

Category Two: Accomplishing Other Distinctive Objectives

Processes

2P1

The programs identified in the overview are integrated into the College's organizational structure and processes. Each vice president has responsibility for a portion of these programs and works within his/her area of responsibility and at President's Cabinet to provide leadership to design and operate these programs. Each area is responsible for day-to-day operations to meet College goals and objectives established by relevant decision making bodies.

A recently implemented example is the service learning program. Based upon input gathered at a professional conference, a faculty member, with support of the Grants Office, sought and obtained an AACC grant to explore the viability of, and develop as appropriate, a service learning program at LCCC. The program model was designed to include instruction, student services, and residence life and was implemented in 2006-2007 with 54 students, three faculty, and 14 community organizations participating. During the course of the grant, the program met each of its annual operational growth goals. By the time the grant ended (June 30, 2009), program participation had grown to include 658 students, 29 faculty, and 51 community organizations. The College recognized that this program was both viable and contributed to civic engagement (see O2). Therefore, LCCC has committed resources to fully fund and expand the program.

Another example of how key non-instructional processes are designed and operated is in the Workforce and Community Development (WCD) division. WCD maintains on an ongoing basis several processes for supporting economic development. These include

- Program-specific advisory committee meetings
- Curriculum integration/career pathway development meetings,
- Processes for business and organizational visits that include needs analysis,
- Processes for hosting industry focus groups.

2P2

The College solicits input and feedback from its external stakeholders through focus groups, advisory committees, surveys, and informal feedback. The primary process for determining LCCC's major non-instructional objectives for external stakeholders is the use of community forums. Most significantly, these forums were employed to gather input during the creation of *Vision 2020* and the College's Strategic Plan. Additional objectives are developed in response to internal and external opportunities and needs as they arise. With the recent adoption of the Strategic Plan, ongoing activities have been linked to the College's strategic directions (see 2R1 and 2R2 below). New activities will be linked in a similar manner.

2P3

Communication with external and internal stakeholders regarding expectations related to the non-instructional objectives relies on a multi-faceted approach. There are formal and informal

communication mechanisms in place for each of the following groups: the Board of Trustees, the Foundation, the Wyoming Community College Commission, state and local government agencies, advisory committees, the general public, athletic collegiate bodies (external governing bodies with standards) as well as the campus community. Examples of formal mechanisms include regularly scheduled meetings, monitoring reports, the Strategic Plan, direct mailings, public relations, advertising, cultivating relationships and partnerships, and face-to-face, Board of Trustee and advisory committee expectation handbooks, and other publications.

2P4

While the College currently does not have a specific college-wide process in place to assess effectiveness or appropriateness of its distinctive non-instructional objectives, this will be addressed through implementation of the Strategic Plan. However, most of the identified areas require evaluations for each of their activities. These evaluations, along with informal feedback determine the effectiveness of the activities, events and programs. Individual areas have developed their own benchmarks and evaluate according to their outcomes. Adjustments are made as needed.

2P5

Faculty and staff needs are identified when the objectives are developed and again each year through the internal budgeting process. Requests to fill vacancies, new positions, and reassignments originate with each division or department. These needs are determined by the department or divisional goals and objectives which, in turn, are based on the College's Strategic Plan (currently Vision 2020, with a new plan under development). These requests are forwarded to the appropriate vice president, who prioritizes them and brings them to the President's Cabinet. At President's Cabinet, the requests from all the vice presidents are prioritized according to funding, institutional resources, and overall needs of the college.

2P6

Divisions and departments gather information and set goals and priorities to support instruction based on input from advisory boards, accreditation bodies, student evaluations, faculty and staff. Performance evaluations also incorporate employee goals and contribute information. These sources of information are then incorporated into the college's budgeting process for funding equipment and staffing needs. More informal processes are used for other types of objectives. Feedback from external stakeholders is also a driving force in readjusting objectives and processes. However, in regards to the development of its new Strategic Plan, which includes identification of other distinctive objectives, the college has actively solicited input from employees.

Results

2R1, 2R2

The major non-instructional objectives are described in the introduction (question O2). The newly adopted Strategic Plan 2010-2015 incorporates these objectives and has established a system for regularly monitoring progress reports. Tables 2R1-2R2.1 – 2R1-2R2.3 show the Strategic Plan reference, measures, and results for each Objective.

Table 2R1-2R2.1: Objective 1 – Cultural Programs and Community Development

Area	Strategic Plan Goal Number	2R1: Measures	2R2: Performance Results
Cultural Development	2.5	Number of Events and Attendance	See Table 2R2a.
Economic and Workforce Development	2.1	<ul style="list-style-type: none"> • State Workforce Development Activities Report • Year-Ends Report • Number of offerings • Class evaluations 	<ul style="list-style-type: none"> • See Table 2R2b for WFD Activities trends • Approximately 20 new classes or workshops are offered each year • In 2010 (to date), respondents have, on average, agreed or strongly agreed on quality on all items on the class evaluations
Conference Services	2.3	<ul style="list-style-type: none"> • Number of Groups • Number of Activities • Number of Participants • Space utilization 	<p>Over a five year period, there has been a</p> <ul style="list-style-type: none"> • 20% increase in the number of community groups served, • 40% increase in the number of activities scheduled, and • 17% increase in the number of participants
Career Center	2.7	<ul style="list-style-type: none"> • Number of students using Kuder career assessment and exploration services • Number and type of Career Center student contacts • Student employment (applications and hires) • Number of attendees and employers in career fairs 	<ul style="list-style-type: none"> • In 2009-2010, 207 students used the Kuder system, up from 102 in 2008-2009 • See Table 2R2c for Career Center statistics

Table 2R2a: Estimated Attendance at Cultural Events, 2007-2008 to 2009-2010

Type of Event	2007 – 2008		2008 – 2009		2009 – 2010	
	Fall	Spring	Fall	Spring	Fall	Spring
Art Exhibits	1,100	1,318	1,900	800	850	1,050
Creative Writing	40	50		50	165	105
Foundation Events	75		500	688		433
Music	4,014	2,788	3,950	2,610	4,035	3,955
Student Workshops	32	245			85	
Theatre and Dance	1,807	804	2,100	575	1,128	350
Total	7,068	5,205	8,450	4,723	6,263	5,893

Source: Arts and Humanities Division

Table 2R2b: Total Enrollment in WFD Offerings

Type of Offering	2006-07	2007-08	2008-09
Credit Workforce Development Courses	467	761	1,189
Noncredit Workforce Development Courses	1,700	2,472	4,118
Industry-specific Customized Training	1,077	1,459	2,520
Workforce Development Courses Offered in Partnership with External Agencies	1,705	1,706	2,052

Note: Offerings may be counted in more than one category

Source:

Table 2R2c: Career Center Statistics¹

Student Contacts	2007-08	2008-09	2009-10	1 yr % Change	2 yr % Change
Major/Career Research	239	117	350	199.1%	46.4%
Resumes	144	75	87	16.0%	-39.6%
Employment	116	111	285	156.8%	145.7%
Career Counseling/Coaching	84	14	50	257.1%	-40.5%
General Questions	25	65	150	130.8%	500.0%
Total Contacts	608	382	922	141.4%	51.6%
Student Employment					
Total Applications	276	354	395	11.6%	43.1%
Total Hires	204	296	268	-9.5%	31.4%
Career Fair Participation²					
Attendees	600-800	300-400	500+		
Employers	171	76	58		

¹ During the calendar year 2009, the Career Center underwent several changes, including changes in location and personnel, which adversely impacted usage.

²No Career Fairs were held in calendar year 2009.

Source: Career Center Annual Report, August 2010

Table 2R1-2R2.2: Objective 2 – Promote Lifelong Learning

Area	Strategic Plan Goal Number	2R1: Measures	2R2: Performance Results
PK-20 Programs	2.7	<ul style="list-style-type: none"> Participation in programs 	See Table 2R2d
Career Pathway Development	2.7	<ul style="list-style-type: none"> Career Pathway Development Templates Students served in the Hub@LCCC (Career Pathway Exploration and Coaching) 	<ul style="list-style-type: none"> In 2010, approximately 80 new Career Pathway templates were completely developed From May 15 – July 30, 2010, approximately 200 clients were served in the Hub
Athletics Program	1.6	GPA's of student athletes compared to the general LCCC student body GPA	Average GPA of 2009-2010 student athletes was 2.91; for the general student body, the average GPA was 2.89. See Table 2R2e for trend data
Life Enrichment	2.3	<ul style="list-style-type: none"> Number and type of offerings Participation 	See Table 2R2f

Table 2R1-2R2.2: Objective 2 – Promote Lifelong Learning

Area	Strategic Plan Goal Number	2R1: Measures	2R2: Performance Results
ESL (noncredit) ABE/GED/ASE	2.7	<ul style="list-style-type: none"> • Hours of service • Enrollment • Hours attended • Completion of level 	See Tables 2R2g and 2R2h.
Foundation Support	2.2	<ul style="list-style-type: none"> • Number of donors • Dollars raised • Employee giving percentages • Dollars distributed • Number receiving funds 	In the last five years, the foundation has had a(n): <ul style="list-style-type: none"> • 194% increase in donors • 67% increase in dollars • 94% increase in employee giving
Child Development Center	2.4	<ul style="list-style-type: none"> • Nutrition block grant outcomes • Number of children served 	Due to administrative shifts and accreditation efforts, trend data are not available

Table 2R2d: Participation in PK-20 Programs

	2007-2008	2008-2009	2009-2010
Concurrent/Dual Enrollment	1,113	1,184	1,197
Partnership Diploma Program	45	49	52
GEAR UP Summer Programs¹			
SOAR – High School Summer Academy	171	196	136
Junior High School Summer Leadership Academy	45	39	23

¹GEAR UP has experienced changes in personnel and funding which may have contributed to the declining participation in summer programs.

Source: High School Programs Records

Table 2R2e: Average GPA of Athletes

	2007-2008			2008-2009			2009-2010		
	FA	SP	Ann.	FA	SP	Ann.	FA	SP	Ann.
Basketball	2.29	2.20	2.24	2.48	2.20	2.36	2.91	2.52	2.70
Men’s Soccer	2.55	2.47	2.51	2.75	3.00	2.88	2.87	3.07	2.95
Rodeo	2.60	2.85	2.71	2.82	2.83	2.82	2.92	3.01	2.98
Women’s Soccer	2.38	2.75	2.56	2.57	2.62	2.60	2.76	3.05	2.89
Volleyball	2.81	2.24	2.52	3.05	2.79	2.92	3.13	3.11	3.12
Equine Show	3.11	3.18	3.18	3.26	2.87	3.08	3.03	3.39	3.17
All Athletes	2.65	2.68	2.67	2.85	2.75	2.80	2.93	3.04	2.98
LCCC	N/A	2.55	N/A	2.72	2.59	2.54	2.68	N/A	2.91

Source: LCCC Athletics Department

Table 2R2f: Total Enrollment in Life Enrichment Classes

Course Category	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Arts, Crafts and Hobbies	370	248	277	216	165
Camps	154	212	66	99	140
Children's Art and Activities	102	22		111	
Computer	164	81	74	75	74
Conferences and Workshops					83
Dance	226	295	285	236	256
Dog Training	172	99	151	12	129
Driver Training	155	94	120	149	121
Eastern Laramie County	72	123	136	167	76
Ed2Go (various online courses)		70	84	43	66
Elder Hostel		136	312		113
Health, Wellness and Safety	202	181	115	107	238
Horsemanship	78	56	55	55	70
Language	47	69	56	15	23
Miscellaneous Personal Interest	82	37	90	94	143
Personal Financial Information	25	14	118	253	90
Summer Educational Experiences for Kids (SEEK)	440	562	558	614	921
Swimming -- Adult	473	584	598	522	501
Swimming -- Children	48	81	65	54	54
Teacher Training		40		129	
Vendor Workshops (Frontier Days)	47	54	40	67	67
Totals	2,857	3,058	3,200	3,018	3,330

Source: Colleague Records

Table 2R2g: Students Served by ACES

Program Year	Hours Open per Week	Hours Open per Year	Number of students		Student Contact Hours	
			All	NRS	All	NRS
2006-2007	51	2,100	945	501	20,513	18,143
2007-2008	38	1,585	982	477	26,833	24,332
2008-2009	38	1,675	1,112	580	35,010	28,889
2009-2010	38	1,540	Not available	Not available	Not available	Not available

Source: Adult Career and Education System (ACES) Annual Report, 2009-2010

Table 2R2h: 2008 - 2009 ABE/GED/ESOL Program Data

Level	LCCC			Wyoming		
	Enrolled	Hours Attended	Completed Level	Enrolled	Hours Attended	Completed Level
ABE Beginning Literacy	17	611.86	6	37	1,228.03	19
ABE Beginning Education	82	4,729.39	34	234	11,173.67	102
ABE Intermediate Low	116	5,402.33	54	440	19,877.01	236
ABE Intermediate High	197	10,980.66	102	746	30,018.35	424
ASE Low	81	2,091.45	40	375	8,823.48	229
ASE High	91	3,141.91	59	422	9,437.46	317
ESL Beginning Literacy	49	2,721.56	12	297	12,776.43	100
ESL Low Beginning	12	866.39	5	58	2,877.16	31
ESL High Beginning	8	375.79	3	73	3,967.88	35
ESL Intermediate Low	17	1,255.02	13	68	3,907.79	40

Table 2R2h: 2008 - 2009 ABE/GED/ESOL Program Data

Level	LCCC			Wyoming		
	Enrolled	Hours Attended	Completed Level	Enrolled	Hours Attended	Completed Level
ESL Intermediate High	24	1,891.22	7	91	5,086.66	33
ESL Advanced	7	1,018.78	4	36	1,959.53	13
TOTAL	701	35,086.36	339	2,877	111,133.45	1,579

Source: Adult Career and Education System (ACES) Annual Report, 2009-2010

Table 2R1-2R2.3: Objective 3 – Civic Engagement

Area	Strategic Plan Goal Number	2R1: Measures	2R2: Performance Results
Service Learning	1.6 2.4	<ul style="list-style-type: none"> Number of service hours Number of student, programs, faculty Number of partners 	The program has grown in the last three years to include: <ul style="list-style-type: none"> athletics program scholarship programs over a third of faculty members (38 in 2009-2010) See Table 2R2i for trend data
Athletic Teams	1.6	<ul style="list-style-type: none"> Number of home events 	See Table 2R2j

Table 2R2i: Growth of Service Learning Program

Academic Year	Number of Students Participating	Number of Service Hours	Number of Organizations Receiving Service	Number of Faculty Integrating Service Learning
2006-2007	54	936	14	3
2007-2008	350	2196	46	15
2008-2009	658	13,136	51	29

Source: Service Learning Program Coordinator

Table 2R2j: Number of Home Games Events¹

	2008-2009	2009-2010
Basketball	12	13
Volleyball	9	9
Women's Soccer	9	6
Men's Soccer	6	5
Horse Shows	2	1
Rodeos	1	1
Total	39	35

¹Includes single games, multiple game events like volleyball tournaments, and multi-day events.

Source: LCCC Athletics Department

2R3

Currently, benchmarks have not been developed for the measures listed above. Based on Strategic Goals 3.1, "Create and implement both institutional and department assessment/effectiveness plans" and 3.3, "Foster cultural change to adopt continuous improvement principles college-wide", the development of comparative benchmarks is in progress.

2R4

These results help the College achieve Strategic Direction 2, "Engage the community through collaborations that are mutually beneficial."

All the services and activities provided for community members and professional organizations strengthen relationships and provide mutually beneficial partnerships and community service. This is evidenced by the steady increase in the number of community partnerships, community member participants, service hours, utilization of facilities, and attendance of activities (see tables above). As an example, enrollments in workforce training programs are often statewide due to partnerships between LCCC, state agencies and the other six Wyoming community colleges. When workforce training was first offered in the 2002-2003 academic year, there were approximately 200 enrollments (duplicated) in two key training initiatives. In 2009-2010, there were approximately 3,000 enrollments (duplicated) in over 300 training initiatives.

Improvements

2I1, 2I2

While the College collects a variety of quantitative data, to date, there has been limited use of setting targets or benchmarks to improve performance. The adoption of the new strategic and operational plans is serving to increase the systematic use of performance results for improvement. The Foundation, Service Learning coordinator, the Library, Athletics, Conferences and Events, Career Center, Children's Discovery Center, and Workforce and Community Development have established some formal mechanisms to track the success of their programs. Some measurements are reported and analyzed systematically at the institutional level. Four areas annually report to the Board of Trustees, the Foundation, and/or college administration and other outside governing agencies. In addition, some of the areas have received grant funding which requires annual reporting. The Children's Discovery Center reports outcomes to the NAYEC for accreditation and licensing authorities.

LCCC recognizes an opportunity for improvement in this area and has initiated an action project to identify and develop institutional benchmarks as a first step.