# 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 where 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 Veteran's 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) programing 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.)

**2I1 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: LCCC Degrees and Certificates Awarded**

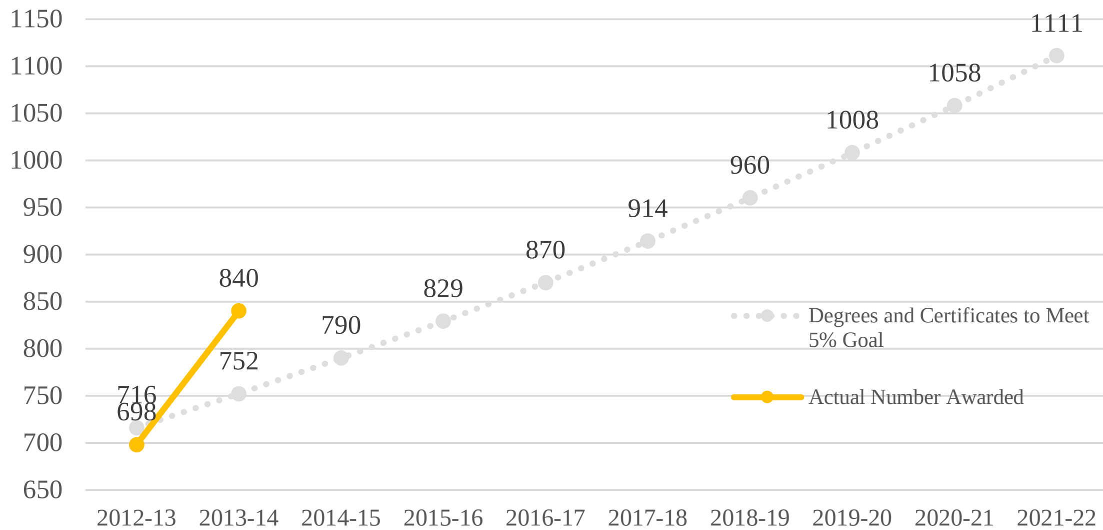


Figure 2R2-5

### *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 form 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**

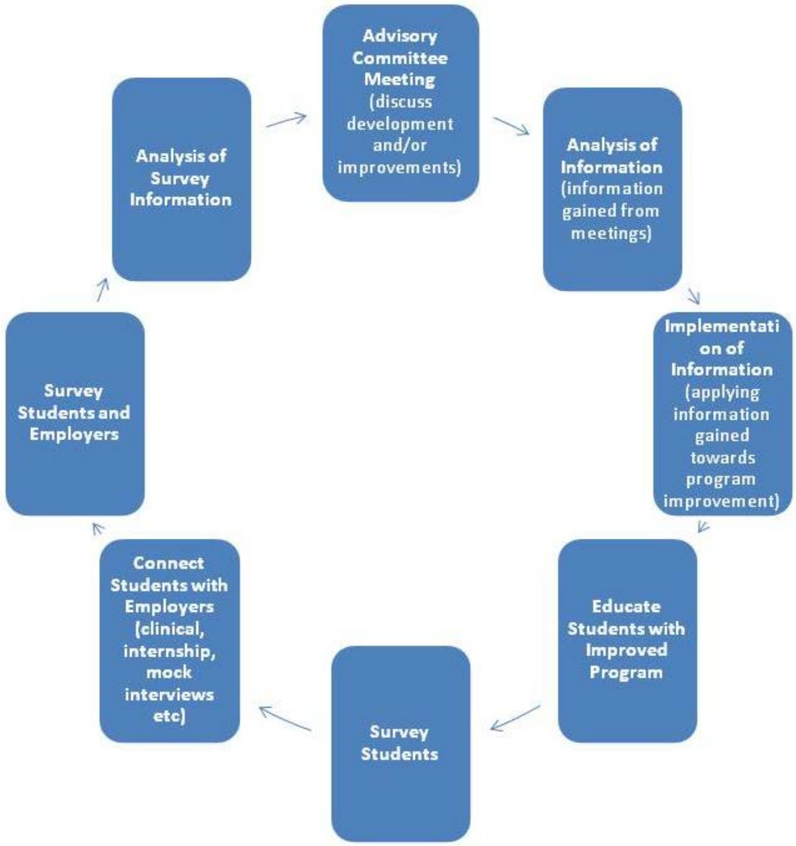


Figure 2P5-1

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 transitioning 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.

## 2I5 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.