figure 5P1-3: Strategic Planning: Involving External Stakeholders.....	99
Figure 5P1-4: 2013-14 LCCC KPI Report Card	100
Figure 5P1-5: Excerpt of Enrollment Monitoring Meeting Minutes.....	100
Figure 5R1-1: KPI Results for Strategic Priorities.....	102
Figure 5I1-1: Examples of External Comparative Data Sources	103
Figure 5R2-1: LCCC Space Needs Analysis Findings	106
Figure 5I2-1: ITS Improvements, 2011-2014	107
Figure 5P-2: LCCC Budget Process Map.....	109
Figure 5R3-1: Expenditures by Program.....	113
Figure 5R3-2: LCCC Call Center Tickets OPENED/CLOSED by Semester.....	113
Figure 5R3-3: Excerpt from Help desk Survey August 2014: Requestor Faculty Member	113
Figure 5R3-4: ITS Resources at Wyoming Community Colleges.....	114
Figure 5R3-5: LCCC NET POSITION (June 2013).....	114
Figure 5I3-1: Physical Infrastructure Improvements.....	115
Figure 5I3-2: 5-Year LCCC Positions by Classification FY10 - FY14.....	115
Figure 6R2-1: LCCC Key Performance Indicators Report Card.....	124

LCCC Systems Portfolio: Glossary of Terms and Acronyms

Academic Standards Committee: This committee's primary function is to promote and maintain high academic standards that lead to student success at Laramie County Community College. It consists of faculty, deans, and professional staff who oversee the development, review and modification of programs, curricula, and the assessment of student learning.

Aquila: This is LCCC's online continuous improvement system. It uses software from Campus Labs to manage the College's annual student learning assessment planning and its online program review process.

BPAC: Budget Process Advisory Committee. This committee manages the annual revision and improvement of the budget process, partly using feedback invited from faculty and staff.

BRAC: Budget Resource Allocation Committee. This committee is a subcommittee to College Council and annually advises resource distribution decision making for one-time funding requests and requests for increases in the operational budget.

CCSSE: Community College Survey of Student Engagement

Competencies: The College uses "competencies" in the same manner as other institutions use "outcomes" when referring to learning expectations. When relating to organizational effectiveness expectations, LCCC uses the term "outcomes."

D2L: The College uses D2L as its Learning Management System (LMS).

EaglesEye: LCCC's intranet resource.

ETS: LCCC uses the Education Testing Service (ETS) Proficiency Profile (critical thinking, reading, writing and mathematics) to assess students' general education learning.

FERPA: Family Education Rights and Privacy Act

IR: Institutional Research

ITS: Integrated Technology Services

KPIs: Key Performance Indicators. As LCCC strives to be performance-based in the allocation of human and fiscal resources, the college has established a set of measures to guide its processes and serve as starting points for conversations. These measures, known as Key Performance Indicators (KPIs), support LCCC's everyday operations and assist with continuous improvement in fulfilling the college's mission. The first five indicators (KPIs A-E) are comprised of measures of overall outcomes of the institution and are referred to as Effectiveness Indicators. The last four indicators (KPIs F-I) measure the processes and environment of the institution to ascertain how efficiently the organization is operating.

LCCC Institutional Competencies: Laramie County Community College has established a blueprint for academic success based on four general education outcomes with ten measures that are incorporated throughout the curriculum. All students are expected to attain proficiency in each of these areas as part of their academic program at the college. The four outcomes of reasoning, effective communication, collaboration, and human culture contain ten competencies.

LLT: Learning Leadership Team. Members of this committee represent a broad spectrum of the Institution. It is an information sharing and discussion forum to address issues common to academic affairs and student services.

MCOR: Master Course Outline of Record, which contains student-centered description, measurable competencies, and a detailed outline of topics that are included in the course. MCORs help define the levels of content introduction, reinforcement, and mastery within courses in a program.

NCCBP: LCCC participates in the National Community College Benchmark Project. This a comparative survey resource for community college members and is managed by Johnson County Community College.

NEO: New Employee Orientation

NFL: New Faculty Learning. This is a component of the College's Center for Teaching & Learning. It manages activities for new faculty, such as orientation and professional development related to the tenure process.

President's Cabinet: The President's Cabinet is an organization that is responsible for representing the president and each of the major college areas that answer directly to the president, including Academic Affairs, Administration and Finance, Student Services, Human Resources, Institutional Advancement (Public Relations and Foundation), Institutional Effectiveness and the Albany County Campus. It discusses issues affecting LCCC, including but not limited to policies and procedures, recommendations for action of the board of trustees, proposals for agendas for board meetings, crisis management, and budget planning

RFP: Request for Proposal

SIS: Student Information System. Colleague is LCCC's main database and is sometimes referred to as its student information system (SIS).

WCCC: Wyoming Community College Commission

Institutional Overview

Preface

Laramie County Community College (herein after “LCCC” or “the College”) is a public, two-year comprehensive community college serving Laramie and Albany counties in Wyoming. This state-designated service area represents 7 percent of the state’s square acreage and approximately 23 percent of the state’s population. The main campus is located in Cheyenne (Laramie County and the state capital). The College has a branch campus in Laramie (Albany County and the home of the University of Wyoming). In addition, LCCC provides educational opportunities at two outreach centers in Laramie County - one in Pine Bluffs, WY and the other on the FE Warren Air Force Base. LCCC was established in 1968. The first classes were offered in Cheyenne in 1968, in Laramie in 1978, in Pine Bluffs in 1978, and at FE Warren AFB in 1975. An elected seven-member board of trustees governs the College.

Our Mission

To transform our students’ lives through the power of inspired learning.

Our Values

Our value statements reflect our behaviors in carrying out the work leading to the attainment of our mission. Core values are inherent in the cultural fabric of the College as it exists now. These include the values of *passion*, *authenticity*, and a *desire to make a difference*. Aspirational values are those values we desire but their actual existence within the College is not aligned or has not attained equal maturity. We aspire to have them become ingrained in our cultural fabric. These include a *commitment to quality*, *entrepreneurship*, and *tolerance*.

Our Big Goal

Our over-arching goal is that our accomplishments as a community college will distinguish LCCC from others in the nation, in turn benefiting our communities and bringing pride to the great State of Wyoming.

Our Vision

In the future we are individuals united for a single purpose - to transform our students’ lives. Our nationally recognized, entrepreneurial, and innovative programs and services help students become the most sought after individuals. We develop world-class instructors. We are relentless in the use of evidence to make decisions that responsibly and efficiently allocate resources, drive instruction, and create an environment of adaptability and productivity. Every individual has the freedom to innovate and take informed risks based on promising practices and creative ideas. We fail quickly, and learn from that failure as much as from our success. Clear academic pathways, high-touch services, and engaged employees are the bedrock of our students’ success. We drive collaboration throughout the community to ensure the success of all students who come to LCCC. We are changing the world of higher education, facing seemingly impossible challenges head on.

Our People

LCCC is a community of people – our students, our faculty and our staff. The student body at LCCC has continued to grow since its inception. In academic year 2013-2014 the College enrolled 5,668 students in credit courses, equating to an annualized FTE of 3,837. Of the student body, 34 percent were full-time students with 66 percent part-time. Approximately 45 percent of LCCC’s students are enrolled in transfer degree programs; 23 percent are in career and technical programs of study, with the remaining undeclared. LCCC enrolled 1,831 individuals in non-credit life enrichment classes, 2,951 in non-credit workforce development courses, and an estimated 1,671 participants in customized training programs.

LCCC’s employees are one of its greatest assets. The College is comprised of a dedicated group of faculty and staff that fulfill various roles collectively leading to the mission attainment. In fiscal year

2013-2014, the College employed a total of 380 regular, benefited positions, with 26 administrators, 80 professional, 122 faculty (both teaching and non-teaching), and 152 educational services classified staff. The College also employed 836 part-time employees ranging from adjunct faculty to seasonal workers.

Our Academic Offerings

Student learning is the primary focus of the College. LCCC is classified as a public, associate degree-granting institution according in the Carnegie classification system. The College offers credit and non-credit courses for transfer, workforce development, and life enrichment. Students may earn degrees (Associate of Arts, Sciences, or Associate of Applied Science) in 68 programs and certificates in 24 programs; 20 of these programs may be completed completely online. The College also offers educational activities leading to non-credit certification, credit certificates of completion, or the ability to sit for a variety of professional certifications. LCCC also offers adult basic education and high school equivalency courses through the Adult Career and Education System (ACES).

Quality Improvement Journey

LCCC began its quality improvement journey when it first signed onto the AQIP Accreditation pathway in 2008. The College submitted its first systems portfolio to the Higher Learning Commission (herein after “HLC” or “the Commission”) in 2010. Since that time, however, the institution has undergone significant change in regard to its leadership and the development of new foundations that underpin the continuous improvement culture the College is developing. While these changes have been and continue to be necessary, there is no doubt the College is struggling through an expedited evolution towards organizational excellence.

LCCC is still recovering from an era of turmoil resulting from organizational unrest around its culture, its leadership, and its organizational structure. Following the removal of a sitting president in 2010 and amidst great leadership deficiencies, the institution sought a new future grounded in authentic acceptance of some of the most brutal facts about the state of the College. Once the institution embraced these facts and accepted them, a new platform for organizational reinvention and rebirth emerged. See Category Six within this systems portfolio for more information on the results of LCCC’s quality journey.

Closing

It is evident the College’s journey towards a culture of continuous, quality improvement has been a fast one over the past few years. While the institution is still far from maturity in the implementation of its quality culture, it has made nearly unbelievable progress in a relatively short amount of time in establishing the foundational aspects of the continuous improvement model. New governance, focus on mission with an aggressive vision and big goal, a commitment to a shared culture of evidence, and developing or improved systems for planning, resource allocation, assessment and evaluation, have all provided a bedrock upon which the institution can improve in the future.

Category One: Helping Students Learn

Introduction

The mission of LCCC is to transform our students' lives through the power of inspired learning. Thus, helping students learn is at the foundation of the Institution's work and within the very belief structure of the College. However, over the past few years the College's transformation to a quality culture has revealed considerable room for improvement in the actual results of ensuring students achieve their educational goals. Guided by the 2011 Systems Appraisal Feedback Report, supported by the 2012 Quality Checkup, and reaffirmed through strategic planning, the College is well underway to significant improvements in student learning.

To emphasize this focus, the first goal of the 2013-2020 LCCC Strategic Plan centers on helping students succeed. The goal, titled "A Completion Agenda for the 21st Century," is to increase the number of students earning high-value credentials by reinventing the College's programs and services to be designed for the 21st century learners and aligned to drive the economic and social futures of Southeastern Wyoming. Within this goal numerous strategies are being implemented to address areas for improvement identified in the aforementioned institutional assessment processes. These include planned improvements to critical aspects of how instructional programs are designed, delivered, and assessed, as well as the support services and systems used to ensure students achieve their educational goals. From building a quality assurance system focused on the rigorous assessment of learning outcomes, curriculum reinvention, and policies and procedures, to high-impact practices for academic student support, the College is already benefitting from both completed and active quality initiatives to better help students learn.

Adding to strategic prioritization, LCCC recently integrated multiple resource improvements to better coordinate the advancement of student learning. These include a budget request process that tightly aligns to instructional priorities, a re-organization of positions that supports educational programming with a decline in administrative positions and significant growth in faculty, a Key Performance Indicator (KPI) system that tracks student learning preparation and achievement, and a scholarship process that systematically supports educational purposes. What remains for the College to accomplish is further development of its direct student learning assessment so that data regularly informs improvements.

Common Learning Outcomes

1P1 Common Learning Outcomes focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating, and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Aligning common outcomes to the mission, educational offerings, and degree levels of the institution (3.B.1, 3.E.2)

The College has an established blueprint for ensuring graduates have the knowledge, skills, and abilities to be successful in their lives and professions, regardless of the chosen program of study. This blueprint is based on four common learning outcomes, or what LCCC calls institutional competencies, that are incorporated throughout the curriculum. These outcomes include **Reasoning**, **Effective Communication**, **Collaboration**, and **Human Culture**. With the belief that to transform students' lives, the College must ensure that students possess a core set of abilities, regardless of their aspirations. Thus, LCCC arrived at these competencies through an understanding that they should reflect those abilities individuals must possess to thrive in today's world. As such, the competencies are aligned with the mission of the College.

It is the goal of the College that upon completion of an identified program of study, students will have developed a level of proficiency in each of the stated competencies. Per the mission of the College, the

competencies are embedded across the curriculum to provide a rich and diverse educational experience to all students to prepare them for a productive life (3.B.2, 3.E.2).

The institutional competencies shape the development the general education core curriculum which has been incorporated into all degrees and credit-bearing certificates at the College (3.B.1). The process for incorporating the competencies across the curriculum involves the Master Course Outline of Record (MCOR), which serves as the foundational document for any course. Through the development of the MCOR, an originating faculty member identifies the institutional competency a course addresses and the tool through which the competency will be assessed. All MCORs undergo a robust peer review before adoption by the Academic Standards Committee. The institutional competencies are also identified in the curriculum mapping element of the program review process and the program review also articulates the institutional competencies addressed within a program thereby assuring that the competencies are embedded.

Determining common outcomes (3.B.2, 4.B.4)

LCCC's institutional competencies were originally developed several years ago in relative isolation. Though they were shared across campus at that time, there was not a concerted effort to align program or course competencies with the newly established outcomes for the Institution. Under this model, there was little or no connection between achievement within a program and achievement or progress when measured at the institutional level.

The institutional competencies in place today are a product of a faculty-wide process. The College recognizes that the development and assessment of learning outcomes is an iterative process, which requires an ongoing commitment to process. This process is led by the Student Learning Assessment (SLA) subcommittee of Academic Standards, per Administrative Procedure No. 2.12P. The subcommittee consists of representation from all schools as well as a librarian, an instructional designer, a dean, and the Associate Vice President of Institutional Effectiveness. The most-recent revision of the competencies began in the spring 2012 semester when faculty engaged in a workshop to identify the skills they felt were most important to the success of graduates from the College. From this workshop emerged a draft of several competencies for faculty consideration in fall 2012. Following several open forums to discuss the competencies and their relationship to the curriculum across the College, a faculty vote identified the competencies that are in place today (4.B.4). The institutional competencies, determined and adopted, guide the College's evaluation of its general education core curriculum and shape its coursework to impart the broad knowledge and intellectual concepts to students and to develop skills and attitudes that the institution believes every LCCC graduates should possess (3.B.2).

Articulating the purposes, content, and level of achievement of the outcomes (3.B.2, 4.B.1)

The College's general education program primarily uses its student learning assessment process to articulate purposes, content, and level of achievement of the outcomes (3.B.2). The SLA subcommittee leads efforts in defining the institutional competencies, establishing the criteria to be considered in their assessment, and determining the achievement levels for each. This diverse group engaged faculty in a series of in-service sessions in which outcomes and criterion definitions were shared and edited. The subcommittee met weekly throughout the fall 2013 semester in order to incorporate faculty input into criteria definitions and performance levels on scoring rubrics for each of the outcomes (4.B.1). Through the fall 2013 semester the subcommittee engaged the faculty in finalizing the rubrics while the General Education Committee simultaneously engaged faculty in the revision of the general education core curriculum to meet the newly updated competencies (3.B.2). In December 2013 scoring rubrics were published for use in assessing student proficiencies on the institutional learning outcomes. Each competency is defined and its purpose is identified on the rubric. Each rubric also identifies the criteria for direct assessment of student learning as well as the proficiency levels faculty must consider when

using the tools to design and administer assessments. The institutional competencies and the rubrics for scoring them are available on the [LCCC website](#).

Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

Per the General Education [Policy 2.2](#) and [Procedure 2.2P](#), general education is defined as a purposeful program of students' educational activities that builds a mature understanding and appreciation of diverse cultures and the human condition, the mastering of multiple modes of inquiry, the ability to effectively analyze and communicate information, and the recognition of the importance of creativity fundamental to lifelong intellectual growth (3.B.3). Thus, general education at the College is based on LCCC's institutional competencies. As part of this general education, students have the opportunity to develop these competencies either through specific courses designed to fulfill general education requirements, or educational activities integrated into coursework across the curriculum (3.B.5).

To strengthen the relationship between the institutional competencies and the curriculum, the MCOR requires all faculty to articulate the connection between course-level and program-level competencies and the institutional competencies. The institutional competencies are communicated across the College via all syllabi in credit-bearing courses. In addition, the rubrics for assessing achievement of the competencies are built into the learning management system (LMS), allowing their incorporation into every course across the College (3.B.3). Finally, the institutional competencies have been used to establish the general education core. Faculty who petition to have a course included in the core must demonstrate purposeful instruction in, and assessment of, the competencies in order for any course to be an approved element of the General Education core.

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)

LCCC utilizes three primary processes for ensuring that institutional competencies are relevant with workplace and societal needs. The first is regularly surveying alumni of the College. An annual alumni survey asks all graduates of the College to provide feedback on how the institutional competencies prepared them for success in their current employment and/or their current academic program (for transfer students).

The second process is using focus groups during new program development. The program development process at LCCC requires the formation of a focus group to assist with developing the foundation of any program. Focus groups are comprised of College personnel, community members, representatives from industry, and education partners from K-12 as well as potential transfer institutions. The College also uses focus groups, comprised mostly of faculty, to develop and review its general education core curriculum to ensure that it meets the needs identified above. Specifically, the core curricula address the institutional competency of ***Human Culture: Students' ability to distinguish the complexity of cultural elements important to members of a culture*** (3.B.4).

The third process is gathering feedback from program advisory boards. Many academic programs at the College have advisory boards to assist with curriculum development and review. In the development and the review of every program, the institutional outcomes are discussed; when changes are suggested those recommendations are forwarded to the Academic Standards committee for further consideration and development.

Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

Co-curricular activities at the College are coordinated through the office of Student Life. The College offers a number of co-curricular activities designed to provide both academic and non-academic support

to a diverse student population. Co-curricular offerings are intended to stimulate and sustain a healthy society and economy.

The College has a co-curricular activity approval process that requires all co-curricular activities at LCCC to define learning outcomes for the activity that bear a clearly-articulated connection to the institutional competencies. This process also specifies that the institutional rubrics be used in conjunction with other assessment methods (surveys, card swipes, anecdotal comments) to evaluate the activity (4.B.2). Additionally, the process for funding student organizations and activities requires learning outcomes and assessment in all applications for operational monies from the student fees.

Examples of co-curricular activities that meet this purpose include the student newspaper, *Wingspan*, the Society of Professional Helpers, the Student Alliance for Equality, Student Government Association, Phi Theta Kappa, and Rotaract, among others (3.E.1).

Selecting tools/methods/instruments used to assess attainment of common learning outcomes (4.B.2)

One of the functions of the MCOR is to ensure a process by which all faculty within a discipline collaborate on assessment by identifying common assessments aligned with specified learning outcomes. This common assessment is peer-reviewed and approved by Academic Standards to become the method for assessing all students in all sections of a single course. The MCOR specifies such assessment parameters as the testing conditions, the test type, the timing of the assessment in relation to the semester, and the institutional competency that the assessment is measuring (4.B.2).

Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

Assessment of the institutional competencies occurs in all credit-bearing courses across the College. Faculty develop a common course assessment to be administered in all sections of a given course, and that assessment tool is reviewed and approved by Academic Standards. Upon approval, the assessment tool becomes the instrument through which progress on the competencies is reported. Faculty are expected to report student achievement on the assessment via the institutional scoring rubrics. At the end of each semester the Institution receives the assessment data as reported in the LMS. This data reveals a student's performance level on all criteria for any institutional rubric with which he/she was scored. It also reveals course-level information about a particular outcome and enables the Institution to develop a College-wide indication of success on all of the institutional competencies. This process was developed in fall 2013 and piloted in spring 2014. The College intends to stay the course with this data collection and with the institutional rubrics as written until fall 2015. At that time the collected data will be examined in full to better understand student progress towards the defined outcomes as well as institutional trends. This conversation may result in a process of outcomes revision and rubric refinement (4.B.1, 4.B.2, 4.B.4).

1R1 What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Outcomes/measures tracked and tools utilized

The College introduced systematic reporting of progress on the institutional outcomes in the spring 2014 semester. At that time faculty were trained on how to access and utilize the rubrics for assessment reporting. Incorporation of the institutional scoring rubrics into the LMS allowed all faculty to access and report on student achievement of the rubrics in a central location and with a standard process. The process allows for achievement reporting on all criteria for all outcomes, and faculty and academic leaders consider the subsequent data extraction and compilation. Additionally, the College has used the Education Testing Service (ETS) *Proficiency Profile* to assess student learning at the time of graduation for many years.

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

The institutional outcomes assessment data that was captured in spring 2014 is shown in Figure 1R1-1. The aggregated data shows the percentage of students assessed and the level of their performance.

Figure 1R1-1: Institutional Competencies Assessment, spring 2014												
Competency	Performance Level											
	Exceptional		Proficient		Developing		Insufficient		No Evidence		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%
Collaboration	34	40	36	42	9	10	3	3	4	5	86	100
Effective Communication: Verbal	74	30	123	50	33	13	1	.5	15	6	246	100
Effective Communication: Written	80	23	164	47	72	21	8	2	26	7	350	100
Human Culture: Aesthetic Analysis	54	46	39	33	8	7	3	3	13	11	117	100
Human Culture: Cultural Awareness	0	0	6	55	5	45	0	0	0	0	11	100
Reasoning: Information Literacy	11	9	74	61	20	16	4	3	13	11	122	100
Reasoning: Problem Solving	98	28	161	45	68	19	9	3	19	5	355	100
Reasoning: Quantitative Reasoning	54	26	94	44	38	18	10	5	15	7	211	100
Reasoning: Scientific Reasoning	13	32	13	32	11	27	0	0	4	10	41	100

Figure 1R1-1

Figure 1R1-2: ETS Proficiency Profile Results						
		2011-12	2012-13	2013-14	Nat'l Cohort Sophomores	Nat'l Cohort Juniors
1 – Reading Proficiency	Level 1	68%	71%	70%	60%	64%
	Level 2	44%	44%	41%	30%	33%
	Level 3 (Critical Thinking)	7%	6%	6%	4%	4%
2 – Mathematics Proficiency	Level 1	49%	56%	55%	45%	48%
	Level 2	25%	30%	29%	20%	23%
	Level 3	7%	9%	7%	5%	5%
3 – Mean Skills Sub-score	Critical Thinking	112.38	112.51	111.85	111.0	111.5
	Reading	118.97	118.94	118.60	117.0	117.7
4 – Mean Context Sub-score	Humanities	115.83	115.33	114.35	114.1	114.6
	Social Sciences	114.12	114.08	113.29	112.7	113.1
	Natural Sciences	115.48	116.19	116.09	114.5	115.0
	N	530	588	637	22,286	16,209

Figure 1R1-2

The graph on the following pages shows the results from one of the six rubric criteria from the institutional rubric designed to assess effective written communication. Analysis of the data from all traits on all rubrics reveals that there is variance in the rigor of the assessment tools designed by faculty and this lends obvious variance to the levels of student performance. The College anticipates that, as the process for assessing performance on the competencies matures beyond the systematic level, these variances will become more explicable and therefore more easily addressed.

Comparison of results with internal targets and external benchmarks

The institutional competencies assessment data collected in spring 2014 will serve as the baseline performance for the College. It is expected that all students will attain proficiency in each of these areas by the end of their academic program at LCCC. Through the definition of its baseline measurement of

performance, the College will be able to establish internal targets for achievement of these same outcomes that will guide focused quality improvement initiatives to increase instructional effectiveness.

National comparison data available from the ETS *Proficiency Profile*, as shown in Figure 1R1-2 above, suggests LCCC graduates generally perform at least as well as national cohorts that have been identified.

Figure 1R1-3: Effective Communication: Written “Audience”

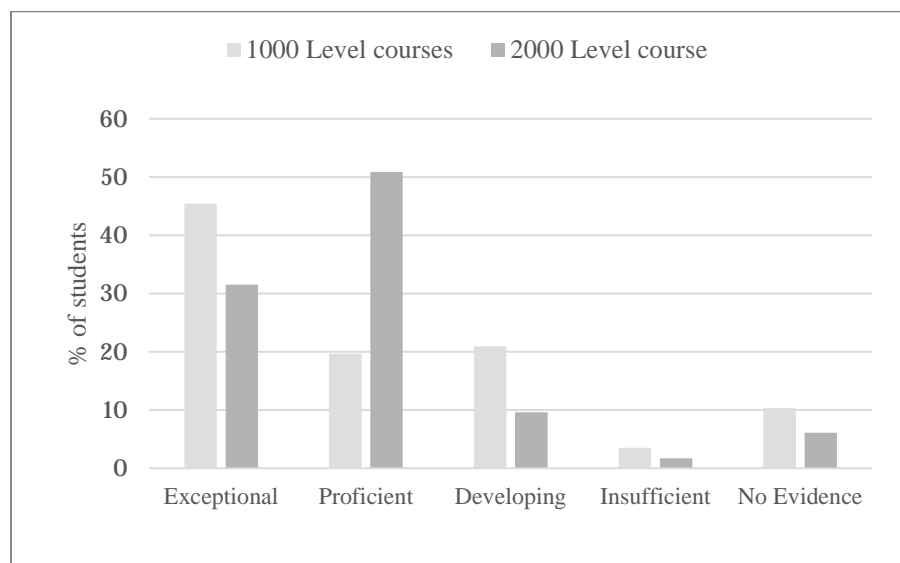


Figure 1R1-3

Interpretation of results and insights gained

The institutional competencies data are a small sample at this time, so extrapolating institutional trends is not appropriate. The data reveal that the majority of students assessed performed at Proficient or Exceptional. Analysis also revealed a number of insights that will be used to target process improvement and the College will need to determine a process for identifying targets at course and/or program levels.

The data collected were shared with faculty during a fall 2014 in-service conversation that resulted in a number of suggested improvements to the process. Faculty identified a need to present the assessment data in a way that increases the understanding of achievement of the competencies in a given course and program as well as at the institutional level. Faculty also asked that the College refine the process so that the assessment reporting can be used to determine the growth towards the outcomes while a student is at LCCC. Further examination of the data set revealed that very few adjunct faculty were involved in the collection of assessment data in the spring 2014 semester. Finally, it was discovered that the adjunct faculty did not have access to the approved MCORs where the common course assessment is defined.

111 Based on 1R1, what improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Several improvements are planned for the next three academic years.

- Given that the data sample for spring 2014 was relatively small, the rubrics will remain unchanged through the Summer 2015 semester, and the conversation regarding revision will ensue in fall 2015 (4.B.3). At that time the College will have established a broader data set from which to draw conclusions regarding required revisions.

- The Center for Teaching & Learning is targeting training of adjunct faculty in the student learning assessment process. Additionally, the school chairs will work towards articulating this process with the adjunct faculty in a concerted effort to close this training gap (4.B.3).
- The Academic Standards committee is improving the accessibility of approved MCORs with the development of an online repository of these curricular documents (4.B.3).

Program Learning Outcomes

1P2 Program Learning Outcomes focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating, and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution (3.E.2)

Through [Board Policy 2.1](#) and accompanying administrative procedure ([Procedure 2.1P](#)), the College has established a structure for its degree and certificate programs that ensures their design and purpose align with the mission and are appropriate with the level of educational offerings of the College. The parameters of the procedure guide the development and review of academic programs, including the programs' learning outcomes.

Two further processes ensure the alignment of learning outcomes to the mission and level of educational offering. The first is associated with the curriculum development and modification process. At LCCC, all courses within a program must have an MCOR on file with the Academic Standards committee. The MCOR requires those submitting the form to cross-reference every course competency with a program competency and to further indicate which of the institutional competencies are targeted by specific course competencies. The institutional competencies are well aligned with the mission of the Institution, as described above.

The second process is academic program review. At LCCC academic program review generates knowledge about how well academic programs are contributing to the attainment of the College's mission, as well as achieving the program-specific goals and outcomes. Program review provides a platform for the examination and design of continuous improvement strategies that strengthen program health and resiliency. Based on the principle of continuous improvement, the evidence derived and actions taken as a result of multiple cycles of program review ensure academic programs contribute to the long-term sustainability of the College, while remaining relevant and effective towards meeting the needs of the community. In addition, the programs' annual assessment plans that also display in program review self-studies, include sections on alignment to the LCCC mission and strategic planning strategies. See assessment plan template in Figure 1P2-3 ([3.E.2](#)).

Nearly concurrent with the formation of institutional competencies assessment, LCCC also developed a systematic comprehensive continuous improvement process that integrates three clusters of activity in its comprehensive annual assessment of student learning and program review. The activity clusters include: 1. quality assurance, 2. organizational learning, and 3. integration of planning, and project management. To manage this process, the Institution researched, tested, and purchased a Campus Labs product in academic year 2013-2014, naming it Aquila. The Office of Institutional Effectiveness oversees the management of Aquila as it became operational in September 2014. It holds active assessment plan shells for all academic certificate and degree programs and program review self-studies for ten programs undergoing review in 2014-2015. Faculty in all academic certificate and degree programs are developing content for their assessment plans, including competencies, with a January deadline. Peer review of those plans begins in February 2015 ([4.B.4](#)).

Figure 1P2-1: LCCC Program Level Assessment Plan	
Planning Context	
Guidelines (each component includes a mouse-over help resource displayed as an “i” icon)	
Context of Planning (Summary of plan’s relationships)	
LCCC Mission and Program’s Relationships	
LCCC Strategic Plan and Program’s Relationships	
School Strategic Plan Relationships, if applicable	
LCCC Program Review Goals and Plan Relationships	
Professional Standards or Accreditation Criteria	
General Information for Unit or Program Planning	
Program Values	
Unit’s Unique Purpose and Role	
Administration of Continuous Improvement Process	
Curriculum Context & Design	
Process to Transform Evaluation Findings into Improvements	
Plan Design	
Learning Competency	
Student Learning Preparation Strategies	
Methods of Evaluating Student Performance	
Expected Level of Learning Performance	
Uploaded Documents for Plan Design	
Plan Evaluation Reflection, Results, Analysis, and Improvements	
Research Findings & Summary of Unit Learning	
Program Changes and Improvements	
Uploaded Documents for Plan	

Figure 1P2-1

A clustering of quality assurance activity supports the evaluative approach and sustainability features of the College’s continuous improvement of student learning. The Institution formed a process rubric of planning and evaluation expectations that is used to manage development of the College’s annual learning assessment activity (see Figure 1P2-2). These institutional quality expectations (standards) are embedded within each of the six sections of the online assessment plan template to advance faculty members’ professional development and enable them to develop high-quality planning and evaluation of student learning. The same quality expectations inform peer reviewers who are responsible for sustaining learning evaluation quality across campus over time using the annual online review capacity.

The process rubric is based on the Institution’s values and philosophy of continuous improvement, which are closely related to AQIP guidelines. Its content includes the best practices found in learning assessment literature, including the *Nine Principles of Good Practice for Assessing Student Learning* developed in 1991 with support from the American Association for Higher Education (AAHE), Trudy Banta’s 2002 *Characteristics of Effective Outcomes Assessment*, and Linda Suskie’s 2004 *Good Assessment Practices*. Requirements include measurable outcome descriptions, detailed student preparation strategies, direct assessment, expected performance levels, data results identifying strengths and weaknesses in learning performance, and program improvements (4.B.4).

Organizational learning comprises the second clustering of activity used at LCCC. This grouping of activities is designed to encourage campus wide self-reflection and learning about how well we develop value and quality in programming and services. As mentioned above, help sections in the student learning assessment plans provide a faculty professional development environment as do the forty assumed practice descriptions listed in the program review module. The Institution’s Program Review

[Procedure 10.2P](#) (Continuous Improvement) and [Academic Standards Procedure 2.12P](#) (Academic Affairs) require that approximately thirty-six faculty members per year participate in program review self-study development or review of self-studies. One-third of faculty is exposed to the Institution's assumed practices guidelines annually. The guidelines represent the quality expectations of the Institution; see Figure 1P2-3.

Figure 1P2-2: Quality Assurance Rubric: Student Learning Planning and Evaluation		
Performance Levels for Program Learning Competencies		
Best Practices	Well Developed	Under-Developed
<p>Component is "Well Developed" & includes one of the below items:</p> <ol style="list-style-type: none"> 1. Competency directly relates to the LCCC institutional competencies for planning to improve student learning performance and to track program progress on strategies that develop learning over time. 2. Program/Unit has developed a new outcome that responds directly to a learning performance weakness discovered in the previous cycle of its learning research, or responds to LCCC program review concern, or responds to special accreditation findings. 3. The learning competency is matched to or supports development of diversity or multi-cultural knowledge or skills. 4. Applied Learning: Competency effectively describes specific workplace skills/knowledge that the students must demonstrate. 5. Plan has diagrammed or mapped competency to overall curriculum design and may include an uploaded corresponding matrix. 6. Program/Unit collaborates with another program or unit to leverage resources for developing a learning competency evaluation component. 	<p>Outcome satisfies A, B, and C below.</p> <p>A. Competency characteristics are defined to strengthen measurability (writing effectively, e.g.)</p> <ol style="list-style-type: none"> 1. mechanics & grammar 2. thesis/argument development 3. organization 4. critical thinking (analysis & synthesis) 5. information gathering skills 6. source documentation <p>B. Competency appropriately relates to a program-level learning goal. It is broader than a single course in scope and supports why degree or certificate is awarded. Single course competencies can be used if they are part of a larger method to improve program level objectives, e.g., to improve contribution of prerequisite learning to upper-level courses or to improve writing across the program.</p> <p>C. Effective language is used.</p> <ol style="list-style-type: none"> 1. Competency uses active verbs showing student action, e.g., students demonstrate a skill or display artistic concepts, etc. 2. Competency avoids ambiguous language such as "will be able to" OR "students will understand." 	<p>Applies if any one of the below conditions exist.</p> <p>Competency includes fewer than all A through C characteristics in "well developed."</p> <p>Plan offers a weak representation of A, B, or C.</p>

Figure 1P2-2

In addition, the internal program review team uses an institutional rubric to score each program's performance level for about thirty template sections. The scores are to be aggregated over multiple cycles to reveal the Institution's strengths and weaknesses for informing continuous improvement. The review team also provides online feedback to programs during program review and the programs respond online to this feedback, forming a running dialogue among faculty about quality programming and information about how to solve academic problems. The online learning assessment plans function with a similar faculty-managed peer review procedure, and additional faculty dialogues result annually for improving learning evaluation and organizational effectiveness (4.B.4). While the dialogues will not begin forming until spring 2015, the approved LCCC policies ensure that they will occur.

Figure 1P2-3: Excerpt (one of forty) from LCCC Program Review Assumed Practices Description**B. Knowledge Distribution Results: Ongoing self-evaluation and feedback to inform continuous process improvement and adapt to change****1. Process to develop and sustain a comprehensive feedback system to inform program improvement**

Assumed Program Practices: Programs have developed processes to gather feedback information on NEEDS from its students and stakeholders, including client satisfaction, to guide their design of knowledge distribution processes. They identify varying student bodies or special groups (e.g., traditional, single-parent, veterans, returning students, stop outs, and others) to learn how they are being served. Programs also design their feedback processes to inform them of THEIR PERFORMANCE on knowledge distribution processes.

Programs use a variety of feedback strategies, such as sending faculty/staff to professional conferences to bring back improvement ideas, sustaining annual assessment plans on Campus Labs, distributing surveys, using data already attained from Institutional Research or comparative benchmark surveys (SENSE or CCSSE), institutional surveys (Graduating Student Exit Survey), institutional competencies data reports, project management data, collaborative data resources (Student Services Starfish data), current literature reviews, ad hoc research committees, and others. Programs are beginning to explore learning analytics for discovering predictive student success patterns (e.g., at risk patterns) that can inform new programming strategies.

Self-Study Guidelines: Generally, provide a one-paragraph discussion of how the program's planning and activities support the assumed practices (larger scope areas may require multiple paragraphs). Also, give one or two strong examples that demonstrate performance of the practices. When appropriate upload documentation or evidence. Evaluative discussion (e.g., that the program is exceeding assumed practices or falling short of them is highly valued for continuous improvement).

The program describes its evaluation methods for determining student and stakeholder NEEDS that can include satisfaction surveys, focus groups or interviews, listing of complaints, formal interactions with advisory committees and others. The program also describes its evaluation methods for learning about THE PERFORMMANCE of its programming and services that can include annual assessment plans, institutional competencies data, KPIs data, client usage surveys, student certification exam performance, LCCC program reviews, special program accreditation findings, and others. In addition, it shows how it documents and analyzes its student complaints for informing program improvements.

The program explains how it works with other external institutions or other internal programs to develop comparative data findings on mutual indicators. SENSE and CCSSEE surveys serve as comparative resources.

Campus Labs Integration: The program's annual student learning assessment located in Campus Labs will be shown in this section as part of the self-study set up process (no program action required). The program provides a summary narrative describing its historical self-evaluation activity, what it learned over time, and its related continuous improvement activity.

Figure 1P2-3

Sharing continuous improvement information reinforces the organizational learning procedure. The assessment plans can be shared across campus and program reviews shared among faculty in their schools. Faculty from Albany County and Cheyenne campuses can collaborate in the online plans and program reviews. The best practices identified by annual assessment review teams and program review teams will be shared campus-wide. The reports generated to show assessment and program review output are to be shared among the Board of Trustees and campus employees. The reporting tools in Aquila software provide analytic capacity for programs, schools, and the Institution to learn about themselves more systematically. The option of using online methods for sharing the planning sections of learning assessment plans with students is being explored with Campus Labs staff.

Integration of planning, and project management (systems thinking) comprise the third clustering of activity. The Campus Labs software enables the College to make online relationships among its planning levels and to develop reports showing the distribution of human effort over time. For example, this fall, programs will begin to relate their assessment plans to strategies listed in the LCCC Strategic Plan 2013-2020. Programs undergoing program review are required to relate each of their action plan goals to the

strategic planning strategies they support. In addition, all program assessment outcomes (learning competencies and organizational effectiveness outcomes) display in the appropriate program review self-studies, giving them broader, high-stakes exposure to reviewers. This means that annual operational planning is considered alongside five-year action goals to encourage incremental annual planning for attaining long-term action goals. In addition, two separate sets of review groups scrutinize annual learning assessment planning: the annual review teams and the program review team. The reviewing supports the organizational learning procedure.

The Institution is also moving toward the comprehensive use of project management principles and is completing its first project management manual that will guide campus projects such as AQIP action projects and the College's annual Innovation Funds Award projects. These are to be integrated into LCCC's Aquila continuous improvement technology infrastructure for linking to associated assessment

LCCC's comprehensive continuous improvement process is designed to strengthen program resiliency and add to the Institution's sustainability over time. Adaptive capacity and emphasis on collaborative networking are just two resiliency characteristics that are encouraged. The system's program review template closely aligns with AQIP guidelines for process, results and improvements. The process responds directly to concerns raised by the 2011 Systems Appraisal Feedback Report and the 2012 Quality Check-Up Report that called for LCCC to develop a systematic approach for continuous improvement of student learning and operational effectiveness. Next year the Institution expands its continuous improvement process to include non-academic programs. For example, it has posted an action project to AQIP'S projects site for Developing a Non-Academic Program Review Process.

Determining program outcomes (4.B.4)

As part of the program development and approval process, faculty establish program learning outcomes. The process for determining these outcomes and the parties involved in setting them varies by program. Typically, outcomes are based on the requirements of accrediting bodies (or associated certification exams), standards of professional organizations, needs identified by the industry, and the needs of transfer institutions, particularly the University of Wyoming (UW). Input is solicited from faculty, school deans, department chairs, and program advisory committees (when applicable) that include members of the local community. All new programs and existing program modifications are vetted through the cross-campus Academic Standards committee. This committee has the authority to approve and/or to request revision of all programs. It is through the substantial participation of faculty and the other constituencies mentioned above that learning outcomes and assessment thereof are determined (4.B.4).

The College's continuous improvement process includes annual student learning assessment that uses best practices for assessment (referenced AAHE, Banta, and Suskie in preceding section). Programs verify the relevancy of their outcomes in this testing environment and alter them to more closely relate to stakeholder needs. Programs do this again in a more comprehensive manner when undergoing program review. Programs use program review to adjust and/or add program level learning outcomes based on the discovery made during their self-evaluation exercises. As mentioned above, campus faculty are heavily involved in managing the annual assessment and program review processes, including writing self-studies, participating on review teams, and providing focus group feedback to the Office of Institutional Effectiveness during its annual investigation of assessment and program review for improvement (4.B.4).

Articulating the purposes, content, and level of achievement of the outcomes (4.B.1)

The College articulates its purposes, content, and level of outcomes achievement within its student learning outcomes assessment process. Through Aquila, faculty describe the planning context of their programs' competencies, define their program learning competencies/outcomes, explain student learning preparation strategies, present the method of learning evaluation, and state the expected student learning performance. The template offers a "Help" feature that shows the Institution's quality expectations (standards) for each of the six assessment planning sections and gives examples. The outcomes

descriptions are peer-reviewed based on these quality expectations. This enables the Institution to assure the quality of all program outcomes descriptions (4.B.1, 4.B.2).

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)

LCCC uses its process for academic program review to ensure program outcomes are aligned with student, workplace, and societal needs. The online program review template includes a section for faculty to discuss student and stakeholder needs.

Program self-evaluations include examining program outcomes based on current research, input from advisory boards, clinical facilities, state boards, LCCC Board of Trustees, national competencies, program reports, text plans, and other partnering criteria.

The Institution's program review guidelines ask programs to provide specific instances of curriculum changes made based on this stakeholder feedback. Some examples of stakeholders include: students, employers, clinical supervisors, advisory groups, program accreditation teams, state agencies, and secondary teachers in dual enrollment experiences (3.B.4).

Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

The College also uses its program review process to evaluate programs' alignment of co-curricular activities. For example, LCCC's assumed practices for program review include: "*Programs explicitly align co-curricular experiences with specified learning competencies.*" LCCC's online annual assessment planning template includes a quality expectation for programs to describe how their co-curricular activities support the student learning preparation strategies. Programs are expected to perform up to these institutional standards (3.E.1). Some programs involve their students in clubs that are supported by their respective professional organizations or societies. Membership in these clubs enhances student learning by involving students in professional groups they will be a part of in their future careers.

The College has a co-curricular activity approval process that requires all co-curricular activities at LCCC to define learning outcomes for the activity that bear a clearly-articulated connection to the institutional competencies. This process also specifies that the institutional rubrics be used in conjunction with other assessment methods (surveys, card swipes, anecdotal comments) to evaluate the activity (4.B.2).

Selecting tools/methods/instruments used to assess attainment of program learning outcomes (4.B.2)

LCCC uses a common learning assessment plan template that requires faculty to select evaluation methods for assessing learning (see Figure 1P2-3). The Institution also requires faculty to use common section assessment method/tools for measuring the student learning of institutional learning competencies in general education courses. The College articulates its quality expectations for measurement of student learning in its quality assurance rubric, described above and in Figure 1P2-1 (4.B.2). The College's Aquila online process manages faculty members' outcomes assessment activity.

Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

The institution uses its continuous improvement process that includes the Aquila evaluative capacity to manage the assessment of program learning outcomes. This process is described above in the first section on alignment of program outcomes to the mission. Faculty enter the online Aquila environment to manage their program level assessment of learning competencies (outcomes) (4.B.1, 4.B.2, 4.B.4). Each year all program assessment plans are peer-reviewed, and they are displayed in program review self-studies for a secondary review and expanded visibility. The reviews begin in spring 2015. Starting in 2015-16, Aquila reports will display improvements for student learning based on assessment activity.

Currently, faculty in the Health Sciences School primarily provides regular reports on assessment results and planned improvements. Programs with certification exams, such as Automotive Technology, regularly gather and analyze program assessment information as well. Faculty assess outcomes by gathering data from state and federal boards, student course evaluations, readiness exams, clinical evaluations, employment evaluations, satisfaction surveys, and other program effectiveness data (4.B.1, 4.B.2). LCCC has achieved a remarkable amount of capacity building in the last two years to start up broad-based assessment activity, but it has not yet matured to the level of comprehensive use of assessment results to make program improvements. The College foresees this emerging as its peer-review activity begins in spring 2015 and after two annual cycles of data collection and analysis are completed with reinforcement by the integrated program review process.

1R2 What are the results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

Outcomes/measures tracked and tools utilized

Programs at LCCC track the proficiency levels of their students on knowledge, skills, and abilities expected to be developed in the academic programs. Program competencies and their sub-criteria serve as the measures for determining proficiency of students. Programs use a variety of assessments and tools to measure student proficiency. For example in the College's Automotive and Diesel Technology programs have aligned their program outcomes with the Automotive Service Excellence (ASE) certification standards, and has implemented the ASE student certification tests to determine proficiency on specific learning outcomes. In addition, the College's Nursing program has outcomes aligned with the accreditation standards of the Accreditation Commission for Education in Nursing (ACEN) and uses summative results for licensure (e.g., NCLEX) as indicators of student proficiency on program outcomes.

Overall levels of deployment of assessment processes within the institution

The assessments used are deployed over a wide range of classes throughout a given program, and in some cases at the culmination of the program. These assessments are both formative and summative in nature. Student success in a given competency is also evaluated through success on state and national boards. Further, some programs utilize employer surveys to allow for follow up related to student success after being placed in the workforce.

Over the last four years, the Institution has realized uneven deployment of assessment processes for program level outcomes. Although its specially accredited programs have consistently conducted a strong level of student learning assessment for program improvement, the rest of the Institution is just beginning to develop a critical mass of activity for fall 2014. Several initiatives that the Institution implemented during 2013-2014 are now combining to form momentum. The combined spring 2014 efforts of the SLA Subcommittee, faculty leaders, Learning Technologies, and Institutional Research (IR), established a structure within the LMS to house evidence of student learning. Several faculty members participated in the entry of student learning performances using common course section assessments (see 1P1). With its first full year of operation, the new Office of Institutional Effectiveness has added momentum to the deployment of a comprehensive continuous improvement process that involves all academic programs. It expands to include non-academic programs during 2014-2015. Institutional policy and procedure development (e.g., upgrading Academic Standards policy and developing a Program Review policy) added the formal aspects to the continuous improvement process in 2014.

Summary results of assessments (include tables and figures when possible)

Figure 1R2-1 below illustrates a sample of Automotive and Diesel Technology students' performance on the ASE certification within specific competency areas. Figure 1R2-2 provides the pass rates of LCCC's health science program graduates on national licensure exams that are aligned to program learning competencies for their respective programs.

Test Component	Automotive Technology Students	Diesel Technology Students
General Electric	75.0%	50.0%
Battery	73.3%	54.2%
Starting	53.3%	37.5%
Charging	73.3%	51.7%
Lighting	83.3%	33.3%
Gauges	72.2%	45.8%

Figure 1R2-1

Licensure/Certification Exam	# attempting	# passing	Rate
NCLEX-Registered Nurse	75	69	92%
NCLEX-Practical Nurse	37	36	97%
National Board for Surgical Technology and Surgical Assisting	5	5	100%
Federation on State Boards of Physical Therapy (FSBPT)	12	11	92%
American Registry of Radiologic Technology	12	12	100%
American Registry for Diagnostic Medical Sonography – Sonography Principals and Instrumentation	8	8	100%
National Board Dental Hygiene Examination	17	17	100%
National Registry of EMT-Paramedic	10	10	100%

Figure 1R2-2

Comparison of results with internal targets and external benchmarks

At this juncture, the best comparator results for achievement of proficiency on program competencies exist within the College's health science programs. Programs such as the Automotive and Diesel Technology programs are establishing internal baseline data from the implementation of the ASE certification exams, and because these are nationally normed instruments, external benchmarks will be available in coming years. Many programs at LCCC are similarly situated to these two programs.

Interpretation of assessment results and insights gained

Overall, the College has performed well in its health sciences programs. Across those programs that have comparative data on licensure pass rates, LCCC consistently exceed national average pass rates. For the majority of the other programs at LCCC, they are simply too early in the establishment of authentic assessments for gathering student learning data on the achievement of program outcomes.

112 Based on 1R2, what improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

The LCCC continuous improvement process contains expectations for all certificate and degree programs to complete program-level assessment plans that include at least two learning competencies and two organizational effectiveness competencies. In fall 2015, these same programs are scheduled to report data results and related improvements on these outcomes according to their fall 2014 planning. In addition, programs will report improvements based on their assessment planning and feedback from peer reviewers provided in spring 2015.

In spring 2015, ten academic programs will complete their program reviews and about twelve more programs will be scheduled to undergo program review in 2015-2016. As a result of the 2014-2015 AQIP action project for developing a non-academic program review process, a group of these programs will undergo program review in 2015-2016.

Based on external feedback from AQIP (the 2011 Appraisal Feedback Report and the 2012 Quality Check-Up Report), LCCC has made several improvements in its continuous improvement capacity. These include:

- Hired an AVP of Institutional Effectiveness and created the Office of Institutional Effectiveness, in part, to oversee the annual learning assessment process, the program review process, and AQIP continuous improvement activity.
- Purchased and operationalized new Campus Labs software to manage online student learning assessment and program review process.
- Solicited the Student Learning Assessment subcommittee to oversee and complete faculty formation of student learning rubrics used for faculty scoring of student performance on the Institutional Learning Competencies.
- Developed the first LCCC data report (pilot) on each of its four institutional competencies (using nine rubrics).
- Developed and approved a new program review policy and procedure.
- Operationalized the annual student learning assessment planning process for all certificate and degree programs with a scheduled completion date for planning in mid-January 2015.
- Operationalized a campus-wide program review process for ten programs for 2014-2015. Student learning assessment is a primary feature of the self-study organization.

Academic Program Design

1P3 Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

LCCC recognizes it has three distinct groups of student stakeholders. These include prospective students, current students, and students who have recently left the institution (e.g., alumni). The College also recognizes that within these groups exist other sub-groups of students (e.g., different high schools, differing educational goals, LCCC student clubs and organizations, disabled students, non-traditional students, transfer students to particular program at a partner university, etc.). The process through which the College identifies and engages with these sub-groups of students varies widely, but many center on engaged communications (partnerships and meetings), information gathering (surveys and evaluations), data analysis and outreach. Figure 1P3-1 illustrates the primary student stakeholder groups, their expectations, and the processes the College utilizes to determine their educational needs.

As the community's college, LCCC also aspires to have its student body representative of the community's demographic makeup, and therefor seeks to use processes and deploy activities ensuring the diversity of the community is reflected at the institution. For example, the College has recently increased its efforts towards engaging the growing Hispanic population in its service area. It has done this by seeking Spanish-speaking candidates for its admission's personnel, through purposeful outreach into Hispanic neighborhoods, schools, and employers (1.C.2).

In addition to seeking diversity within its student body, the College also believes it helps develop students to succeed in a growingly diverse, global, multicultural society. Referenced previously, the institution addresses this through the design of its institutional competencies and general education program, specifically within the domain of human culture (1.C.1).

Figure 1P3-1: LCCC Student Stakeholder Groups		
Student Sub-Groups	Stakeholder Expectations	Methods to Determine Stakeholder Needs
Credential-Seeking: Transfer	Clear articulated pathways for transfer of programs, as well as courses, to partnering institutions, as well as support services and effective systems to aid in preparing for and successfully transferring to partner institutions.	Program-level direct assessment (AA and AS degree programs); Graduating Student Exit Survey; Student Engagement Surveys (CCSSE, SENSE, etc.); Alumni Survey; Student Course Evaluations; and Policy-Process for Complaints and Grievances.
Credential-Seeking: Career	Programming and courses that are directly aligned to and prepare students to secure living-wage occupations as well as assistance in preparing for and seeking employment opportunities upon completion of a credential.	Program-level direct assessment (Health Sciences, Automotive, etc.); Graduating Student Exit Survey; Student Engagement Surveys (CCSSE, SENSE, etc.); Student Course Evaluations; Alumni Survey; Policy-Process for Complaints and Grievances.
Lifelong Learning: Professional	Courses, programs and services developed and delivered to provide affordable, flexible, learning opportunities to advance professionally.	Employer/employee focus groups; one-on-one discussions; student class evaluations; pre and post surveys; partnerships with business organizations (e.g., chamber of commerce), data sources such as O*Net/BLS, DWS's on-line data sources and industry relevant sources.
Lifelong Learning: Enrichment	Availability of a diverse and affordable series of course and learning opportunities to provide personal life enrichment through education.	Tri-annual community survey cards; student class evaluations; student one-on-one discussions; and partnerships with community-based organizations.
Future: Early College (Dual & Concurrent Enrollment)	Opportunities to earn college credits while still enrolled in high school through courses that lead to the same learning outcomes and delivered with the same quality as those offered directly by the College.	Transitional (secondary to postsecondary) Advising Services; Informational sessions; Career Fairs; Annual survey of "one-year-out" graduates and survey of "four-year-out" graduates every three years; Monthly high school visits; and Student and parent meetings and activities (e.g., GEAR UP).
Future: Prospective Students	Opportunities to become aware of educational programs and services provided by LCCC, along with the systems and personnel qualified to assist in accessing these.	Admission Tours; New Student Orientations; Transitional (secondary to postsecondary) Advising Services; College fairs and regional recruitment trips; Monthly workshops for high school students on the LCCC campus; and frequent parent meetings.

Figure 1P3-1

Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

LCCC currently recognizes three major groups of other key external stakeholders. These include other educational entities, the external community, and governmental entities. Similar to student stakeholder groups, LCCC recognizes various sub-groups of its external stakeholders. Also similar to students, the process through which the College identifies and engages with these sub-groups varies widely, but many center on engaged communications (partnerships and meetings), information gathering (surveys and evaluations), data analysis and outreach. These stakeholder groups are also involved in environmental scanning occurring as part of the strategic planning process of the College (described in 4P2). Figure 1P3-2 illustrates the other key stakeholder groups, their expectations, and the processes the College utilizes to determine their needs.

Figure 1P3-2: LCCC External Key Stakeholders

Educational Entities	Stakeholder Expectations	Methods to Determine Stakeholder Needs
Transfer Institutions (Four-Year Colleges and Universities)	Transfer students will demonstrate the abilities and competencies appropriate for the coursework and/or programs they are transferring in, as well as performing in their studies at the same level as native university students.	Annual articulation meetings with community colleges and the University of Wyoming; formal articulation agreements with partner transfer institutions; ongoing evaluation of transfer student success (KPIs); and bi-annual articulation meetings and most recently program specific curriculum crosswalks.
K-12 Secondary Institutions	Curricula will be appropriately aligned to ensure seamless transition for high school graduates who enroll at the College, as well as opportunities for high school students to engage in early college activities (dual enrollment). LCCC faculty and staff will be active partners to accomplish this.	Faculty collaboration (LCCC and local school districts) on professional development activities; curriculum alignment meetings between LCCC faculty and local school personnel; GEAR UP and transitional advising programs in the K12 schools; concurrent enrollment course articulation meetings between LCCC faculty and K12 teachers; one-on-one meetings; and various data sources (e.g., ACT test scores, enrollment and persistence, and other KPIs).
Accreditation Bodies	LCCC meets and maintains standards for accreditation, assumed practices, and compliance with Federal regulations.	Program Compliance Documents for Standards; AQIP Systems Portfolio and Appraisal Report; AQIP Action Projects Feedback; Program accreditation site team reports; and annual accreditation and substantive change reports
External Community	Stakeholder Expectations	Methods to Determine Stakeholder Needs
Employers	LCCC is preparing individuals in adequate numbers and of appropriate abilities/competencies to succeed in the workplace. The College should be responsive to current and emerging needs of employers within its service area.	Active collaboration with industry to meet their workforce training needs; Program advisory boards; Focus groups; Employer surveys; Various types of structured needs assessments; One-on-one meetings; Meetings with and representation on business organizations (e.g., chamber of commerce); Data gathered from sources such as the Wyoming Department of Workforce Services, O*Net, BLS; Feedback from formal educational partnership agreements (e.g., clinical and internship site agreements).
Community-Based Organizations	Engaged and active partnerships where appropriate for the College to assist in the development of the community and/or service area LCCC is responsible for serving.	Active membership and participation in boards of directors, advisory boards, committees, or other events sponsored by the CBO; Government based activities such as Wyoming Department of Workforce Services job fairs, conferences etc.
Citizens, Community Leaders and Taxpayers	Opportunities to participate in and be aware of the major initiatives and plans developed and maintained by the College. Also adequate access to events and venues offered by the College. Finally, taxpayers should expect transparent reporting of the effective use of tax resources provided to the College.	Board of Trustees meetings which include public comment and participation; Feedback forms LCCC website; Community-wide mailings of events schedules, Talon magazine, annual report, etc.; Wyoming Public Records and Open Meeting laws compliance; and Annual audit; KPIs and institutional report card.

Donors	Their support of the College, predominantly through financial giving, is being put to the intended use behind the gift and is making a difference in helping LCCC, and its students in attaining their goals.	Informal and formal events and meetings designed to engage with current and potential donors; Donor dinners and lunches; Gift agreements and monitoring to ensure donor's gifts are being used in the manner of which was their intention when they gave; Annual audit; and Donor letters and surveys.
LCCC Foundation	The College will provide opportunities for the Foundation to be engaged in setting the future plans and goals of the College. That they are provided information to create awareness among current and potential donors of the priority areas needed external assistance (e.g., private gifts) so the College, and its students can succeed.	Informational meetings; President and three members of the Board of Trustees service as ex-officio members on the LCCC Foundation Board; Current operating agreement; Annual development priorities process to jointly develop and community philanthropy needs of the College; and Events to encourage financial commitments to the College by private donors, corporations and organizations to meet the current needs of the college and students.
Government Entities	Stakeholder Expectations	Methods to Determine Stakeholder Needs
State Elected Officials (e.g., Legislators) and Governmental Agencies (Federal and State)	Participation in guiding and responding to state legislation and priorities relevant to higher education, as well as effective and efficient use of state resources provided to the College for its operations.	Meetings with legislative delegation prior to the start of legislative sessions; Other meetings; One-on-one meetings; Participation in the legislative process, including testifying during committee meetings; KPIs and annual institutional report card; Annual financial and program-specific audits; and Compliance reporting.
Wyoming CC Commission	The College will serve as a full partner in the WCCC's work devoted to coordinating the seven community colleges in Wyoming. This means participation in the WCCC's council structure, following WCCC rules and regulations, aiding in WCCC initiatives and strategic planning, as well as assisting in the overall advocacy of the community colleges to the state.	Active attendance and participation in regular WCCC meetings; Regular reporting requirements (e.g., enrollment, performance indicator, etc.); Active participation in various WCCC councils (e.g., academic affairs, student affairs, administrative services, etc.); One-on-one meetings with WCCC commissioner; and Compliance with WCCC rules and procedures.

Figure 1P3-2

Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

Administrative policy and procedure provides guidance for the structure and expectations of its academic programming. [Policy 2.1](#) and [Procedure 2.1P](#) identify the types and parameters of its credential program, and [Policy 2.2](#) and [Procedure 2.2P](#) outline the expectation for general education at LCCC. Mentioned previously, the common institutional competencies and their connection to general education, especially the competency of Human Culture, aids the Institution in addressing its role in a multicultural society (1.C.1). Given the guidance in the aforementioned policies and procedures, LCCC employs two primary processes for developing and improving programming to meet stakeholder's expectations and needs. The first is the process of program development and the second is the process of academic program review.

[Policy 6130](#), LCCC's current program development policy, guide's the College actions to ensure its programming responds to the needs of the community in a timely fashion through the initiation, approval, and/or revision of new or existing programs. The process includes the establishment of focus groups or interim advisory committees, the establishment of a program's ongoing advisory committee, and the use of other feedback mechanisms (e.g., surveys, data analysis, etc.) to gather information about stakeholder

needs and expectations. This process also requires the adherence to the Wyoming Community College Commission (WCCC) program criteria. The WCCC has statutory responsibility for approving all programs at Wyoming community colleges. The WCCC ensures that new programs are aligned with the interests of the state of Wyoming and their criteria include the expectation for identifying evidence that the proposed program will meet key stakeholder needs as well as ensuring accessibility and opportunity for involvement by a diversity of the community's repetitive populations (1.C.2).

The process through which the College improves programs and ensures they remain aligned with the needs of the community and the College's stakeholders is through academic program review (described previously). Embedded within this process are a variety of elements that assess for and validate how effectively the College's programs are meeting stakeholder needs. These include the consideration of feedback from program advisory boards, program-specific accreditation results, and current outcomes on KPIs and their measures, which assess alignment with stakeholder needs (e.g., job placements, transfer rates, remediation rates, etc.).

For example, under the knowledge distribution section of the program review process, it is assumed that the program sustains currency in its curriculum by aligning with professional discipline standards or best practices and regularly responding to student and employer needs. Course sequencing aligns with a logical scaling up of competency development. The program maintains current documentation of faculty members' syllabi, which include a listing of course-based student learning competencies. The program faculty members meet routinely to discuss the curriculum, and the program shares knowledge of the curriculum and its development with all faculty members, including adjunct instructors.

Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs

The process through which the College determines how it assesses the currency and effectiveness of its academic programs is based on collaboration with key stockholders. Utilizing existing partnerships and mechanisms for engagement (many described above in the stakeholder tables), LCCC and its stakeholder groups collaborate to identify tools and methods to evaluate the relevancy and effectiveness of academic programs. For example the College utilizes the partnership with its university stakeholders, especially the University of Wyoming (UW), to establish venues for collaborative review of course and program alignment based on course outcomes/competencies, curriculum mapping and sequencing, etc. LCCC faculty review course content yearly during the annual course and program articulation meetings with UW's colleges and schools. Likewise, the College's program-specific advisory boards meet on a frequent basis, at which they review curricula, assess program effectiveness, and provide feedback for planned changes or improvements. Through these and other engagements with stakeholders, including students, the mechanisms and measures through which the College reviews and plans improvements in its academic programs are accomplished.

Last, the program review process of the College assumes programs develop and sustain positive interactions with their professional academic discipline-based associations and/or industry-affiliated associations. Programs have faculty members who attend conferences, regularly use written and online association resources, or interact with advisory boards in order to learn current standards affecting student learning competencies, to become aware of job market forecasts, or to grasp new developments.

Program review also requires that programs regularly use feedback information from its internal and external stakeholders to develop and improve/change curriculum. Programs describe their process for using its stakeholders' feedback to make adjustments in its curriculum, e.g., assigns a committee or uses a retreat to structure improvements based on feedback. Programs must provide specific instances of curriculum changes made based on this feedback.

Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

LCCC is building assessment capacity in several ways. First, the College's Academic Program Review process (see Academic Program Review procedure discussed above and in 1P2) is modeled after the AQIP framework of process, improvements and results, while using a continuous improvement cycle that includes assessment, planning, improvements, and evaluation. LCCC operates an annual program review process that evaluates one-fifth of total academic programs each year (4.A.1). The process utilizes both qualitative analysis of the program's design (competencies, curriculum, etc.) but also includes metrics that are part of the program analysis system (which includes more than 20 measures of effectiveness and efficiency) to determine viability of program outputs.

The review process includes an institutional quality assurance rubric that reviewers use to rate programs' performance levels on over forty characteristics including KPIs directly related to program demand and viability. For example, course enrollment, completion rates, persistence, credentials earned, transfer, job placement, and more are analyzed, and program curriculum course mapping is an expectation. Program faculty are required to submit follow-up reports for those program review sections that reviewers rate as below the Institution's assumed practices level. In addition, the program review process includes capacity for internal program reviewers and program faculty to form online dialogue about program and course quality/viability. These data and this process contribute to decision making for program and course sustainability.

In addition, program level student learning competencies and organizational effectiveness outcomes are peer-reviewed annually for effectiveness and to guide improvement initiatives as part of the LCCC continuous improvement process. This ensures that more micro-level analysis of course relevancy occurs more frequently in addition to the comprehensive five-year review cycle.

In the event of the need to discontinue a program, the College has followed a consistent, yet undocumented process. LCCC is currently developing a procedure for course and program termination to help rectify this (see Improvement section below).

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Outcomes/measures tracked and tools utilized

LCCC has developed an annual program analysis and ranking system (referenced above) to determine the current health of the institution's academic programs. The program analysis and ranking system is designed to measure the relative performance of LCCC's programs of study and is a central aspect to the program review process of the College. Twenty-five measures in four key performance areas have been identified for programs of study. Most of these measures can be linked to the College's system of KPIs. All twenty-five measures are agreed upon indicators of how effectively and efficiently academic programs are currently meeting the needs of its stakeholders. Figure 1R3-1 illustrates these measures.

A.1 Annual FTE (KPI A.1.a)	A.3 Number of "concentrators" enrolled
B. Success	
B.2 Graduation rate for "concentrators" (KPI A.4)	B.7 In-field job placement rate (KPI D.3)

Figure 1R3-1: Program Analysis System Categories and Indicators

B.4 Number of “concentrators” matriculating to university (KPI C.3)	B.9 Achievement of program competencies (KPI A.5)
B.5 University matriculation rate (KPI C.3)	B.10 Achievement of course competencies (KPI A.5)
C. Learning Environment	
C.1 Percent of sections taught by full-time faculty (KPI F.3.a)	C.3-7 CCSSE benchmark ratings (KPI I.2.a – KPI I.2.e)
C.2 FTE student to FTE faculty ratio (KPI F.2)	
D. Efficiency	
D.1 Average credits to completion (KPI F.1.a)	D.3 Average section fill rate (KPI F.4)
D.2 Average time to completion (KPI F.1.b)	D.4 Core expenditures per FTE (KPI G.1)

Figure 1R3-1

Summary results of assessments (include tables and figures when possible)

In academic year 2013-2014, the College conducted the program analysis system on all of its academic programs based on the measures indicated above using data from the previous year. A sample of results of the 2012-2013 analysis that were shared with the institution are included in Figure 1R3-2 below. The analysis and ranking results have informed prioritization of programs to be reviewed using the new academic program review process beginning in the current year. Behind each aggregate score is detailed program analysis based on these measures. A sample of a complete program analysis is provided in Figure 1R3-3 below.

Figure 1R3-2: Program Analysis and Ranking Results

Program group	School	Total	Total Possible	% of possible	Percentile Rank
Education	A&H	112	120	93.33%	100
Nursing	HSW	116	130	89.23%	98
Physical Therapist Assistant	HSW	105	130	80.77%	96
Agriculture	BATS	100	140	71.43%	78
Business Administration	BATS	100	140	71.43%	78
Equine Studies	BATS	100	140	71.43%	78
English	A&H	91	140	65.00%	59
Government Studies	M&S	91	140	65.00%	59
Mathematics	M&S	90	140	64.29%	57
Business Management	BATS	69	120	57.50%	37
Paralegal	M&S	69	120	57.50%	37
General Studies		80	140	57.14%	35
General Studies in Social Sciences	M&S	71	140	50.71%	20
Customer Service	BATS	56	120	46.67%	18
Chemistry	M&S	62	140	44.29%	16

Figure 1R3-2

Comparison of results with internal targets and external benchmarks

Program analysis data are connected to the College’s KPIs. The calculation of KPIs and their accompanying measures included the analysis of both internal and external benchmarks. Current results on KPI measures are benchmarked against internal baselines such as the highest (max), lowest (min), and average (mean) performance of the institution on that measure, as well as national benchmarks from national studies (e.g., National Community College Benchmarking Project) as available. Because of the comprehensive nature of the program analysis system, and with the limitations for space within this document, it is difficult to share all of the benchmark comparisons for each program. However, as one might imagine, the program analysis process has demonstrated LCCC has programs that exceed both internal and external benchmarks on certain measures as well as programs that fall well below.

Figure 1R3-3: Complete Program Analysis				
Sample Program			Result	Score
Participation	A.1 Annual FTE (KPI A.1.b)	2013-14	351	4
		3yr average	345.22	3
	A.2 Number of “participants” enrolled (KPI A.1.a)	2013-14	920	3
		3yr average	914.33	4
	A.3 Number of “concentrators” enrolled	2013-14	21	3
		3yr average	19.67	4
Average Score				4
Success	B.1 Course success rate (KPI A.7)	2013-14	66.34%	2
		3yr average	64.21%	2
	B.2 Graduation rate for “concentrators” (KPI A.4)	2013-14	60%	1
		3yr average	66.44%	2
	B.3 Number of Associates and workforce degrees/certificates awarded (KPI C.2.a, D.2.a)	2013-14	21	5
		3yr average	16.33	2
	B.4 Number of “concentrators” matriculating to university (KPI C.3)	2013-14	8	3
		3yr average	8	1
	B.5 University matriculation rate (KPI C.3)	2013-14	40.00%	1
		3yr average	47.24%	1
	B.6 Number of in-field job placements (KPI D.3)	2013-14		
		3yr average		
	B.7 In-field job placement rate (KPI D.3)	2013-14		
		3yr average		
	B.8 Licensure/certification pass rate (KPI D.5)	2013-14		
		3yr average		
	B.9 Achievement of program competencies (KPI A.5)	2013-14		
		3yr average		
B.10 Achievement of course competencies (KPI A.5)	2013-14			
	3yr average			
Average Score				2
Learning Environment	C.1 Percent of sections taught by full-time faculty (KPI F.3.a)	2013-14	71.67%	4
		3yr average	60.51%	2
	C.2 FTE student to FTE faculty ratio (KPI F.2)	2013-14	25.92%	3
		3yr average	27.24%	5
	C.3-7 CCSSE benchmark ratings (KPI I.2.a – KPI I.2.e)	2013-14		
		3yr average		
Average Score				3.5
Efficiency	D.1 Average credits to completion (KPI F.1.a)	2013-14	4.86	3
		3yr average	5.15	1
	D.2 Average time to completion (KPI F.1.b)	2013-14	59.52	4
		3yr average	57.15	5
	D.3 Average section fill rate (KPI F.4)	2013-14	72.19%	1
		3yr average	74.44%	4
	D.4 Core expenditures per FTE (KPI G.1)	2013-14	\$1,060.42	3
		3yr average	\$1,072.68	5
Average Score				3.25

Figure 1R3-3

For example, the College’s nursing program is measured on the rate at which students pass their licensure exam (B.8 in the program analysis system or KPI D.5). Historically LCCC’s nursing program has surpassed national benchmarks on both the practical nursing and registered nursing tests as Figure 1R3-4 shows.

Figure 1R3-4: Pass Rates, LCCC Nursing		
Licensure Exams	Practical Nurse	Registered Nurse
LCCC	97%	89%
National	84%	84%

Figure 1R3-4

Interpretation of results and insights gained

Two things became evident to the College during the first rollout of the program analysis system. The first is that the system still has room for improvement. For example, missing measures (because of lack of historical data collection or pending methodology) or data sources with limitations have left some gaps in the model's outputs.

The second insight into the results though is that LCCC's programs range widely from very effective to underperforming. The College has used the ranking analysis to aid in the prioritization of programs slated for program review, placing an emphasis on reviewing those who are performing best (in an effort to document institutionally what is working) and those who are underperforming (in an effort to improve areas with the greatest opportunity for improvement). In addition, general themes of program performance have also been identified, such as issues with program completion and transfer success. In examining the programs that do well on these measures they appear to have well documented, structured pathways in the curriculum. This evidence has been important to informing strategic and operational planning that the College is currently deploying.

113 Based on 1R3, what improvements have been implemented or will be implemented in the next one to three years?

LCCC is currently undergoing a significant reformation to its academic programming as a result of the analysis of program effectiveness and health. Much of this work is detailed in the College's strategic plan (described in detail in Category 4). Some of the improvements currently underway or planned for the next few years include:

- Development and implementation of updated policies and procedures associated with curriculum development and approval;
- Establishing clear academic pathways based on curriculum designed to help students achieve important learning outcomes and to help them progress through academic milestones and ultimately completion. This work includes completely redesigning our academic programs so that college ready, full-time students would be able to complete certificate programs in one year, and associate degrees in two years;
- Establishing program articulation agreements with four-year institutions that map the entire degree program sequence that illustrates a coherent pathway to a bachelor's degree and guarantees seamless transfer if students adhere to the pathway;
- Implementing *Collegiate Link* from Campus Labs to track student activities events. Over the next few years, the institution plans to monitor and assess campus activities and patterns of student participation;
- Implementing *Baseline* from Campus Labs. Plans are to develop this sophisticated surveying tool for acquiring feedback from our internal and external stakeholders for analysis and explore opportunities for benchmarking with other Campus Labs institutions.

Academic Program Quality

1P4 Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (4.A.4)

LCCC determines preparatory requirements for students at three levels within its educational offerings. These include the requirements for entry into college-level coursework (dual credit), the requirements for enrolling in courses that depend upon prerequisite skill, and the requirements for entry into select-admission programs. The College retains authority over establishing all of these requirements regardless of program offerings, modalities and locations of delivery (4.A.4).

Requirements for determining college readiness, or if a student is prepared to enroll in college-level coursework is determined collaboratively amongst the seven community colleges in Wyoming through a committee of the chief academic officers and convenings of faculty from several disciplines. Wyoming has committed that all high school graduates will have taken the ACT therefore, these groups have chosen to use the ACT college readiness benchmarks to determine cut scores for college readiness in disciplines such as English, Math, Reading, and Science. The ACT college readiness benchmarks also are translated into COMPASS score thresholds for students who choose not to provide ACT scores.

Competencies or prior courses required before entry into other coursework dependent on those are determined by faculty at the College. The process they use stems from the broader curriculum mapping, development of program and course competencies (as described above) and articulation with educational partners (as described in 1P3 above). This is done in order to ensure that the prerequisites required for any course do develop the skills needed for success in the relevant courses.

Specific requirements for entry into select-admission programs are determined by program faculty in consultation with external accrediting agencies, advisory boards, employers, and/or other subject matter experts. This process ensures that course-based and discipline-based competencies are identified to inform both preparatory activities prior to application and to determine the likelihood of students' readiness for the program.

LCCC communicates to students requirements for specific curricula, programs, and courses through a variety of mechanisms. The primary mechanism is its catalog, available online, which includes program entrance requirements, course prerequisites and placement policies. Additionally, faculty incorporate course requirements into the course syllabi. Faculty also assist with the advising of declared majors in their area; this process allows faculty to inform students of the curriculum and program requirements. Mandatory advising and orientations assist with communicating program-specific information as well. Finally, limited admission programs have additional mandatory student orientations during which students are provided with information specific to their program of study, program outcomes, requirements, and academic maps that outline curriculum and program outcomes and expectations.

Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs (3.A.1, 3.A.3, 4.A.4)

In order to ensure quality across all academic programs at LCCC, the faculty and the administration use a number of processes. Academic Standards is the college committee responsible for curriculum process oversight at all campuses, regardless of the modality. Academic Standards ensures that all curricula at the Institution have been reviewed for consistency, institutional learning outcomes, program level outcomes, and course level outcomes (3.A.3).

LCCC also uses a comprehensive program review process to ensure the quality, stability and overall condition of all academic programs. Quality expectations and evaluation standards are alike for face-to-face, hybrid, and online delivery. The program review process is a five-year cycle, which has been revised to better meet the needs of the Institution. During the review process, programs must provide evidence of continuous improvement in assessment of student learning, program operations, performance of all faculty (full-time and part-time), enrollment, accomplishment or progress to the accomplishment of programmatic goals, program demand based on enrollment trends, availability of jobs, and incorporation of student and stakeholder feedback (3.A.1).

Additionally, LCCC maintains very close relations with community, business, and university partners. These relations allow the College to receive formative and frequent feedback from business community and university partners, as it relates to its graduates. The College also uses the expertise of university partners and the business community in the form of advisory committees. The feedback received from the advisory committees is used to improve the quality of programs (3.A.1). The Center for Secondary Students is pursuing National Alliance of Concurrent Enrollment Partnership (NACEP) accreditation and is closely matching program activity to its standards (4.A.4). Several recent upgrades in data management ensure that consistent content and rigor exists between LCCC on-campus courses and those offered at high schools (3.A.3).

Awarding prior learning and transfer credits (4.A.2, 4.A.3)

Administrative Procedure 3.18P outlines the process for the transfer of credits to LCCC. The College accepts credit from regionally accredited post-secondary institutions in the United States and reviews on a case-by-case basis those credits earned at international institutions. Procedure 3.18P details the academic performance required for credit considerations, the process through which a student applies for such considerations, and the conversion factor for credits coming from institutions using credits other than semester-based. The procedure further outlines the vehicle through which credits from international institutions can be evaluated and the consultative process the Registrar will employ to assist in credit considerations. Finally, Procedure 3.18P details military and “other experience” requirements for credit consideration at LCCC as well as the Credit by Examination options accepted as credit at the College. LCCC uses the recommendation of the American Council of Education to evaluate military students’ transcripts. Credit by examination at LCCC can be attained by Advance Placement (AP) testing, the College Level Examination Program (CLEP), and Defense Activity Educational Support (DNATES). All transfer credits accepted by the College are indicated as transfer credits on all student records (4.A.2, 4.A.3).

Selecting, implementing, and maintaining specialized accreditation(s) (4.A.5)

The College believes in the value of specialized program accreditation. The pursuit of accreditation is informed through engagement with external stakeholders (as described in 1P3). Implementing and maintaining specialized accreditation is a priority for the College. It supports this priority through the allocation of resources as part of the budgeting process and its alignment with program review. Accredited programs have Directors whose job responsibilities include maintaining knowledge of specialized accreditation processes and ensuring compliance (4.A.5).

Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

The College’s policy and procedure on degrees and certificates recognizes it has varying purposes and learning expectations for the credentials it awards through its programs of study. For example, the College recognizes transfer-oriented Associates degrees and applied certificates with lesser levels of technical knowledge than the Associate of Applied Science credential. LCCC articulates and differentiates learning goals appropriate for these programs (3.A.2).

LCCC collects student outcomes attainment information through passing rates on certification exams, licensure examinations, employer survey results, transfer data from partner universities, and alumni surveys, which are all components of the College's KPI system (4.A.6). Through the implementation of the new program review process the assessment of programmatic student achievement is becoming systematic.

Selecting the tools/methods/instruments used to assess program rigor across all modalities

LCCC recognizes the importance of the delivery of consistent curriculum regardless of modality. At the course level all sections of the same course have common course competencies and are using a common assessment to determine achievement in the course. The common course assessments are determined through faculty collaboration, are identified on the MCOR, and undergo a rigorous peer review by Academic Standards. At the program level, the program outcomes (as described in 1P2) are determined through the collaboration of program faculty. The processes for program design, development, and review (as described in 1P3) require that faculty collaboratively identify program learning outcomes, and then select the tools through which they all assess student achievement of those outcomes. The quality assurance standards for the annual assessment process state that programs using multiple delivery modalities will describe how assessment practices ensure consistency of rigor and learning outcomes attainment. In addition, assumed practices for program review ensure that the rigor of courses is consistent across modes and time frames, remains consistent within class levels, and increases in complexity from introductory to upper level course work.

At the more summative level, the College utilizes its KPIs and specifically those included in the program analysis system to assess rigor across all modalities. KPIs are described throughout this systems portfolio, and the program analysis system is explained earlier in this Category. LCCC uses the same standards of assessment for all programs across all modalities. It is expected that course outcomes and program outcomes are comparable regardless of delivery modality (e.g., online, face-to-face, at a branch campus, etc.).

1R4 What are the results for determining the quality of academic programs?

Outcomes/measures tracked and tools utilized

The College utilizes competencies and assessment measures across all programs to evaluate student performance. The outcomes and measures tracked include program competencies and course competencies that are assessed via common tools (e.g., a writing sample, a common final, a portfolio, capstone project, juried performance, etc.). For example, ENGL 1010 (English Composition) has a common competency that all students will be able to apply knowledge of audience, purpose, and genre in writing assignments. This common course assessment is used to assess student achievement on this competency in all modalities (face-to-face, online and concurrent enrollment at the high schools in two school districts). LCCC also uses numerous KPIs within the program analysis system (described earlier in this section) to determine the quality and overall efficacy of academic programs.

Summary results of assessments (include tables and figures when possible)

The College has built considerable capacity in this area. LCCC has done considerable work in ensuring that all programs and courses have well-defined and assessable learning outcomes, and faculty are currently well underway for designing common assessments and other tools for determining levels of student achievement on these competencies. The College has prioritized its focus on assessment of the institutional competencies and will employ a similar process at the program and then the course levels.

The assessment of student learning at the course level provides important evidence for assessing the success of instruction across multiple sections of any one course. Faculty teams collaborate on the development of a common assessment and the tool with which the performance will be measured. For

example, one of the course competencies in SPAN 1010 (First Year Spanish I) expects students to “*employ accurate grammar & vocabulary in oral and written formats.*” The faculty team has developed a presentational speech, which is assigned in all sections of the course and scored with an identical scoring rubric. The results of the assessment from the spring 2014 semester are indicated in table 1R4-1.

Figure 1R4-1: SPAN 1010, Presentational Speech				
	Excellent	Good	Needs some work	Not even close
Content	46%	40%	0%	14%
Organization	14%	38%	32%	16%
Speaks Clearly	34%	40%	12%	14%
Grammar and Vocabulary	28%	40%	16%	16%
Preparedness	28%	38%	22%	12%

Figure 1R4-1

Sample data from the College’s program analysis system are included in Figure 1R4-2 below. They illustrate the matriculation rates to four-year institutions for some of the College’s transfer degree (AA and AS) programs.

Figure 1R4-2: Students Matriculating to Four Year Institutions				
Transfer Program	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	3 Year Average
Anthropology	100.0%	0.0%	50.0%	50.0%
Art	11.8%	16.7%	26.3%	18.2%
Biology	50.0%	33.3%	75.0%	52.8%
Education	41.7%	30.8%	41.2%	37.9%
General Studies in Arts and Humanities	50.0%	38.5%	42.9%	43.8%
Government Studies	50.0%	33.3%	100.0%	61.1%
Psychology	46.2%	55.6%	40.0%	47.2%

Figure 1R4-2

LCCC also tracks university matriculation and related measures at an institutional level through its KPI system, shown in figure 1R4-3. See Figure 2R2-4 for more detailed information.

Figure 1R4-3: Institutional KPI Measures – 2013-14 Results				
Measure	Description	Current Result	Internal Target	Benchmark
C.3	University Matriculation Rate	30.77%	26.00%	n/a

Figure 1R4-3

Comparison of results with internal targets and external benchmarks

Most of the College’s academic programs, especially those undergoing program review using the newly adopted protocol, will be establishing baseline data in the 2014-2015 academic year for student achievement on program competencies. In some instances there are and will be external benchmarks, however the primary focus is on continuous improvement and therefore examination of growth from baseline data will serve as the internal target.

Those KPI measures used in the program analysis system fortunately have both internal institutional targets and in many instances external benchmarks to evaluate program effectiveness. For example, the overall internal benchmark for matriculation rates to four-year institutions is 26% (shown in Figure 1R4-3) and this serves as a guidepost for comparison of individual program measures.

Interpretation of assessment results and insights gained

LCCC is building capacity for more robust, objective analysis of program quality by assessing how effective the institution is in helping students achieve proficiency on program competencies, as well as demonstrating performance on specific indicators of program effectiveness (e.g., in-field job placement, transfer rates and success, etc.). These results and data are in the very early stages, and while some interpretation can be garnered at the program level, most of it is useful at the institutional level. However, the result of the initial run of the program analysis system (see Figure 1R3-2 above) has identified programs that demonstrate solid levels of effectiveness and efficiency, while others have significant room for improvement.

114 Based on 1R4, what improvements have been implemented or will be implemented in the next one to three years?

With the 2014-2015 academic year LCCC has implemented a new program review process. The process is being piloted in ten academic programs covering all academic schools at the Institution. The program review process is designed to encourage alignments and integration of needs across campus and with external entities. Internally, the peer review component includes representatives from multiple schools as well as multiple divisions including student services, administration and finance, and the library. Common campus-wide data indicators (KPIs) collectively establish program focus for productivity towards institutional priorities, and alignment with the KPIs is included in the program review process. The program review template uses a planning alignment format that adds visibility to the integration of annual short term planning, such as annual learning assessment, with longer cycle program action planning connected to the KPIs. Additionally, the Student Learning Assessment subcommittee is refining the institutional assessment and student learning assessment plans to ensure alignment between the new program review process and LCCC assessment plans and methods. The revised version clearly outlines assessment of institutional competencies, course level competencies, and program level competencies including direct and indirect methods of assessment.

Academic Student Support

1P5 Academic Student Support focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Identifying underprepared and at-risk students and determining their academic support needs (3.D.1)

LCCC has systematic processes to identify underprepared and at-risk students and to determine their needs. The College requires all students to complete or have placement assessments (ACT, COMPASS are the two main instruments used) in order to be placed into math, writing, and reading courses. The College has a mandatory placement practice to match student skill levels to course levels in these academic areas (3.D.2). The College also has an automatic referral system based on students' voluntary reporting (through the FAFSA) of their status as first-generation/low income to the Sage TRiO Student Support Services program (3.D.1).

Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

Formal academic support systems are in place including the Student Success Center (multi-subject tutoring), the Writing & Communications Center, the Math Lab, and a tutoring center at the Albany County Campus library. All are available for any student wishing to access their services, and by referral of faculty and advisors, with hours of operation adjusting with higher needs late in the semester. Online access to tutoring is provided through SmartThinking and has been increasingly popular with students.

All services are voluntary, however, and are not specifically embedded as integral or required elements of developmental or other levels of courses at the College (3.D.2).

Holistic Advisors meet with their advisees and work with students and support services to ensure solid connections. Advisors are also connected to each athletic team to ensure the specific challenges student athletes face (specifically, access to resources with their schedules) can be navigated successfully. Students are made aware of the advising process prior to enrolling in the College through the enrollment process, on the website and in print materials, and at orientation.

Ensuring faculty are available for student inquiry (3.C.5)

LCCC Academic Affairs ensures faculty are available for student inquiries by standardizing several practices within faculty job descriptions. For instance, faculty are required to post and maintain office hours and share that information, at a minimum, through a regulated course syllabus provided to all students (3.C.5). Also in the job description, faculty are required to return inquiries and grades in a timely fashion including mid-course grade reporting. Regular communication and feedback are also systemic through the college's learning management platform. Faculty also support student inquiries by expanding availability and offering courses days, evenings, weekends, and on-line when needed.

While the aforementioned are campus-wide practices, each faculty member may also provide additional opportunities for building student support through involvement in student organizations, community and college event participation, and other venues as related to his or her respective program.

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Historically, assessment of the learning support needs of students and faculty has been more reactive than proactive. Data generated through library usage, tutoring statistics, etc. has helped staff build services for the following year well but has the danger of miscalculating needs if there are unknowns in areas of curriculum revisions, changing enrollment patterns, and student demographics (3.D.1). This year, focus groups were conducted through the Student Success Center to understand better what students' satisfaction was with services provided (3.D.3). In the 2013-14 academic year the College made its first moves toward a combined "Learning Commons" that will eventually house all learning support systems such as tutoring, skills labs, and faculty support centers within the library (3.D.4). New leadership for this endeavor is in place as of the start of the 2014-15 year, and the Learning Commons is planned to include more intentional and proactive intervention for student academic support (3.D.5).

The new (as of spring 2014) Holistic Advising Center adds the other level of student academic support needed in terms of the planning, personal support and coaching to ensure students who need services connect with them. This model allows for students to work consistently with the same academic advisor throughout their careers at the College, regardless of how many times they may change their course of study or reset their goals. Advisors will be able to monitor student progress through LCCC's new retention software (Starfish) and act when they see students getting off course. Students will be in contact with their assigned advisors on a continuous basis ensuring that they remain on a path to successful course and program completion.

Ensuring staff members who provide student academic support services are qualified, trained, and supported (3.C.6)

All position descriptions at LCCC designate the minimum and preferred credentials and experience required of applicants. The College is considered one of the better employers in the community and has had good success in attracting very qualified staff. Advisors are required to have a minimum of a bachelor's degree, and currently nearly all have master's degrees. In the skills labs (writing, communication, and math) most tutors are teaching faculty with advanced degrees. Librarians at LCCC are required to have a minimum of a master's degree in their field. Student Success Center tutors are

required to have expertise in the subject area they tutor in, measured through success in courses and college transcripts. Writing Center tutors are generally English faculty (adjunct or full-time) and have master's degrees in English (3.C.6).

In all cases, the processes for ensuring all hires are qualified follow established Human Resources hiring policies and procedures. Once hired, all employees in these areas are evaluated annually. Currently evaluations specifically for quality of tutorial service and success of students receiving tutoring is not a consistent element of employee evaluation, but these elements will be included in new processes being established by a new Director of Learning Commons.

Communicating the availability of academic support services (3.D.2)

Communication of the availability of services and resources involves a multi-pronged system. Each support service has a web page within the College's website containing not only hours of operation but also many resources that can be accessed directly from the page. The College's portal contains additional access points as well as vehicles (email, notice posts, news items, etc.) that are used regularly. Notices are posted physically around campus, including in the residence halls and through social media.

As indicated previously, Holistic Advisors meet with their advisees and work with students and support services to ensure solid connections. Advisors are also connected to each athletic team to ensure that student athletes are able to access resources despite their demanding schedules (3.D.2).

Determining goals for retention, persistence and program completion (4.C.1, 4.C.4)

The College's KPIs include goals set for measurement of progress in several areas (4.C.1). In the area of Academic Preparation, which includes measures of prior learning attainment, success in developmental classes and success in college level courses, the College gave itself a C grade in 2013-14. Each indicator has multiple performance measures. Every year (beginning with 2012-2013), the results of these measures are analyzed and assigned grades, which are averaged to determine the grade for each indicator and an overall grade for the College's annual performance (4.C.4).

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services

The College's main tutoring program, the Student Success Center, evaluates its services through statistics that track numbers of visits with tutors, grades of students who engage with the Center, and student satisfaction focus groups. The library uses many metrics to assess usage, relevance of its collection, and the preferred mediums its clientele prefer for each area, among other elements.

Holistic Advising is developing a comprehensive assessment plan that includes achievement of learning outcomes, individual advisor performance and accountability, overall program performance and accountability, and student satisfaction. Metrics and benchmarks for this are based upon the standards determined by the National Academic Advising Association and the Council for the Advancement of Standards in Higher Education.

1R5 What are the results for determining the quality of academic support services?

Outcomes/measures tracked and tools utilized

As stated above, LCCC's KPI system includes several measures of Academic Preparation that are used to indirectly assess the quality of academic support services. These are shown in Figure 1R5-1 below.

Summary results of assessments (include tables and figures when possible) (4.C.2, 4.C.4)

The current results of assessment of LCCC's KPI B on Academic Preparation and its measures are included in Figure 1R5-1 below.

Figure 1R5-1: KPI B Academic Preparation 2013-14 Results				
Measure	Result	Target	Benchmark	Grade
Success in Developmental Coursework - Math	60.27%	55.15%	56.67%	B
Success in Developmental Coursework - Writing	59.77%	65.71%	64.37%	C
Subsequent Success of Developmental Students - College-level Math	50.00%	57.14%	65.65%	D
Subsequent Success of Developmental Students - College-level Writing	74.19%	78.16%	71.09%	C

Figure 1R5-1

Comparison of results with internal targets and external benchmarks (4.C.4)

Figure 1R5-1 above includes internal targets, called improvement goals, and applicable external benchmarks (from the National Community College Benchmark Project) for the relevant KPI measures. Evaluation of most academic and non-academic student support services have become more systematic, though tutoring and skills lab evaluation is still slightly retroactive only due to very recent reorganization and staffing changes (4.C.4).

Interpretation of assessment results and insights gained (4.C.2)

For most measures related to the Academic Preparation KPI, the most recent results for LCCC was below both the internal target and the external benchmark. Several of these are impacted by decreased enrollment at the College. Particularly concerning are the results for measures of the success of developmental students in subsequent, related college-level courses (4.C.2).

115 Based on 1R5, what improvements have been implemented or will be implemented in the next one to three years?

Based on the results measured so far, and initial measures of degree and credential completion, as well as the organizational audit done by the Community College Brain Trust, several changes have been initiated to address deficits.

Three areas of student service that had been housed in academics were reorganized under Student Service areas to ensure better alignment with like services. Disability Services, Placement Testing, and TRiO. Student Support Services are aligned with their functional areas and are included more intentionally in processes that connect students to them.

Holistic Advising was initiated, and the processes for advising of students are now designed to connect every student with an advisor, assess the quality and consistency of advising at LCCC, and envelop the advising process in a continuous improvement environment (4.C.3).

Along with the process of transforming the advising process, the College also initiated processes indicated by the Community College Center for Student Engagement to further enhance student learning, engagement, and success. Mandatory new student orientation was developed and implemented for fall 2014 students, and a redesigned student success course was piloted for new students in fall 2014 whose majors are General Studies or Undeclared. The new course, COLS 1000, was designed to be a solid extension of learning begun in orientation as well as a foundation for successful student practices overall. Ending late registration is the other practice that was begun with fall 2014. All of the pilots for fall 2014 are being evaluated and improved continuously both for impact on student progress and success as well as for effective communication and efficiency.

Academic support services were consolidated under the umbrella Learning Commons such that the services are easier for students to find, services are coordinated and complimentary, and services are set up for assessment and continuous improvement.

Academic Integrity

1P6 Academic Integrity focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

The institution communicates its commitment to academic freedom for both students, faculty, and the campus through the College Catalog (Academic Freedom Statement), handbooks, the strategic plan's vision (Freedom to Innovate) and other methods. For example, the Institution's Student Handbook, 2014-15 communicates its protection of freedom of inquiry and expression. The college recognizes the rights of all students to engage in discussion, to exchange thought and opinion, and to speak, write, or publish freely on any subject, in accordance with the guarantees of Federal or State constitutions (2.D).

Freedom of expression and the integrity of research and scholarly practice is ensured through faculty participation in the Academic Standards Committee and College Council (2.D., 2.E.3).

Academic Standards is comprised of voting members appointed from all academic units on campus. This committee oversees the development, review and modification of programs, curricula and student learning (2.E.1).

The members of College Council are selected by election through Faculty Senate and other represented groups on campus. The College Council is a shared governance body designed to ensure the college is effectively and efficiently achieving the Institution's mission. The College Council facilitates this through timely, factual, and clear communication between constituent groups regarding major institutional decisions. It promotes transparent and respectful communication at all levels of the college community to ensure collaborative and committed decisions are made regarding the direction of the college. It will serve as a deliberating body to discuss college-wide issues, make collaborative decisions, and formulate recommendations to the president of the College.

Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

Ethical learning and research practices of students are regularly evaluated by the respective deans of the four schools, the Dean of Students, and others (2.E.2). The student code of conduct delineates the responsibilities of LCCC students for academic issues (2.E.3). Students are expected to familiarize themselves with LCCC's student code of conduct and be aware of LCCC's policies regarding academic integrity. Faculty explain their expectations for academic integrity in their class syllabi.

Students are afforded due process when a question of academic dishonesty arises. This is outlined in the student code of conduct, and the Instructional Grievance Policy/Procedure (6410), which includes concerns related to harassment, academic dishonesty, instructional design or delivery, intellectual bias, matters of free speech. (2.E.3) (2. 16P).

Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

Ensuring ethical teaching by faculty is accomplished by course observations by deans and regular syllabi review (2.E.2). This allows the deans to provide feedback and suggestions on improvements along with providing guidance on syllabi development. Annual Title IX training is required of all LCCC faculty and staff to help delineate appropriate teacher/student interaction. Upon their initial employment faculty are enrolled in a New Faculty Learning (NFL) program. Elements of this program in year one include monthly face-to-face meetings where student-centered learning, pedagogical best practices, boundaries, and professionalism are presented and discussed, and current publications pertaining to these topics and others are examined.

Ethical research practices are evidenced in LCCC's Conflict of Interest and Commitment in Research policy, and Institutional Review Board (IRB) Procedure 2.6P (2.E.3). The IRB has the authority to approve, require modifications in, or disapprove all research activities that are within the jurisdictional boundaries of LCCC.

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

The College has designed and employs a number of tools to assure the academic integrity of the faculty. As previously mentioned, the MCOR is the foundational tool from which course syllabi are developed. The MCOR establishes course competencies, verifies that course credits are aligned with contact hour expectations, assures that the catalog description for a course is student-centered, and aligns the course competencies with program and institutional expected outcomes. Additionally, the MCOR articulates a single, summative course assessment that is administered in all sections of any course regardless of delivery method or course duration. MCORs are verified through a rigorous peer review process and are approved by the Academic Standards Committee, a committee defined by representation from multiple levels of Academic Affairs and faculty from all academic schools. This review process allows the College to establish curriculum through the voices of many; the adoption of the MCOR assures consistency across all sections of each course.

The College has a framework of common learning outcomes that have been used to guide the development of the general education core. With the guidance of the Student Learning Assessment subcommittee the outcomes have been reviewed, edited, and finally approved by the faculty. This process was also followed for the development and adoption of common rubrics to assess proficiency in these core areas. In-service days at the start of every fall and spring semester include opportunities for faculty to collaborate in conversations about the outcomes, to examine previously collected data about student performances on the outcomes, and to make evidence-driven decisions about curriculum modifications as needed.

The College has developed a program review process through which all programs will define clearly articulated learning outcomes within an assessment plan respective to the program. The assessment plans will be the subject of rigorous peer review. The assessment of progress towards meeting the program's outcomes will be completed in an annual self-study. The assessment plans, their results, and the ensuing self-studies will be maintained through a College portal with ready access across the College.

The Academic Standards committee at the College has cross-college representation and is the umbrella under which the General Education Committee and the Student Learning Assessment subcommittees function. Each subcommittee is comprised of faculty representation from each division, and, as such, the work of the subcommittees, and of Academic Standards, is shared broadly with the faculty. All curriculum documentation that requires the approval of Academic Standards is vetted through peer review processes which result in clear articulation of this work at all levels. It is through this rigor, the open discussions of the curricular foundations, and the endorsement of these foundations at Academic Standards that the College assures the curriculum meets its intended purpose.

1R6 What are the results for determining the quality of learning support systems?

Outcomes/measures tracked and tools utilized

The quality of learning support systems is assessed using student responses to selected items on the Community College Survey of Student Engagement (CCSSE), which is administered biannually at LCCC.

Summary results of measures (include tables and figures where appropriate)

Selected CCSSE results from 2013 are shown in Figure 1R6-1.

Figure 1R6-1: 2013 CCSSE Results				
Item	Responses	LCCC	Medium-Sized Colleges	National CCSSE Cohort
ITEM 9: HOW MUCH DOES THIS COLLEGE EMPHASIZE EACH OF THE FOLLOWING?				
9b. Providing the support you need to help you succeed at this college	Very little	4.1	4.7	4.9
	Some	21.2	21.6	21.7
	Quite a bit	43.8	41.1	40.6
	Very much	30.8	32.5	32.8
ITEM 13.2: HOW SATISFIED ARE YOU WITH THE FOLLOWING SERVICES AT THIS COLLEGE?				
13.2a. Academic advising/planning	N.A.	20.6	16.2	15.9
	Not at all	11.7	10	10.4
	Somewhat	39.4	42.5	43.1
	Very	28.3	31.3	30.7
13.2k. Services to students with disabilities	N.A.	78.4	73.9	73.6
	Not at all	7.1	7.3	7.6
	Somewhat	5.4	9.7	9.7
	Very	9.2	9	9.1
ITEM 13.1: HOW OFTEN DO YOU USE THE FOLLOWING SERVICES AT THIS COLLEGE?				
13.1a. Academic advising/planning	Don't know/N.A.	12.2	7.6	7.5
	Rarely/Never	34.7	33.4	33.2
	Sometimes	40.6	44.4	44.6
	Often	12.5	14.6	14.8
13.1k. Services to students with disabilities	Don't know/N.A.	55.2	56.1	56.1
	Rarely/Never	36.8	34.8	34.5
	Sometimes	3.6	4.9	5
	Often	4.4	4.2	4.4

Figure 1R6-1

As represented above, students at LCCC are very satisfied with the learning support systems available to them. Additionally, the majority of students who use specific services are satisfied or very satisfied with those services (Item 13.2). However, almost 47 percent of the student body did not seek out academic advising. At the time of the survey, students were not required to meet with an academic advisor. Only self-identified students with accommodation needs use the Disability Support Services, which accounts for the small proportion of students (8 percent) who indicated that they had used these services.

Comparison of results with internal targets and external benchmarks

As shown in Figure 1R6-1 above, results for LCCC did not differ significantly from either comparison group used for CCSSE data.

At the time of the most recent CCSSE results, LCCC did not have a systematic process for determining internal targets. With the development and implementation the College's KPI system, such a process is now in place and will be used to analyze the next set of CCSSE results, available in summer 2015.

Interpretation of results and insights gained

These results generally indicate that LCCC is systematically engaged in supporting students as directed by Goal 1 Strategy B LCCC Strategic Plan. However, the results for student use of academic advising highlighted an area for improvement, as discussed below.

116 Based on 1R6, what improvements have been implemented or will be implemented in the next one to three years?

The College has traditionally offered quality academic support programs, although it recognizes from its assessment that there is room for improvement. LCCC's current strategic plan places emphasis on strategies associated with strengthening or implementing proven high impact practices for academic support. Some of the improvements that have been implemented or are planned for implementation over the next few years at LCCC include:

- **New Student Orientation.** LCCC redesigned its new student orientation program to match recommendations from the literature on best practices. New student orientation is now mandatory for all incoming students at the College.
- **Student Success Course.** In fall 2014 the College launched COLS 1000: Intro to College Success. All incoming students will be required to enroll in this student success course, which includes institutional services to help students succeed academically and socially. The course was required for all new students who had not chosen a program of study fall 2014 and this served as a pilot offering of the course. It will be rolled out to all incoming students in fall 2015 as faculty adjust their curricula to accommodate for its inclusion.
- **Holistic Advising.** According to the CCSSE data, nearly 48 percent rarely or never used academic advising. However, as of 2014, all students are required to initially visit with an academic advisor.
- **Skills Labs.** Learning Commons includes all of the math labs, writing labs, and computer labs. A new director has been hired to oversee the Learning Commons. LCCC has committed to fully staffing the Learning Commons for student availability. Students enrolled in math courses are required to meet an additional two hours per week in a math lab.

Category Two: Meeting Student and Other Key Stakeholder Needs

Introduction

LCCC is a student-centered institution of higher learning, and one connected to the community. It has always held this belief and sought to carry out its work keeping the students and the community in the center. Unfortunately, over the past half of a decade it has struggled considerably in the coordinated effort of delivering integrated, efficient, and effective student services, as well as ensuring the community is engaged with the college in healthy, mutually beneficial partnerships.

Described more in the introduction to this systems portfolio, and expanded on in Category 6, the College has risen from tumultuous times in regard to organizational leadership and functionality. In the past five years alone LCCC has had four different chief student affairs officers (Vice Presidents of Student Services) and student services that were disjointed and borderline ineffective. Internal relationships with the College and student services were not always healthy. However, in the past two years, the College has made incredible strides in turning student services into a high-functioning, coordinated and integrated unit of the College. Through comprehensive reviews of its programmatic operations, reorganization of its human resources, investments in technology, and deployment of high-impact practices, the student services of LCCC today are well underway to being a model for community colleges across the west.

Similarly, after an era of very strained relationships with key community stakeholder groups and partners as a result of leadership turmoil leading up to the removal of a president, the College's relationships and working interactions with the community arguably has never been stronger. An emphasis in the current strategic plan on strengthening partnerships has further ensured the College continues work in this area. Today the Institution continues to sustain its historical working relationships with organizations like the Department of Workforce Services (DWS), while improving the partnerships it has with key business organizations such as the chamber of commerce and economic development organizations. LCCC has also doubled its efforts in trying to mend and strengthen partnerships with its educational partners such as the school districts in the College's service area, and university partners, specifically the University of Wyoming. Early results of new programming, improvements to collaborations to improve student success, the success of a 43 million dollar capital campaign for two new buildings, including one for student services. In the immediate future the College plans to complement the processes it has developed for student services delivery and communication with stakeholders with processes that better evaluate institutional performance for informing continuous improvement.

Current and Prospective Student Need

2P1 Current and Prospective Student Need focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

Identifying key student groups

The College identifies key student groups through various processes, many of which are described in greater details in Category 1 (please see 1P3 regarding the identification of stakeholders, their needs and expectations). In particular to providing non-academic services based on key student group needs, the College utilizes information gathering and feedback processes to help identify specific sub-groups of students and their unique needs. For example, the College's admissions and financial aid processes requests information about the educational goals students have, whether they might be enrolled part- or full-time, where they plan to attend most of their classes (e.g., online or on campus), and the educational levels of their family. As students matriculate to enrollment, more information about key student group needs is gathered through processes such as orientation, advising, disability services, campus housing and dining, etc.

Determining new student groups to target for educational offerings and services

The College intentionally links with organizations and agencies in its service area to help inform service offerings based on needs identified by those agencies and organizations. The process for engaging with these stakeholders is also described in greater detail in Category 1. One example to include in this section is the local Veteran's Administration (VA) and the return of local veterans from deployment. The needs of particular generations of veterans can vary, making the provision of services in counseling and community somewhat different for each. The College uses active partnership and engagement with the VA to help identify groups of Veterans to serve with new educational offerings and services.

Based on surveys, needs assessments done through focus groups or individualized meetings, or documented workforce data provided from myriad sources such as the Wyoming Department of Workforce Services or LCCC's Outreach and Workforce Development, new or modified student groups are identified and programs and services are considered for offering. To ensure these stakeholder needs are successfully met, new programs are developed in concert with direct input from those partners and others closely associated with the program or course being created.

Meeting changing student needs

LCCC has well-established, aligned processes for students to communicate their changing needs. One of the primary processes is the engagement of formalized student groups such as the elected Student Government Association (SGA) of LCCC. The SGA officers meet frequently with the President and with the Vice President for Student Services to bring issues to the attention of leadership and for the College to gain insights into the effects of their decisions on students. In addition, in fall 2014, the Board of Trustees created a Student Trustee position to increase that access to and voice in College leadership.

The College also utilizes student advisory committees to engage with students on key issues. For example, advisory boards for the bookstore and the dining services areas were established to ensure clear communication and responsiveness of these services to changing student needs. Each committee is designed, first, to ensure broad representation of students as well as employee constituencies and, second, to ensure clear communication avenues to both receive advice and feedback and to communicate responses to feedback. Since the establishment of the committees in fall 2013 this process has become systematic, supplanting previously disorganized habits, so that issues are communicated and elevated accurately, and have been responded to well.

Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

Mentioned previously in this category, and in Category 1P3, the College has developed systematic processes for identifying and engaging with a variety of student subgroups to help support their unique needs (3.D.1). For example, the College has recognized it serves a significant number of first-generation college students who may benefit from specific supports such as SAGE TRiO student support services or certain institutional aid programs. Other examples include the provision of childcare services for adult students with children, services for the large number of military veterans, English as a Second Language (ESOL) programming for the College's international and Hispanic immigrant students, etc. It has also committed to the provision of student service needs to its completely online students, ensuring they have the same quality and availability of services as students who attend face-to-face on campus.

Deploying non-academic support services to help students be successful (3.D.2)

Prior to the 2013-14 academic year the College's advising and other non-academic services were disconnected, inconsistent and did not provide predictable connections of students with appropriate college or community non-academic support. The lack of consistency also contributed to advising that did not always support students' efficient navigation of the curriculum and timely completion of degrees.

Because of this, as part of a general reorganization effort, the advising function was centralized and is undergoing a redesign to provide holistic advising for all students.

In the redesign process, all of the support services that might be deployed to make students successful are now built into the comprehensive advising systems. This includes services such as disability support services, counseling, financial aid, SAGE TRiO, and community-based services. As the advising model builds knowledge about student needs through its new design, support services are planned to meet those needs. As the Starfish retention software tool is implemented and brought to maturity over the course of the next two to three years, its analytics will help the College assess the effectiveness of many elements of advising, mentoring, support services, etc. (3.D.2).

Ensuring staff members who provide non-academic student support services are qualified, trained, and supported (3.C.6)

Described in greater detail in Category 3, the College's position identification and recruitment process ensures each position at LCCC has a formal position description on file outlining the requisite knowledge, skills and abilities required to fulfill the responsibilities of the position. The recruitment processes, employee onboarding, and development processes are all designed to ensure employees are qualified, trained, and supported (3.C.6).

Communicating the availability of non-academic support services (3.D.2)

Availability of non-academic support services is communicated systematically as part of the formal communication plans developed by Student Services functional area leaders. These multiple methods of communication target various identified groups of students at key points in their admission, enrollment, and journeys through degree completion. Communication plans are evaluated annually and modified in cooperation with Public Relations to ensure effectiveness. In addition, LCCC's website includes an entire section describing nearly all non-academic services offered. Likewise, mandatory new student orientation and the mandatory student success course further build communication of all support service availability to students (3.D.2). Faculty also consistently make availability of services such as disability services plain to students through notices in their course syllabi and course shells within the LMS. This process is in the systematic stage of maturity.

Selecting tools/methods/instruments to assess student needs

LCCC has been developing processes for selecting tools, methods, and instruments appropriate for assessing various student needs. Currently, staff experts consult best practices, literature, professional associations, and each other to determine mechanism suitable for assessing student needs and the efficacy of delivery of support services. Depending on the assessment need and the type of assessment anticipated the College's might utilize a formal Request for Proposal, or a Request for Information regarding large-scale implementations. For smaller application, ad hoc work groups of faculty and professional staff may research best practices and examples successfully employed at other colleges. Either avenue begins with a student-based need identified through staff in Student Services, students themselves, faculty, or deans who bring the need forward to the Learning Leadership Team for consideration and elevation to research.

Assessing the degree to which student needs are met

LCCC utilizes information gathering processes to assess how well it is meeting student needs. For example, at the institutional level, the College utilizes surveys such as the Community College Survey of Student Engagement (CCSSE) to gather information about how important services are to students and how well they are delivered and utilized. Individual functional units of student support service, such as the Counseling Center, Residence Halls, Career Center, tutoring, etc., collect evaluations of student satisfaction and need. Functional units and the College's Learning Leadership Team (LLT) collaboratively engage in the process of identifying outcomes for student support services, identifying mechanisms and deploying efforts to assess those services.

2R1 What are the results for determining if current and prospective students' needs are being met?

Outcomes/measures tracked and tools utilized

Processes in place that assess some general areas of student needs being met include a survey of all graduates that contains items about student satisfaction with their education at LCCC, evaluation surveys of specific experiences such as new student orientation, student job fairs, student activities, student leadership training, and course and instructor evaluations. The College also uses items on the CCSSE, in which the College participates biannually, as an indirect assessment of meeting student needs.

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

Figure 2R1-1 shows the percentage of graduates who responded that they were satisfied or very satisfied with college services related to meeting student needs.

Figure 2R1-1: Alumni Survey Results Percent of Respondents Satisfied or Very Satisfied			
	2010-11	2011-12	2012-13
Academic Advising	72.41%	74.17%	73.63%
Admissions	81.45%	82.58%	88.68%
Financial Aid	60.40%	65.81%	65.06%
Library	89.52%	97.35%	94.57%
Tutoring	84.21%	83.08%	88.00%
Overall Academic Experience	85.48%	88.89%	92.66%

Figure 2R1-1

Figure 2R1-2 shows the average response on items related to the CCSSE benchmark "Support for Learners." The overall average is one of the measures (KPI I.2.e) in the College's KPI system, which is discussed in more detail in other categories within this systems portfolio.

Figure 2R1-2: Average Response on CCSSE Support for Learners Items (Scale of 1 to 4, where 4 is most positive)					
	2007	2009	2011	2013	National Cohort
Providing the support you need to help you succeed at this college	3.07	2.90	2.92	3.01	3.01
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.33	2.34	2.41	2.48	2.57
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.91	1.96	2.00	1.97	1.99
Providing the support you need to thrive socially	2.04	2.03	2.16	2.19	2.21
Providing the financial support you need to afford your education	2.35	2.28	2.36	2.44	2.59
Frequency: Academic advising/planning	2.45	2.52	2.54	2.53	2.67
Frequency: Career counseling	1.91	2.00	1.99	1.97	2.15
Support for Learners (KPI I.2.e)	2.29	2.29	2.34	2.37	2.45

Figure 2R1-2

Comparison of results with internal targets and external benchmarks

Figure 2R1-2 includes comparison data from the 2013 CCSSE national cohort. At the time of the last CCSSE administration in 2013, internal targets had not been established. However, the new KPI system includes a process for determining improvement targets that will be used to analyze 2015 CCSSE results.

Informally, the College expects at least 80 percent of graduates to indicate that they are satisfied or very satisfied with LCCC programs and services. A more formal process similar to that used in the KPIs will be used to systematically establish internal improvement targets, based on historical trend data for 2014-15. Because this is an internally developed instrument, there are no applicable external benchmarks.

Interpretation of results and insights gained

LCCC has had fairly consistent results for the available measures. While the majority of graduates were satisfied or very satisfied with the areas addressed on the alumni survey (Figure 2R1-1), these results are not at the informal internal target of 80 percent in the areas of Academic Advising and Financial Aid. In addition, while the CCSSE results were generally positive (greater than 2 on a 4-point scale), LCCC results are generally lower than that of the national cohort. (See Figure 2R1-2.)

211 Based on 2R1, what improvements have been implemented or will be implemented in the next one to three years?

Improvements that have been implemented include the following:

- Establishment of a new student advising model that provides a case management approach to advisement and the design of a mentoring role for faculty;
- Updating of financial aid processes and training of staff to bring practices more strongly into compliance with federal regulations as well as to provide more efficient service to students;
- Realignment of admissions practices with high impact practices such as mandatory new student orientation, new communication protocols, and online application processes;
- Refocus of student activities and programming to include emphasis on student leadership and assessment of effectiveness of programs;
- Adoption of a comprehensive online tool for student retention that includes early alerts and intervention;
- Establishment of processes for reviewing and ensuring that academic programs are relevant, address student and industry needs, and accomplish learner outcomes;
- Realignment of processes for enrollment such as registration procedures, course offerings and scheduling, master course catalog, and the academic calendar to meet student needs.
- Implementation of the Survey of Entering Student Engagement (SENSE) to collect information on new student behavior that will inform planning of student support processes.

Planned improvements include the implementation of internal entering and continuing student surveys to complement the CCSSE and the SENSE. These instruments will be developed by cross-functional teams to ensure that items addressing student needs, and the College's ability to meet those needs, are incorporated. In addition, a current AQIP action project is the development of a review process for non-academic programs such as student support services discussed above. This review process will include more systematic collection and analysis of data to inform decision-making in this area as well as promote continuous improvement. Finally, the College is implementing a technology based early alert system.

Retention, Persistence, and Completion

2P2 Retention, Persistence, and Completion focus on the approach to collecting, analyzing and distributing data on retention, persistence, and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

Collecting student retention, persistence, and completion data (4.C.2, 4.C.4)

LCCC has established two systematic processes for collecting data related to student completion of degree and certificate programs, looking at completion from two perspectives. First, the IR office annually compiles from Colleague, the College's student information system (SIS), the total number of

degrees and certificates awarded in each program. In addition to the total number of completions, IR staff calculate the average number of credits earned and the average time to completion for all graduates. Second, IR staff calculates graduation rates for identified cohorts of students. A program cohort is defined as all students who have declared their intent to pursue a degree or certificate and have completed a threshold number of credits in that program area; cohort students are referred to as concentrators. Program concentrators are tracked for two years to determine if they complete a degree or certificate in the program. (4.C.2, 4.C.4)

With the national focus on college completion, increasing student completion is a strategic priority for the College and the state of Wyoming. Institutional level data is collected on enrollee success (course completion) and fall-to-fall persistence of degree- or certificate-seeking students for the College's KPI system, as well as federal and state reporting. The enrollee success rate (the percentage of enrolled students who earn a grade of A, B, C or S out of the total student course enrollment) has been incorporated into the newly revised program review process. A course retention rate will be derived from the same data and incorporated into the program review process for the coming year (4.C.2, 4.C.4).

To collect student persistence data at the program level, IR staff has developed a process using the same concentrator cohort as is used for graduation rates. Concentrators will be tracked to determine how many enroll in subsequent semesters and incorporate semester-to-semester persistence rates into the program review process for the 2015-2016 academic year. (4.C.2, 4.C.4)

In addition to the program-level processes described, LCCC systematically collects institutional-level retention, persistence and completion data as part of its KPI system to assess progress toward the state completion goal, as well as to comply with external reporting requirements. The related KPI measures are shown in Figure 2R2-2 in the results section.

Determining targets for student retention, persistence, and completion

LCCC has a systematic process, incorporated into its KPI system, for determining improvement goals (targets) for student success measures at the institutional level. Improvement goals on KPIs relating to student retention, persistence, and completion are determined in part through statistical modeling and in part through collaborative goal setting. For example, for student completions as measured by the number of degrees and certificates awarded, there are an externally agreed-upon target. Wyoming is a member of the Complete College America Alliance and has set a goal of increasing the number of degrees and certificates awarded by 5 percent each year (based on 2011-12 results) until 2020. For this measure, LCCC uses the greater of the two targets described to continuously improve towards this goal.

Analyzing information on student retention, persistence, and completion

With the newly revised program review system, LCCC has a systematic process for analyzing student success information, described above. For each measure, program results are scored using quintiles (i.e., scores of 1 to 5). IR staff provide both the student success results and the scores to faculty and deans on an annual basis. When a program of study is undergoing review, faculty analyze the information and develop strategies for improvement of low-scoring results.

At the institutional level, results are analyzed in the process of updating the information in the KPI system. The analysis is shared with the college community at the annual convocation for each academic year as part of the State of the College address given by the president. The institutional outcomes provide additional context for program level analysis.

Meeting targets for retention, persistence, and completion (4.C.1)

For program review, and through the program analysis system described in Category 1, program faculty and LCCC peer reviewers use the quintile scores (with a score of 5 representing results in the highest 20 percent of all programs) to identify best practices among all LCCC programs as well as areas for

improvement. If the average scores in an area are among the lowest scores across all programs (i.e., scores of 1), faculty develop and implement strategies for improvement. Monitoring reports are used to assess the effectiveness of these strategies. (4.C.1)

Selecting tools/methods/instruments to assess retention, persistence, and completion (4.C.4)

LCCC's tools for assessing completion, persistence, and retention are selected and developed through a systematic collaborative process. The Associate Vice President for Institutional Effectiveness works with teams of faculty, staff, and administrators to develop definitions and methodologies for program review consistent with the College's mission and strategic priorities. Program review measures are aligned with measures used in the College's KPI system, which were developed by cross-functional action teams led by IR, who ensures that measure definitions align with good practice, based on commonly accepted national standards as well as emerging research on community college student success. Measures and methodologies are regularly evaluated to continuously improve the assessment system. (4.C.4)

2R2 What are the results for student retention, persistence, and completion?

Outcomes/measures tracked and tools utilized

As described above, the College uses several measures, shown in Figure 2R2-1, to assess student completion as part of its program review process. Each program measure is linked to an institutional KPI measure, shown in parentheses in the table. Institutional measures are shown in figure 2R2-2.

Figure 2R2-1: Program Level Student Completion Measures
B.1 Course success rate (KPI A.7)
B.2 Graduation rate for "concentrators" (KPI A.4)
B.3 Number of Associate Degrees and Certificates awarded (KPI C.2.a, D.2.a)
D.1 Average credits to completion (KPI F.1.a)
D.2 Average time to completion (KPI F.1.b)

Figure 2R2-1

Figure 2R2-2: Institutional Measures – Retention, Persistence & Completion
Total Degrees and Certificates Awarded Annually
Fall-to-fall Persistence - Full-time IPEDS cohort (KPI A.3.a)
Fall-to-fall Persistence - Part-time IPEDS cohort (KPI A.3.b)
Graduation Rate - Full-time IPEDS Cohort (150%) (KPI A.4.a)
Graduation Rate - Part-time IPEDS Cohort (150%) (KPI A.4.b)
Student Goal Attainment (KPI A.6)
Enrollee Success Rate (KPI A.7)
Transfer Degrees Awarded (KPI C.2.a)
University Matriculation Rate (KPI C.3)
Success After Transfer - Students Earning Degrees within Four Years (KPI C.4.b)
Workforce Degrees and Certificates Awarded (KPI D.2.a)
Average Credits to Completion (KPI F.1.a)
Average Time to Completion (KPI F.1.b)

Figure 2R2-2

Several additional measures for program-level student retention and persistence have been identified. These measures, listed below, are being developed and will be incorporated into the program review process for 2015-2016.

- Course retention rates
- Semester retention rates

- Semester-to-semester persistence (KPI A.3.a and A.3.b)
- Student goal attainment (KPI A.6)

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

Results for selected programs currently undergoing review are presented in Figure 2R2-3 below.

Figure 2R2-3: Student Program Completion Results						
		B.1 Course Success	B.2 Graduation Rate	B.3 Degrees & Certificates	D.1 Ave. Time to Completion	D.2 Ave. Credits to Completion
Anthropology	Current result	73.18%	75.00%	5	3.13	52.4
	Score	2	2	4	2	2
	Three year average	79.58%	91.67%	5	4.99	51.58
	Score	2	4	4	2	1
Computer Science	Current result	62.26%	37.50%	5	6.00	68.80
	Score	1	3	2	2	1
	Three year average	61.46%	50.07%	3.33	4.24	60.35
	Score	1	4	2	4	3
Diagnostic Medical Sonography	Current result	1	1	7	2.73	64.00
	Score	5	5	3	5	2
	Three year average	1	1	7.67	3.42	72.95
	Score	5	5	3	5	1
Music	Current result	83.22%	14.29%	6	4.14	68.67
	Score	4	1	3	4	1
	Three year average	80.28%	29.81%	5.33	5.56	62.76
	Score	3	2	3	2	2

Figure 2R2-3

Figure 2R2-4: Institutional KPI Measures – 2013-14 Results				
Measure	Description	Current Result	Internal Target	Benchmark
A.3.a	Fall-to-fall Persistence - Full-time IPEDS cohort	52.89%	60.59%	55.00%
A.3.b	Fall-to-fall Persistence - Part-time IPEDS cohort	25.23%	20.97%	37.00%
A.4.a	Graduation Rate - Full-time IPEDS Cohort (150%)	25.42%	13.58%	21.00%
A.4.b	Graduation Rate - Part-time IPEDS Cohort (150%)	0.00%	2.42%	19.14%
A.6	Student Goal Attainment	93.69%	94.46%	94.30%
A.7	Enrollee Success Rate	75.00%	74.37%	74.71%
C.2.a	Transfer Degrees Awarded	343	358.43	n/a
C.3	University Matriculation Rate	30.77%	0.26	n/a
C.4.b	Success After Transfer - Students Earning Degrees within Four Years	50.60%	0.59	n/a
D.2.a	Workforce (CTE) Degrees Awarded	447	368.09	n/a
F.1.a	Average Credits to Completion	56.22	72.13	n/a
F.1.b	Average Time to Completion	4.89	4.33	n/a

Figure 2R2-4

Comparison of results with internal targets and external benchmarks

Figures 2R2-3 and 2R2-4 above present comparison data for program level measures and institutional measures, respectively. Figure 2R2-3 shows the quintile scores for each completion measure for selected

programs currently undergoing review; Figure 2R2-4 includes both internal targets (improvement goals) and external benchmarks for the relevant KPI measures.

Figure 2R2-5 shows a comparison of the number of degrees and certificates awarded to the state goal of increasing 5 percent each year, based on 2011-12 completions.

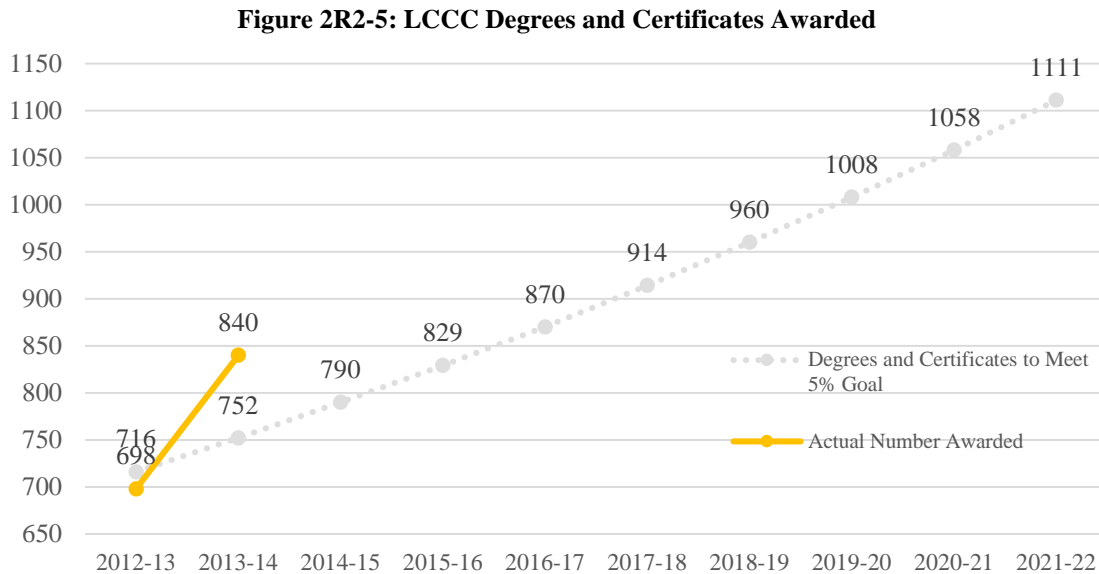


Figure 2R2-5

Interpretation of results and insights gained

Program faculty and LCCC peer reviewers use the quintile scores (with a score of 5 representing results in the highest 20 percent of all programs) to identify best practices among all LCCC programs as well as areas for improvement. As the College is in the first year of its newly revised program review process, program-specific information on this item will first be available in spring 2015. Leadership to develop and revise the program review schedule and to make decisions about program resources also uses the quintile distribution generated by this process.

2I2 Based on 2R2, what improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Analysis of college-level completion rates over the past four years found them to be well below peer institutions and college expectations. Based on this analysis, as well as research on high impact practices that have been shown to improve student completion, LCCC included several strategies to improve completion in its 2013-2020 strategic plan (4.C.3). Improvements implemented in 2014 include those listed below. (See Category Four, Strategic Planning, for more information.)

- Admissions processes have been refocused to streamline the pathway from prospect to applicant to student.
- Orientation programs have been revised and made mandatory for new students.
- A new holistic advising system was implemented for the 2014-15 academic year.
- Late registration for course sections has been eliminated.

Planned improvements include redesigning developmental coursework and activities to facilitate an accelerated progression to college-readiness. These are in the development stage and will be implemented in 2015.

Key Stakeholder Needs

2P3 Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

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

LCCC currently recognizes three major groups of other key external stakeholders. These include other educational entities, the external community, and governmental entities. LCCC recognizes various sub-groups of these external stakeholders. The process through which the College identifies and engages with these sub-groups varies widely, but many center on engaged communications (partnerships and meetings), information gathering (surveys and evaluations), data analysis and outreach. The process for determining and engaging with key stakeholder groups is described in more detail in 1P3. LCCC's current Strategic Plan and its development process also exemplifies a system for ensuring key stakeholder needs are embedded in the core of the College's operations (please see 4P2 for more on the strategic planning process). See Figure 1P3-2 for a listing of LCCC Key Stakeholders, their expectations, and how the College engages them to ensure their needs are met.

Determining new stakeholders to target for services or partnership

Described in 1P3, the College recognize three broad groups of external stakeholders – educational entities, the external community, and governmental entities. LCCC also recognizes these groups include various subgroups, some currently engaged with the College and some yet to be identified or engaged. The process through which the College determines groups for services or partnership emanates from the strategic and operational planning processes (described in 4P2). Through environmental scanning, the College engages existing stakeholder groups/subgroups to help understand context and shape the direction of the institution. In developing strategic plan goals and strategies, as well as operational goals and activities, the College uses information provided by environmental scanning to help it identify new stakeholder subgroups and test the viability of engaging them as partners or for services, and the potential impacts on the achievement of the Institution's goals.

Meeting the changing needs of key stakeholders

The College's model of continuous improvement (described in the introduction to Category 4) includes a cycle of assessment, planning, resource allocation, and deployment of activities. LCCC follows this model in determining stakeholder groups and their needs (assessment), determining actions to meet those needs (planning), securing resources (budget) and implementing actions (deployment). More specifically, the process the College uses for meeting these changing needs includes the purposeful planning for activities that respond to the identified needs of stakeholders. Institutional planning occurs at the strategic and operational levels (as described in Category 4) and each level guides institutional action to respond to emerging needs and opportunities. Figure 2P3-1 further delineates the process steps and purpose for operational planning.

Figure 2P3-1: Process Steps for Operational and Budget Plan Development

Process Step	Purpose
1. Each functional area develops operational goals and activities aligned with strategic plan goals and KPIs.	Ensuring the planned actions of the College are aligned with strategic goals grounded in stakeholder needs
2. Each functional area develops its respective budgets aligned with strategic goals, KPIs, and operational goals.	Ensuring the College's budget aligns with strategic goals grounded in stakeholder needs

Figure 2P3-1

To ensure continuous improvement, the process steps above are annually aligned with information gathered from Program Advisory Committees (discussed in more detail in section 2P5 of this portfolio),

KPI reports, and other reports generated based on information gathered from all stakeholders served (students, employers, and external data and benchmarks). Annually and continuously, this information is being used to develop future operational plans and budgets.

Selecting tools/methods/instruments to assess key stakeholder needs

The process through which the College determines how it assesses key stakeholder needs is based on collaboration with those stockholders. Utilizing existing partnerships and mechanisms for engagement (many described in the stakeholder tables in 1P3), LCCC and its stakeholder groups collaborate to identify tools and methods to evaluate how well needs are being met. For example, the use of surveys, evaluations, one-on-one conversations, data trends tools, and assessments are also integrated with the outcomes of strategic plan goal measurements, KPIs, and advisory committee data to determine the ever-changing needs of key stakeholders and how well the College is meeting them.

Assessing the degree to which key stakeholder needs are met

The process for assessing the degree to which key stakeholders' needs are met is driven from internal and external information initially gathered through the Strategic Planning Process and continuously gathered through evaluation of quality initiatives implemented to meet strategic and/or operational goals, KPI reports, Advisory Committee meetings (captured in minutes), focus groups (captured in minutes), and various stakeholder surveys and evaluations.

2R3 What are the results for determining if key stakeholder needs are being met?

Outcomes/measures tracked and tools utilized

Determining if key stakeholder needs are being met is assessed both formatively and summatively. Formative measures and outcomes are captured primarily in Advisory Committee minutes, focus group results, and other stakeholder engagement activities. Summative measures are incorporated into tools such as reoccurring surveys (e.g., annual Alumni Survey of recent graduates), and the mechanisms used to gather results for the various measures associated with the College's KPI system (e.g., concurrent enrollment participation, workforce related credentials/graduates produced, in-field job placement rates, matriculation rates to four-year institutions, etc.).

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

Results of formative measures are captured in summaries of focus group and advisory committee meetings. Examples of some of these reports include, but are not limited to, the following.

The College uses stakeholder focus groups to attain feedback for refining workforce programs. For example minutes from the Pharmacy Technician and Computer Technology programs demonstrate stakeholder participation and their feedback contributions that result in LCCC program design. Stakeholders for Computer technology included CLIMB Wyoming, Echo Star, Green House Data, Norland Managed Services, Microsoft, and the State of Wyoming Department of Workforce Services. Discussion categories for both focus groups included Discussion on Future Needs, Specific Skills Desired, and Anticipated Industry Changes.

High school stakeholder feedback includes a Concurrent Enrollment Partnership (CEP) Training Instructor Training Feedback Form; however this form has just been implemented for 2014-2015. LCCC currently collects results for student course evaluation surveys at participating high schools. The instrument used at high schools matches the tool used on LCCC campuses. For example, Spring semester 2014 results for a course at Central High School shows that 15 students rated all items as satisfactory except for one related to the challenge of the course.

Results from summative measures are reported and analyzed specifically to the assessment tool as well as in aggregate for the College's annual reporting on its KPIs. For example, Figures 2R3-1 and 2R3-2

below present employment outcome results from the 2012-2013 alumni survey, which are direct assessments of whether the College adequately prepared alumni for their profession.

Figure 2R3-1: Current Employment Status

	2010-2011 graduates				2011-2012 graduates				2012-2013 graduates			
	all respondents		career program respondents		all respondents		career program respondents		all respondents		career program respondents	
	N = 130		N = 67		N = 137		N = 73		N = 111		N = 67	
Response	n	%	n	%	n	%	n	%	n	%	n	%
Employed full-time	49	37.7%	29	43.3%	51	37.2%	32	43.8%	43	38.7%	27	40.3%
Employed part-time	32	24.6%	14	20.9%	33	24.1%	12	16.4%	26	23.4%	13	19.4%
Unemployed, actively seeking employment	18	13.8%	12	17.9%	14	10.2%	8	11.0%	8	7.2%	6	9.0%
Unemployed, not seeking employment	15	11.5%	3	4.5%	21	15.3%	8	11.0%	14	12.6%	6	9.0%
No response	16	12.3%	9	13.4%	18	13.1%	13	17.8%	20	18.0%	15	22.4%

Figure 2R3-1

Figure 2R3-2: Relationship of Current Job to LCCC Major

	2010-2011 graduates				2011-2012 graduates				2012-2013 graduates			
	all respondents		career program respondents		all respondents		career program respondents		all respondents		career program respondents	
	N = 81		N = 44		N = 84		N = 44		N = 69		N = 40	
Response	n	%	n	%	n	%	n	%	n	%	n	%
Directly related	43	53.1%	35	79.5%	46	54.8%	34	77.3%	40	58.0%	31	77.5%
Somewhat related	12	14.8%	5	11.4%	16	19.0%	4	9.1%	10	14.5%	3	7.5%
Not related	25	30.9%	4	9.1%	21	25.0%	6	13.6%	18	26.1%	6	15.0%
No response	1	1.2%	0	0.0%	1	1.2%	0	0.0%	1	1.4%	0	0.0%

Figure 2R3-2

Figure 2R3-3 presents graduates' perceptions of their job preparedness, which is an indirect measure of how LCCC is meeting employers' needs for a skilled workforce.

Figure 2R3-3: Job Preparedness for LCCC Graduates

	2010-2011 graduates				2011-2012 graduates				2012-2013 graduates			
	all respondents		career program respondents		all respondents		career program respondents		all respondents		career program respondents	
	N = 81		N = 44		N = 84		N = 44		N = 69		N = 40	
Response	n	%	n	%	n	%	n	%	n	%	n	%
Strongly Agree	21	25.9%	15	34.1%	24	28.6%	17	38.6%	25	36.2%	17	42.5%
Agree	44	54.3%	25	56.8%	46	54.8%	25	56.8%	29	42.0%	17	42.5%
Disagree	14	14.3%	4	9.1%	9	10.7%	1	2.3%	11	15.9%	5	12.5%
Strongly Disagree	0	0.0%	0	0.0%	2	2.4%	0	0.0%	3	4.3%	1	2.5%
No response	2	2.5%	0	0.0%	3	3.6%	1	2.3%	1	1.4%	0	0.0%

Figure 2R3-3

As mentioned above, other summative measures are incorporated in the KPI system. Figure 2R3-4 presents relevant results from the 2013-2014 KPI Report Card.

Figure 2R3-4: LCCC Key Performance Indicators, 2013-2014 Report Card

		Current Result	Internal Target	External Benchmark
B.2.a	Enrollment in Concurrent/Dual Enrollment Program	1,018	1,150	n/a
B.2.b	Percent Who Matriculate to a College/University within One Year	77.33%	98.67%	n/a
C.3	University Matriculation Rate	30.77%	26.00%	n/a
D.2.a	Workforce (CTE) Degrees Awarded	447	368	n/a
D.3	In-field Job Placement Rate	77.50%	59.00%	58.49%

Figure 2R3-4

Comparison of results with internal targets and external benchmarks

LCCC monitors historical trends for alumni survey results. Figures 2R3-1 through 2R3-3 above include the results from 2010-11 through 2012-13 and show that these have not changed significantly during that time. Because the College uses an internally developed instrument, no external benchmark data are available for these measures.

The KPI system includes both internal targets (called improvement goals) and applicable external benchmarks. For 2013-14, LCCC was above its targets for three of the five measures presented.

Interpretation of results and insights gained

Interpretation of the results gained from the Advisory Committee minutes is critical in program development. For example, minutes from the first Health Information Technology and Management advisory committee meeting recommended changes to the draft program content. This critical information was used in the final development of this program.

Reports and survey results generated and other data sources captured show that LCCC is making improvements in many of the areas identified within the Strategic Planning Goals (such as a 12 percent increase in student completion rates for 2014). However, additional improvements need to be made as captured in 2I3.

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

Based on the information gleaned in 2P3, a number of improvements have already been implemented or are in the process of being implemented based on Strategic Goals, KPIs, and other captured data. These include, but are not limited to, the following:

- LCCC has recently signed an agreement with the Department of Workforce Services' Research and Planning Division to gain access to various employment databases for Wyoming and partner states to better determine employment and earnings data for LCCC graduates;
- Developing and deploying an Employer Satisfaction Survey to better engage and seek direct assessment of whether or not LCCC is meeting the needs of its employer stakeholders; and
- Various strategies associated with the College's strategic plan already mentioned in various areas in this systems portfolio, including strengthening transfer through program articulations, reducing remediation rates of students through curriculum alignment with K12 partners, etc.

Complaint Processes

2P4 Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

Collecting complaint information from students

The College has recently developed a systematic process of collecting complaints from all constituencies. In 2014 LCCC implemented a new policy and procedure ([Policy 9.7](#) and [Procedure 9.7P](#)) that establish the venues where students and stakeholders can communicate a complaint, the processes that will be followed to address complaint types, and the timelines that will be observed. The College's policy position is to collect and assess issues and trends affecting the Institution's ability to serve its various stakeholders, primarily students. The process ensures LCCC collects and responds to complaints in a timely manner. Complaints are analyzed to provide quantifiable metrics to maintain the effectiveness and sustainability of the Institution's goals and mission. As described in the administrative procedure, a formal complaint may be made in person, via phone or e-mail, or through the [online complaint form](#) located on the LCCC website.

Students may also submit complaints, both formal and informal, specifically about instructional matters in accordance with the process set forth in the College's procedures on Instructional Grievances ([Procedure 6410](#)) and Grievance Procedure for a Contested Grade ([Procedure 6415](#)). All formal instructional complaints will be entered into the centralized complaint system described above.

Collecting complaint information from other key stakeholders

The process for collecting complaint information from other key stakeholders is nearly identical to the process denoted above for students. It is anticipated, though, that formal complaints from other key stakeholders may be received and identified through various mechanisms in place such as website feedback forms, phone calls, and emails. It is the expectation of the College that these complaints are entered into the centralized system when they are received. Training is underway to ensure full compliance with these expectations and the policy and procedure in general.

Learning from complaint information and determining actions

Until recently, complaints were collected and maintained in several separate offices of the College, including the offices of the President, the Vice President for Academic Affairs, the Vice President for Student Services, and the Associate Vice President for Institutional Advancement. Each office addressed the complaints that fell within the purview of that office and corrected systemic problems indicated. However, there was no systematic sharing of the type and frequency of the issues indicated by the complaints such that complaints that crossed lines between major College divisions may or may not have indicated a larger issue to be addressed. The processes historically in place were reacting processes, but provided a foundation upon which to build a better process.

With the new policy, procedure, and complaint process described above, complaints are now centralized and objectively analyzed, and corrections of larger campus issues will be shared systematically. This process is taking on more elements of a systematic process, namely in reference to creating a more holistic view of using complaints to drive improvements that are intentional and contribute to alignment of programs and services to meet needs.

Communicating actions to students and other key stakeholders

The new policy and procedure put into clear language how complaints will be logged, the timelines for addressing the issues, the individuals responsible for addressing complaints, and how results will be communicated to the complainant. The procedure further details the assessment and evaluation of complaints to contribute to continuous improvement. While still early in the implementation phase, this process will become systematic during the 2014-15 academic year as it is implemented.

Selecting tools/methods/instruments to evaluate complaint resolution

The new policy and procedure requires a central and predictable storage and maintenance of complaints and outcomes. The tool chosen to track and evaluate complaints is a web-based system (Maxient) that is already used for student conduct and for campus safety incident reporting. The tool was selected as part of the process of examination of current practices of the various offices that traditionally receive complaints. Those processes were very informal and not aligned with one another, nor were they predictably maintained.

Outcomes/measures tracked and tools utilized

The College tracks the number and types of formal complaints it receives. Prior to the establishment of the central online complaint system, Formal complaints filed were logged in the offices of the Vice President of Instruction and Vice President of Student Services in a security-protected shared network drive. Beginning in fall 2014 they are logged in the online complaint system.

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

A sample table of formal academic and non-academic student complaints is provided in Figure 2R4-1. Student names have been redacted to ensure privacy.

Complainant 1 and Complainant 2 claim that their biology instructor accused them of plagiarism and cheating and attacked them verbally.	5.11.09	VPAA informed the student that she is upholding the previous decision of the Dean.	VP of Academic Affairs	Vice President of Academic Affairs Office.
Complainant claims that he was insulted by a professor, and when he talked to the Arts and Humanities Dean about this, he claims he was further insulted by the dean, who involved campus security.	1.21.10	VPAA determined that Complainant had two issues: a stated disability and concerns about interacting with the A&H dean. She notes that he must initiate requests for accommodations, and he must limit interactions with the dean. Any further concerns should be brought directly to the VPAA's attention.	VP of Academic Affairs	Vice President of Academic Affairs Office.
Complainant was accused by his PTAT instructor of plagiarism. He is grieving his final course grade for PTAT 1660.	8.18.11	VPAA notified Complainant that she is upholding the original grade for PTAT 1660.	VP of Academic Affairs	Vice President of Academic Affairs Office.
Complainant is contesting the grade she received in HSEC 2001.	9.12.11	VPAA informed Complainant that she is upholding the original grade issued for HSEC 2001.	VP of Academic Affairs	Vice President of Academic Affairs Office.
Complainant is contesting failure of the second clinical rotation in the nursing program, which resulted in failure of NRST 1720.	11.3.12	VPAA informed Complainant that she is upholding the original decision of the Nursing Program Director.	VP of Academic Affairs	Vice President of Academic Affairs Office.

Figure 2R4-1: Formal Student Complaint Log				
Complainant is dissatisfied with sanctions imposed in a disciplinary hearing, believes the probationary period is too long, that he didn't have enough time to respond, and the restrictions on his computer use is unduly harsh.	11.29.13	VPSS addressed the complaint, even though it arrived late. The length of probation was upheld. Complainant was granted access to computers in the three areas requested.	VP of Student Services	Vice President of Student Services.

Figure 2R4-1

Comparison of results with internal targets and external benchmarks

At this time no internal or external benchmarks have been identified.

Interpretation of results and insights gained

Only in very informal ways can complaints to date be useful for measuring results. For example, prior to the 2013-14 academic year the number of complaints recorded regarding financial aid, veterans' benefits, customer service, etc., were numerous, and in the 2013-14 academic year the number and frequency of those types of complaints were very few. Historic tracking of complaint issues informed and supported campus-wide efforts to improve processes, though the tracking was not of a quality that could be used beyond very general informing of the need for improvement.

Improvements being implemented immediately include:

- Establishment of better categories and descriptions of complaints to be tracked;
- Adherence to the new Complaint Procedure by all of the historic complaint recipient avenues such that tracking and recording will be more consistent and objective;
- Annual process of examination of data from the reporting tool to identify themes, improvements, and systemic issues to be addressed;
- Establishment of internal benchmarks and baseline data for number and types of complaints comparable year over year; and
- Development and deployment of additional training materials and opportunities on the new online complaint reporting system.

Building Collaborations and Partnerships

Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

The process through which LCCC identifies and selects partners for collaboration is grounded within its model of continuous improvement (described in Categories Four and Six). This model incorporates the rigorous assessment of institutional effectiveness in mission attainment as well as strategic and institutional planning. The College's mission itself and the four foundational elements of the comprehensive community college (academic preparation, transfer preparation, workforce development,

and community development) ensure the College stays connected to and collaborative with partners in each of these domains (e.g., K12, four-year institutions, businesses, and community-based organizations).

Thus the College's process for selecting partners has resulted in two types of partnerships: (1) ongoing partnerships and (2) proactive partnerships. Ongoing partnerships are those the Institution has established and maintains because of their primary representation of major entities, for example, the partnership with the three school districts in the College's service area, Wyoming's only university, the University of Wyoming (also in the College's service area), and key business and community organizations such as the Chamber of Commerce and United Way.

Proactive partnerships are selected when those entities are identified as having a unique opportunity for helping the Institution better meet its mission. These emerge through the College's strategic and operational plans that are developed from rigorous assessment of institutional effectiveness. For example, if environmental scanning conducted during strategic planning or the annual analysis of the College's KPIs identifies needs for alignment with a specific school or discipline area, the College may establish a collaborative partnership with the teachers from that school or teachers from a specific discipline area across the district. The process would also play out if the College identifies the need for a new academic program and thus establishes proactive partnerships with certain businesses within the service area.

One of LCCC's strategic plan goals is to "strengthen relationships and connections with key community partners, such as K12, UW, other four-year institutions, and business and industry to improve student transitions between educational entities and into the workforce." In order to successfully meet this strategic goal, the College uniformly recognizes that collaborations and partnerships are critical, yet it is also aware that these partnerships are every-changing based on economic, educational, workforce, and community demands. Selecting partners is dependent upon the continuous scrutiny of the type of partnerships needed.

Building and maintaining relationships with partners

Systemically, relationships are built and maintained with partners through active engagement and standard lines of communications used campus-wide. These are typically in the form of regularly scheduled meetings and communications. At the executive level, the College President sits on the Board of Directors for the Greater Cheyenne Area Chamber of Commerce and Cheyenne Leads (the economic development organization) allowing close, ongoing partnership with the primary business organizations. More informally, the President and members of the President's Cabinet have regular meetings with other ongoing partners such as Laramie County School Districts #1 and #2 and leadership at the University of Wyoming, the Wyoming Department of Education, the Wyoming Community College Commission, etc.

In addition, all career and technical credit programs of study and non-credit programs must maintain an active advisory committee. The committee meets regularly (at a minimum of once per year) and focuses on ensuring the curriculum being delivered meets the needs of business and industry and aligns with secondary education. Business and industry relationships are also strengthened by the ability to support educational alignment with workforce needs, clinical experiences, internship experiences, job interviews, and finally employment for the students completing each of the respective programs. The cyclic process for maintaining the relationships with advisory committee members is shown in Figure 2P5-1 below.

Other relationships across campus, while still founded on meetings, may require a different type of meeting. For instance, the LCCC Foundation may have one-on-one meetings with potential donors to help them fully understand the significance of that donation.

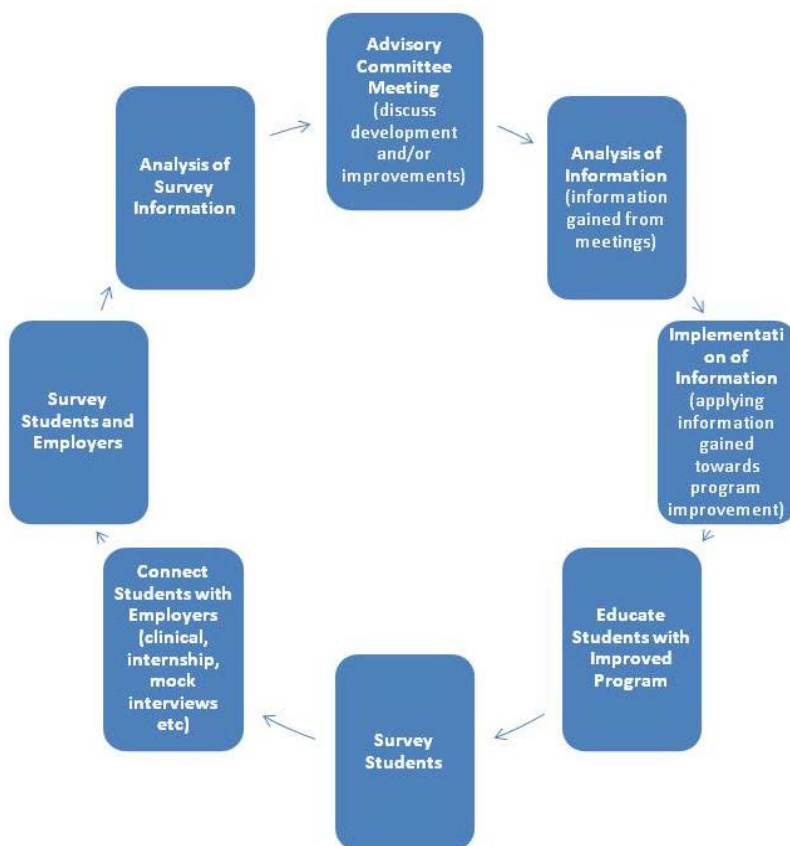
Figure 2P5-1: Building and Maintaining Relationships with Advisory Committees

Figure 2P5-1

There are numerous examples of how LCCC builds and maintains partnerships with its educational partners. For example, secondary and post-secondary alignment meetings are done by discipline to ensure focused conversations. An example of a successful secondary/post-secondary partnership meeting was done for the alignment of concurrent enrollment English curriculum. An LCCC representative hosted a series of hybrid meetings (face-to-face and online) during a six-week period. The result of those meetings ensured that the English 1010 curriculum offered in the high schools was the same as offered at the college. This activity is now used as a model for other curriculum alignment efforts.

In addition, LCCC is pursuing National Association of Concurrent Enrollment Partnerships (NACEP) accreditation. Accreditation requires the documentation of partnership success by addressing five topics of standards in (1) curriculum, (2) faculty, (3) student, (4) assessment, and (5) evaluation. The activities to obtain NACEP accreditation documents partnerships created and the success of those efforts.

The University of Wyoming and Wyoming Community College articulation meetings help to ensure seamless student transition between two- and four-year institutions. As an example, these meetings have recently yielded two plus two articulation agreements in Business and History between the university and LCCC, demonstrating partnership effectiveness through these outcomes.

Selecting tools/methods/instruments to assess partnership effectiveness

The tools/methods/instruments used to assess partnership effectiveness are also grounded in the type of partnership. As noted, the need for a partnership can vary depending on the purpose of that relationship. The success of these relationships is measured through processes that gather and apply information

obtained as a result of the partnership. Table 2P5-1 below provides examples of various partnerships formed and how the effectiveness of those partnerships is measured. Typical tools used include surveys, monitoring reports of intended outcomes from the partnership, the College's KPIs, and other evaluative instruments.

Clinical experiences and internships evaluate partnership effectiveness through supervisor and student surveys. While not done by all programs of study, many of the career programs also use employer survey instruments to help make these same determinations.

Graduate and alumni surveys are delivered annually and help identify the success of many partnerships such as job placement and the transition from LCCC to a four-year institution.

Advisory Committee meeting feedback (as documented in Advisory Committee minutes) helps to determine the effectiveness of those partnerships. These meetings bring together all partners and discuss program demand, the effectiveness and recommended changes to curriculum content, and other critical information for program success.

The completion rate of students participating in concurrent enrollment courses helps to determine the effectiveness of those secondary/post-secondary partnerships.

The number of articulation agreements between LCCC and other four-year institutions helps to determine the effectiveness of those partnerships.

Figure 2P5-2: Partnership Purpose, Outcomes, and Tools

Partnership Purpose	Primary Partners	Partnership Process	Partnership Outcomes and Tools
Workforce development	Business organizations (e.g., Chamber); businesses and industry representatives	Program advisory boards and focus groups; organization membership; collaborative projects and grants	Graduate job placement; employer satisfaction surveys; customized trainings and enrollment
Secondary to postsecondary transitions	Local school districts	Concurrent enrollment agreements; site visits and meetings; curriculum alignment meetings and conferences; high school programs (Gear Up, Pathways to Success and Diploma Completion Program)	Concurrent and dual enrollment courses offered and enrollments; matriculation of students in high school programs to LCCC
Two-year to four-year transitions	University and four-year colleges; specific four-year programs, schools, or colleges	Program and course-specific articulation; state-wide transfer and articulation meetings	Number of articulation agreements; transfer rates of students to four-year colleges; success after transfer
Community development	Community-based organizations; social groups	Contracts and Memoranda of Understanding	Documented list of all community collaborations or the reports on the results of one-time collaborations
Clinical experiences, practicums, and internships	Businesses; community-based organizations	Contracts, Memoranda of Understanding, and other formal agreements	Number of clinical experiences available to students

Figure 2P5-2: Partnership Purpose, Outcomes, and Tools			
Strategic and intuitional planning	LCC Foundation; business organizations; education entities	Community open houses, focus groups, and other types of networking and meeting opportunities	Documented results of improvements made as a result of community input (example: new strategic plan developed from community input)
College affordability	LCCC Foundation	Scholarship programs; donor development and recruitment; fundraising plans	Private giving to the Foundation; # of students receiving scholarships
Institutional support and funding	Legislators and other elected officials; associations (e.g., WY Trustees Association)	Joint legislative agenda; pre-legislature meetings; lobbying and advocacy	State funding received; capital construction funds; desired legislation passed or undesired legislation defeated

Figure 2P5-2

Evaluating the degree to which collaborations and partnerships are effective

As Table 2P5-1 above shows, the College evaluates the effectiveness of partnerships both summatively and formatively. Summative evaluation of partnership effectiveness is predominantly grounded in the College's KPIs and their measures. Formative evaluation occurs with process-related metrics that identify how effectively the partnership processes are working. For example, a summative evaluation for the effectiveness of a partnership with the University of Wyoming may be the proportion of transfer students who successfully matriculate to the University, while a formative evaluation may include the number of signed program articulation agreements on file.

2R5 What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

Outcomes/measures tracked and tools utilized

Explained previously within this section, the College measures effectiveness of partnerships through a variety of indicators. The primary tool for doing this is the College's KPIs and annual institutional report card. For example, ratings captured in sections of KPI reporting such as the Concurrent Enrollment offerings and enrollment help determine success of secondary/post-secondary partnerships. The KPIs measuring the rate at which LCCC students enrolled in transfer-focused academic programs actually matriculate to a four-year institution suggest the effectiveness of existing partnerships and how well the College has established and/or maintained the appropriate partnerships.

As part of the College's Strategic Plan, it is also in the process of identifying more formative, strategy-specific measures that determine the effectiveness of partnerships. For example, in Goal #2 titled "Connections that Improve Student Transitions" (also referenced above) the College has strategies tied to creating program articulation agreements which will be measured by the number of agreements established.

The College's program review process measures program performance for "Process for developing collaborations and partnerships." The review process encourages programs to develop a concept map of its partnership network, partly to reinforce the Institution's review philosophy that diversity of organizational structure strengthens program resiliency. Because this program review section is scored by reviewers using a quality standards rubric, this becomes an institutional performance measure when aggregated.

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

Summary of the results measured are presented in annual reports and the annual publication of the College's KPIs and institutional report card. These are scrutinized by both the respective area in charge and also by leadership teams that include campus-wide representation. The annual Concurrent Enrollment report is a good example of one of these reports, which summarizes the enrollment efforts for the last three years for both concurrent and dual-enrolled students. The report is broken down by type of program (career and technical versus transfer) and the campus location.

The KPIs from Academic/Fiscal Year 2013-2014 provide the most evident results on many of these measures. Figure 2R5-1 illustrates some of these results.

Figure 2R5-1: Institutional KPI Measures – 2013-14 Results				
Measure	Description	Current Result	Internal Target	Benchmark
C.2.a	Transfer Degrees Awarded	343	358.43	n/a
C.3	University Matriculation Rate	30.77%	0.26	n/a
C.4.b	Success After Transfer - Students Earning Degrees within Four Years	50.60%	0.59	n/a
D.2.a	Workforce (CTE) Degrees Awarded	447	368.09	n/a
D.3	In-field Job Placement Rate	77.50%	59%	58.49%

Figure 2R5-1

Comparison of results with internal targets and external benchmarks

Statewide reports utilizing data gained from LCCC annual reports help to provide comparison of results utilizing external benchmarks. These types of statewide comparison reports can be found campus-wide such as the annual Workforce Report. This annual Workforce Report documents the number of courses/programs offered because of successful partnership activities between business/industry, economic development entities, the College, and other partners. A [copy of the report](#) is available on the Wyoming Community College Commission's website. The Institution has data available from previous years that the College can use as a baseline for making comparisons and monitoring changes in the number, type, and frequency in partnerships.

The College's KPI system is designed to benchmark both internally and externally. KPI current results (such as those provided in the summary of results above) are compared against historical internal results (max, min, multi-year average) as well as a chosen external benchmark if one exists. These benchmarks are utilized in determining the grade for the current results and provide an authentic assessment of how the institution is performing comparatively.

Interpretation of results and insights gained

LCCC has numerous, active, and effective partnerships across its recognized stakeholder groups. Early indications in the recent results of the College's KPIs specifically pertaining to meeting stakeholder and partner needs illustrate this. For example, the percent of students successfully matriculating to the University of Wyoming has increased nearly five percent in the past year. There are also areas for significant improvement. The recent results for enrollments in concurrent and dual enrollments indicate a significant decline in participation. The College realizes some of this is related to the declining numbers of high school juniors and seniors, but also anticipates this is a result of the implementation of the NACEP standards which challenge some traditional practices.

215 Based on 2R5, what improvements have been implemented or will be implemented in the next one to three years?

The College is actively involved in the implementation, or planned implementation, of a variety of developments to improve the outcomes of partnerships, as well as the process for the partnerships. For example, the College does not have robust data on graduate job placement or employer satisfaction. To improve this, LCCC, along with the other Wyoming community colleges, has recently signed an agreement with the Wyoming Department of Workforce Services to gain access to Unemployment Insurance databases to better determine the employment and earnings of college graduates. LCCC also plans to develop and implement an employer satisfaction survey to gather better data about the alignment of LCCC's programs with employer workforce needs.

The College continues to work on program articulation agreements with its four-year institution partners. With a few signed already, LCCC faculty and staff are actively engaged with multiple institutions on a variety of other articulation agreements, many of which should be signed by the end of the current academic year.

Last, the College has within its strategic plan a strategy to update and improve the program advisory committee handbook and accompanying process. The Institution desires to ensure that all of its programs, not only those workforce related, have active and involved advisory boards to inform curriculum and success of the programs.

Category Three: Valuing Employees

Introduction

LCCC is an institution formed, developed, and grown through the dedication of individuals. The independence of the west, a staunch work ethic, and even a healthy dose of stubbornness, have provided the essence necessary to watch an idea of a community college blossom into the largest community college in Wyoming. This evolution and growth from a small downtown campus in the early 70's into a complex organization has not come without its challenges for the employees of LCCC. Reflected in a variety of assessments, the College has grappled with employee and leadership dynamics for many years, ultimately escalating through the most tumultuous of times of the recent past.

As described in Category 6, the Board of Trustees took a bold step in charting the future for the institution when it made difficult decisions pertaining to institutional leadership and to seek authentic assessment of the health of the College. They engaged the services of an organization called the College Brain Trust (CBT) to evaluate the organizational design, human resource structure, and core human resource processes to provide insight and recommendations for where the College must address its weaknesses. The vast majority of their findings and recommendations centered on improvement or development of key human resource processes, policies, and procedures.

Implementation of strategies to address those recommendations began in early 2012. Since that time, the Institution has made sweeping changes to how it addresses its human resource functions, providing clarity, consistency, and commitment to how it manages its human resources. Today, the College deploys ten core human resource (HR) processes. These processes include: (1) recruitment, (2) selection, (3) orientation, (4) induction, (5) mentoring, (6) learning, (7) evaluation, (8) transition, (9) recognition, and (10) advancement with an overall emphasis upon employees' talents, strengths, and interests. The College is systematic in its efforts to better align these mission-critical processes in order to advance its vision, strategic and operational priorities, and, most of all, achieve its mission. .

This is not to imply that the College is free of challenges in this area. Quite the contrary, these processes in some instances run counter to traditional institutional practices and even culture, and in other instances are far from being perfectly designed or implemented. Given these two realizations, compounded with new leadership and significant change, the College's employees have been exposed to significant stressor. Yet through all of this, they remain dedicated to the Institution, focused on the success of LCCC's students, and vital members of the campus and broader community.

Hiring

3P1 Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

Recruiting, hiring, and orienting employees

LCCC has clearly defined its process for recruiting and hiring employees through its HR policies and procedures, primarily administrative [Procedure 6.1.2P](#). The process begins with the hiring manager completing a position description that includes a summary of key responsibilities, essential duties/responsibilities, required and preferred licenses/certifications, minimum education/experience qualifications, knowledge, skills, abilities and a description of physical activities involved. HR staff review the position description to ensure it is complete and articulates the role the position plays in contributing to the success of this College. The completed position description forms the basis the job announcement.

The College utilizes various sources, in addition to its own website, for recruiting and advertising. Frequently used sources include Indeed.com, higheredjobs.com, the Wyoming Department of Workforce Services, LinkedIn and local, state, and regional newspaper ads, as well as industry-specific resources connected to the position being recruited. The degree to which recruitment advertising is conducted outside of the region is determined by the position being filled.

The screening phase of the hiring process begins with applicants submitting an online application as well as supporting materials. Applications that meet the minimum standards outlined in the job announcement are then reviewed by screening committee members who use position-specific rubrics to evaluate applicants. Screening committees are cross-functional and members are selected to provide a broad lens on every position and every applicant. To be eligible to serve on screening committees, employees go through a comprehensive screening committee training and are certified upon successful completion. After the screening committee review, initial and final, on-campus interviews are conducted to ensure consistency in the interview process. For higher profile positions, on-campus and open interviews allow all interested campus community members to help in the vetting of finalists.

LCCC's process for orienting new employees is becoming systematic. In December 2012, a new HR specialist was hired to design and implement the New Employee Orientation (NEO) process for all new employees. Typically within the first few week of employment at LCCC, new employees participate in orientation sessions. At these sessions, employees learn about the College's mission, vision, values; the strategic plan; key policies and procedures; performance evaluation practices; how to access information on LCCC's intranet portal; and compliance requirements.

In addition to the onboarding provided by HR, all new full-time faculty are further oriented to the College and unique aspects of the Academy through participation in the New Faculty Learning (NFL) program provided by the Center for Teaching & Learning (CTL). The NFL is described in more detail below.

Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values (3.C.6)

As stated above, the hiring process begins with a completed position description. Each position description includes a summary of key responsibilities and job requirements, essential duties/responsibilities, performance expectations, minimum education/experience qualifications, required and preferred licenses/certifications/registrations, and description of physical activities involved. All positions share a common job goal: "To advance the College's mission, vision, principles/values, and strategic initiatives through continuous improvement decisions."

Screening committees work with the hiring manager (who typically chairs the committee) to develop a criterion rubric through which members evaluate the extent to which applicants' specific credentials, knowledge, skills, abilities, and values align with those qualifications required for the position. These rubrics are used in the screening of application materials and for interviews. This ensures an objective approach to identifying those candidates who best possess the requisites abilities to perform well in the position for which they have applied. Additionally, reference checks and criminal background checks ensure that candidates possess the required qualification, skills, and values (3.C.6).

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs (3.C.1, 3.C.2)

LCCC strives to have faculty who provide effective, high-quality instruction that fosters student success and aligns with LCCC's goal to increase the number of students earning high-value credentials. To accomplish this goal, LCCC has policies and procedures in place to ensure proper credentialing of faculty (specifically, [Board Policy 2.7](#) and [Administrative Procedure 2.7P](#) on minimum faculty qualifications) (3.C.1). New full-time and adjunct faculty members must provide official transcripts that demonstrate their highest degree earned. Occasionally, a full-time faculty member may be hired because of past

experience without meeting the requisite degree requirements; in this case, the faculty member must complete an educational improvement plan to rectify any educational deficiencies and/or have justification for this exception on file according to College procedure.

High school faculty teaching concurrent enrollment (CE) courses are evaluated and treated as adjunct faculty for the College, and there must meet LCCC's requirements for minimum faculty qualifications as outlined in [Administrative Procedure 2.7P \(3.C.2\)](#). In addition, LCCC provides new CE instructors with discipline-specific training that includes pedagogy, course philosophy, assessment criteria, and administrative responsibilities. Annual discipline-specific professional development activities and regular, ongoing collegial interactions ensure that CE instructors stay current within the discipline.

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

To ensure that the College has sufficient numbers of classroom faculty, academic deans regularly review enrollment reports to determine the demand for specific courses and hire adjunct faculty as needed to meet identified needs. LCCC maintains a large pool of qualified adjunct faculty, who have access to training and resources in order to ensure that they are prepared to teach, should the need arise. In addition, the College regularly conducts comparative analyses on its faculty numbers with its peer institutions for benchmarking and assurance purposes. Finally, when new programs and courses are developed, the initiators may identify a need for a new full-time faculty position. In this case, the recruiting and hiring process described above is used to meet the identified need (3.C.1).

LCCC uses school chairs to ensure that many non-classroom faculty responsibilities are met. School chairs are released from some of their teaching obligation; these classroom responsibilities are fulfilled by other faculty. Other non-classroom responsibilities are met through faculty service on committees, such as Academic Standards. Faculty generally serve on committees for a limited time. When a term expires, another faculty member fills that role. This concept of service to the College enables LCCC to meet the essential non-classroom needs without having to hire additional faculty (3.C.1).

Ensuring the acquisition of sufficient numbers of staff to provide student support services

When a staffing vacancy occurs, the hiring manager submits a Request to Fill Vacancy, accompanied by an updated position description, to the President's Cabinet for overall consideration of resource usage. The form includes documentation of the ongoing need for the position. In some cases, if the need has changed, the supervisor will request the resources be reallocated or positions reconfigured through the request to fill vacancy process. President's Cabinet will either approve or disapprove the request, based on institutional need and the availability of resources. Upon approval, the recruiting and hiring process, as described above, begins.

If a need for a new position has been identified, the hiring manager submits a new position request form documenting the need and showing how the new position will support college priorities. New position requests are prioritized through an HR priority process (described more in Category 4) as part of the annual budget development process. When a new position is approved, the hiring manager then follows the request to fill vacancy and the recruiting and hiring processes described above.

3R1 What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

Outcomes/measures tracked and tools utilized

LCCC's recruitment and hiring processes have just been revised and outcomes and measures are in the process of being articulated. Some of the measures currently tracked to determine recruitment and hiring are effective include candidate quality (percent meeting minimum qualifications and meeting preferred qualification), cost per hire, time to fill vacancies, source effectiveness (ROI on advertising), etc. For the

orientation practices, several outcomes are tracked to determine if new employees can apply the information presented. Tools used to measure attainment of these outcomes include pre- and post-tests as well as participant questionnaires completed at the end of the NEO program and three months following their hire date.

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

Figure 3R1-1 presents data about applicants for job searches in 2013 and 2014.

Figure 3R1-1: Applicant Pool Tracking: Minimum Qualifications		
	2013	2014
Total Applicants	4629	4012
Applicants w/Minimum Qualifications	4193	3664
Applicants not Qualified	436	348
% Qualified	90.6%	91.3%
% Not Qualified	9.4%	8.7%

Figure 3R1-1

Selected results from the participant questionnaires are presented in Figures 3R1-2 and 3R21-3 below.

Figure 3R1-2: End-of-Orientation Questionnaire Results, 2014				
	Excellent	Good	Fair	Poor
What overall rating would you give this program?	86%	19%	0%	0%
	High	Moderate	Low	Not at all
To what degree will the information learned in the program help you as a new employee?	73%	26%	1%	0%

Figure 3R1-2

Figure 3R1-3: Three-month Follow-up Questionnaire Results, 2014					
	Not At All Confident	Not Very Confident	Neutral	Confident	Very Confident
I am confident in my ability to locate the LCCC policies and procedures relevant to my day-to-day work.	0%	0%	9%	31%	60%
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understand what is required of me in my position description.	0%	0%	0%	31%	69%
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understand how my position supports the mission of the college.	0%	0%	0%	20%	80%

Figure 3R1-3

Comparison of results with internal targets and external benchmarks

Internal targets have not yet been established for these measures. Because LCCC is using internally developed instruments, external benchmark data are not available.

Interpretation of results and insights gained

Based on the results presented above, new employees are generally satisfied with the orientation program and find the information presented useful. More importantly, new employees are able to apply the information received after three months of employment. This indicates that the orientation program is achieving the desired results.

311 Based on 3R1, what improvements have been implemented or will be implemented in the next one to three years?

Several improvements have recently been implemented in this area. These include:

- Complete redesign of the recruitment and hiring process.
- Implemented screening committee training to ensure that LCCC operates in a non-discriminatory, confidential, and fair recruiting and hiring environment. Beginning in January 2015, employees must complete the training to serve on a screening committee.
- Developed and implemented screening committee tools, used throughout the screening process, to ensure consistency in that process.
- Significantly revised HR Board Policies and Administrative Procedures to consistently define processes and practices.
- Implemented the NEO program for all full-time employees.
- Revised NEO materials based on participant feedback.

Planned improvements for the next one to three years include the expansion of the NEO program to include part-time employees and the identification and implementation of outcomes and tools to measure the effectiveness of the recruitment and hiring process.

Evaluation and Recognition

3P2 Evaluation and Recognition focuses on processes that assess and recognize faculty, staff, and administrators' contributions to the Institution. This includes, but is not limited to, descriptions of key processes for:

Designing performance evaluation systems for all employees

The College has an institution-wide system of evaluation for its employees. [Administrative Policy 4150](#), Evaluation of Employees, establishes the methodology for evaluating employees at all levels. Per the language of the policy, each benefited employee is required to be evaluated annually by the employee's supervisor. This formal evaluation process also includes review and approval by appropriate administrators. The evaluation is based upon the employee's work performance and completion of assignments for the previous calendar year. The evaluation form and associated documentation become a part of the employee's official employment record.

Soliciting input from and communicating expectations to faculty, staff, and administrators

As a major part of the alignment with the College's Strategic Plan, communication plays an important role in all interactions with employees, both individually and in groups. At the institutional level, the College is committed to shared governance (see Category 4 for more detail) and purposefully has established venues for collaborative information sharing and communication. The College Council serves as a primary example. The Council is a body which represents all elements of the College community. Major changes in the direction of the College and its mission are aired out in this venue, and feedback is solicited from the campus community.

Likewise, the President, Vice President of Academic Affairs, Vice President of Student Services, and many other executives all offer "town hall" style gatherings, individually or together, to provide a venue for employee and student question and answer sessions. These provide a major conduit for the dissemination of information and airing of community concerns regarding changes emanating from the administration. One popular venue is "Breakfast with the President," part of the orientation process. This informal meeting allows new employees to meet the President and start a dialog early in their careers at the College.

At the individual level, two-way communication regarding position- and employee-specific expectations is incorporated into the annual evaluation process. Employees are provided the opportunity for self-evaluation, and both the supervisor and employee engage collaboratively in goals setting, based on the shared perspective on employee performance. New supervisor training being developed at the College emphasizes continual dialog and interaction between supervisor and employee throughout the year, not just during the annual evaluation.

Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

The College recognizes that the evaluation of employees must have its roots in the institutional objectives grounded within the mission, vision, strategic and operational goals. The College has a planned improvement currently in progress to redesign the Performance Management policy, procedure and process. Within that process, and loosely integrated in the existing one, is the expectation that employees work towards the fulfillment of the core responsibilities of the position, as well as annual goals that would contribute directly to the Institution's strategic and operational objectives. The College's procedure and revision process involves consultative feedback from across the campus. Feedback from employees is incorporated in policy revision prior to seeking the endorsement of the College Council, the President's Cabinet, and the Board of Trustees. This inclusive process assures that the personnel evaluation process aligns with the institutional objectives for both instructional and non-instructional programs and services.

Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators (3.C.3)

Mentioned above, the College's policy on employee evaluation requires that the employee's supervisor evaluates each benefited employee annually. This includes its faculty (3.C.3). Specific to faculty, LCCC has an established process of faculty classroom observations that take place each fall. The dean of the faculty member's respective school observes the instructional methods of the faculty. Following the observation, deans meet with faculty to review their observation and discuss issues. This allows the faculty member to provide clarification to any questions/concerns the dean may have. At the conclusion of each semester, deans review student evaluations and follow up with the respective faculty member to have a conversation any concerns from those evaluations. Finally, faculty are required to establish annual performance goals. These goals are submitted to the dean who annually reviews the goals and progress towards achieving them. Attained goals are replaced by new targets as part of the annual goals conversation (3.C.3).

Establishing employee recognition, compensation, and benefit systems to promote retention and high performance

Employees at LCCC fall within four broad classifications: administrators, professional, faculty, and classified staff. The current compensation model for administrators and professional staff uses market-based pay ranges for the type of position, and employees are placed within that range based on experience, educational attainment, and ability to positively contribute to the College. Compensation for faculty is determined using a step and grade scale where grades are determined by candidate specific experience and steps are determined by longevity and educational advancements. Classified staff are compensated based on a similar grade and step model, however grades in this instance pertain to the job specific responsibilities and expectations, whereas steps reflect longevity and educational advancements. The current compensation model does not specifically reflect compensation based on performance, although it does include elements for longevity (retention) when funding is available for increases. In recent years, increases have been mostly associated with cost of living adjustments.

Market-based compensation analyses are conducted for new hire searches, especially those that are in high demand positions. These studies inform the hiring process, particularly at the point of offering the

position to a prospective candidate. Currently, these studies are reactive in nature, but the college is moving to a more systematic approach, as detailed in 3R2, below.

LCCC offers a competitive benefits package consisting of health and dental insurance of the employee and the employee's family, a retirement plan, life insurance, disability insurance, an optional vision plan, and a wellness plan. Analysis of the local market indicates that this package is a useful tool in recruiting at the College as it provides a powerful incentive in hiring and employee retention.

The selection of benefits by new employees is an integral part of orientation and onboarding. Each new benefit-eligible employee learns about his/her options on the first day of employment as part of the NEO process. During this time, each new, benefit-eligible employee is given the opportunity to learn about, ask questions about, and make decisions pertaining to his/her benefits.

Current benefit-eligible employees are afforded opportunities to review and modify their existing benefits during open enrollment each October/November. A Benefit Fair is held each October, at which employees can meet with representatives of the insurance and benefit plans offered through the state of Wyoming and the College. Opportunities are made available throughout the year by both Wyoming Retirement System and TIAA-CREF (both retirement vehicles available to benefit-eligible employees at LCCC) for education and/or consultation regarding retirement accounts.

The College holds a variety of employee recognition events and activities to celebrate employee achievement. These include Recognition of Excellence luncheon that occurs each fall and offers opportunities for peer nominated awards for demonstrated achievements or contributions to the College. In addition, the College hosts an annual employee awards banquet each spring at which employees are recognized for their years of service with a token of appreciation, such as a plaque, as well as a dinner gathering. These rewards are offered in bands of five-year increments. Finally, the College has a Faculty recognition programs such as the newly implemented Faculty of the Month program and annual Teaching Excellence Awards.

Promoting employee satisfaction and engagement

LCCC strives to create a collegial, safe environment for all of its employees. The College accomplishes this by providing all employees with the tools they need to perform their job duties while maximizing customer satisfaction, in this case the student body. Its commitment to shared governance, and active engagement through formal and informal mechanisms ensures employees have numerous opportunities for engagement in the operations and setting the direction of the institution. The College offers numerous training opportunities for all employees with generous salary adjustments for increased skills and knowledge. Opportunities exist for both lateral and upward movement within the structure of the organization.

3R2 What are the results for determining if evaluation processes assess employees' contributions to the Institution?

Outcomes/measures tracked and tools utilized

Mentioned previously, the College grounds its work within position descriptions, which describe the role and responsibilities each position uniquely plays in contributing to the successful attainment of the mission. These position descriptions guide the employee recruitment process to ensure individuals with the requisite ability to meet those responsibilities are hired and retained. The process for determining if employees are effectively contributing to the Institution is the employee evaluation process (soon to be titled Performance Management) and the tool utilized to determine this is the evaluation tool itself. The College's current employee evaluation form includes the evaluation of the performance of the employee in successfully meeting the major duties within the position description, employee's job-related goals and objectives, which are tied to strategic and operational goals of the Institution.

LCCC has been making excellent strides in redesigning its foundation HR processes. However, it recognizes that the establishment and tracking of outcomes and measures to determine if the evaluation process assesses employees' contributions has yet to be accomplished. The College has plans to track measures such as employee evaluation ratings (e.g., unsatisfactory, satisfactory, exemplary), the number of performance issues and employees on performance improvement plans, merit pay or compensation allocated for exemplary performance, etc.

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

No data are available at this time.

Comparison of results with internal targets and external benchmarks

At this point the College does not have internal targets or external benchmarks. It is currently building capacity in establishing metrics, gathering baseline data, and moving toward target establishment.

Interpretation of results and insights gained

The College recognizes it has significant work to become more strategic in the assessment of its performance management processes. This is one area where the College is actively seeking assistance from professional organizations and other institutions to aid in this work.

3I2 Based on 3R2, what improvements have been implemented or will be implemented in the next one to three years?

The existing policy on employee evaluation (Performance Management) will be revised during the 2014-15 academic year. The new policy and procedure will incorporate an updated approach to performance management as well as improved approaches to identifying and supporting professional development opportunities for employees of the institution. It will continue to be a collaborative process.

Reappointment and Promotion policy and procedure are currently being developed for faculty. A preliminary draft is currently under consideration by the LCCC Faculty Senate. Once adopted, the Reappointment and Promotion will reward and retain the most valued instructors, while promoting and sustaining excellence in the instructional disciplines.

Significant improvements have also been made in the process of providing benefit information to employees. The process is now integrated with the onboarding process.

The College does not exist in a vacuum; it is acutely aware that its very generous benefits package makes the College more attractive during recruiting. Effective January 1, 2015, the College will initiate the provision of short-term disability insurance to all benefit-eligible employees, and will offer an Employee Assistance Program to all employees. Also, the College is examining the creation of a Benefits College to train supervisors in all aspects of benefits.

Finally, the College is in the midst of significant reform of its HR information system and the establishment of improved measures for monitoring performance of its HR processes, as well as systems and tools to collect, warehouse, and analyze these data in more proactive ways. To assist this, the College recently created and filled an HR Assistant Director position charged with strengthening these processes.

Development

3P3 Development focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the Institution. This includes, but is not limited to, descriptions of key processes for:

Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

LCCC's greatest resource is the unique and diverse talents and strengths of its employees. Consistent with its enduring emphasis on lifelong learning, LCCC employees engage in a broad spectrum of learning opportunities throughout their LCCC career. The processes used for continually training, educating, and supporting employees to remain effective in their role include both internal and external professional development programs. For example, nearly all units on campus have department-specific training programs and requirements. The College also offers generous professional development budgets for employees of all classifications to participate in continuous and ongoing training.

One strong example of this is the Center for Teaching & Learning (CTL). Established in 2013, the CTL was formed to provide a rigorous, purposeful development program for new faculty at the College as well as ongoing professional development for faculty. The hallmark program of the CTL is the New Faculty Learning (NFL) program, which is a four-year, progressive development program to ensure the College is meeting its goal of developing world-class community college faculty. The CTL also offers ongoing professional development opportunities led by faculty and staff who develop and present workshops on a wide variety of topics to include emerging technologies, pedagogy, and best practices in instruction. The CTL also develops and delivers in-service training to reach all faculty, including adjunct, at the start of the fall and spring semesters (3.C.4).

The College supports personal and professional development of its staff at all levels. One support for this approach comes from the educational waiver. Any employee who takes classes at LCCC may take an unlimited number of credits per semester at a significantly reduced cost (\$10 per credit hour). Through a reciprocal agreement with the University of Wyoming, LCCC employees also receive tuition waivers for coursework taken at UW. These popular programs allow everyone from senior faculty to custodial staff to take part in the educational culture of the College (3.C.4, 5.A.4).

LCCC provides numerous other professional development and training programs for all of its employee groups. For example, there is an annual professional development for administrative assistants titled the AAPD Conference. This has been in existence for 22 years at the College. As described in Category 4, the College has adopted and adapted the Certified Public Manager (CPM) program as its internal leadership development training. Last, through the College's Staff Senate, LCCC offers numerous in-house professional development opportunities for classified and professional staff throughout the year, but primarily during the in-service sessions at the start of each semester (5.A.4).

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

LCCC offers faculty professional development opportunities, through a process coordinated through the CTL. In addition to the NFL and other examples mentioned above, opportunities include funding to attend professional conferences, symposiums, and presentations; campus coordinated workshops related to pedagogy to assist faculty with their pedagogical processes; and online resources through a course in the LMS that offers information about current research, new tools and trends for faculty. The CTL also provides opportunities for faculty to dispense the knowledge gleaned from conferences and symposiums by helping arrange the logistical components of a campus presentation (3.C.4).

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

The Student Services department provides regular training and support through a variety of avenues for its diverse group of employees. In addition to orientation, weekly department meetings, one-on-one meetings, training with staff members, and inter-departmental meetings, each employee is encouraged to attend local, regional, and national conferences for professional development (3.C.6).

Some of the regional and national trainings frequently attended include, but are not limited to, NASPA – Student Affairs Administrators in Higher Education, ACUHO – Housing Officers Association, AHEAD – Association on Higher Education and Disability, AACC – American Association of College Counseling, NaBITA – National Association for Behavior Intervention Threat Assessment, ATIXA Title IX Investigator and Coordinator Training; Rocky Mountain Association of Collegiate Registrations and Admissions Officers (RMACRAO) and Rocky Mountain Users Group (RMUG).

Aligning employee professional development activities with institutional objectives

The President has made professional development a priority through his executive council, the President's Cabinet. All staff of LCCC have the opportunity to take advantage of professional development funds, including a centralized pool of funding that is applied for and allocated by the President's Cabinet. Professional development requests at this level must demonstrate how they will advance the College's strategic goals. The normal process for use of these funds is to make a request through the employee's supervisor, who forwards it to the President's Cabinet for review. If the request meets strategic objectives and there is funding available, the request is approved. In addition, the President offers a once per year Innovation Fund opportunity (described more in Categories 4 and 6). The goal of this annual program is to provide employees with the opportunity to present innovative requests, often in groups, to the executive leadership in order to fund new programs at the College. A recent example is the creation of a Center for Teaching & Learning, which grew out of the Innovation Fund.

3R3 What are the results for determining if employees are assisted and supported in their professional development?

Outcomes/measures tracked and tools utilized

LCCC tracks employee satisfaction with professional development opportunities through the Campus Climate Survey. Additional outcomes and measures used by the College to assess professional development include usage (amount of professional development time used); funding for professional development; improved employee knowledge, skills and abilities; changes in employee attitudes; internal training participation; and achievement of learning outcomes for those offerings.

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

Figure 3R3-1 shows relevant results from LCCC's campus climate survey, used as a summative measure to determine employee satisfaction with their opportunities for professional development.

Figure 3R3-1: Fall 2013 Campus Climate Survey "I am satisfied with my professional development opportunities."		
	N	%
Strongly Agree	40	15.7%
Agree	121	47.6%
Disagree	59	23.2%
Strongly Disagree	34	13.4%

Figure 3R3-1

Comparison of results with internal targets and external benchmarks

Informally, LCCC has the expectation that at least 80% of employees will agree or strongly agree with items on the Climate Survey. The fall 2013 results were significantly below this target. Because an internally developed instrument, no external benchmarks are available.

Interpretation of results and insights gained

The result above shows that LCCC has significant work to do in this area.

313 Based on 3R3, what improvements have been implemented or will be implemented in the next one to three years?

The hiring of a specialist dedicated to professional development within HR has been the most significant change within the last two years. This individual will continue to formulate and execute training to develop employees, both within the HR process and as a part of other programs (such as the CPM program), to improve the overall professionalism and skillsets of the staff of the College.

Long term, HR envisions the development of self-leadership based on Ken Blanchard's SLII model, Situational Leadership training for supervisors. This effort will be explored for the next eighteen to twenty-four months, depending on baseline data results from current NEO activities.

To more effectively measure the effectiveness of LCCC's employee development efforts, the College is implementing the Noel-Levitz College Employee Satisfaction Survey in Fall 2014. This instrument has items that address employer development needs and will provide external benchmark data. Additionally, formative assessments for the effectiveness of professional development systems will be developed.

Category Four: Planning and Leading

Introduction

Over the past three years, the College has made significant progress in moving away from reactive institutional action towards one clearly more systematic and with greater alignment. Building from the feedback to LCCC's first Systems Portfolio of 2010, the Institution has taken major steps in developing, strengthening and integrating those institutional elements or processes that guide its work towards greater attainment of the mission. The evidence provided in the first systems appraisal feedback report to the Institution guided an interdisciplinary team from the College during a Strategy Forum in the spring of 2012. The team charted the path to a massive quality improvement initiative stemming from an organization-wide approach to continuous improvement, which would further drive the development of critical processes. This work predominantly focused on the areas of leadership, planning, resource allocation, structure for organizational operations, inclusiveness and engagement of individuals, and assessment of institutional effectiveness.

The College's mission statement serves as its ultimate public purpose. The mission statement is augmented by employees' agreement to how they behave in their work towards attainment of that purpose – LCCC's core and aspirational values. Achievement of these is then assessed through a series of summative KPIs and accompanying measures. The KPIs include both effectiveness (output) indicators as well as efficiency (process) indicators aligned to the foundations of the mission. The assessment of performance on these areas is a critical element in informing the development of the vision statement, Strategic Plan, and downstream planning and actions.

To help provide context for the responses within this category on Planning and Leading, as well as for AQIP Category Six: Quality Overview, it may be beneficial here to describe the College's model of continuous improvement to identify how this model ensures the integration of essential processes required for a quality culture. The model originates and terminates with the Institution's mission statement and values. These are further expanded to drive the development of the College's envisioned future (vision) and the Institution's Strategic Plan, from which a cycle of continuous improvement is regularly implemented. The cycle includes both formative and summative evaluation, followed by different levels of organizational planning, supported by strategic resource allocation, which launches the implementation of planned actions. Upon completion, the cycle repeats. Review and validation of the mission and values occur within a regular cycle associated with the College's strategic planning process further explained in this section. Figure 4-1 visually demonstrates this model.

Figure 4-1: Continuous Improvement Model at LCCC



Figure 4-1

Mission and Vision

4P1 Mission and Vision focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution's mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

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, values, and vision. This process is integrated in part within the College's strategic planning process (see 4P2 for more information on strategic planning at LCCC). To summarize here, though, 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 [Board 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 composition of the team is purposeful to ensure 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).

The first stage of the College's strategic planning process is designed to accomplish three distinct objectives. The first is to validate the Institution's mission statement. The second is to consider the value statements, determining whether they represent values fitting of the College for its future and whether the Institution is capable of embodying those values. Finally, informed by environmental scanning, the third objective is to develop an envisioned future, or vision statement, for the College. Collectively, these three statements set the stage for strategic motivation for LCCC's future. Further information and resources pertaining to this process are available at online under the [Strategic Plan Process](#).

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).

Ensuring that institutional actions reflect a commitment to its values

The College establishes formal "value statements" that include both core values and aspirational values as part of the comprehensive strategic planning process referred to above and further detailed in 4P2. (Please refer to the Institutional Overview section of this Systems Portfolio to review these values.) Although these are formal value statements, they should not be viewed as the only things the Institution values. While the Institution embodies the core values, and is working towards the attainment of the aspirational values, the Institution values other things as well – for example, the attainment of its mission, realizing its vision, and the accomplishment of the goals and strategies set forth in its Strategic Plan. These are all evident at the Institution through policies and procedures, internal processes, formal and informal behaviors, and informal and formal acts.

Described in greater detail in this Systems Portfolio, numerous processes exist at the College to ensure the work and actions of the Institution reflect a commitment to its mission, vision, values, and Strategic Plan. At the macro level, the Institution's actions can be categorized in a relatively few areas of action. These include the determination of substantive changes to the organization's operations, where and how it allocates precious resources, and who is involved in decision-making and how those interactions play out.

The identification of what LCCC values comes through a series of activities driven by collaboration. Much of this derives from the comprehensive strategic planning process. Thus, it seems only fitting if what the Institution values comes from broad representation of the campus community, then the process

through which the Institution ensures its actions match what it values should also be derived through the lens of collaboration. To that end, LCCC has embraced the Board of Trustees's policy perspective on Shared Governance (see [Board Policy 1.1.5](#)).

LCCC has responded to the Board's policy statement by establishing a framework for governance and operational decision-making (Figure 4P1-1). This framework illustrates the separation of functional operations, or more day-to-day activities, from those major decisions that determine the direction of the Institution. While the operational activities have been handled consistently within administrative groups and positions, the process through which major decisions are vetted and formed had not been substantially formalized. To remedy this, the Institution has redesigned its College Council (see [Administrative Procedure 1.1.5P](#)) to serve as the primary shared governance body of the Institution. College Council is designed to ensure the College is effectively and efficiently achieving the Institution's mission. The College Council facilitates this through timely, factual, and clear communication between constituent groups regarding major institutional decisions. It promotes transparent and respectful communications at all levels of the college community to ensure collaborative and committed decisions are made regarding the direction of the College. It serves as a deliberating body to discuss college-wide issues, to make collaborative decisions, and to formulate recommendations to the President.

Figure 4P-1: Framework for Governance

Governance and Decision-Making Framework

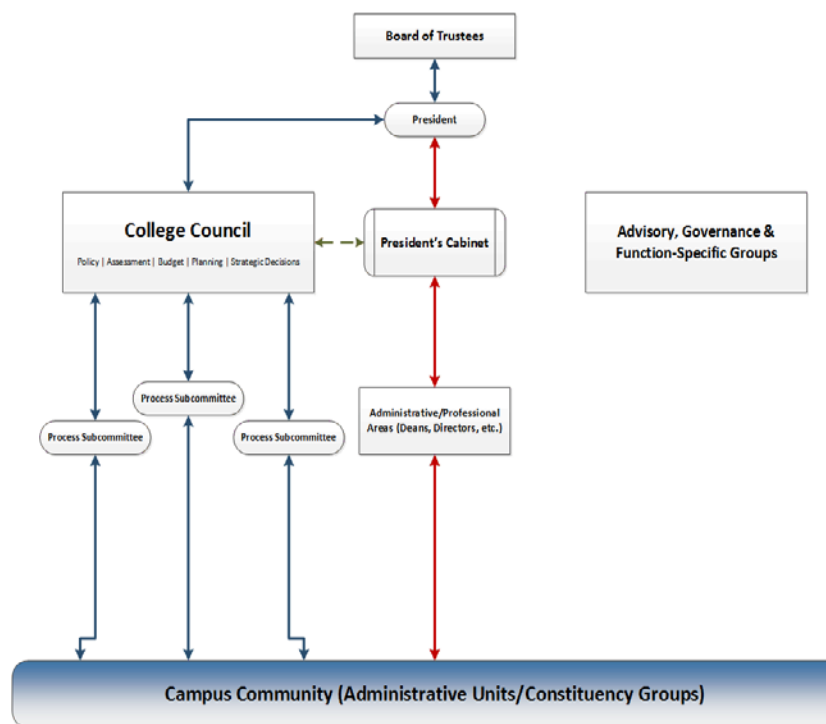


Figure 4P1-1

At the micro level, the Institution has gone to great lengths over the past two years to ensure its mission, vision and value statements are engrained in major institutional processes that determine substantive action of the organization. Some of these processes are described in greater detail elsewhere within this Systems Portfolio, however a summary table (Figure 4P1-2) is included below identifying processes that have purposefully incorporated the Institution's mission statement, values, elements of the vision statement, and/or Strategic Plan strategies into the decision-making components of the process.

Figure 4P1-2: Evidence of Mission in Processes	
Institutional Process	Elements Incorporated
Budget Development Process	KPIs, Strategic Plan Strategies
Budget Allocation of One Time Only Funds	KPIs, Strategic Plan Strategies
Human Resource Priority Plan	Strategic Plan Strategies
Academic Program Review	KPIs, Strategic Plan Strategies
Innovation Funds Program	KPIs, Strategic Plan Strategies, Vision
Continuous Improvement Plans	Mission
President's Evaluation	Mission, Strategic Plan Strategies
New Employee Orientation	Mission, Vision and Values

Figure 4P1-2

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

The LCCC process for communicating its mission, vision, and values is becoming embedded in the organizational culture. The College believes culture emerges as a result of the behaviors individuals within the campus community exhibit. These behaviors are often developed, reinforced, or discouraged based on the adherence to written words. The Institution, starting with the Board of Trustees, the President, and the executive leadership, have 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 (see [Chapter 1](#)).
- The College's mission statement appears as one of the first things individuals read when they access the [LCCC website](#), and the mission, vision and values are highlighted on their own prominent page (see [Mission, Vision and Values](#)).
- The College's mission, vision, and value statements are the first elements written within the Institution's 2013-2020 Strategic Plan.
- The President's Cabinet (the College's executive team) has adopted a process of incorporating the mission statement in their primary communications, such as having the mission included at the bottom of every email sent by Cabinet members.

Mission statements by their very nature are grand, broad, and perhaps even esoteric. They are intended to help individuals consistently rise to a higher purpose. Often times, though, making the connections to the mission from the day-to-day activities of employees can be challenging. To address this, the College has developed a bridge between the mission and our work by articulating the primary vehicles through which we accomplish the mission. These vehicles are derived from four primary pillars of the comprehensive community college:

1. Academic Preparation - To prepare people to succeed academically in college-level learning.
2. Transfer Preparation - To engage students in learning activities that will prepare and advance them through the pursuit of a baccalaureate degree.
3. Workforce Development - To develop individuals to enter or advance in productive, life-fulfilling occupations and professions.
4. Community Development - To enrich the communities LCCC serves through activities that stimulate and sustain a healthy society and economy.

These elements accompany the mission statement in the Institution's primary public documents articulating the mission – 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 in 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).

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

The College has two different 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 closely aligned with the Wyoming Community College Commission's (WCCC's) program approval requirements. The WCCC is the state's coordinating board for the community colleges and is comprised of seven members appointed by the Governor. State statute requires they review and approve all academic programs eligible for state funding. It is expected by the WCCC that the proposed programs not only align with the college's mission statement but also fulfill needs within its service area and align with the WCCC's statewide Strategic Plan and the over-arching state's interests. Other criteria considered for the approval of the plan are explained in [WCCC Rules, Chapter 6](#).

Internally the process builds upon the WCCC's criteria while also requiring various development and approval stages, described in [Administrative Procedure 6130, Program Development: Academic/Vocational](#). Program development and approval also are contingent on proposed programs meeting the parameters within [Board Policy 2.1](#), on degrees and certificates, and the accompanying [Administrative Procedure 2.1P](#). Section 5.0 within the procedure specifically requires that academic programs meet the College's mission statement by requiring the program and credential type to align with the four foundational elements of the comprehensive community college mission identified earlier in this section (1.A.2).

In regard to academic and student support services, the process for approving these and ensuring they align with the College's mission is mostly included with the budget development and approval process described in greater detail in the next section. New academic and student support services typically require institutional resources to become established. In the request for new resources, the College has implemented processes that evaluate requests on a variety of criteria, most of which stem from the College's mission.

The second process utilized for ensuring that academic programs and services are aligned with the Institution's mission is through program review. This process ensures that approved programs do not deviate from being mission-centric over time after they have been approved. The College has recently completed a year-long overhaul of its academic program review process described in more detail in 1P4. The Administrative Procedure associated with this process is available on the LCCC Online Policy Manual, and it fully describes the review process (please visit [Administrative Procedure 10.2P](#)). As stated in the procedure's opening section 5.0, "Academic program review generates knowledge about how well academic programs are contributing to the attainment of the College's mission—transforming our students' lives through the power of inspired learning."

The College does not yet have a comprehensive co-curricular program review process, although many of the existing academic and non-academic support services go through their own more informal review processes. For example, in 2014 a comprehensive assessment of the effectiveness of the Financial Aid department was conducted to identify the areas for immediate and continuous improvement. In addition, the College has launched an AQIP Action Project focused on the establishment of a non-academic/service

program review process modeled after the process for reviewing academic programs. While the review criteria will likely be different, this process will also include a focus on how the support service is aligned and contributing to the College's mission, as well as focusing on the attainment of program/service outcomes.

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

Over the past two years, the College has undertaken a comprehensive redesign to the 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 that overhaul was a redesign of 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 (described above) established a standing committee on budget and resource allocation. This committee has played a crucial role in ensuring shared governance and alignment of institutional resources with mission attainment.

In addition, the College's Budget Process Advisory Committee undertook a comprehensive review and overhaul of the budget development in the 2012-2013 academic/fiscal year. Through consideration of weaknesses in the past model, conversations with various constituent groups, and extensive process mapping, they established an improved model for the annual development of the College's budget.

The budget process incorporates two primary aspects where alignment with the College's mission, vision, KPIs, and Strategic Plan is central to the determination of resource allocation. The first is within the general fund allocation for operating budgets. Units are required to provide rationale and justification for each area of budget request illustrating how they will contribute to both the improvement of the College's KPIs and the Strategic Plan, both of which stem from the College's mission as illustrated in the continuous improvement model described previously (1.D.1).

Figures 4P1-3 and 4P1-4 illustrate the distribution of the College's FY15 operating budget to the College's KPIs and Strategic Plan goals (1.A.3).

Figure 4P1-3: Budget Allocation to KPI

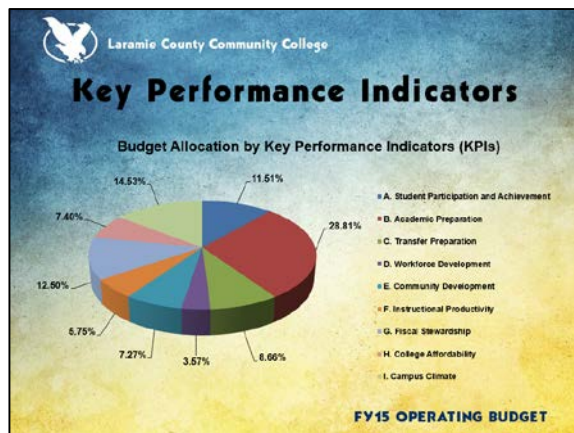


Figure 4P1-3

Figure 4P1-4: Budget Allocation to Strategic Plan



Figure 4P1-4

The second area is in the allocation of new resources, which are considered opportunities for investment at LCCC – 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 and service resources must go through an objective, rigorous application and review process. This process is facilitated by the Budget Resource Allocation Committee (BRAC), and in both the application and the

scoring rubrics utilized, requests are to be proposed and scored on their alignment with the College's mission, vision, KPIs, and/or Strategic Plan.

All requests for new human resources go through a comprehensive human resource priority plan process. The process is similar to the one described above, where requests for new positions at the College are considered through an objective application and scoring process facilitated by the HR Division at LCCC. Requests for new positions are to be submitted with articulated rationale for how they will help the Institution fulfill its mission primarily by linking the position's contributions to the KPIs and Strategic Plan. Proposed positions are then scored collectively by members of the College Council on a rubric that in part weights proposals with the strongest justification for alignment with need and contributions to these areas.

Finally, the College has also made a commitment to establish a special program targeted at inspiring innovation across the campus. This program is called the LCCC Innovation Funds Program, and its purpose stated in the program manual is "designed to encourage innovative approaches to helping the College better meet its mission" (see [Innovation Funds Program Manual](#)). For the past two fiscal years (FY14 and FY15), the College has set aside \$200,000 to fund this program. Similar to the approaches mentioned above, projects proposed for innovation funds go through a rigorous application and scoring process that includes a review of how the projects will contribute to fulfillment of the mission by positively impacting KPIs and/or the Strategic Plan goals and strategies.

4R1 What are the results for developing, communicating, and reviewing the institution's mission, vision, and values?

Outcomes/measures tracked and tools utilized:

Beginning in the Spring of 2013, the College launched a comprehensive strategic planning process, described briefly above (see [Our Future](#)). Over a period of about six months, a team of twenty-one individuals (including the Trustees, foundation board members, faculty, staff, and the President's Cabinet) spent countless hours developing a draft Strategic Plan for the College. The team initiated the planning process by reviewing, and ultimately updating, the College's mission statement. This statement will be an enduring guidepost for the College's actions and reflection on its purpose. It encompasses much of the spirit of the prior version of the mission yet with clarity and simplicity that does not compromise its power.

Previous Mission Statement: *Laramie County Community College is a dynamic learning center that promotes social and economic prosperity for the individual and the community.*

New Mission Statement: *The Mission of Laramie County Community College is to transform our students' lives through the power of inspired learning.*

The team also examined and revisited the College's values. They recognized that there are two types of values existing at LCCC. The first, core values, are those that the team believes are integrated into the cultural fabric of the Institution and cannot be removed. These values include *passion, authenticity*, and the *desire to make a difference*. The second, aspirational values, are those that the College desires but do not currently exist across the Institution. However, a strong desire for these values will shape the actions the Institution takes to ensure their universal presence at LCCC into the future. Aspirational values include a *commitment to quality, entrepreneurship*, and *tolerance*.

Finally, the team established a new vision statement for the College. The achievement of this vision will be examined through an over-arching, big goal for the College. The over-arching goal is that its accomplishments as a community college will distinguish LCCC from others in the nation, in turn benefiting its communities and bringing pride to the great state of Wyoming. The vision statement itself

is a collection of interrelated smaller statements describing the Institution's envisioned future for the various functions, components, people, and outcomes (see the introduction to this Systems Portfolio for the current vision statement in its entirety).

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.

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

The assessment of how effective the Institution is in developing, reviewing and communicating its mission, values and vision statements is primarily a summative evaluation process. Much of this stems from the Board of Trustees' ultimate approval of these. In the most recent update of these statements the Board unanimously approved them and many Trustees offered affirming statements regarding the process and the outcomes. Many members of the Strategic Planning team also offered supporting statements regarding the effectiveness of the process and the ultimate outcome.

Additionally, the College has incorporated the communication of the mission, vision and value statements into a variety of other processes on campus. As previously mentioned, the College has developed and 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. The College captures and evaluates data of how effective these orientations are in accomplishing this goal. Figure 4R1-1 illustrates recent data from new employee orientations.

Figure 4R1-1: New Employee Orientation					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understand how my position supports the mission of the college.	0%	0%	0%	20%	80%

Figure 4R1-1

Comparison of results with internal targets and external benchmarks

At this juncture, the College does not have existing metrics directly pertaining to the efficacy of the processes for developing, reviewing, or communicating the mission, values and vision statements. Over time, as more evaluation approaches are implemented into various aspects of the Institution's operations, internal trend data will provide some insight as to how well the Institution is doing in these regards. External benchmarking may be more problematic but will also be explored.

Interpretation of results and insights gained

The College believes the process for developing, reviewing and communicating has been working well. Certainly individuals have informally expressed the belief in the efficacy in the process employed to review and develop the mission, values, and vision statement. In general, the process and feedback from communicating the changes to these statements has also been inclusive and positive. However, after the completion of the most recent review and changes, it has become evident that there are two things that should be addressed. The first is that the College should employ some formal evaluation upon the completion of the strategic planning process, and perhaps reoccurring evaluation to gather empirical evidence of how the process functions and how it is received/understood by the campus community. The second pertains to developing more specific process elements to guide the process and ensure it is formally institutionalized, versus being informally institutionalized as it is now.

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

The College is currently in the process of implementing strategies to improve the development, review and communication of the mission, values and vision statements. The first major improvement area pertains to institutionalizing the process for strategic planning. While the College has been fairly consistent with implementing its process for strategic planning, including the review and update of its mission, vision and values, there is no institutional documentation in policy and procedure to ensure this practice is followed. A strategic planning Board Policy and Administrative Procedure are currently being developed to address this.

Second, the Institution has been implementing a significant campaign to roll out and reinforce its mission statement, as well as its vision statement and Strategic Plan. The College's public relations group has been working on video media, additional signage on campus, and print material to promote the mission. The President's Cabinet is demonstrating a commitment to the mission statement by incorporating it within the signature area of their emails, and this practice has caught on across campus further engraining it into the culture of the campus.

Lastly, LCCC is continuing to identify venues where it is implementing process and practices that include (in full or in part) the communication of the mission, values, and vision statement so that the proper evaluation methods may be implemented to capture evidence of how well the Institution understands and affiliates with these statements. Post-process evaluations, surveys, and other tools to gather evidence will continue to be developed and deployed. To this point, the College is in the process of implementing the Noel-Levitz College Employee Satisfaction Survey that will provide robust measurement of employee understanding and engagement with the College's mission, strategic priorities, and communication, all of which will be built into an evaluation process that will link to the College's KPI.

Strategic Planning

4P2 Strategic Planning focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Engaging internal and external stakeholders in strategic planning (5.C.3)

Mentioned briefly in 4P1, the College conducts a systematic, comprehensive, and inclusive process for strategic planning, which occurs every five to seven years. The planning process is guided by the College's commitment to shared governance 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 composition of the team is purposeful to ensure the engagement of all voices within the campus community.

The strategic planning process also purposefully engages external stakeholders. This is achieved in part through the inclusion of representatives from the LCCC Foundation Board of Directors on the planning team and in part through the environmental scanning component of the strategic planning process (5.C.3). Environmental scanning is a process that systematically collects and assesses relevant information to understand the environment in which the College currently exists and perhaps expects to exist in the future. The Institution gathers information about the external world, as well as itself, to inform this process. The College then crafts its strategies and plans based on the analysis of this information. Thus, environmental scanning is one of the most essential, first-steps in the strategic planning process.

The process of environmental scanning brings the key external stakeholders into the strategic planning process. Those external stakeholders participating in this process include K12, four-year institutions, the

business sectors and business-related organizations, municipal government, higher-education coordinating bodies, and state government. They are asked to engage in the process by answering questions such as “In what direction is your organization headed? Share the challenges, opportunities, goals and aspirations that your organization has for the near future (three to five years)” and “If you were in charge of LCCC, what would you have us do to help your organization and/or the community and state succeed?”

Aligning operations with the institution’s mission, vision, values (5.C.2)

The College has exerted significant effort to design and establish a continuous improvement model that purposefully links its three key operational functions – planning, evaluation (assessment), and resource allocation. This model was explained in the introduction to this category. As a brief supplement to that explanation the following is offered. The College’s operations are deployed to help sustain and improve the Institution’s overall efficacy in meeting its mission. Stated previously, from the mission four foundational elements are derived (academic preparation, transfer preparation, workforce development, and community development) and serve as the guideposts for the Institution’s operations. Overall achievement of these guideposts, and ultimately the College’s mission, is assessed through the Institution’s KPIs. The KPIs support LCCC’s everyday operations and assist with continuous improvement in fulfilling the College’s mission. There are nine indicators in all. The first five indicators are comprised of measures of overall outcomes of the Institution and are referred to as *Effectiveness Indicators*. The last four indicators measure the processes and environment of the Institution to ascertain how efficiently the organization is operating. These are referred to as *Efficiency Indicators*. Collectively, these two sets of indicators allow the college to evaluate its performance in reaching the College’s intended ends, while also ensuring it has appropriate means to those ends. More information about the KPIs can be found on the [Institutional Research](#) page of the LCCC website.

From these indicators and their subsequent measures, the Institution assesses how well the Institution is functioning and ultimately meeting its mission. This assessment along with the inclusion of the external stakeholder’s involvement described above comprise the environmental scanning process used in strategic planning. Naturally then, the vision statement and the Strategic Plan goals and strategies are derived from this broad assessment of institutional effectiveness with focus on areas for improvement.

Stemming from the above, the Institution implements a cycle of assessment, planning, resource allocation, and action. Assessment occurs at all levels of the Institution, including assessment of student learning, program and service efficacy, unit-level assessment, and strategic and institutional assessment. This information drives the various planning efforts at all levels of the Institution, and from that resources are allocated. Within each of these various processes (assessment, planning, and resource allocation), the Strategic Plan goals and strategies, as well as the Institution’s mission, are integrated (5.C.2). Some examples were provided in 4P1.

Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency (5.B.3)

LCCC is vested in the active involvement of all internal College constituencies in the governance of the Institution through an ongoing participative process of shared governance. The Board of Trustees affirms this belief by supporting the right of faculty, staff, administrators, and students to express ideas and opinions with the assurance that such opinions will be given respectful consideration in the major decisions of the College. LCCC’s shared governance system begets accompanying policies, procedures, and practices through which all major institutional constituencies contribute to, and participate in, the major decisions determining the direction and operation of the Institution (5.B.3).

The College facilitates shared governance through a variety of mechanisms, but the most central to this is the College Council. The purposes of the College Council include: (1) educating the college community regarding the processes, deliberations, and outcomes of the Council, (2) establishing College policies and procedures, (3) conducting institutional planning, (4) guiding the strategic and annual allocation of

resources to improve institutional effectiveness, and (5) evaluating the performance and effectiveness of the Institution. Collectively, these purposes form the foundation of the College's model of continuous improvement. College Council is not intended to be involved in the day-to-day operations of the Institution, which are delegated to the President's Cabinet and other operational groups at the College.

Two other processes are worth mentioning here as well. The first is the College's consultative feedback process. This process is predominantly used for the review and approval of policies and procedures (see [Board Procedure 1.2.11P](#)), but is also utilized when cross-campus involvement is sought to garner feedback on major changes to the Institution such as the establishment of a new strategic plan. The consultative feedback process disseminates the proposed new/amended policy, procedure, or document to the entire campus community for review and feedback through the campus portal called "EaglesEye." In addition, proposed policy, procedure, or other major documents denoting significant change are submitted via email to the Student Government Association and the College's LCCC distribution list. Upon dissemination, comments on the proposed changes are encouraged, and information on how to provide comments is publicized. In fact, this Systems Portfolio went through the consultative feedback process.

The second process is developing and deploying Strategic Plan strategies themselves. Mentioned previously, the Strategic Plan goals and strategies are integrated into processes for institutional planning and resource allocation. But the design of these strategies encourages interdisciplinary, cross-departmental collaboration. Through the collaborative strategic planning process, institution-wide goals are established with accompanying strategies that require or encourage interdisciplinary teams to work on their implementation and evaluation.

Shared governance and its inherent components are becoming more a part of the institutional culture. As a result, many smaller processes on campus have incorporated elements of shared governance, like consultative feedback or the involvement of cross-departmental teams and individuals. This ensures alignment of efforts across the College that positively impact the outcomes of effectiveness and efficiency measured in the Institution's KPIs.

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

The College's strategic planning process incorporates elements to ensure the Institution is capitalizing on opportunities and institutional strengths, while countering the impact of institutional weaknesses and threats. At this juncture, it may be worthwhile to fully describe the steps included within the strategic planning process. Strategic planning at LCCC includes the following steps:

1. Preparing for Planning: Review the planning process, finalize strategies for information gathering and analysis, and establish a timetable.
2. Information Gathering and Assessment (Internal and External): Environmental scanning to gather information and conduct assessment to inform planning
3. Mission Statement and Values Review/Update/Creation: Review current mission and values statements. Update as necessary.
4. Identification of Critical Issues (SWOT): Review summaries of assessment data and information gathered in #2.
5. Vision Statement, Strategic Goals and Outcomes Development: Review critical strategic issues with board members and key staff.
6. Draft Strategic Plan: First draft of Strategic Plan including mission, values, vision, goals and outcomes.
7. Review of Draft Strategic Plan: Distribute draft Strategic Plan for review by key stakeholders. Solicit reactions and suggested revisions for draft.

8. Develop Strategic Plan Evaluation and Monitoring Framework: Review comments and make needed revisions to Strategic Plan; develop Strategic Plan evaluation framework for use in development of operational plan(s).
9. College Council Review and Recommendation of Strategic Plan: College Council reviews and considers the Strategic Plan and makes recommendation to the President for approval and advancement to the Board.
10. Board Review and Approval of Strategic Plan: Board reviews and discusses the Strategic Plan and then considers action on the President's recommendation.
11. Orientation and Action Planning Session: Hold college-wide event to orient campus community to the development of annual operational plan(s) based on the Strategic Plan.

Steps two and four above address the heart of this sub-section on strategic planning. Environmental scanning informs the Institution about both internal and external factors that may be currently impacting the Institution or are likely to impact the Institution in the future. It is during this stage that the Institution gathers a sound understanding of its current capacity as well as external factors that may likely influence the Institution such as enrollment trends, demographic shifts, funding, economic changes, etc. (5.C.4 and 5.C.5). The final stages of environmental scanning focus on step four, where critical issues are identified to draw conclusions and assumptions about the future and conduct a strengths, weaknesses, and opportunity analysis.

Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

LCCC has established a tiered framework for institutional planning. These include:

- **Level I: Mission Statement**
The mission statement should describe what we do, for whom we do it, and why we do it.
- **Level II: Vision Statement**
The vision statement describes what we want the organization to look like ideally in the future—the results we will be achieving and characteristics the organization will need to possess in order to achieve those results.
- **Level III: Strategic Goals**
Strategic goals are broad statements of what the College hopes to achieve in the next three to five years. Goals focus on outcomes or results and are generally qualitative in nature.
- **Level IV: Strategic Outcomes**
Strategic outcomes are assessable indicators, metrics, or measures that individually and/or collectively illustrate the College's attainment of strategic goals.
- **Level V: Operational Strategies**
Operational strategies are statements of major approach or method for attaining strategic goals and resolving specific issues.
- **Level VI: Objectives**
Objectives are specific actions, initiatives, and/or projects to carry out operational strategies.

The strategic planning process culminates in the establishment of a few, broad, over-arching goals of what it hopes to accomplish in the future. As a reminder, the environmental scanning process considers the current state of the Institution's own efficacy through the internal analysis and assessment of the College's KPIs as well as the external influences impacting the Institution currently or in the future (5.C.4). Strategic goals then drive operational strategies, and further drive more unit-specific objectives. This continuity ensures the work of the Institution is focused in areas that most likely help accomplish those things that are identified as critical in helping the Institution more fully attain its mission. As stated previously, the Institution's assessment practices and resource allocation processes integrate the Strategic Plan goals and operational strategies and call for identification of other objectives from campus units to

ensure institutional effort and resources are allocated to those areas focused on helping the College meet its mission (5.C.1).

4R2 What are the results for communicating, planning, implementing, and reviewing the institution's operational plans?

Outcomes/measures tracked and tools utilized;

Described previously in 4R1, beginning in the spring of 2013, the College conducted a comprehensive strategic planning process. Building from the updated mission, core values and vision framework developed in the first part of the planning process, thinking about and considering the assumptions drawn about the future from the environmental scanning process, and considering the results of the SWOT analysis and critical issues facing the College now and in the future, the team went into a binning and brainstorming process to begin the formulation of the Strategic Plan goals and strategies.

Summary results of measures

The result was an updated Strategic Plan ([2013-2020 Strategic Plan](#)). The plan includes four broad goals:

1. Increase the number of students earning high-value credentials by reinventing the College's programs and services to be designed for the 21st century learners and aligned to drive the economic and social futures of southeastern Wyoming.
2. Strengthen relationships and connections with key community partners, such as K12, UW, other four-year institutions, and business and industry to improve student transitions between educational entities and the workforce.
3. Build the organizational capacity to thrive in the future by focusing on establishing a climate of trust, an effective, efficient and entrepreneurial workforce, and a culture of continuous improvement.
4. Transform the College's physical environment into a vibrant and appealing place conducive to the engagement of students and community through campus renovations, additional facilities, and beautiful grounds.

Each goal has an accompaniment of strategies that are serving as the guidelines for the development of operational plan activities in and across the various units of the College. Within the plan there are sixty different strategies to be implemented through 2020. The College has gone through an objective scoring process to place these strategies into tiers of importance, and this has helped the Institution stage initiatives while also focusing on those areas that are of greatest importance for improvement in mission attainment. Using a rubric, the members of the President's Cabinet and Board of Trustees ranked strategies into four tiers with Tier One representing strategies receiving the highest scoring and Tier Four representing the lowest scored strategies. The scoring rubric contained the following eight traits:

1. Impact on Change for Campus Breadth and Unit or Area Depth
2. Context of Need/Timeliness, e.g., College Completion
3. Cost to Implement
4. Institution's Capacity to Implement
5. Metrics Development & Evaluation Workload
6. Concurrence of Activities
7. Complexity
8. Strategy's Overall Likelihood of Success for Encouraging Change (holistic score)

Strategic Plan strategies have also been augmented by innovation funds projects that provide alignment when they connect to Strategic Plan strategies or additional levels of improvement when they are more unit-specific.

At the time of writing, nearly all of the strategies are currently being implemented or are nearing completion, and results towards goal attainment are emerging.

For example, in reference to Goal #1 pertaining to increasing student completions, the Board of Trustees passed a resolution to increase the number of credentials earned by LCCC students by five percent each year through 2022. High impact strategies have been or are being implemented as a result of this goal. These include a new, mandatory orientation program, a required student success course, clear academic pathways, etc.

In academic year 2013-2014, LCCC awarded a record 840 degrees and certificates to 773 individual students. This was well above the target of 752, as shown in the graph included in 2P2. These results are even more impressive considering the College experienced significant enrollment declines during this same time period.

Comparison of results with internal targets and external benchmarks

The Strategic Plan is still new, and its integration into operational planning efforts are still in process, but it is gaining ground and becoming more of a central component to the organization's vernacular and actions. The internal target for the development of the strategic plan is formative, and the assessment of its results are one of being completed according to the process or not. Summative results are associated with those outcomes intended as a result of the strategic plan. For example, the number of student completions and credentials granted. These results are primarily benchmarked against internal targets, such as those set by the Board of Trustees for increasing completion five percent each year through 2020.

Interpretation of results and insights gained

It is evident to the Institution that the strategic planning process utilized to develop and review its Strategic Plan is inclusive and productive. The evidence is in the product of the latest strategic planning effort of the College. The process for communicating the plan, as in the mission and vision, is proving to be effective, especially when accompanied by the purposeful integration of the Strategic Plan goals and strategies into key operational processes such as budgeting and resource allocation, new human resource prioritization, program review, and unit level operational plans.

Implementation is also proving to be effective. At a recent President's Cabinet retreat, a significant amount of time was spent reviewing the status of implementation of Strategic Plan strategies. The Cabinet was pleased to find that nearly all of the strategies within the plan were well underway of implementation, and many were complete or nearly complete.

However, it quickly became evident that there was a weakness in the process of implementation—the lack of a consistent process for implementation of strategies with similar components and expectations as well as mechanisms for tracking, evaluating, and reporting strategy progress. Even though positive outcomes, (such as those referenced above in regard to student completion) are becoming evident, the College believes it can gain better, and faster, results through an institutionalized process for implementation and evaluation of strategies and operational plan activities.

4I2 Based on 4R2, what improvements have been implemented or will be implemented in the next one to three years?

The College is currently in the process of implementing strategies to improve implementation and communication of the Strategic Plan and other operational plans. Mentioned in 4I1, the first major improvement area pertains to institutionalizing the process for strategic planning. While the College has been fairly consistent with implementing its process for strategic planning, there is no institutional documentation in policy and procedure to ensure this practice is followed. A strategic planning Board Policy and Administrative Procedure are currently being developed to address this deficit.

In addition, the President and the President's Cabinet have committed to the goal of improving implementation of major initiatives at the College. The Strategic Plan is the guiding document behind changes and initiatives that should be focused on at all levels of the College. Many of the plan's strategies are embodied in these goals. To ensure successful implementation, the Institution plans to implement a system for managing and monitoring projects related to these strategies. The College is in the early stages of developing and implementing a project management process, handbook, and accompanying resources are being developed to provide continuity in the way that employees at LCCC manage projects (i.e., initiatives, activities, and strategies).

Project management is about closing the loop. The process being developed will assist employees and teams of employees in taking their projects from concept to completion, as well as clearly outlining the intent of the completed project and how it will be institutionalized. Project management will be incorporated into the Institution's online assessment and planning system called Aquila (explained in greater detail earlier in this Systems Portfolio).

Finally, the Institution is currently in the process of designing and implementing an interactive Strategic Plan website. This site will be an online version of the printed Strategic Plan but will also offer some interactivity for visitors to explore the plan's goals and accompanying strategies to ascertain the team of individuals working on each strategy, timelines, deliverables, and progress updates.

Leadership

4P3 Leadership focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Establishing appropriate board-institutional relationships to support leadership and governance (2.C.4)

At LCCC, the Board of Trustees has established a strong model of policy and procedure governance through which the Institution establishes the appropriate Board/institutional relationships. The model places policy in the domain of the Board of Trustees, and the Board expects the President to establish Administrative Procedures that demonstrate how the Board's policy statements are operationalized. This is grounded in the first policy on the Board's governance philosophy, which outlines that the Board of Trustees of LCCC, on behalf of the district's citizens who have elected them, is vested with the authority and accompanying responsibility for the effective governance of the College. The Board carries out this responsibility through the commitment to fundamental philosophical beliefs about their roles and leadership and how these are embodied by the actions of the Trustees, the College President, and the faculty and staff that comprise the broader college community. These beliefs include:

1. The Board of Trustees is a bridge between the College and the community whereby the expectations and needs of the community are clearly articulated to the College, and the outcomes of the Institution match the expectations of the community.
2. The Board of Trustees translates the community's expectations into a mission, vision, and strategic directions for the College, and these are shared and jointly committed to by the Trustees, President, and college community of faculty, staff and students.
3. The Board of Trustees believes in the separation of powers and adherence to its responsibilities as a governing entity and the expectations for adherence to the responsibilities delegated to the President of the College and the oversight of the curriculum by the academy of faculty (2.C.4).
4. The Board of Trustees is committed to disciplined action necessary to ensure that the College performs to the expectations of the community of which they are charged to represent.

5. The Board of Trustees believes in an institutional culture of transparency and broad-based inclusion in setting the direction of the College.
6. The Board of Trustees is resolute in that achieving high performance and meeting the expectations of the community can only be attained through evidenced-based, informed practices.
7. The Board of Trustees is ultimately driven to conduct itself and lead the Institution through a sense of service to the community and those students whose learning and futures are entrusted to them.

Establishing oversight responsibilities and policies of the governing board

(2.C.3, 5.B.1, 5.B.2)

As mentioned above, the process through which the Institution establishes oversight responsibilities and policies of the governing board is through a model of policy and procedure governance. The Board of Trustees adopts and adheres to Board Policies that set the context for their governance. It is the Board's expectation that the President will establish and maintain effective and efficient Administrative Procedures to ensure the College's actions are in alignment with Board Policy. The Board's series of governance policies clearly provide the foundation, either through reference to Wyoming State Statute or through Board Policies, for the role and responsibilities of the Board of Trustees.

The Board's various policies, and their accompanying Administrative Procedures, range from department- or program-specific to institution-wide. Whether program-specific or institutional in nature, all policies bear the imprimatur of the College and therefore require diligent review and official approval. Across this spectrum of policies and procedures, the Board is committed to ensuring collective input and shared governance in the development and approval of all policies and procedures regardless of the scope, intent and applicability (5.B.1). This intent is realized through the College Council, the primary shared-governance body of the Institution, and is central to the policy development, review, and approval processes of the Institution. For more information on these elements see the [Board's Policy on Shared Governance](#) and its policy on [Policy Development and Approval](#).

The Board of Trustees is knowledgeable about the Institution and provides the appropriate oversight of the College's fiscal and academic policies. Board Policies form the basis of the processes to ensure this remains intact. For example, the Board's Policy 1.2.5 sets the overall responsibilities of the Board, including the responsibility for fiscal oversight and approval of the annual budget, for developing and maintaining written governing policies that address the broadest levels of all organizational decisions and situations, for ensuring it meets legislative requirements such as academic program oversight, and for assessing organizational performance. Subsequent Board Policies further enforce the adherence to these responsibilities (5.B.2).

Within its governance policies, the Board of Trustees has established a code of ethics and standard of practice and a conflict of interest policy (see [Board Policy 1.2.1](#) and [Board Policy 1.2.8](#), respectively), which outline the expectations for how the Board should function. A central component of the Board's standards of practice is the commitment of the Board to demonstrate loyalty to the interests of the ownership, unconflicted by loyalties to staff, other organizations, or any personal interests as consumers of the College's services. Members of the Board of Trustees are also subject to the requirements established by Wyoming Legislation for addressing conflicts of interest. Those requirements include, but are not limited to, refraining from voting on or participating in any manner in any contract, rule or procedure in which the member (or his or her relative) has a substantial pecuniary interest and refraining from disclosing or using confidential information for personal gain in any matter before the Board of Trustees (2.C.3).

Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty (2.C.4)

The Board's Policy on Delegation of Authority (see [Board Policy 1.1.7](#)) delineates the process by which it delegates to the President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The President, at his/her discretion, will choose the means through which these responsibilities are met. The President may delegate any powers and duties entrusted to him/her by the Board but will be specifically responsible to the Board for the execution of such delegated powers and duties (2.C.4).

Ensuring open communication between and among all colleges, divisions, and departments

LCCC believes in forming collaborative, interdisciplinary teams in the operations and governance of the Institution. This is rooted in the Board of Trustees's commitment to shared governance. The process through which the College ensures this is occurring is through the formal establishment of these groups. None is more important to ensuring open communication across the entire campus community than the College Council. Described in detail in 4P1, the College Council serves as the primary shared governance group of the Institution and is charged with providing broad, two-way communication and feedback regarding issues of major organizational importance. The very design of the Council ensures connections to divisions and departments but also to, and across, all major constituency groups of the Institution.

While College Council is a governance-focused entity, the Institution also has established other bodies that help ensure open communication and collaborative problem solving is occurring. One other major group is the College's Learning Leadership Team (LLT). LLT is comprised of the key managers and directors at the Institution, such as directors from all functional units (e.g., student services, public relations, etc.) as well as the academic deans. The LLT is chaired by the Vice Presidents of Academic Affairs and Student Services and is focused on open, cross-institutional communication and collaborative problem solving for continuous improvement in the Institution's operations.

Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

In addition to LLT, LCCC has a process for ensuring high academic standards are developed and maintained across the academy. In fact, it is the policy of the LCCC Board of Trustees to promote and maintain high academic standards that lead to student success at the College consistent with the Institution's overall mission. This is accomplished by ensuring that programs and curricula offered by the College are relevant to identified community needs, have student learning outcomes comparable with curricula from peer institutions, are aligned with the entrance expectations for students' next step (e.g., next course level, transfer to a four-year curriculum, job entry, etc.), and are designed to promote student success (see [Board Policy 2.12](#)).

The College has responded to the policy direction of the Board through its Academic Standards Committee, whose primary function is to promote and maintain high academic standards that lead to student success at LCCC consistent with its overall mission. The Academic Standards Committee oversees the development and modification of programs, curricula, and student learning assessment in a manner that recognizes the interconnected nature of these functions within the College.

The Academic Standards Committee has broad, inclusive membership, demonstrated by a joint chairmanship between a faculty member and an academic dean. It includes individuals predominantly from instruction and academic affairs, while also incorporating administrators and staff. The committee has various subcommittees, which further enable the involvement of others on campus. These subcommittees include program review, general education, and student learning assessment (5.B.3).

Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

Woven throughout the responses in 4P1, 4P2, and this section is the evidence of the Institution's focus on its mission, vision, values, and achievement of the priorities set forth in its Strategic Plan. These all have been integrated to ensure continuity of processes, but they have also been designed and communicated to demonstrate the roles institutional stakeholders may play in assisting the Institution to attain its goals and continuous improvement towards meeting its mission. The Board of Trustees resides at the helm of this leadership, and, although they are involved as a partner in many of the processes described within these sections, they understand their role is autonomous in that it is solely responsible for preserving and enhancing the mission (2.C.1). The College has provided a balance between operationalization of activities that are inclusive, collaborative, and engage all major constituencies, but it also has focused on objective analysis of needs and performance, allowing the Board to act in a way that considers interests of the internal and external community when making their decisions (2.C.2).

Developing leaders at all levels within the institution

LCCC is committed to the development of institutional leaders from all its major employee constituencies. It accomplishes this through formalized internal and external professional development. To this end, the College has developed its own professional development programs, as well as investing significant resources towards supporting employee engagement in externally provided professional development opportunities (e.g., national conferences and conventions, continuing education programs, etc.). In addition, the College boasts a strong employee tuition waiver benefit, allowing College employees at all levels to pursue college courses, certificates, and degrees at LCCC, UW, or, upon approval, at other institutions of higher learning. This program is detailed in the College's procedure on employee benefits (see [Administrative Procedure 6.4P](#)).

LCCC Certified Public Manager (CPM) leadership program provides an example of how this process is implemented. The CPM program is designed to develop the critical skills demanded by leaders in public and non-profit sectors. The program, which is nationally recognized and respected, consists of nine sessions during a thirteen-month period. LCCC is the home for Wyoming's CPM program, and the College has adopted this program as the College's preferred tool for developing leaders from within the Institution, regardless of level or employee classification.

LCCC also develops student leaders through a variety of avenues. LCCC implemented the Student Leadership Institute in August 2014 to train Student Government Senators, Student Ambassadors, Resident Assistants, and Campus Activity Board members, who had previously been trained independently by the sponsors of those programs. The Institute includes training on communication, personality styles, team building, chaos management, critical thinking, difficult conversations, a poverty simulation, suicide awareness certification, Title IX, FERPA, CPR certification, event planning and promotion, business skills training, diversity/sensitivity training, and content specific to the students' individual jobs on campus such as parliamentary procedure, emergency preparedness, and phone etiquette.

Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

Without reiterating what has already been stated within this section, it is worth noting that the College has taken great strides in developing integrated and objective processes for developing its mission, vision, values, strategic and operational plans, and embedding within these processes shared governance that by design is inclusive of internal and external constituencies. Although this design is built upon the foundation of interpersonal relationships and actions, the very objectivity of the processes included, their focus on the mission, performance measures, and Strategic Plan goals, all force the Institution, collectively and as individuals, to act in accordance with the mission and vision of the College. This type of action occurs at all levels, including the Board of Trustees, who have policy and processes (refer to section above pertaining to establishing oversight responsibilities and policies of the governing board) to

ensure their decisions are not only focused on evidence of how to best serve the Institution's mission, but are also free from undue influence not in the best interest of the Institution or its mission (2.C.3).

4R3 What are the results for ensuring long-term effective leadership of the institution?

Outcomes/measures tracked and tools utilized

For many years, LCCC has been beholden not to a process or system of sustainable leadership but rather to the specific individuals who held leadership positions. This is evident in some of the troubled past where the Board of Trustees felt disconnected from the campus because of poor implementation of Policy Governance and where the Institution felt it lacked empowerment and broad engagement in its direction because of the personalities of its leaders and lack of clarity and consistency in both written and unwritten procedures, rules, or norms. LCCC measures the effectiveness of efforts in this area primarily through the implementation of strategies to improve related processes and through employee feedback from the campus climate survey.

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

Over the past three years, the Institution has taken great strides to ensure the long-term sustainability of effective leadership, engagement and empowerment of the campus community, and clarity in procedure and practice. Much of this direction stems from the Strategy Forum the College participated in during the Spring of 2012. The forum helped new leadership at the College recognize the need for integration of mission, vision, institutional planning, resource allocation, and leadership. This was the foundation of much of the work in this area. Some examples of the results include:

- In 2012 the Board formally discontinued Policy Governance as its model of governing the Institution. Through collaborative work the Trustees established the LCCC model of policy and procedure governance that incorporates many of the strongest aspects of Policy Governance, while also recognizing the areas where extreme separation of the Trustees from the College, especially in a small, rural setting, can exacerbate issues to objective governance while remaining informed about the Institution.
- Guided by the Board's Governance Policies, the College has established a strong process for the development of policies and procedures and created a new online policy and procedure manual for broad, streamlined communication.
- In 2012 the College reinvented its College Council to become the shared governance body of the Institution. The Council has been meeting regularly and has been integral in improved processes for policy/procedure review and approval, budget and resource allocation, strategic planning, assessment of institutional effectiveness, and more. [The Council's proceedings](#) can be found online.
- The President's Cabinet was the first group to participate in what was then the LCCC Executive Development program, which later became the LCCC CPM program. The first cohort of LCCC employees to participate in that program includes membership across the functional units of the College and is nearing completion at the time of this writing.
- The LLT was expanded to include more key management positions across the Institution. LLT is now the center for issues pertaining to implementation and improvement of major organizational processes that impact multiple areas on campus.
- The Academic Standards Committee has gone through a complete transformation. The committee has broadened its membership, incorporated critical subcommittees, and is the body charged with ensuring high academic standards with a focus on the assessment of student learning and outcomes, quality curricula, and alignment of it with the Institution's mission.
- The first Student Leadership Institute was held. A three-day retreat and week-long training started the Institute in August 2014 with twenty-nine students and five leaders from both the Cheyenne and Albany County campuses.

Even given these impressive results, the Institution has struggled with the institution-wide belief in how shared governance, inclusion, and empowerment is actually taking form at LCCC. For example, the College conducts a campus climate survey to assess leadership and communication and inform certain KPIs. This survey was adapted from the survey on leading and communicating that was first developed and implemented in Spring 2010 when some of the leadership dynamics referenced above escalated. Although not a perfect measurement tool for campus climate, the results from the most recent survey indicate some challenges, specifically in regard to communication.

The survey was last conducted in November 2013. Respondents were asked to rate their level of agreement with twenty-six statements about the College. Examination of the results revealed that, for most of the statements, the majority of employees (of those expressing an opinion) expressed positive opinions. However there were seven statements, listed below, about which the majority of employees expressed negative opinions.

- There is good communication among departments.
- There is good communication between my department and the administration.
- Open and ethical communication is practiced.
- Policies and procedures are enforced equitably.
- Policies and procedures are enforced in a timely manner.
- Change is managed well at LCCC.
- I am satisfied with my professional development opportunities.

Comparison of results with internal targets and external benchmarks

LCCC monitors historical trends in the climate survey results. For the most part, the 2013 results were not significantly different from the previous year. However, many items did not meet the information target of a majority to respondents responding positively to all survey items. Because an internally developed instrument is used, external benchmarks are not available. The College is adopting the Noel-Levitz College Employee Satisfaction Survey to provide external comparison data in the future.

Interpretation of results and insights gained

From a leadership perspective, and perhaps from an overall organizational perspective, the College has gone through significant change. In many ways it continues to go through that change. While most of the foundational work has been completed, as denoted by the list of results above, the Institution is clearly still in the implementation and institutionalization stage. Thus, it should not be surprising that employees shared negative opinions in these areas. Coupled with the significant amount of change, and the fact that some areas and some individuals were able to implement the change at different paces than others, the amplified expression of inconsistency about enforcement of new policies and procedures, the reference to change management, professional development, and even communication was somewhat anticipated. This is not to suggest that the Institution is pleased with these results, anticipated or not.

413 Based on 4R3, what improvements have been implemented or will be implemented in the next one to three years?

The College recognizes that there is work yet to do in establishing a culture of strong, consistent, and sustainable leadership. To that end, within the current Strategic Plan there is a goal focused on building an *Organizational Culture to Thrive in the Future*. The Goal statement reads, “Build the organizational capacity to thrive in the future by focusing on establishing a climate of trust, an effective, efficient and entrepreneurial workforce, and a culture of continuous improvement.” The improvement strategies currently being implemented or planned for implementation include the following:

- Establish processes and programs to proactively focus on employee recruitment, retention, development and performance.
- Build upon the early work of the Center for Teaching & Learning (CTL) Taskforce, fully implementing the structure, programming, and services of the CTL to develop a world-class teaching staff.
- Continue to strengthen the culture of continuous improvement by improving current or developing new processes and supporting infrastructure necessary to support continual analysis of performance and plans to continuously improve.
- Finalize the establishment of a strong system of Board of Trustees policies and accompanying Administrative Procedures.

In addition, the College President, along with the President's Cabinet, has committed to a goal of improved internal communication and messaging. The College has accomplished much and successfully navigated change in the previous years; however, if the pace of change is to continue, there needs to be improved communication, especially from the President, the President's Cabinet, and key managers (e.g., deans and directors) in order for individuals to keep abreast and positively contribute. This communication needs to be clear, consistent, reinforced and validated across the campus, and the appropriate background and context for the changes needs to be provided. Work will be done in this regard to implement both formal communication expectations and to create and participate in informal communication venues.

The College also continues to add new trainings and assessment to all the student leadership development programs. The 2014-15 Student Leadership Institute and accompanying programs will include expanded training in topics such as de-escalation, student fee allocation and budgeting, multi-cultural etiquette, and resume writing. By Fall 2016, monthly Leadership Institute programs available to all student leaders, who will receive a certificate of completion. Additionally, the Campus Activities Board (student group responsible for coordinating student group activities) has initiated work with the Center for Teaching & Learning to grow co-curricular activities with faculty and to align programming with institutional competencies starting in Fall 2014. Resident Assistants are working on a "Life Hacks" program that will be assessed to meet the requirement of "life skills" in the LCCC Strategic Plan.

Integrity

4P4 Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Developing and communicating standards

The College has high expectations for the ethical behavior and conduct of all individuals associated with the Institution. The standards for ethical behavior and adherence to legal matters stem from the Board of Trustees' model of policy and procedure governance. The Board of Trustees sets the standard and leads by example within their governance policies and has established a code of ethics policy (see [Board Policy 1.2.1](#)) that sets the tone for ethical governance of the College. The Board's policy on its code of ethics and standards of practice provides the foundation, and the President establishes Administrative Procedures to ensure these standards are carried out in the operations of the Institution. Refer to 4P3, Leadership, for a more detailed description of the Board's governance model.

The Board of Trustees' responsibilities are established in its [Policy 1.2.5](#). A primary responsibility of the Board is to develop and maintain written governing policies that address the broadest levels of all organizational decisions and situations, including the ethical boundaries within which all management activity and decisions must take place. The Board of Trustees has only one Board Procedure, which

ensures that the development of Board Policies and Administrative Procedures is a rigorous, inclusive process through which the Board can ensure broad, two-way communication regarding the practices of the Institution grounded in ethical conduct and appropriate legal practices. See [Board Policy 1.2.11](#), Policy Development and Approval, and it is an accompanying [Board Procedure 1.2.11P](#).

Policy and procedure development, review, and recommendation to the President and the Board are key processes of the College Council and help facilitate the College's commitment to shared governance. Policies and procedures are published publically, online in the [College's policy manual](#).

The College also develops and communicates integrity standards in LCCC handbooks such as the Competitive Solicitation Handbook for RFP, SOQ, RFQ & PRE-Q Processes. It guides actions of selection committees to sustain process integrity such as keeping competing vendor information confidential. The LCCC 2014-2015 Student Handbook and Student Code of Conduct also communicates standards for ethical behavior. In addition, LCCC policies include Procurement/Contracting Procedure 4.2P, which includes a code of ethics based upon the Code of the National Association of Educational Buyers (NAEP) and the National Institute of Governmental Purchasing (NIGP).

Training employees for legal and ethical behavior

LCCC has a robust offering of human resource development programs. The Institution has committed considerable resources in the support of its training and leadership development programs for its employees. It is through these offerings and this process that it provides a basis for building legal and ethical behavior within the College's workforce.

For example, mentioned in the previous section on Leadership, the College has adopted the Certified Public Manager (CPM) program as its internal leadership development process. Embedded within the program's curriculum are learning outcomes and activities including understanding and promoting ethical behavior, relevant legal issues and practices, and general leadership standards and approaches.

In addition, all new employees to the College receive a robust new employee orientation program that, among other things, orients new employees to College policy and procedure including employee conduct (see [Policy 6.10](#) and [Procedure 6.10P](#)), standards of practice, relevant legal parameters (e.g., Family Educational Rights and Privacy Act or FERPA), etc. Many other employee training programs also support legal and ethical behavior of employees. For example, the College has instituted a screening committee certification program that all employees must complete before being allowed to sit on search committees for new employees. This training includes expectations for conduct, confidentiality, and ethical participation in the recruitment and hiring processes of the Institution.

Modeling ethical and legal behavior from the highest levels of the organization

In addition to formal training, employees see ethical leadership by administrators with integrity on a daily basis. Described previously within this section and in section 4P3 on Leadership, the Board of Trustees has adopted responsibilities, a code of ethics, and standards of practice that they model, and expect the executive leadership of the Institution to model, on a continual basis. The expectation for ethical and legal behaviors of the Board and its senior leadership is assessed on an annual basis through the Board's own evaluation process as well as the 360 Feedback process incorporated into the President's and President's Cabinet members' annual performance evaluation.

Ensuring the ethical practice of all employees (2.A)

The College's process for ensuring the ethical practice of all employees resides primarily within the performance management and employee orientation activities of the Institution. Each employee is expected to have on file a current job description that is reviewed collaboratively by the employee and supervisor at the time of hire, as well as annually during the evaluation cycle. Within each job description there are expectations for the ethical conduct of all employees and adherence to the code of ethics and

standards of practice set by the Board as well as the code of conduct set in the Institution's policy on that topic. Through annual employee evaluation and performance management, as well as ongoing employee coaching and development, the expectation for the ethical practice of all LCCC employees is always front and center (2.A).

Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff (2.A)

LCCC operates ethically and with integrity in its academic, financial, human resources, and auxiliary functions. The College has Board Policies and Administrative Procedures established for all of these areas, as well as having many program or unit-level guidelines that ensure these functions operate with integrity (2.A).

For example, there are a variety of Board Policy and Administrative Procedures pertaining to the fiscal and human resources operations of the College. These include the various sub-processes associated with accounting functions, auditing of the Institution's financial statements, investments, employment practices, etc. These examples can be found on the [College's Policy Library](#) under the Finance and Human Resources sections. Similar suites of policies and procedures exist for academics and other operational areas of the Institution.

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B)

The College presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships in a number of ways. Overall, the College is directed by the Wyoming's' Public Records Act (W.S. §16-4-201 through 16-4-205), which provides the public with access to public records, books, and files of state governmental agencies and entities. The College's website, printed materials, and interpersonal communication processes (e.g., orientation, advising, etc.) contain all the information the public needs to understand these items. For example, the College provides a compliance and consumer information webpage with comprehensive information regarding the costs and institutional effectiveness of LCCC, as well as links to accreditation information. In addition, [EaglesEye](#) hosts centralized, readily available information that employees and students need to make informed decisions and provide sound advising. Also, the College routinely distributes information about school calendar deadlines, requirements for admission or registration, financial obligations, and other items of importance through digital announcements, press releases, video messages, radio messages, and digital message boards around campus. In totality, the College has been effective in presenting itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships (2.B).

4R4 What are the results for ensuring institutional integrity?

Outcomes/measures tracked and tools utilized

LCCC utilizes process measures and outcomes to determine how well it is ensuring employee integrity and ethical behavior in all they do. These types of measures include monitoring the number of employees who go through new employee orientation, the number of employees participating in training and development programs that include content on legal issues, ethical behavior, or College policies and procedures, and the number of completed annual employee evaluations on file.

The College also tracks other elements of its operations that ensure integrity of its operations. For example, the College's website is a powerful vehicle through which the College can gather and analyze

information that may arise through questions of institutional integrity. The President's Office webpage includes a [feedback form](#) through which any member of the internal or external public may submit anonymously (or not, if they would like direct responses). Content contributors to the website also regularly check and update content about all areas of the College. When questions of integrity arise from these updates, committees are formed to address the situations. Every operational unit at the College is responsible for its own area, ensuring that the most accurate, up-to-date information is presented, and the Public Relations department conducts formal reviews to provide an unbiased look at the information.

Finally, the College conducts a Campus Climate survey each year that asks employees a variety of questions about the climate the organization operates in and employees' perceptions about certain aspects of those operations. The survey includes questions asking about open and ethical communication, equitable and consistent enforcement of College policies and procedures, etc.

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

A few examples of summary results of measures used for monitoring the development of ethical behaviors, broader legal understanding of relevant issues, and ensuring integrity are offered below.

In 2014 the College established an updated New Employee Orientation program to ensure individuals new to LCCC were provided with the development and information necessary to succeed early on in their career at the College. To date, more than 90 employees (about 25 percent of all regular employees) have completed the orientation program. The program has established learning outcomes that are assessed upon completion through participant evaluations. The following figures illustrate the measures the College tracks to ensure that employees are aware of what conduct is expected of them, and are aware of and know how to access College policy and procedures.

Figure 4R4-1: New Employee Orientation Results, 2014					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understand what is expected of me under the employee conduct procedure.	0%	0%	3%	27%	70%
	Not At All Confident	Not Very Confident	Neutral	Confident	Very Confident
I am confident in my ability to locate the LCCC policies and procedures relevant to my day-to-day work.	0%	0%	9%	31%	60%

Figure 4R4-1

Results of the annual Campus Climate survey also provide some indication of how employees believe ethical behaviors and adherence to policy and procedure are occurring at LCCC. The following figure illustrates results of the survey item pertaining to open and ethical communication.

Figure 4R4-2: Climate Survey Results: "Open and ethical communication is practiced."					
Year	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
2010	31%	36%	24%	4%	5%
2011	13%	34%	44%	2%	6%
2012	12%	32%	41%	5%	10%
2013	19%	32%	35%	7%	7%

Figure 4R4-2

Comparison of results with internal targets and external benchmarks

Similar to many areas within this Systems Portfolio, the College is in its early stages of implementing processes that have assessment and evaluation components that provide evidence to serve as benchmarks. For many processes, such as New Employee Orientation and the collection of campus complaints, 2014

serves as a reference year, establishing a strong baseline of data against which to conduct internal benchmarking. Conversely, the College has numerous years of data to benchmark against for the Campus Climate Survey. Examining the results of the climate survey questions, the College made significant improvements in 2011 and 2012 after evident concerns in 2010; however, the 2013 results showed some general shift back to a larger portion of individuals who expressed negative perception about these two measures.

Interpretation of results and insights gained

The Institution is making improvements in both the way it models and develops ethical behaviors and other competencies ensuring integrity of the College's operations. Yet the Institution is still fairly young in developing more systemic processes versus reacting to issues as they arise. More analysis is being given to feedback received by the College, and in general the number of complaints about concerns of unethical behaviors has been few. Likewise, new employees have been given a stronger foundation in understanding College policies and procedures, the process for development and review of job descriptions has become more regular and formalized, and the employee evaluation process has been much improved. The College believes this has contributed to fewer concerns about the integrity of the College.

Finally, with many of the changes occurring at the Institution after an era of turmoil and numerous concerns about ethical behaviors of the Institution's leadership, the results being gathered and analyzed in this regard suggest that the College is in much better operational and relational standing with the internal and external community of constituents. But, as denoted in the Systems Portfolio introduction and in Category Six, the results of the Campus Climate survey suggest that there is still room for improvement.

414 Based on 4R4, what improvements have been implemented or will be implemented in the next one to three years?

LCCC has a series of in-process or planned quality improvements to strengthen areas of its operations that ensure integrity and ethical behavior at the College. The College has drafted modifications to the Board of Trustees' policy on conflict of interest and accompanying procedures for both the Board and the College employees. The procedure for the Board will be more specific with regard to ownership and dollar amounts as research indicates that this is common in policies for boards. The College is also working on an employee code of ethics that will connect all of the Institution's primary ethical obligations into a single reference document for employees. These procedures will have accompanying documentation processes that will be integrated into the College's training and evaluation components.

The College has also recently implemented a centralized system for gathering complaints as described in 2P4. While LCCC has had numerous mechanisms and venues for collecting feedback and complaints, they have been disparate and have not allowed for overall summative evaluation of the feedback to look for themes that may need to be addressed. The centralized complaint system will help address this.

To develop the ability to have national benchmarks on a variety of organizational climate and employee satisfaction elements, the College plans to replace its internal Campus Climate survey with the Noel-Levitz College Employee Satisfaction Survey. This survey includes the majority of elements currently covered in the internal survey but also allows for customized additions that meet institution-specific needs or desires. The result will be continuity for internal benchmarking on these elements, while also allowing for national benchmarking of broader analysis of campus climate.

Finally, the College continues to develop and improve employee training and performance management processes on the campus. The Institution is currently working on an updated performance management policy, procedure, and process, as well as additional trainings for managers and employees in general. All of these will help to ensure that integrity remains healthy at LCCC.

Category Five: Knowledge Management and Resource Stewardship

Introduction

LCCC is an institution in transition and has used the past two years for capacity building. The added capacity in knowledge management processes will soon generate anticipated data results that identify strengths and weaknesses in the College's multiple capacity designs. One shining example of data-informed decision-making capacity is the College's strong development and use of rubrics to systematically impact resource distribution in alignment with the Institution's values, prioritized strategic planning strategies and KPIs. Multiple cross-campus committees now use these rubrics to make high-stakes resource decisions.

The Institution made several advances in knowledge management since its 2010 Systems Portfolio that demonstrate its movement beyond the reacting phase of knowledge management to the systematic phase. The College's design of knowledge management is no longer determined solely by external stakeholder needs, but it has and continues to develop internal sources of stakeholder feedback methods. For example, the comprehensive KPI system is heavily reliant on internal feedback. IR regularly gathers cross-campus representatives to revise surveying and to advise ongoing data reports such as enrollment. IR also has greatly expanded its development of comparative data resources and aligned them with the KPI data targeting. In addition, several of LCCC's new AQIP action projects for 2014-15 have their continuous improvement activities aligned to IR data resources. IR recently hired a new research analyst who will help design tools to measure how well LCCC's database infrastructure is being used for decision-making needs. A new technology oversight committee begins formation of a technology plan and the development of analytics in November 2014.

Recently, Administration and Finance Services used an AQIP Action Project to launch a new budget process that is closely aligned with the College's Strategic Plan and KPI using a systematic rubric decision-making process. The College's ITS now operates optimization processes that achieve fuller capacity of technology resources and supports continuous improvement of technology infrastructure. To systematically support education programming, LCCC recently adopted a new LMS, a new online assessment and program review system, and new advising early alert software (Starfish). Fiscal, physical, and technological infrastructure areas will soon acquire a more robust self-evaluation process for continuous improvement when LCCC develops its new non-academic program review process as a 2014-15 AQIP Action Project.

Knowledge Management

5P1 Knowledge Management focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making

As shown in Figure 5P1-1, LCCC's Knowledge Management Process begins with an examination of data and information needs in three key areas: (1) continuous improvement expectations related to institutional strategic planning as well as AQIP assumed practices, (2) internal operational decision-making needs of programs, departments and the Institution, and (3) formal external regular reporting requirements.

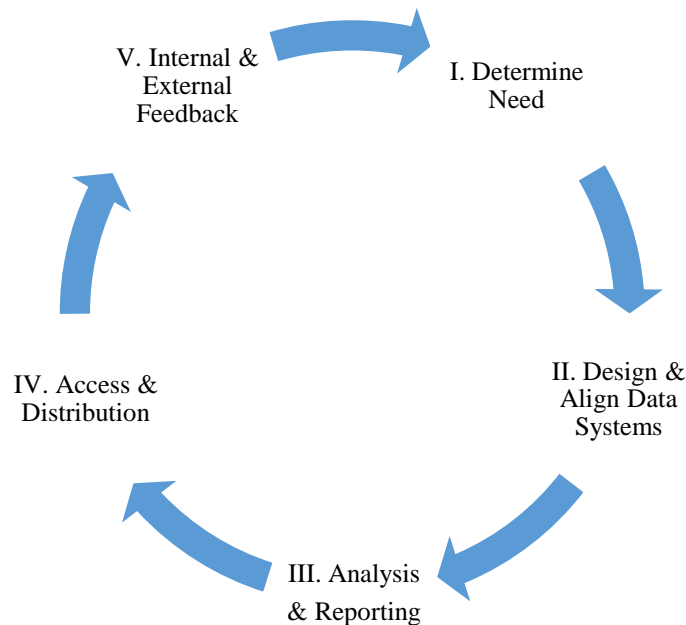
Figure 5P1-1: LCCC's Knowledge Management Process

Figure 5P1-1

Institutional Effectiveness (IE) and Institutional Research (IR) staff meet regularly with College decision makers to determine if their data and information needs are being met. Additionally, staff seek external input through participation in professional associations (such as the Association for Institutional Research) and review of emerging research on student success to ensure that the College is prepared to meet developing internal and external information needs. Finally, the various College offices responsible for external reporting (primarily the IR Office, but also Financial Aid, Human Resources, and Accounting, among others) use the external requirements, in part, to select and organize data. For instance, both Financial Aid and HR have recently made changes to data collection and organization to better align with federal reporting guidelines. More detail on these processes can be found below in the section titled “Determining data, information, and performance results that units and departments need to plan and manage effectively.”

For Component II of LCCC's Knowledge Management Process (Design & Align Data Systems), the College has invested heavily in database resources to organize data effectively for user decision-making. Responding to client needs among the three pathways, the Institution relies on multiple data input resources to enter data to campus databases according to defined uniform standards for accuracy and reliability. See Figure 5P1-2 for a list of the higher impact databases used on campus.

These systems are selected and developed using a consultative process. When the addition of a new system is being considered, the process begins with potential end-users, who work collaboratively to articulate their requirements for the new system. A team, which includes representation from IT to ensure that any new system will be compatible with existing systems, researches available systems and makes a recommendation. Additionally, the College has two standing committees, the Colleague Users Group (CUG) and the recently formed Data Standards Oversight Committee (DSOC) that collaborate to ensure that modifications to the College's main SIS are aligned with best practices. The roles of these

committees are discussed in more depth in the section on “Ensuring the timeliness, accuracy, reliability, and security of the institution’s knowledge management system(s) and related processes.” Finally, the College uses an RFP process to acquire new systems.

Figure 5P1-2: Examples of LCCC Data Organization Systems		
System	Primary Function	Data Type(s)
Colleague (SIS)	Student Information System	Student, HR, finance, financial aid
D2L	Learning Management System (LMS)	Online campus, student learning assessment
Campus Labs	Continuous improvement	Student learning assessment, program review, Strategic Plan metrics, survey results, student activity tracking
Starfish	Advising management	Early alert information and communication sharing
Maxient	Title IX complaints, case management	Health and wellness, number and type of complaints
Image Now	Document collection and management	Access/usage information
MyMathLab	Developmental math	Attendance, performance
EaglesEye (Campus Cruiser)	Intranet portal	Forum comments, policy feedback from faculty/staff
R25	Scheduling	Usage statistics
Track It	IT workload management	Customer satisfaction
Amplifund	Grants tracking	Reports due, task monitoring, fiscal data
TutorTrac	Tutoring activity monitoring	Participation patterns in tutoring

Figure 5P1-2

Colleague is the College’s primary database; it contains information about students and enrollment, financial aid, human resources, and budget and finance. Reports and management information are produced using the Colleague Reporting Objects and Analytics (CROA) tool. Some reports are emailed directly to end users; in other instances, data is extracted and analyzed using statistical software. The analysis is often a collaborative effort, with IR staff assisting data users and decision-makers to frame research questions and to interpret results. Reports and information are shared using a variety of approaches, including email attachments, open forums, LCCC’s website and the College’s intranet portal. (See Component III, Analysis and Reporting, of LCCC’s Knowledge Management Process shown in Figure 5P1-1.)

Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements

Responding to its 2011 Appraisal Feedback Report, the College has significantly broadened the access to data to strengthen decision-making effectiveness (see Figure 5P1-1). The College uses several access methods, including the many analytics dashboards that databases such as SIS, D2L, and Maxient provide. For example, Maxient contains 99 possible reports and 6 dashboards for use in viewing analytics from various date ranges. After some initial difficulties with CROA dashboard, some campus users are beginning to utilize this access feature more effectively to inform decision-making.

LCCC’s recent re-implementation of the Campus Cruiser portal, known as EaglesEye, is rapidly expanding the access and sharing of knowledge management information. For example, the Office of Institutional Effectiveness presents program review manuals, Innovation Funds Award decision-making rubrics, and assessment plan templates on its public area for broad viewing. IR displays some data sets,

such as the KPIs institutional report card, enrollment data, and consumer information on the Institution's website and internal portal.

Frequently, IR sends individual targeted reports to users using e-mail. Open forums, including faculty in-service training and KPI forums, are held periodically throughout the year; IR uses these to notify the campus of broad data resource capacity such as KPI data that informs the Institution's continuous improvement progress. Regular internal reports, such as enrollment, are sent to a wide listing of campus decision-makers, such as the President, Vice President of Academic Affairs, deans and others.

Program review offers another platform for data access and shared analysis as IR places a uniform data profile and KPI data into all online self-studies. This data is visible for both program faculty preparing self-studies and the twenty or so faculty reviewing self-studies annually. This is a strong comparative data resource for programs and provides a systematic method for shared analysis of data by faculty and staff having multiple perspectives and varied office locations across campus. This routine analysis of data for the purpose of continuous improvement adds a systematic element to data analysis that the last Appraisal Feedback Report showed as missing.

Determining data, information, and performance results that units and departments need to plan and manage effectively

The design of data resources at LCCC is substantively informed by a feedback system component of the knowledge management's process (see Figure 5P1-1). Not only does the system provide information on client needs, but it generates data on process performance that informs continuous improvement. While this feedback emphasis is in its developing stages, it is a movement away from the sole reliance on external needs as recommended by reviewers in the 2011 Systems Appraisal Report, LCCC's most comprehensive needs analysis for external stakeholders related to a forecast scanning exercise that guided the 2013 Strategic Plan development. The analysis involved leaders of several stakeholder groups who were asked to provide input based on two questions, listed in Figure 5P1-3. External input also included results of a systematic review of emerging research on student success and other national policy issues.

Figure 5P1-3: Strategic Planning: Involving External Stakeholders	
In what direction is your organization headed? Share the challenges, opportunities, goals and aspirations your organization has for the near future (three to five years).	
If you were in charge of LCCC, what would you have us do to help your organization and/or the community and state succeed?	
Participating External Stakeholders	
State of Wyoming	City of Cheyenne
Wyoming Community College Commission	Laramie County School District 1
Cheyenne Chamber of Commerce	Laramie County School District 2
Cheyenne LEADS	Albany County School District 1
Laramie County	University of Wyoming

Figure 5P1-3

The feedback from these external sources, together with input from internal stakeholders including students, faculty, staff, administrators, and trustees, as well as preliminary results for the KPIs, guided the development of the current Strategic Plan. The strategic priorities inform the process of determining the data and information needs of internal stakeholders, both for operational decision-making and for evaluating the effectiveness of strategic initiatives. This is a collaborative process coordinated by IR staff. Additionally, IR staff analyze requests made through its project request process for patterns of data that inform future regular internal report development or added analysis needs.

A similar collaborative process is used to develop data and information to meet continuous improvement and Strategic Plan monitoring needs. Through a series of action projects, using cross-functional teams,

the College has developed and implemented its KPI system. The indicators and measures in the system were selected and developed to assess the College's performance in nine key areas related to LCCC's mission and goals. Whenever possible, measures incorporate data and information that is collected as part of regular internal and/or external reporting. The results, summarized in the form of an annual KPI report card, incorporate external benchmark data as well as LCCC historical data and goals. Figure 5P1-4 shows the most recent KPI report card.

Figure 5P1-4: 2013-14 LCCC KPI Report Card		
	2012-13	2013-14
Overall Grade	C	C
Key Effectiveness Indicators		
A. Student Participation and Achievement	C	C
B. Academic Preparation	C	C
C. Transfer Preparation	B	B
D. Workforce Development	B	B
E. Community Development	B	B
Key Efficiency Indicators		
F. Instructional Productivity	B	B
G. Fiscal Stewardship	D	C
H. College Affordability	B	C
I. Campus Climate	B	C

Figure 5P1-4

In 2014, the Institution formed a new program review process that uses KPI data and campus client-informed program profile data. Institutional Effectiveness staff meet annually with faculty and deans whose programs have undergone review for de-briefing sessions that inform improvements on data presentation.

At the department/program level, data and information needs for both improvement and operational decisions are also determined primarily through collaboration. IR staff generally coordinate these efforts. For example, in spring 2014, IR led efforts to update the Alumni and Graduate Exit surveys, adding several items that include student feedback on their achievement of the new institutional competencies. In 2014-2015, IR is gathering faculty and deans to update the student course evaluation and to review the exit assessment of graduating students' achievement of institutional competencies (currently the Education Testing Service (ETS) *Proficiency Profile*). Another example is the recent campus-wide meeting, organized by IR, on enrollment data needs to improve reporting for data users. Data users offered several more recommendations for implementation, as shown in the excerpted meeting minutes (see Figure 5P1-5).

Figure 5P1-5: Excerpt of Enrollment Monitoring Meeting Minutes 9/12/2014, 2:00 – 3:30 PM, CCI 123
The group decided to remove the following tables from the monitoring reports but retain them in the final reports at the end of every term: - by gender, and - by ethnicity
The group decided to change the “declared program/major” table considerably. This table will now show all programs broken out by each program title (ex. “AA – Art”). Sarah will try to retain the “multiple programs” category. Otherwise, the table will have duplicate counts. This table is scheduled to begin for 15SP reporting. In the interim, Sarah will use the newly recommended table for the monitoring reports.
A second table was requested for tracking “home location” as defined by each student. This field will be requested on LCCC’s application and updated every semester during a student’s advising meeting. This table will serve to aid student services planning, as these counts will determine where students receive their services. This table will be distributed with the final reports at the end of each term and as annualized counts (unduplicated) at the end of each year. FTE will be included if possible.

Figure 5P1-5

In addition to internal collaboration, external feedback is used to determine user need for data and information to support decision-making. IR staff actively participate in national and regional institutional research professional associations. Additionally, IR and IT staff participate in state committees. IR staff also research available external benchmarking sources as well as emerging policy issues that impact future data and information needs.

Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes

Data security roles are assigned to appropriate responsibility areas across the Institution. For example, within LCCC's SIS, users are assigned security roles based off their job requirements that allow them different levels of access to data within the system. Request for employee access is made to ITS, then it is sent to the data managers for each of the modules within SIS to approve the access requested, ensuring the access requested is necessary for the employee and his/her job duties. After approval is received, ITS staff complete the security request. The College's other larger data management systems (such as the system for early alert of at risk students (Starfish) and the continuous improvement system (Campus Labs), among others) also share this method of ensuring data security.

Because ITS and IR are organizationally part of the same Institutional Effectiveness office (IE), they work closely together to ensure the security and reliability of data. ITS's auditing of software licensing and frequent security monitoring of network systems helps protect users and the data they access. In addition, the IE structure ensures that data knowledge management synergies form among IR, ITS, and the Grants office in areas such as academic analytics development, assessment tool development, and capacity building.

CUG serves as an advisory committee and works to improve the data warehouse effectiveness and to strengthen CROA data reporting. In addition, LCCC has recently established a Data Standards Oversight Committee (DSOC) to ensure the highest possible level of institutional data quality, accuracy, and consistency for accurate reporting and, therefore, decision-making that ultimately impacts LCCC student success. The DSOC collaborates with CUG and is developing processes for revising and sharing data definitions, identifying and correcting data entry errors, and ensuring consistency and reliability of CROA reporting from SIS.

5R1 What are the results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution?

Outcomes/measures tracked and tools utilized (including software platforms and/or contracted services)

The number of decision-making processes that embed the use of KPI data is one measure of how data, information, and performance results are used in decision making. Several of these processes (annual budget request, new position requests, and academic program review, for example) involve the use of rubrics to evaluate the use of data and information, as well as the alignment with the College's strategic priorities and KPIs. Analysis of evaluators' rubric scores gives an institutional measure of how effectively the data is used to make decisions.

As systematic processes are developed and revised, assessment tools are incorporated into those processes. For example, the annual program review process includes an annual evaluation step whereby IE staff visit with all programs that have completed program reviews. The feedback is intended to provide information on future data needs of these programs and informs IR about the effectiveness of its data presentations in the online program review self-studies.

An analysis of President's Cabinet minutes is also used to determine how different areas of the College use data and information in decision-making processes. Additionally, IR staff collect feedback on the use of data through forums, meetings to develop new reports and analysis, and monitoring the kinds of data requested through its project request system or in response to regular reports. Finally, measures in the KPI system are used to evaluate progress toward the accomplishment of strategic goals and priorities.

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

Several key processes incorporate the use of KPI data and other performance information into decision-making and evaluation, as shown in Figure 5R1-1. These decision-making processes include: 1. Annual Budget Development, 2. Human Resources New Position Prioritization, 3. Program Review, 4. Annual Program Analysis, 5. One-time Funding Requests, and 6. Innovative Funds Awards.

A formal analysis of how data is used in these processes is not yet available since most of these processes and the associated evaluation rubrics have been recently implemented. However, there are several examples of how data have been used to inform decisions and processes in the past year. For instance, enrollment reporting results were used during the summer to manage recruiting efforts. The President's Cabinet worked with IR staff to develop data about students who enrolled in spring courses but did not enroll in fall. Responding to data showing that a substantial number of students had not enrolled in fall courses, Student Services coordinated a staff phone calling effort that contacted many of these students, resulting in a significant enrollment increase.

Another example is how data and information on scholarship distribution helped in the redesign of scholarship definition and distribution in 2014. It is now more evenly distributed among the schools, better connected to FAFSA completion, and tied more closely to demonstration of scholarship requirements.

Figure 5R1-1 shows 2013-14 results for KPI measures that are linked to the College's strategic priorities, which emphasize student success and completion.

Figure 5R1-1: KPI Results for Strategic Priorities				
Description	2013-14 Result	Target	Benchmark Value	Benchmark Source
Fall-to-fall Persistence - Full-time IPEDS cohort	52.89%	60.59%	55.00%	IPEDS
Graduation Rate - Full-time IPEDS Cohort (150%)	25.42%	13.58%	21.00%	IPEDS
Enrollee Success Rate (Course Completion Rate)	75.00%	74.37%	74.71%	NCCBP
Transfer Degrees Awarded	343	358	NA	NA
Workforce (CTE) Degrees and Certificates Awarded	447	368	NA	NA

Figure 5R1-1

Comparison of results with internal targets and external benchmarks

The KPI system includes internal targets (improvement goals) for all measures. Additionally, the system includes external benchmarks for many measures. External benchmark sources include IPEDS, the National Community College Benchmark Project (NCCBP), the Wyoming Community College system, and CCSSE. Comparison data for selected Strategic Plan measures are shown in Figure 5R1-2 above.

Interpretation of results and insights gained

Through the comprehensive KPI system, the College gathers data for multiple LCCC strategic planning initiatives. IR staff and College leadership agreed on a set of KPI measures for determining program performance for program review. The data generated revealed a quintile level of rankings for LCCC's fifty-four academic programs. This supports the College's decision making for determining the order of programs that undergo program review.

511 Based on 5R1, what improvements have been implemented or will be implemented in the next one to three years?

Responding to feedback from the 2011 Systems Portfolio Feedback Report, LCCC's IR staff substantively expanded its benchmarking capacity. Expanding from the federally required IPEDS participation, IR now participates in the biannual CCSSE, and SENSE surveys, the NCCBP, CCA, CUPA-HR and several others (see Figure 511-1).

Figure 511-1: Examples of External Comparative Data Sources	
Source	Examples of Meeting Data Needs
Community College Survey of Student Engagement (CCSSE)	Benchmarking for KPI system Student services evaluation, needs assessments Faculty evaluation of student engagement strategies
Survey of Entering Student Engagement (SENSE)	Student services evaluation, needs assessments Faculty evaluation of student engagement strategies
Community College Faculty Survey of Student Engagement (CCFSSE)	Student services evaluation, needs assessments Faculty evaluation of student engagement strategies
National Community College Benchmark Project (NCCBP)	Benchmarking for KPI system
Complete College America (CCA)	Benchmarking for KPI system Complete College Wyoming goals
Integrated Post-Secondary Educational Data System (IPEDS)	Benchmarking for KPI system Complete College Wyoming goals
Wyoming Required Annual Reporting (enrollment, performance indicators, workforce activities, etc.)	Benchmarking for KPI system, strategic planning, program development, etc.
Educational Testing Service (ETS) Proficiency Profile	Student learning assessment at graduation

Figure 511-1

Other improvements include:

- Developing and implementing the comprehensive KPI system to inform the LCCC's continuous improvement efforts.
- Adopting Campus Labs as the College's online continuous improvement managements system.
- Developing and implementing a new complaints policy and procedure to centralize complaints management and adapting the Maxient software to collect and manage information related to student complaints.
- Expanding IR capacity to help decision-makers with data analysis, expand analytics development, and form data visualization for campus data access by creating a new Research Analyst position.

Planned improvements include the development of the self-evaluation capacity for fiscal, physical, and technology infrastructure areas using a new non-academic program review process as part of a 2014-15 AQIP Action Plan. Additionally, the Center for Teaching & Learning is working with faculty to refine how data is developed in D2L for yielding better student learning information out of the College's general education assessment effort. Finally, the development and implementation of an Institutional Effectiveness survey to determine stakeholders' additional data needs as well as to evaluate the College's knowledge management processes is being planned and an evaluation process will be incorporated into the KPI system during the next year.

Resource Management

5P2 Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Maintaining fiscal, physical, and technological infrastructures sufficient to support operations (5.A.1)

The process for resource management at LCCC is moving from the reacting phase to systematic. More so than in past years, the needs of students and stakeholders impact the design of LCCC's infrastructure. However, the Institution continues to strengthen its feedback infrastructure so that it provides better needs and satisfaction information. More progress has been made on aligning resource development.

The budget process aligns resource distribution to strategic planning and institutional priorities that emphasize educational programming. A contingency fund is in place for emergencies. The Institution regularly engages in the state of Wyoming's process for funding major construction projects as identified in the Campus Master Plan, annual surveying of campus units, and in accordance with State priorities. To sustain tuition funding, the College participates in ongoing and strategic enrollment management activity that has produced modest enrollment increases over a five-year period. A technology student fee and online student fee aligned to education purposes support resource development that strengthens and modernizes instructional capacity for student learning (5.A.1).

The College's resource management includes an acquisition procedure to support the maintenance of infrastructure. It requires the use of campus feedback to impact decision-making. The College's Contract and Procurement policy defines the competitive resource selection procedure and corresponding feedback requirement. Included is a negotiation feature that the Director of Contracts and Procurement uses to lower resource costs over time.

For example, the selection of the College's new LMS was completed in the last three years. The need for a new system and the selection of an alternative was determined by campus-wide feedback of needs involving faculty, students and staff members with members of each group comprising the LMS selection committee. During the evaluation process, these stakeholder groups completed surveys that revealed the desired LMS characteristics and evaluations of the top vendors that provided on-campus demonstrations. This campus feedback informed the final decision to select the D2L software.

This emphasis of campus feedback for resource acquisition decision-making was repeated during other recent software purchases, including the 2013 purchase of Campus Labs modules that support the College's continuous improvement efforts for student learning assessment, online program review, student course survey administration, campus-wide survey administration, and monitoring of student activities. Much of LCCC's recent resource capacity building supports the program completion agenda and AQIP continuous improvement emphasis.

Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs (5.A.3)

Resource management goals align with LCCC's mission, Strategic Plan strategies, and the College's continuous improvement KPIs. Content and directional alignment is accomplished formally with the budget process, which requires new budget resource expenditures and HR position requests to be aligned to institutional priorities using a rubric decision-making process. The recently formed 2013-2020 Strategic Plan is a response to emerging needs, especially those articulated in the Complete College America agenda. Nearly all of the College's recent software acquisitions, positions, planning, and policy development is impacted by this agenda.

The College's strategic priorities are aligned with the Institution's mission, and consistent resource management over the last four years demonstrates that these goals are realistic. The revenue sources are evaluated and estimated at the beginning and throughout the budgeting process. The evaluation includes an estimate of tuition and fees based on the tuition rate and projected enrollment, the projected state aid received through the state (WCCC) funding formula, and local appropriation based on projected property tax assessment. A substantial majority of one-time-funding requests and increases in operational expenditures were funded for 2014-15. In addition, the College has an A+ bond rating. Its Net Position rose nearly \$4,000 to \$68,360,920, and the Institution consistently maintains a well-managed contingency fund. Recent new hires across the College, as well as structural reorganization aligned with recommendations of the 2011 Brain Trust evaluation, provide the organizational capacity to achieve the Institution's mission and goals (5.A.3).

Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

LCCC's resource distribution procedures protect the funding of educational purposes. The Contracts and Procurement process includes a notification requirement for all software product purchases to be routed to ITS so that their technology support needs are communicated to ITS staff before the software is purchased. This ensures that 1) there is no duplication of software purchases, 2) the Institution has the capacity to effectively run the software, and 3) any associated costs related to the administration of the requested software are revealed before purchases are made.

A student fees policy guides campus administration of student fees. The College's current student technology fee (\$10 per credit hour) funds ITS staffing and technology resources used for education purposes. The fee structure requires that all expenditures be monitored and related to educational purposes. ITS maintains a log of technology fee expenditures to ensure that they are achieving institutional priorities and supporting education purposes.

These technology funds are used to support the learning technology environment for students and faculty. The budgets are administered through ITS and are allocated to support student success in the classroom and throughout their academic experience at LCCC. A few of the major initiatives covered by this fee include the salary and benefits of 1.5 FTE (student proctors at the campus help desk), the LMS, and the Microsoft campus agreement, which provides students with a current copy of the Microsoft Office suite at no additional cost. Funds are also used to enhance network connectivity via wired and wireless methods, computer and printer availability in the classrooms and labs (\$25 printing costs per semester), Smart classrooms, and a variety of other software applications used in conjunction with educational activities.

In addition, increases in budget expenditures and HR positions are regulated by a decision-making process that is aligned with rubric traits that favor educational purposes over non-educational purposes. In fact, the Institution struggles at times to award requested funding for infrastructure. This, along with other examples of regulation ensures that adequate funding is directed to educational purposes (5.A.2).

5R2 What are the results for resource management?

Outcomes/measures tracked and tools utilized

LCCC uses the Colleague Financial System's chart of accounts' structure to direct funds to all units of the College. The chart of accounts is designed in a hierarchical manner using a numerical system developed in collaboration with the WCCC and the other six Wyoming community colleges. Each academic area is represented and is given the approved spending authority to complete its mission as described through the budget process. The structure follows the standard coding used in IPEDS reporting and facilitates comparative reporting to other academic units or peer institutions. The system easily allows for trend analysis by program for decision-making. LCCC is in the process of developing dashboards and

intelligent reporting that will facilitate greater understanding of the financial information by constituents including the Board of Trustees and external funding agencies.

In the spring of 2011, LCCC hired the team of JJR, Paulien & Associates and Anderson Mason Dale (AMD) Architects to update the existing Campus Master Plan in an effort to ascertain the short and long term programmatic needs of the College and to solidify a vision for the campus that supported the College mission. In order to understand the physical infrastructure and assess the existing physical resources, AMD Architects conducted a facilities assessment of the existing campus buildings.

LCCC uses the facility condition index (FCI), the assessment standard for the National Association of College and University Business Officers, as the metric for evaluating the condition of existing facilities. The index is the result of dividing the sum of all repair, maintenance and replacement deficiencies by the current replacement value. Criteria are evaluated in the following manner: Good is less than .05, fair is between .05 and .10, and poor is over .10.

Additionally, the College uses a functionality index as a subjective evaluation to assess how well suited the building is to accommodate the intended functions and programs. The functionality index is useful in evaluating the qualitative aspects of program need. Although the building may provide the square footage in purely quantitative terms, it is important to the overall master plan improvement recommendations to consider how well the programs are being delivered. Each building received a functionality index based on current state of the art teaching methodologies and the systems necessary to support those teaching pedagogies. Categories of performance include special configuration, support, casework, services, etc.

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

Based on the College's 2011 facilities assessment by JJR, Paulien & Associates and AMD Architects, analysis of the FCI findings revealed that nine Cheyenne campus buildings rated poor, including administration, business, training center, automotive, physical plant, and agriculture arena.

The 2011 building space analysis projected that the Cheyenne Campus will grow a total of 2,665 FTE students or 10% by the Plan Horizon. Using fall 2010 as a base year, a 579,748 ASF guideline space need or 116,386 ASF deficit was generated for the campus with the 10% growth scenario. In the long term, both campuses generated deficits of space and will require additional facilities to meet their future academic mission. On the Cheyenne campus, the student center and assembly/exhibit displayed the largest projected deficits. See Figure 5R2-1 for a summary of projected needs for building space.

Figure 5R2-1: LCCC Space Needs Analysis Findings			
Year	Existing ASF	Guideline ASF	Space Deficit
Cheyenne Campus			
Base Year	482,022	506,955	(24,933)
10% Growth	463,362	579,748	(116,386)
20% Growth	463,362	606,227	(142,865)
Albany Campus			
Base Year	20,123	30,745	(10,622)
10% Growth	20,123	33,828	(13,705)
20% Growth	20,123	40,524	(20,401)

Figure 5R2-1 *ASF = Assignable Square Feet

Comparison of results with internal targets and external benchmarks

The state uses a competitive process for allocating construction resources. Each community college submits requests to the Department of Administration and Information, Construction Management. This public information serves as a resource for comparing institutional requests, needs, and funding amounts. For 2015-2016, LCCC's \$2,985,000 in construction requests exceed the \$2,657,866 of available funding.

Interpretation results and insights gained

Based on the professional experience of JJR, Paulien & Associates and AMD Architects, LCCC Cheyenne campus was not fully utilizing its classroom space. The Albany campus performed better in this category. Responding to this feedback, LCCC introduced a class fill rate indicator as part of its continuous improvement KPIs monitoring that is now included in program review analysis.

The external architects' analysis centered on the functionality index revealed that most buildings, with some renovation, will serve their program adequately. The buildings that scored a 50 or lower should be targeted to be re-purposed or significantly remodeled to accommodate the intended function. Those buildings include the Center for Conferences and Institutes, Ludden Library, Residence Hall West, Science Center and the Training Center. Although the Science Center is in relatively good condition, modern teaching pedagogies in science would suggest that this program should find a new home or a major remodeling should be considered.

5I2 Based on 5R2, what improvements have been implemented or will be implemented in the next one to three years?

- Developed a KPI measure to track the course fill rate of the Institution with emphasis on identifying and strengthening low performing areas for better classroom utilization.
- Completed a successful bond issue for adding two new buildings with construction scheduled to begin in spring 2015: a student services building and an industrial tech. flex building.
- For the upcoming FY 2016, the Wyoming Department of Administration and Information, Construction Management includes on its funding record five of the building improvements identified in the LCCC 2011 JJR, Paulien & Associates and AMD Architects evaluation required maintenance upgrades, including HVAC controls in four buildings, lighting upgrades and others.

Recent improvements in ITS are shown in Figure 5I2-1. These were identified by a combination of stakeholder needs ranging from state agency requests, rising use of student-faculty handheld technologies, and an employee climate survey asking for added communication resources.

Figure 5I2-1: ITS Improvements, 2011-2014

Improvement	Completion Date	Justification for Change
Migration of SIS to SQL server	July 2013	Improved database technology; Wyoming Community College collaborative project
Implementation of D2L	May 2013	Improved system for student learning and faculty teaching, especially in online environment; campus-wide committee selection process, including students
Implementation of CROA	October 2013	Solution after migration of SIS to SQL server; Wyoming Community College collaborative project
Phasing in virtual desktops and virtual servers	Started 2011 - Continues today	Reduction in energy costs, human resource management, and cost saving initiative
Upgrade of campus backbone wiring	Summer 2012	Improved support network infrastructure and BYOD initiatives as a result of switch to single mode fiber
Installation of digital message signs	September 2013	Improved communication on campus and added avenue for emergency alert notification
Re-implementation of Eagles Eye (campus portal)	June 2014	Improved user experience; central system collects information from around campus
Replacement of campus core router	December 2012	Enhanced features support new backbone wiring project; improved campus networking speed and reliability
Expansion of security cameras and central command center	Summer 2012 - Continues today	Improved campus security for students and employees
Implementation of one card system and door security	Started 2012 - Continues today	Improved campus security and building controls

Improvement	Completion Date	Justification for Change
Expansion of wireless access points	Summer 2013	Improved student access around campus and residence halls.

Figure 5I2-1

Operational Effectiveness

5P3 Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Building budgets to accomplish institutional goals

The College's refined budget process is a good example of the Institution's recent expansion of systematic process capacity building. In 2013-2014 LCCC submitted a new AQIP action project: Develop an inclusive, objective, and transparent budget development process. Subsequently, the Budget Process Advisory Committee (BPAC), which has cross-campus representation, completed the development and process mapping of the College's budget process. It is articulated in the Budget Process Manual, which is accessible campus-wide through Eagles Eye.

The budget process involves staff, faculty, and administrators in the budget formulation and assigns responsibility to those who share in the authority to implement the budget. The budget is decentralized along organizational lines. For example, a dean/director is in the best position to set priorities for effective operation. This inclusive process has the BPAC committee responsible for continuous improvement of the budget process, e.g., revising of rubrics or forms to match stakeholder needs. The BRAC (eleven members), which is also a campus cross-sectional sub-committee of College Council (twenty-four members), uses the budget decision-making rubric to rank or prioritize the one-time funding requests and the expenditure increases for operational budgets. It reports this data to the full College Council, which represents all sections of the campus, for approval. The President's Cabinet comprises the final approval step.

Reinforcing a systems approach, budget requests are tied to the Strategic Plan and the KPIs by individual cost center managers (CCM) who are required to support their expenditure increases with planning and KPI support rationales. The budget serves as the visual tool to assist in finance decisions and to allocate the financial resources to the goals of the Strategic Plan. This is accomplished by using a decision-making rubric that includes the following criteria: department rationale, Board of Trustees' goals, LCCC KPIs, and ten traits: (i) alignment with LCCC Strategic Planning Goals and Strategies, (ii) alignment with LCCC KPIs, Wyoming Performance Funding and AQIP action goals, (iii) impact on teaching and learning, (iv) impact on instructional program offerings, (v) impact on services provided to students, (vi) impact on Campus Advancement and Creativity, (vii) impact on evaluation methods/tools that contribute to continuous improvement of programs and services, (viii) feasibility of implementation, (ix) impact on overall operational effectiveness and efficiency, and (x) impact on Campus Infrastructure.

The budgetary cycle consists of the evolution, implementation, and evaluation of the budget. This cycle's process steps consist of 1. Preparation (a school function); 2. Presentation (an administration function); 3. Adoption and Authorization (a Board of Trustees function); 4. Administration and Implementation (a school and administrative function); and 5. Evaluation (a combined administrative and Board function). See Figure 5P2-1 for an excerpt of the process (5.A.5).

Figure 5P-2: LCCC Budget Process Map

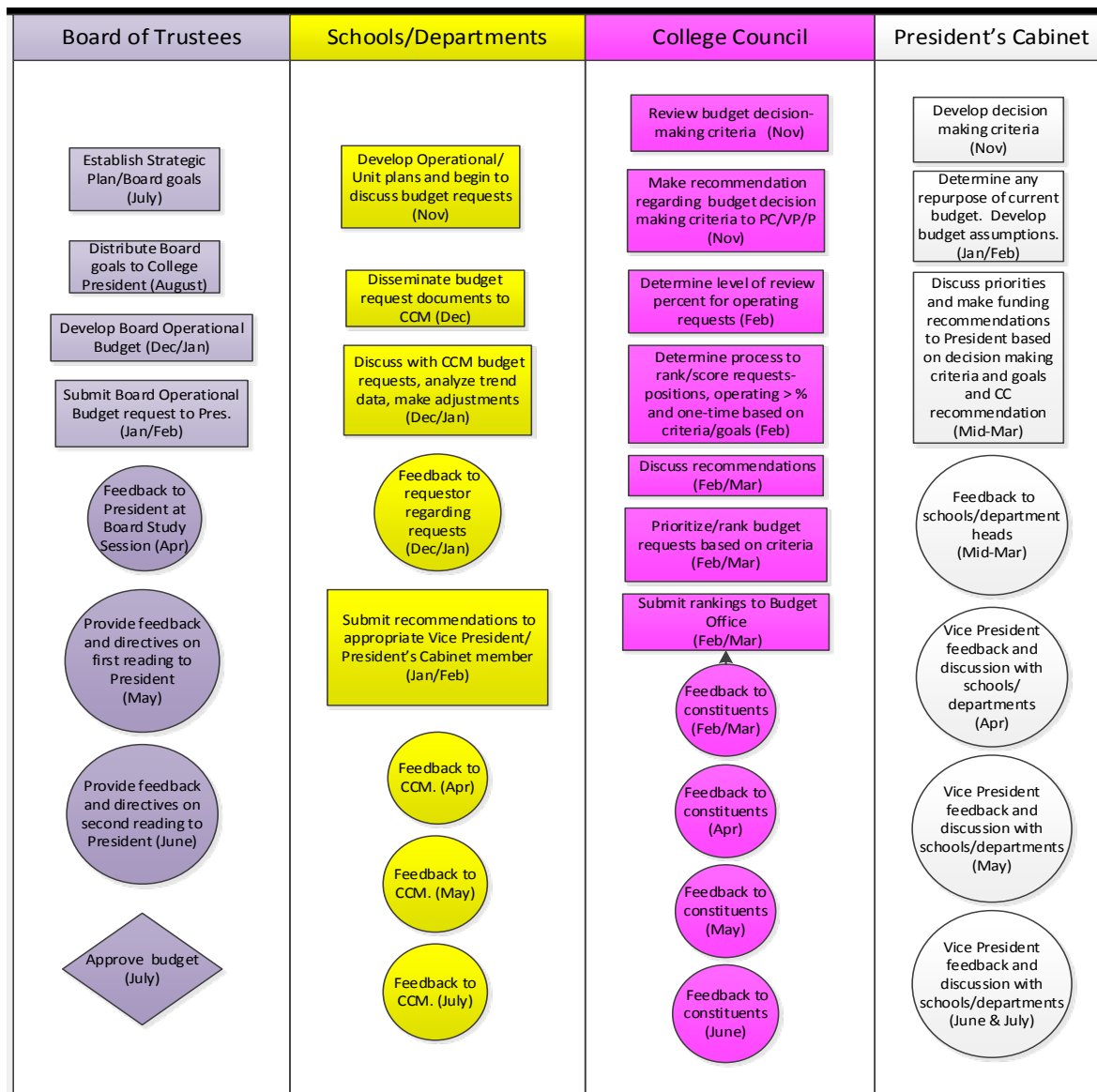


Figure 5P2- 1

Monitoring financial position and adjusting budgets (5.A.5)

The process of monitoring the financial position and adjusting budgets has multiple approaches at LCCC. After the Board of Trustees' approval of the budget, the Budget Office facilitates recording the approved budget into each cost center and notifying the cost center managers. The Budget office monitors the activity and frequently distributes feedback throughout the system, notifying the cost center managers of any issues. The disaggregated structure provides cost center managers with responsibility for over-expenditures or for requesting additional budget spending authority through their Vice President. To support the process' disaggregated cost-center decision making and management, the Budget Office develops data/information and distributes them as a monthly account availability report to all budget managers with percentage of annual budget committed. The Administration and Finance Services division also produces monthly reports including investment balances, cash balances and revenue to expenses on a monthly basis, for distribution among upper administrators and the Board of Trustees (Vice-President of

Administration and Finance Services serves on the President's Cabinet and attends all Trustee meetings) (5.A.5). The initial budget and any budget amendments are approved by the Board of Trustees.

To regulate the distribution of spending authority, LCCC Administration and Finance Services Division maintains a signature manual that lists all individuals who, by position description or delegation, have been given authority to sign payment documents, access encumbered funds, or charge expenses on college accounts. Authority to approve budget expenses is based upon the type of purchase and the dollar amount involved and is applied in accordance with the LCCC Signature Authority procedure. Supervisory oversight includes monitoring of budgets for units within the reporting chain.

The Accounting Office uses a system of Internal Control that audits all payments made against budgeted spending authority for compliance with LCCC policy and procedure and state and federal rules and regulations. The Procurement Office reviews and processes all requisitions greater than \$2,500 for budgetary compliance before executing a purchase order. Administration and Finance Services has an annual meeting with the Board of Trustees to present the report of the annual audit.

Maintaining a technological infrastructure that is reliable, secure, and user-friendly

The ITS staff members use an optimization process to maintain and continuously improve the College's technology infrastructure. For example, instead of purchasing a new campus portal, ITS recently led an effort to re-implement the existing software solution. For feedback on design, it used a committee with broad campus representation to re-implement the existing software for easier navigation, better usability, and improved information sharing among campus and services for students. One re-implementation goal was to create the virtual office experience for clients, simulating a face-to-face office visit. ITS implemented user-friendly training resources for office personnel, so they can keep their office information current. End-user training was also provided to optimize the portal experience.

LCCC has adopted standardized equipment and software platforms to reinforce infrastructure integrity. In addition, ITS requires all equipment and technology purchases, regardless of funding source, to be submitted through the ITS approval process for sustaining compatibility and for ensuring adequate capacity to provide support.

Regular ITS audits ensure that no computer system used by LCCC student population is over five years old, and most of our computers are less than three years old. Classrooms and labs needing robust machines have these replaced more frequently, while the older machines are placed in less resource intensive spaces. The entire campus backbone wiring system was recently upgraded to the most current technology.

Maintaining a physical infrastructure that is reliable, secure, and user-friendly

Over the past four years, LCCC has worked to develop a systematic approach for maintaining physical infrastructure. For the last year the physical plant has used a recently purchased (2013) cloud-based corrective work order management and preventive maintenance system. The system enables the College to manage the work orders from request to completion and develop reports on performance. The preventive maintenance system schedules inspections and tracks vehicles, equipment, and buildings monthly, quarterly, semiannually and annually.

LCCC maintains a Campus Master Plan which incorporates the campus building condition index. It was assessed and updated in 2011. An annual review prioritizes projects and updates the deferred maintenance schedule. The state of Wyoming provides annual major maintenance funding, and this figure is used, along with the deferred maintenance schedule, to establish priority projects each year. Information from LCCC's ADA Committee and HR department is also used to determine physical infrastructure needs.

The College uses ad hoc reviews as targeted feedback opportunities for sustaining and improving physical infrastructure. LCCC recently contracted with a third party to receive a broad campus OSHA review. OSHA reviews can be requested through the state of Wyoming but are usually more limited in scope and provide the campus with less ability to build suggestions into long-term strategic planning. Safety areas affecting students (machine shops and labs) were prioritized, and the campus was assessed in three phases: review and report, area discussion of findings, and development of a plan. Most issues could be addressed by behavioral changes (e.g. more diligent labeling and inventory control); those that required resources beyond area capacity or addressed cross-campus issues (e.g. centralized database for Safety Data Sheets) were approved for funding through the Risk Management Committee budget.

Managing risks to ensure operational stability, including emergency preparedness

The College has begun to build capacity for process development for this activity. Following the model used by LCCC for the ADA committee and examples of best practices in Higher Education (particularly the work by EthicsPoint), LCCC has formed a risk management committee with representatives from Academic Affairs, Athletics, Campus Safety, Conferences and Institutes, Finance and Administration, Human Resources, Information Technology, Procurement and Contracting, Student Affairs, Research and Grants, and Residence Life.

The primary responsibility of this group is to communicate the needs of the compliance officers within each area, prioritize projects and to serve as an informational resource group. The Committee has developed and implemented the LCCC Risk Management Policy and Procedure (5.3 and 5.3P) and is in the final review stages of Hazardous Communication Program (Workplace Chemical Safety) Policy and Procedure and the campus risk management manual and accompanying materials.

The College is exposed to various risks of loss related to torts, theft of, damage to, and destruction of assets, errors and omissions, injuries to employees, and natural disasters. During the year ended June 30, 2013, the College contracted with various insurance companies for property insurance (including boiler and machinery), general liability insurance, professional insurance, vehicle insurance, natural disaster insurance, and insurance on the dental hygiene clinic. The coverage under each type of insurance policy varies in amounts and deductibles. The College did not experience significant settlements exceeding insurance coverage in the past three fiscal years and had no significant reductions in coverage from the prior year.

A significant operational management of risk on campus is delegated to LCCC's Campus Safety and Security Department (CSS), which manages the campus emergency plan and provides the following campus safety activities: text alerts for students and employees for emergencies or bad weather; emergency call boxes around campus; safety escorts for people walking to their vehicles or across campus (as requested); surveillance cameras in buildings; electronic access to residence halls only via key card (currently being expanded to additional campus buildings); safety officers working 24/7; emergency procedures flip chart in every office (911 protocol, fire, bomb threats, intruders, hazardous materials, etc.); and crisis communications plan.

Procedures for emergency preparedness are articulated in the 2013 *Emergency Response Plan*. It contains the procedures for methods of warning, checklists for hazard identification, threat responses, and steps for returning to normal operations. Emergency response messaging capacity is regularly reviewed and updated. For example, a 2014 campus committee evaluated the current processes for providing emergency notification in the case of severe weather, campus closures, and criminal activities. Message coverage and notification times were analyzed for continuous improvement. Strategically placed digital message signs add to emergency messaging capacity across campus when they are controlled centrally.

LCCC includes visual monitoring within its risk management process. It regularly expands its capacity to monitor campus activity as a deterrent for criminal activity but also to strengthen campus safety with

reduced response time for incidents. LCCC recently established a Central Communication Center, which allows the officers to monitor all cameras across campus. ITS expanded the Institution's storage capacity for the video surveillance systems to ensure that every camera has at least thirty days of retention. LCCC will be installing an additional thirty cameras to provide expanded surveillance.

5R3 What are the results for ensuring effective management of operations on an ongoing basis and for the future?

Outcomes/measures tracked and tools utilized

The College uses a system of internal control (checks and balances) to monitor all budgetary, expenditure and revenue activity within the financial system. This activity is audited annually by an independent auditor. This audit includes an A-133 audit for federal compliance with major federal programs. The Budget Process Advisory Committee and the Budget Resource Allocation Committee review the decision-making rubrics and processes, providing feedback each year as a continuous improvement feature of the budget process to develop information on results. The Composite Financial Index (CFI) ratios are prepared with data from the financial statements. These ratios will be compared to peer institutions and reported to the Board of Trustees.

The College also uses ad hoc reviews as targeted feedback opportunities. LCCC recently contracted with a third party to receive a broad campus OSHA review. The Risk Management Committee approved funding to implement the improvements identified.

The ITS process for effectively maintaining LCCC's technology infrastructure includes development of feedback methods that help staff identify infrastructure and resource weaknesses that require strengthening. For instance, ITS performed an audit of its SmartNet contract (Cisco maintenance program). This audit process, performed by ITS staff members and the third party vendor Information Systems Consulting (ISC), enabled LCCC to recover funds that were being charged for equipment we no longer owned or no longer had in service. Similarly, ITS annually audits its hardware and software resources in campus classrooms and labs to ensure currency of technology.

Additionally, ITS annually polls (e-mail questionnaire to all faculty) the campus community to gather input about the specific classroom needs for a successful learning experience for our students. ITS also manages the College's help desk system utilizing students as tier one technicians. Using the ITS call ticketing system (Track-It), issues are logged and assigned as necessary to the appropriate ITS individuals. See Figure 5P3-3 for activity data. To gather feedback on client experiences, ITS sends follow-up surveys that reveal performance strengths and weaknesses. Related to its technology vendors, ITS maintains records on vendor performance through regular reports provided by vendors and LCCC evaluation of service to inform renewals.

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

For the last fiscal year, the College's physical infrastructure work order management system generated a report showing that 3,518 work orders were received with 3,380 of these being completed, and 138 being carried over for a 96 percent completion rate.

In 2011, the Board of Trustees hired the College Brain Trust (CBT) as its consultant to assess LCCC's organizational structure. The Board identified goals that the College seeks to support through an effective organizational structure. These goals were the basis of the CBT review and subsequent recommendations regarding organizational structure. The goals include: 1. Enhance organizational effectiveness, 2. Improve the use of resources, 3. Provide flexibility to manage changing environments, 4. Improve accountability for student success, 5. Enhance communications and collaboration, and 6. Enhance employee effectiveness, accountability and training. Responses to organizational effectiveness and use of resources appear in improvements below. See 1P2 for a description of the new LCCC program review

process that makes programs accountable for student success, especially KPIs related to program completion. Progress for employee effectiveness and training is described in Category Three with updates on collaboration in 2P5 and communication in 4P3.

During a time of declining enrollment, the College increased instructional expenditures, scholarships and student services and reduced academic support expenditures. This reflects the strategic priorities listed in the LCCC 2013-2020 Strategic Plan (see Figure 5R3-1).

Figure 5R3-1: Expenditures by Program			
2013-2014		2014-2015	
Instruction \$17,850,641	40.89%	Instruction \$19,646,757	41.29%
Public Service \$382,164	0.88%	Public Service \$321,461	0.68%
Academic Support \$5,986,398	13.71%	Academic Support \$5,850,109	12.29%
Total Instructional Programs \$24,219,203	55.48%	Total Instructional Programs \$25,818,327	54.26%
Student Services \$3,740,274	8.57%	Student Services \$4,178,599	8.78%
Institutional Support \$7,462,854	17.10%	Institutional Support \$8,539,754	17.95%
Plant Operations \$6,605,326	15.13%	Plant Operations \$7,185,537	15.10%
Scholarships \$1,626,860	3.72%	Scholarships \$1,864,650	3.91%
Total Expenditures by Program \$43,654,517	100.00%	Total Expenditures by Program \$47,586,867	100.00%

Figure 5R3-1

LCCCs help desk uses a software program to track tickets submitted by students and employees of the College. The data below shows the number of issues submitted “OPEN” to the help desk during the semesters of the years indicated; the number of successfully resolved tickets “CLOSED” are also included in the data. To gauge customer satisfaction for the service they receive in resolving their issues, ITS sends a follow up survey to all “CLOSED” tickets that are not password reset requests (see Figure 5R3-2).

Figure 5R3-2: LCCC Call Center Tickets OPENED/CLOSED by Semester			
	2012	2013	2014*
	OPEN/CLOSED	OPEN/CLOSED	OPEN/CLOSED
Spring Semester	1665/1614	1882/1890	1784/1816
Summer Semester	552/530	468/457	580/547
Fall Semester	2085/2092	1855/1841	1199/1203*
*Fall 2014 Incomplete data			

Figure 5R3-2

Figure 5R3-3: Excerpt from Help desk Survey August 2014: Requestor Faculty Member		
Question	Response	Date Completed
Was the technician professional?	1 - Very Professional	8/28/2014 3:43:17PM
Was the technician courteous?	1 - Very Courteous	8/28/2014 3:43:17PM
Was your technician knowledgeable about the service(s)/product(s)?	1 - Very Knowledgeable	8/28/2014 3:43:17PM
Did the technician communicate effectively?	Yes	8/28/2014 3:43:17PM
Comments:	John did a great job. He has the patience and knowledge to be a very effective IT. I am glad we have him at LCCC.	8/28/2014 3:43:17PM
Was the help desk person professional and courteous?	1 - Very Professional and Courteous	8/28/2014 3:43:17PM

Figure 5R3-3

Comparison of results with internal targets and external benchmarks

As part of the Higher Learning Commission's (HLC) Annual Institutional Data Update, LCCC reports its Composite Financial Index (CFI). For 2012-2013 the CFI was 1.5 and for the previous two years it stood at 1.7 and 1.5 respectively, which fall in the "above review" zone for HLC.

A recent ITS survey of Wyoming community college CIOs revealed LCCC's leadership in adaptation of technology to student learning with smart resource management. The College is moving towards use of virtual desktops and servers to maximize capacity of technology resources (see Figure 5R3-4). The College is performing well above average on all technology resource characteristics except personnel. In addition, LCCC has been recognized as a Top 10 Digital Community College for Technology Innovations by the annual Center for Digital Education survey since 2011. In 2014 LCCC ranked 3rd in the Mid-Size colleges category.

Figure 5R3-4: ITS Resources at Wyoming Community Colleges								
	CC	CWC	EWC	LCCC	NWC	NWCCD	WWCC	AVG
Number of physical computers supported (laptops and desktops):	2006	834	680	1450	1350	1302	1556	1311
Number of virtual desktops supported:	0	0	0	238	150	117	20	75
Number of physical servers supported (including virtual hosts):	69	23	6	51	9	8	17	26
Number of virtual servers supported:	50	31	29	128	81	78	83	69
Total number of IT personnel in your department:	13	11	4	16	8	12	10	11
Total IT personnel assigned to support desktops and servers:	4	5	4	5	5	7	4	5

Figure 5R3-4

Interpretation of results and insights gained

The 2013 A-133 audit (McGee, Hearne & Paiz, LLP) concluded that LCCC qualified as a low risk auditee with no weaknesses or deficiencies in financial statements. Additional information is provided below.

Figure 5R3-5: LCCC NET POSITION (June 2013)		
Net Type	FY 2013	FY 2012
Invested in Capital Assets, net of related debt	41,707,297	42,888,437
Nonexpendable	8,060,318	6,984,467
Scholarships	340,916	283,742
Capital projects	2,389,916	1,194,105
Unrestricted (Note 11)	15,862,473	13,031,592
Total net position	\$68,360,920	\$ 64,382,343

Figure 5R3-5

The data in 5R3-5 validates the Institution's initial progress on shifting resource distribution towards instruction. The College increased instructional expenditures, scholarships and student services and reduced academic support expenditures.

LCCC reports relevant financial statements and other information to Standard & Poor's Rating Services to affirm the bond rating each year. This rating is used by investors to determine interest in LCCC bonds.

The rating, or any downward change in the rating, can significantly impact the College's ability to obtain financing for capital projects. Standard and Poor's Ratings Services has affirmed its rating of A+ as of September 29, 2014.

5I3 Based on 5R3, what improvements have been implemented or will be implemented in the next one to three years?

Several improvements are made to the College's physical infrastructure annually, some related directly to the Campus Master Plan. A 2011 assessment developed a listing of building deficiencies and a prioritized schedule. A partial listing of the College's improvements, related and unrelated to the 2011 assessment, appears below.

Figure 5I3-1: Physical Infrastructure Improvements	
Physical Infrastructure Improvements Related to the Campus Master Plan 2011 Assessment	
The Agriculture Stall Building Reroofed	\$250,000
Career Training Building Replace Bay Lighting	\$140,000
Business Building Replace RTUs	\$250,000
Post Office Replace Lighting	\$170,000
Improvements Unrelated to the Campus Master Plan 2011 Assessment	
Utility Fire Alarm Upgrade, Ph2	\$325,000
Library Roof Repair	\$300,000
Library Repair/Replace Raised Floor	\$100,000
Site Asphalt/Concrete	\$75,000

Figure 5I3-1

Partly in response to the 2011 College Brain Trust recommendation to improve the use of resources, the College implemented a new budget process in 2013-2014. The Institution also made improvements in organizational structure to emphasize instruction in response to these recommendations (see Figure 5I3-2).

Figure 5I3-2: 5-Year LCCC Positions by Classification FY10 - FY14

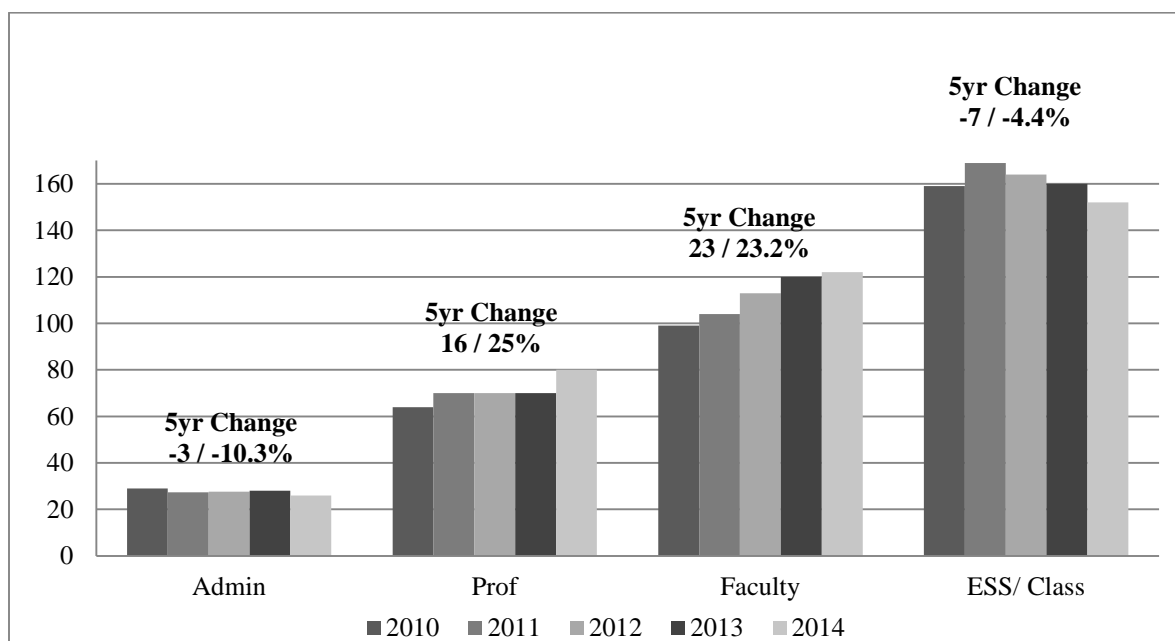


Figure 5I3-2

Additional improvements in organizational structure that respond to College Brain Trust recommendation are listed below:

1. Keep the position of Vice President of Student Services, and conduct a national search to fill it: position filled September 2012.
2. Merge the LCCC Foundation under a new division of Institutional Advancement to include Marketing, Public Relations, Government Relations and Foundation. Create a new position of Vice President of Institutional Advancement; position filled spring 2013.
3. Eliminate the position of Vice President of Instruction; establish the position of Vice President of Academic Affairs. Completed June 1, 2012.
4. Conduct a national search for the position of Vice President of Academic Affairs: position filled February 2013.
5. Eliminated the position of General Counsel (Staff Attorney) in March 2013.
6. Eliminated the International Student Services Coordinator position and assigned responsibility for diversity and multicultural student programming to other areas in March 9, 2012.
7. Began the purposeful investment in new faculty positions with the FY13 budget; over \$500,000 invested in full-time faculty lines in FY13 budget.

Future plans include a work plan for broad risk assessment analysis and accompanying deep dive. During the next budget resource allocation process, items to be considered are an increase in the committee budget and the designation of a manger/coordinator for risk management. Responding to student and faculty needs related to the recent explosion of BYOD (Bring Your Own Device), LCCC expanded and is continuing to expand its wireless and wired networks. Responding to the annual audit schedule of findings and questioned costs for the year ending June 30, 2013, the Financial Aid Office improved its processes for tracking federal funding and returning monies. For added transparency, Administration and Finance plans to place LCCC's annual audit or A133 audit on the LCCC Website in 2014-15.

Category Six: Quality Overview

Introduction

LCCC has embraced a commitment to quality but recognizes that there is more work to be done to accomplish this goal. In many ways, the College is still recovering from an era of turmoil resulting from organizational unrest in its culture, its leadership, and its organizational structure. Yet, the Institution sought a new future grounded in authentic acceptance of some of the most brutal facts about the state of the College at that time. These included:

- LCCC was the largest of the Wyoming Community Colleges but was the worst performing by many measures such as graduation rates and course completions;
- Many of the College's facilities were dated and failing, with increasing deferred maintenance issues and, even in totality, not adequate enough to serve current and future students;
- There was a lack of instructional coherence with academic programs not designed for students to complete or to assess student learning and development through them;
- Key aspects of the College's student services were on the brink of major compliance and operational issues and not fully integrated to serve students from a holistic perspective;
- There was inequity in the application of existing policies and procedures, and several critical processes had extremely outdated policies or, worse, no policy or procedure at all;
- Employees were not being developed or managed to encourage growth and success within the primary roles and responsibilities needed by the Institution; and
- There were many strained relationships at the College – internally between employees, between the Trustees and Foundation Board, with the community, etc.

Once the Institution embraced these facts and accepted them, a new platform for organizational reinvention and rebirth emerged. Today the College firmly believes quality is found at the intersection of hard work and high standards that are consistently met. LCCC is committed to promoting a culture of evidence that compels the Institution to continuously strive for greater competence and productivity while always seeking to transform students' lives through inspired learning. This is its commitment to quality.

Likely evidenced within this Systems Portfolio, LCCC is well underway of an institutional transformation. Following traditional change theory, the Institution has gone through periods where internal and external influences have caused a destabilization of the organization as traditional approaches are challenged and new ones emerge to shape culture and functional design. During this time, traditional values are tested to see if they can persist into the future, individuals are challenged, relationships are strained, yet the hope for a more prosperous tomorrow, while elusive, begins to emerge.

This is where LCCC is at in its quality journey. The foundation has been laid with quality philosophies grounded in policy; processes are improved or developed and take shape within administrative procedures, and cycles of assessment, planning, resource allocation, and implementation are emerging at all levels of the Institution. Some are formalized, while others are still informal and adapting. However, a culture of evidence is taking shape, and a dedication to honest analysis and hard work is in its early stages. These are all the pillars of quality.

Quality Improvement Initiatives

6P1 Quality Improvement Initiatives focus on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Selecting, deploying, and evaluating quality improvement initiatives

Early on in the College's adoption of the AQIP Pathway to accreditation, AQIP became something the Institution did, often in addition to business as usual. Quality initiatives were identified and created as additional, separate initiatives that often fell completely outside of the primary roles and responsibilities of those individuals working on them. This is not to say the initiatives themselves were not on target or needed, but because they were separate from the daily work or central to the recognized priorities of the College, they often floundered at best, and failed at worst.

Today, continuous quality improvement is what the Institution does, and AQIP is the mechanism that helps the College evaluate how well it is doing it. At every level of the Institution, the cycle of assessment, planning, and implementation ensures that quality initiatives are consistently selected, deployed, and evaluated to achieve continuous improvement.

As described in 4P2, the College conducts a comprehensive strategic planning process that results in a multi-year Strategic Plan. Within the plan there are goals, and each goal has a series of accompanying strategies. These strategies form the primary quality improvement initiatives for the Institution, many of which become the College's formal AQIP Action Projects. These strategies are grounded in evidence derived from the environmental scanning process, through the identification of critical issues, and the SWOT analyses completed during strategic planning.

The College has also created an institution-wide innovations funds program to help identify and support quality improvement initiatives. The Innovation Funds Program is designed to encourage innovative approaches to helping the College better meet its mission. The program accomplishes this by funding (1) pilot projects that will investigate and implement ideas initiated by creative faculty, staff, and students; and (2) one-time planning projects by a faculty/staff member or student to investigate whether an idea is relevant and feasible. The program fosters an entrepreneurial culture by promoting an environment that is conducive to experimentation and imagination.

To promote creative thinking, no project is off limits; however, the project must have the potential for significantly impacting the ability of the College to meet its mission and motivate student completion by addressing one or more of the following areas:

1. Instructional Effectiveness
2. Success after Completion
3. Student Support
4. LCCC Strategic Plan
5. Program Start-Up
6. Organizational Effectiveness

Innovation funds proposals are reviewed and scored by the broadly represented College Council using an objective criterion rubric containing the six items listed above. The rubric also scores on criteria relating to the proposal's evaluation plan and outcomes. This process further promotes continuous quality improvement by not only aligning funds to areas with the greatest potential for improvement, but by involving the Institution in a process that develops an understanding of quality improvement aspects.

Both Strategic Plan strategies and innovation funds projects (at times one and the same) are expected to utilize a project management approach for implementation and evaluation. Although this process is not yet fully formalized, many projects already incorporate elements of this process. These include the formation of interdisciplinary project teams, development of project timelines and deliverables, project reporting, and project evaluation.

Quality initiatives may also emerge from the sub-cycles of continuous improvement at the unit, department, or division level. These may be connected to the Strategic Plan, or they may be a reflection of needs identified in unit-level assessment activities, translated into unit-level operational plan goals and objectives. For example, various assessments are conducted as part of regular and ad-hoc review of services and operations in many co-curricular areas (e.g., facilities conditions inventory as part of regular master planning, campus safety assessments, financial aid audits, strategy forums, etc.). Evidence from these assessments inform operational planning within the units, planning that leads to area-specific quality improvement initiatives.

Currently there is an expectation that areas carrying out these initiatives follow a similar approach to the project management process employed for Strategic Plan strategies and innovation funds projects. However, being truly focused within specific departments, project teams may be smaller and less interdisciplinary than those at the institutional strategy level.

Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums

In the simplest explanation, the many accreditation activities are all feedback mechanisms to inform the Institution about the efficacy of its continuous improvement model. The Systems Portfolio is clearly the most comprehensive self-assessment of how the College's processes integrate and contribute to an institution-wide continuous improvement process. It helps the College demonstrate where processes are well-established and effective, as well as identifying outcomes that guide improvements. Action projects derive from the results of process improvement and continuous improvement in meeting the Institution's mission and vision (explained in greater detail in the above section and in 4P1 and 4P2). The Quality Check-Up has served as a formative evaluation mechanism to provide an external status perspective on the Institution's processes as well as to show how effectively it is targeting improvements in areas identified as opportunity for increased effectiveness. Last, the Strategy Forums allow the Institution to spend concerted time and effort in planning for improvement in needed areas, while also building the institutional capacity for understanding the continuous quality improvement.

6R1 What are the results for continuous quality improvement initiatives?

In only three short years, massive change has occurred, and continuous improvement across the Institution has emerged. For example:

- New leadership exists across the Institution's executive and administrative structure, including a new president, vice presidents, academic deans, and key directors;
- The Board of Trustees has established the LCCC model of policy and procedure governance to guide the Institution into the future;
- After a campus-wide [organizational assessment](#), the College completed a strategic reorganization to better align its human and functional resources;
- The Institution made a new commitment to shared governance and accelerated its integration into the campus culture through its new College Council;
- This led to a community-wide strategic planning process resulting in a new mission, values and vision, and Strategic Plan goals and strategies; and

- An integrated model of continuous improvement has been established, supported by new processes for assessing institutional effectiveness, institutional planning, and resource allocation leading to the multiplication of continuous improvement efforts on campus.

These changes have already resulted in significant accomplishments. For example:

- The College has made a commitment to completion, with a goal of increasing completions 5 percent each year. One year after this commitment, completions were up 12 percent, and LCCC had its largest graduating class in history;
- Course completions have continued to improve significantly over the past two years demonstrating success in the instructional effectiveness of the College;
- The College secured \$43 million in funding for two new buildings on campus, and many other facilities improvements have been implemented and/or completed;
- There have been numerous improvements in instructional coherence including the development of institutional student competencies and rubrics, new competency-driven general education, curriculum development processes and reform, policy and procedure on degrees and certificates, program articulation with four-year partners, developmental English and math redesigns, and more;
- Complete overhaul of student services, including financial aid clean up, new admissions approach, stronger Title IX and judicial affairs oversight, development of a holistic advising model, etc.
- Strong relationship fostered between Trustees and Foundation through the establishment of a new institutional advancement model;
- Employee development and management efforts have led to the establishment of the Center for Teaching & Learning and its faculty development programs, a new program for internal LCCC leadership development, stronger student leadership development, improved employee recruitment and onboarding, etc.; and
- Stronger processes for the objective analysis of needs and resource allocations including a new collaborative model for budget development and allocation, a human resource priority planning process, institutional KPIs, and the College's performance report card, etc.

Stated previously, early on in the College's journey with AQIP, quality improvement initiatives were identified and implemented as existing outside of the normal operations of the organization. Today, the focus on continuous improvement cycles has provided robust assessment across campus identifying areas that can be improved to aid the Institution in better meeting its mission. As a result, the normal operations of the College now have yielded numerous continuous quality improvement initiatives at all levels of the Institution. Most of the focus, rightly so, has been placed on the implementation of the strategies within the Strategic Plan.

Just a few examples of the quality improvement initiatives based on Strategic Plan strategies and Innovation Funds Program projects that are underway or have been completed include the following:

- Design a mandatory orientation program for all new students enrolling at LCCC that includes advising and registration.
- Redesign developmental coursework and activities to facilitate an accelerated progression to college-readiness for our students. Currently the College has one Action Project on file pertaining to the implementation of an accelerated developmental mathematics curricula based on the Carnegie Statway program. The College also funded an innovations fund project to reinvent the developmental English sequence using supplemental instruction and co-requisite remediation. Both are slated for implementation by the fall of 2015.
- Develop and implement an LCCC General Education Core that stems from essential learning outcomes, ensure it is incorporated into all transfer programs (AA and AS degrees) and, when

completed, results in a Certificate of General Studies. This initiative has been functionally completed, and the new general education core will be offered starting fall 2015.

- Finalize planning and secure funding to construct a new student services, university, and instructional building on the Cheyenne campus. This building is fully funded and currently in the final design stages with construction planned to begin in the spring of 2015.
- Implement an intensive first-year experience for new faculty that exposes them to the Institution and, more importantly, builds the foundational knowledge to become excellent instructors. The College's new Center for Teaching & Learning has successfully offered its first NFL program to one cohort and currently has the second cohort enrolled.

These are but a handful of examples of the various quality initiatives underway at LCCC. All of the examples reflect those initiatives scored within the top tier of importance after the objective ranking process.

6I1 Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

LCCC's results and success to date have been inspiring and motivating; however, challenges still remain, and improvements must continue. For example, massive changes in all corners of the campus have led to the fear of too much, too soon. As a result, communication issues remain and perhaps have even escalated, challenging employee morale and campus climate in certain circles. The College has witnessed numerous employee transitions causing some concern over stability of operations, and legislative funding reductions with enrollment declines place external pressure on the Institution at a time when internal pressure is also high.

There is, however, considerable effort underway with a focus on numerous quality improvement initiatives. Prioritization has helped ease the impact of such a significant change agenda at the institutional level, although the Strategic Plan only represents a part of the quality initiatives currently underway. However, it should be evident that the College is very much in the implementation stages of its first major institution-wide continuous improvement push. Therefore, much of the results produced have only been assessed at the formative level – in other words, whether we completed what we said we would. Further summative evaluation of the impact of these initiatives will be conducted using the College's KPIs and its balanced score card.

Mentioned in 4P1, to better manage change associated with quality initiatives, the College is designing and plans to implement a system for managing and monitoring projects related to major improvement initiatives. This project management process is being developed to provide continuity in the way that employees at LCCC manage projects, thus some consistency in understanding the change occurring at LCCC as a result of continuous improvement initiatives.

For the next few years, though, LCCC will stay the course with the Strategic Plan strategies in their entirety, other initiatives that emerge from the Innovation Funds Program, as well as unit-level assessment and operational planning. Please see the [LCCC Strategic Plan](#) for additional information.

Culture of Quality

6P2 Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

Developing an infrastructure and providing resources to support a culture of quality

W. Edwards Deming, arguably the father of continuous quality improvement (he also has Wyoming ties and is a graduate of UW), articulated continuous improvement in his Deming Cycle of "Plan-Do-Check-

Act”; its very simplicity is one of the reasons it has withstood decades in the arena of continuous quality improvement. LCCC has embraced the foundational elements of this cycle by focusing the Institution on rigorous assessment of institutional effectiveness, planning for improvement based on the evidence provided by the assessment, resource allocation and implementation, followed by formative and summative evaluation, and the cycle repeats. Integrated within this cycle is the College’s belief in shared governance and inclusiveness across all levels of the Institution. This forms the infrastructure to support a culture of quality and continuous improvement at the College.

The LCCC model for continuous improvement was described in more detail in 4P1, but it is important to reiterate how that model has formed the basis for the culture that is emerging at the College. Every day, new processes are developed or existing ones are improved to ensure the elements within a continuous improvement cycle are being implemented across the Institution. More importantly though is the focus on how these processes relate and integrate.

For example, strategic planning is informed by assessment of institutional effectiveness through the College’s KPIs, which are derivative of the mission, vision, and values. The plan is developed, and its goals and strategies are built upon the identified needs for improvement. Strategies are operationalized and implemented, and the resource allocation model of the College objectively assesses the potential impact for these strategies to help guide resource allocation to those areas with the greatest likelihood for positively impacting improved outcomes. Activities are evaluated formatively to assess their success, and the Institution again examines institutional performance summatively through the KPIs, and the cycle repeats.

This process plays out in other aspects of the Institution. Academic program review goes through a similar process based on the cycle of continuous improvement. The student ambassador and leadership program has established formal learning outcomes for student leaders who are assessed regularly; this begins the cycle of continuous improvement within the student services unit. What has been emerging at LCCC over the past few years is a culture of quality founded in the Institution’s commitment to the continuous improvement cycle.

LCCC believes that institutional budgets are value statements. The Institution places its resources where it finds the greatest value. To that end, the College has made sure there are resources available to invest in quality improvement initiatives, whereby making the cultural statement that embracing continuous improvement will be rewarded at the Institution. This is evident in the Innovation Funds Program (with over \$400,000 invested in the past two fiscal years) and the fact that the FY15 Operating Budget has identified linkages between all resource requests and the Strategic Plan (see 4P1). In addition, the Institution has internally reallocated millions of dollars over the past three years to put existing dollars, not just new ones, towards the areas with the strongest emphasis on improving the Institution’s effectiveness.

Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

Over the past few years, and certainly since publishing its first Systems Portfolio in 2010, the College has made results, evidence-informed decision making, strategic allocation of resources, and clearly articulated processes the foundation of its transformation. Although there have been pockets of the organization focused on continuous improvement, and even basic elements of an integrated cycle at the institutional level, until the recent past the organization’s culture and operations have not been clearly connected to this concept.

Today, the College openly assesses institutional effectiveness and widely distributes documentation of these results. This is primarily illustrated through the annual assessment of institutional effectiveness and efficiency through the reporting of the KPIs. Each year, during the fall state of the college address, the

President presents and produces the College's report card on these measures (5.D.1). They are objective, authentic, and pertinent to the Institution's performance, and most importantly they demonstrate a commitment to identifying areas where improvement is required.

In addition to measuring institutional effectiveness and driving an overall process for ensuring continuous improvement is evident at LCCC, other processes have been developed and implemented that share this approach. For example, in 2013 the College conducted a comprehensive program analysis to determine the current health of the Institution's academic programs. The Program analysis and ranking system was designed to measure the relative performance of LCCC's programs of study. Twenty-five measures in four key performance areas have been identified for programs of study. Most of these measures can be linked to the College's system of KPIs. The results of the analysis place academic programs into quintiles based on a composite score of program health. This system has informed prioritization for academic program review.

Across the Institution, a culture of continuous quality improvement is emerging. Processes for the assessment of student learning, non-academic program and service review, campus safety, and others are taking shape, and honest conversations are had about where they are succeeding and where they can improve. The College has created a new division of institutional effectiveness led by an associate vice president to help ensure alignment with AQIP and continuous improvement processes and the organization's operations and culture.

Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

Naturally the required structure of AQIP Action Projects has provided a foundational process for implementing quality improvement initiatives. It has also provided the College a historical record of the successes and failures of improvement initiatives. This process has become the basis for the College's commitment to engaging in continuous improvement initiatives as identified earlier within 6P1. As part of any process leading to quality improvement initiatives, and the assessment and evaluation that accompany them, the opportunity to build institutional knowledge and the capacity for continuous learning becomes a part of the culture.

The College's commitment to this process is evident within the commitment made in the Institution's vision statement: "Every individual has the freedom to innovate and take informed risks based on promising practices and creative ideas. We fail fast, and learn from that failure as much as from our success." Process improvement and institutional learning is central to the model of continuous quality improvement at LCCC (5.D.2).

More specifically, the Institution has developed a centralized, technology-based system to facilitate the documentation, review, and archiving of continuous improvement efforts. The system, called "Aquila," was described in more detail in 1P2. The Aquila system is center to the processes developed for implementing quality improvement initiatives. Through its planning module, the College has integrated its system for Strategic Plan strategy implementation, monitoring, and archival, as well as for innovation funds projects and assessment planning. Through its program review module, the College has integrated its system for academic program review and is developing a process for non-academic program and service review. Its systematic generation of organizational learning ensures the gradual manifestation of an improvement culture.

Mentioned previously in 1P2 and 4P2, the various processes for conducting planning and program review incorporate teams of individuals in both the management and the monitoring and review of quality improvement projects. This broad involvement, coupled with the technology system to collect and archive quality initiative information, provides a body of knowledge with which the College will continually engage to understand and learn from the various attempts it makes at continuous quality improvement (5.D.2).

Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution

It is the goal of LCCC that the concept of AQIP and focus on it as something the Institution does is eventually replaced with the over-arching concept of continuous quality improvement. Accreditation is important, but, in and of itself, accreditation is an evaluation process that validates how well the Institution is designed and performs in accordance with educational standards and effectiveness in meeting the organization's mission.

To those ends, the College has taken great strides to build a model of continuous quality improvement that exists at the core of the Institution's culture and operations. Through strong processes for assessing effectiveness, planning, and resource allocation, coupled with a vibrant shared governance structure, educational criteria associated with the Higher Learning Commission's accreditation standards, assumed practices, and the continuous improvement elements within the AQIP Pathway are present in the core components of the organization's operations. Where applicable and necessary, a direct focus on AQIP and accreditation is present (such as the work of the Institution in developing this Systems Portfolio), but more important is the establishment of a culture that supports the AQIP Pathway without focusing on AQIP itself. For example, the College's program review is modeled in alignment with the AQIP framework of Process, Results, and Improvements. The College's Innovation Funds Program has aligned its reporting requirements in similar fashion to that of AQIP Action Projects. These are examples, but it is the belief of the College that the evidence presented in this Systems Portfolio clearly demonstrates it has embodied the role of the AQIP Pathway into the Institution.

6R2 What are the results for continuous quality improvement to evidence a culture of quality?

For two years now, the College has openly shared an authentic assessment of the Institution's performance, even when the information presented demonstrates areas in which the Institution does not perform well. At the fall convocations, the President delivers the state of the College address and shares the Institution's report card. Figure 6R2-1 includes the results of the 2013-2014 LCCC Institutional Effectiveness report card. More information about the annual results and presentation of the information can be found on the [President's web page](#).

Figure 6R2-1: LCCC Key Performance Indicators Report Card		
	2012-13	2013-14
Overall Grade:	C	C
Key Effectiveness Indicators		
A. Student Participation and Achievement	C	C
B. Academic Preparation	C	C
C. Transfer Preparation	B	B
D. Workforce Development	B	B
E. Community Development	B	B
Key Efficiency Indicators		
F. Instructional Productivity	B	B
G. Fiscal Stewardship	D	C
H. College Affordability	B	C
I. Campus Climate	B	C

Figure 6R2-1

More information on the results of the College's KPIs and institutional report card can be found on the College's [Institutional Research webpage](#).

Mentioned previously, the College has implemented a Program Analysis and Ranking process to help inform continuous improvement and programmatic health of the Institution's academic programs. The results of the 2012-2013 analysis that were shared with the Institution are displayed in Figure 1R3-2.

These represent two of the most high profile examples of evidence shared and communicated effectively to drive a culture of quality at LCCC.

6I2 Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Two broad areas exist where the College plans to strengthen the quality culture at LCCC. The first is the planned quality improvement initiatives as described in previous sections and categories within this Systems Portfolio. Action and example are believed to be two of the most effective ways to influence culture, and the Institution takes this to heart by fully committing to a cycle of continuous improvement at the highest levels of the organization and within its most critical processes (e.g., strategic planning, budgeting, etc.). Conducting authentic analysis of the College's effectiveness in meeting its mission, planning for improvements to influence those outcomes, and placing resources, including the reallocation of existing ones, into these areas, all enforce and demonstrate the commitment LCCC has to a culture of quality. The more often the Institution honestly moves through this cycle, the stronger the culture of quality will become.

The second area of improvement has also been described in previous sections of this Systems Portfolio, and those pertain to process improvements. While the College has made great strides over the previous few years toward implementing strong processes for different aspects of the Institution's operations that help build and strengthen a culture of quality, others remain to be improved or developed. These include the aforementioned work in developing a comprehensive project management process to aid in the implementation and review of quality initiatives. In addition, the current AQIP Action Project to develop a non-academic program and service review process will further strengthen the use of quality improvement cycles within co-curricular areas at the College. In all areas of LCCC's operations, it is committed to improving processes that build a quality culture grounded in continuous quality improvement.