

Category Nine: Building Collaborative Relationships

Processes

9P1, 9P2, 9P3

LCCC creates, prioritizes, and builds collaborative relationships in all areas based upon the College's mission statement and Strategic Plan. The College's [Strategic Plan](#) includes Strategic Direction 2 (Engage the community through collaborations that are mutually beneficial) and Strategic Direction 5 (Strengthen the College through increased collaboration and communication). In addition, the teams responsible for each area connect with their target groups to identify the needs of the institutions and the educational needs of the students. Tables 9P1 – 9P3 identify key organizations with which the College has collaborative relationships and strategies used for building and monitoring those relationships.

Table 9P1: Relationships with Organizations from Which LCCC Receives Students

Relationships with	Built through	Monitored by
Local schools and school districts	<ul style="list-style-type: none"> LCSD#1, LCSD#2, and ACSD#1 advisory boards Admissions and Recruiting team efforts High School programs (Gear Up, Pathways, and concurrent/dual enrollment) 	<ul style="list-style-type: none"> Annual freshman profile data High school program review Annual grant reports Concurrent/dual enrollment annual summary High school penetration rates
Business community, agencies, and community organizations	<ul style="list-style-type: none"> WCD Community Liaison Team Program advisory committees Networking Southeast Wyoming Workforce Alliance 	<ul style="list-style-type: none"> Program review process Workforce development activity summary Systematically solicited feedback Retention of partners

Table 9P2: Relationships with Organizations that Depend on the Supply of LCCC Students

Relationships with	Built through	Monitored by
Postsecondary Institutions	<ul style="list-style-type: none"> Articulation agreements State-wide articulation meetings 	<ul style="list-style-type: none"> UW transfer data Graduate survey Number of students who transfer
Business community	<ul style="list-style-type: none"> WCD Community Liaison Team Program advisory committees Placement of graduates Internships 	<ul style="list-style-type: none"> Follow-up graduate and employer surveys

Table 9P3: Relationships with Organizations that Provide Services to LCCC Students

Relationships with	Built through	Monitored by
<i>Instructional support services</i>		
Service learning	<ul style="list-style-type: none"> • Service Learning Advisory Council 	<ul style="list-style-type: none"> • Number student participants • Number of hours • Number of faculty • Number of community partners • Number of activities
Clinical sites	<ul style="list-style-type: none"> • Formal agreements • Regular clinical instructor meetings 	<ul style="list-style-type: none"> • Number of sites • Number of student participants • Clinical instructor satisfaction surveys
<i>Student support services</i>		
Bookstore	<ul style="list-style-type: none"> • Contractual agreement 	<ul style="list-style-type: none"> • Number served • Number of activities
Food Services	<ul style="list-style-type: none"> • Contractual agreement • Food Service Committee 	<ul style="list-style-type: none"> • Number served • Number of activities
Foundation	<ul style="list-style-type: none"> • Contractual agreement • LCCC Foundation Board 	<ul style="list-style-type: none"> • Annual Foundation report • Matching the Spirit reports
Cheyenne Transit Program	<ul style="list-style-type: none"> • Cheyenne Transit Board membership 	<ul style="list-style-type: none"> • Number of tokens received
Health care services <i>Being initiated 2010-2011.</i>	<ul style="list-style-type: none"> • Contractual agreement 	<ul style="list-style-type: none"> • <i>Assessment to be determined by contract</i>

9P4

The College's philosophy is to create a working relationship that fosters partnership, evaluation and support. As mentioned above, the mission statement and Strategic Plan guide the creation, prioritization, and development of collaborative relationships with organizations that supply materials and services to the College. LCCC has an established purchasing policy, which is compliant with local, state and federal guidelines. The purchasing policy drives how the organization purchases materials and services. Needed materials and services are determined by the College. There are several options to purchasing materials and service, i.e. formal or informal quotes, bids, and RFP's. A "supplier/vendor/contractor handbook" is given to all organizations that supply materials and services to LCCC.

An example of how the College creates, prioritizes, and builds relationships with organizations that provide services to LCCC are the adoption of a new learning management system (LMS) in fall 2009. There were several changes and challenges with the prior LMS that created a need for a new LMS. An RFP was issued. After reviewing submitted RFP's, LCCC invited several companies to showcase their products on campus at an all campus meeting. A distance learning committee consisting of faculty and IT staff was formed to closely examine the products, presentations and pricing. This committee selected two finalists. The two systems were showcased to students and faculty and feedback was solicited. A system was selected based not only on campus feedback, but how the vendor satisfied the RFP. The relationship with the LMS provider continues through contact with designated on-campus system administrators who relay issues to the company and communicate solutions to system users.

Another example is the College's relationship with Sodexo, the food service provider. During recent contract renegotiations, input was gathered from the Food Service Committee and survey data to identify and begin addressing concerns from the College community.

9P5

As indicated above, LCCC creates, prioritizes, and builds collaborative relationships in all areas based upon the College's mission statement and Strategic Plan. Tables 9P5 identifies key relationships with the education associations, external agencies, consortia partners, and the general community and strategies used for building and monitoring those relationships.

Table 9P5: Relationships with Education Associations, External Agencies, Consortia Partners, and the General Community

Relationships with	Built through	Monitored by
Education Associations	<ul style="list-style-type: none"> • Regularly scheduled meetings • Participation in activities 	
External Agencies	<ul style="list-style-type: none"> • WCCC consultation process 	
Consortia Partners	<ul style="list-style-type: none"> • Participation in consortia activities 	
General Community	<ul style="list-style-type: none"> • Life enrichment courses • Participation in community groups 	<ul style="list-style-type: none"> • Enrollments and offerings
Accrediting Bodies	<ul style="list-style-type: none"> • Program directors • Participation in accreditation processes 	<ul style="list-style-type: none"> • Self-studies • Accreditation results

9P6

Many individual departments, especially those with Advisory Committees, have established processes in place to monitor creation and effectiveness of such relationships. The College is working to increase effectiveness of its career and technical education program advisory committees through professional development activities sponsored by the Perkins grant. LCCC has recognized, as a function of developing AQIP related efforts, an opportunity to develop a systematic process to monitor formal and informal internal and external relationships, including initial need identification, formalization, maintenance, and as appropriate, termination.

9P7

There exist several mechanisms at LCCC to facilitate communication and relationships across campus. However, there is no system-wide mechanism in place to monitor the effectiveness of these efforts or to assure integration and communication across these relationships. The College recognizes this as an opportunity for improvement. Two recently initiated Leading and Communicating Action Projects, College-wide College Council and Defining Organizational Structures and Processes, are expected to strengthen this area as well.

Results

9R1

While there are mechanisms in place to monitor some relationships (see Tables 9P1 – 9P3 and 9P5 above), there is not a systematic process to collect and analyze measures of building collaborative relationships. The Strategic Plan includes Strategic Direction 2 (Engage the community through collaborations that are mutually beneficial) and Strategic Direction 5 (Strengthen the College through increased collaboration and communication), which will lead to the development and implementation of such a process.

9R2

Examples of performance results which can be incorporated into a systematic process to measure building collaborative relationships are shown in Tables 9R2.1 – 9R2.5 below.

Table 9R2.1 Clinical Sites for Health Occupations Programs

	Programs	Sites	Students
2004-2005	4	31	233
2005-2006	4	38	262
2006-2007	5	60	375
2007-2008	6	68	365
2008-2009	8	107	497

Source: *Partnership Report, 2009*

Table 9R2.1: High School Penetration Rates – Percent of High School Graduates Enrolling at LCCC in the Fall Term after Graduation

High School Graduation Year	Laramie County Penetration	Albany County High Penetration	Combined Penetration
2005	30.8%	14.7%	27.3%
2006	33.6%	18.5%	30.1%
2007	34.6%	21.1%	31.3%
2008	42.8%	19.9%	37.6%
2009	37.2%	23.0%	34.0%

Source: Colleague and School Districts' Records

Table 9R2.3: Participation in Concurrent/Dual Enrollment Programs

	2006 – 2007	2007 – 2008	2008 – 2009
Total participation ¹	1,105 students 4,899 credits	1,113 students 4,656 credits	1,184 students 4,875 credits
Academic/transfer courses ¹	413 students 2,773 credits	334 students 2,272 credits	419 students 2,669 credits
Career/technical courses ¹	725 students 2,082 credits	870 students 2,322 credits	815 students 2,146 credits
Remedial courses (on LCCC campus) ¹	11 students 44 credits	13 students 62 credits	14 students 60 credits
Courses on LCCC campuses	187 students 884 credits	171 students 866 credits	184 students 864 credits
Courses taken by participants	120 courses: • 68 academic/transfer • 45 career/technical • 7 remedial (at LCCC)	127 courses: • 73 academic/transfer • 49 career/technical • 5 remedial (at LCCC)	105 courses: • 69 academic/transfer • 30 career/technical • 6 remedial (at LCCC)
Enrolled at LCCC in fall semester after high school graduation ^{2, 3}	186 students Average concurrent credits earned = 6.02	189 students Average concurrent credits earned = 6.32	216 students Average concurrent credits earned = 5.40

Table 9R2.3: Participation in Concurrent/Dual Enrollment Programs

	2006 – 2007	2007 – 2008	2008 – 2009
Participation by Albany County School District 1 students	157 students 976 credits	170 students 868 credits	186 students 1,011 credits
Participation by Laramie County School District 1 students	876 students 3,464 credits	888 students 3,293 credits	925 students 3,065 credits
Participation by Laramie County School District 2 students	49 students 310 credits	48 students 324 credits	48 students 330 credits
Participation by other students	23 students 149 credits	29 students 190 credits	25 students 144 credits

¹ Students may enroll in more than one type of course. The sum of the numbers of students in academic/transfer courses, career/technical courses, and remedial courses will be more than the total number of students.

² Average concurrent enrollment credits earned during students' last three years in high school prior to graduation.

³ There are some students in the concurrent enrollment database who cannot be tracked to matriculation at LCCC because they do not have Colleague IDs. This occurs more frequently with older records than with more recent records.

Source: High School Programs Access Database, Colleague Records

Table 9R2.4: Enrollment in Workforce Development Classes Offered in Partnership with External Agencies

Partnership Description	2006-2007	2007-2008	2008-2009
Chamber of Commerce	20	16	54
Department of Workforce Services (DWS)	218	744	158
Other Higher-Educational Entity	211	186	132
Public School System (K-12)	133	30	440
Small Business Administration	0	0	697
State Agency (other than DWS)	109	274	279
University of Wyoming	0	50	0
Private Business	112	306	11
Other Partnerships	902	100	281
Total (duplicated)	1,705	1,706	2,052

Source: Annual Workforce Development Activity Report
Prepared by: LCCC IR Office, AMM, 09/15/2010

Table 9R2.5: 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
S.E.E.K. (Summer Educational Experiences for Kids)	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
Total (duplicated)	2,857	3,058	3,200	3,018	3,330

Source: Colleague Records
LCCC IR Office, AMM, 01/12/2010

9R3

Examples of comparison data which can be incorporated into a systematic process to measure building collaborative relationships are shown in Table 9R2.4 above and Tables 1R4.1 and 1R4.2 (data on students who transfer to UW).

Improvements

9I1

The College does not have recent improvements in this category to report at this time.

9I2

Much of the work in selecting processes for improvement is currently channeled through either President's Cabinet or Quality Council. The [Strategic Plan](#) includes Strategic Direction 2 (Engage the community through collaborations that are mutually beneficial) and Strategic Direction 5 (Strengthen the College through increased collaboration and communication). Pursuing these strategic directions will further the development of culture and infrastructure to assist in selecting specific processes to improve and in setting targets for improved performance results. In addition, two recently initiated Action Projects, College-wide College Council and Defining Organizational Structures and Processes, will strengthen this area as well.