

BOARD MEETING MINUTES OF THE BOARD OF TRUSTEES OF LARAMIE COUNTY COMMUNITY COLLEGE DISTRICT, STATE OF WYOMING, HELD WEDNESDAY, SEPTEMBER 19, 2018, PETERSEN BOARD ROOM, ADMINISTRATION BUILDING, LARAMIE COUNTY COMMUNITY COLLEGE

Board Present: Board Chairman Bradley S. Barker, III, Vice Chairman Carol Merrell, Secretary Wendy Soto, Treasurer Don Erickson, Trustees Jess E. Ketcham, Brenda Lyttle, and Bob Salazar, ACC Ex Officio Trustee Butch Keadle, and Student Ex Officio Trustee Derek Goldfuss

Staff Present: President Joe Schaffer; Vice Presidents Clark Harris, Judy Hay, and Rick Johnson; Associate Vice Presidents Brady Hammond and Lisa Trimble, and Executive Director Tammy Maas, Administrator, Faculty, and Staff Members Stephen Crynes, Sarah Hannes, Adam Keizer, Mark Perkins, Zac Roehrs, Ami Wangeline, and Bryan Wilson, and Legal Counsel Tara Nethercott

Visitors: Jacob Hamel (*Wingspan*)

1. **CALL TO ORDER** of the September 19, 2018, Board Meeting of the Laramie County Community College District Board of Trustees – Board Chairman Bradley Barker

Board Chairman Bradley Barker called to order the September 19, 2018, Board Meeting of the Laramie County Community College District Board of Trustees at 7:10 p.m.

2. **MINUTES** – Approval of the [July 11, 2018, Board Meeting Minutes](#) and the [August 15, 2018, Board Retreat Minutes](#) – Board Chairman Bradley Barker

Vice Chairman Carol Merrell moved and Trustee Soto seconded,

**MOTION:** That the Board of Trustees approves the July 11, 2018, Board Meeting Minutes and the August 15, 2018 Board Retreat Minutes as written.

**DISCUSSION:** None

**MOTION CARRIED** unanimously.

3. **REPORTS TO THE BOARD**

- A. Staff Senate – Shauna Best, President

Staff Senate President Shauna Best reported the Staff Senate's primary focus this year will be to improve overall wellness among staff and faculty. The elimination of the \$4 Wellness Fee will also be pursued. The Wellness Fee has not generated the anticipated revenue, bringing in only \$133 since January 1<sup>st</sup> of this year.

- B. Faculty Senate – Nate Huseman, President

The first Faculty Senate report for the fall semester will be given at the October 3<sup>rd</sup> meeting.

- C. Construction Update – Vice President Rick Johnson

Vice President Rick Johnson reported:

- Crossroads Building
  - The delivery of wall graphics is delayed by the supplier, and some furniture is delayed due to a fabric shortage.

- The project is expected to be completed by the end of September with the exception of the final furniture delivery mid-October.
- Library
  - Because the project is under budget, some additional enhancements may be possible.
  - The project is 30 days behind schedule, which is mostly attributed to the wet weather and the asbestos abatement. January 29<sup>th</sup> is now the substantial completion date. The library will be open for business when school begins in January, but some final stages of work will be taking place through the end of January.
  - The building should be completely skinned; i.e., weather tight in three weeks.
  - Curtain walls and glass will be installed on the outside of the building, as soon as the roof is finished.
- Residence Hall
  - Design development is in its third week. The architects are working hard to keep on schedule.
  - The deadline for contractors submitting RFQs is tomorrow. Up to four contractors will be invited for interviews on October 3<sup>rd</sup>. The contract will be awarded after the project's loan is approved by the SLIB (State Land and Investment Board) on October 4<sup>th</sup>.

#### 4. PRESIDENT'S REPORT – INSTITUTIONAL EFFECTIVENESS REPORT

President Schaffer prefaced the report, noting Board Policy 1.3.2 CEO Evaluation and Accountability stipulates an Institutional Effectiveness Report will be given each year in late summer or early fall. The report is to assess and describe the performance of the College in areas of efficiency and effectiveness. This evening's report focused on completion goal tracking, institutional report card, and monitoring effectiveness.

##### A. [Completion Goal Tracking](#)

Completion Goal Tracking represents the aggressive trajectory needed to meet the Board's goal of 5% per year degree and certificate completions through 2022. The College made substantial changes in the Fall 2015 to facilitate meeting this goal with outcomes from those changes expected to be evident in Spring 2018. Over the last five years, the College has had the highest number of student completions/credentials awarded in its history. In contrast, the College was also experiencing a decline in enrollment during this same five-year period,. Over the last ten years, the College has realized a 37% change in the number of degrees being awarded.

##### B. [Institutional Report Card](#)

The Institutional Report Card was created about five years ago with the purpose presenting KPI (Key Performance Indicator) data in a standard format that would capture the essence of the work being done. The KPI data established a culture of evidence for determining if process outcomes are having the desired effect, and if not, what should be done from a continuous improvement perspective to obtain the desired effect.

Four major challenges (listed below) have evolved from the data being collected and used to measure the effectiveness of each of the KPIs. For example, the College's overall grade slipped from a B in 2016-2017 to a C in 2017-2018, even though the productivity of completed credentials increased and did so utilizing fewer dollars. So, the question is, "How is this happening?"

Challenge 1 – Volatility of the Measures – When small variances occur in the way grades and change are calculated, small changes representing little improvement can result from one year to another and that volatility will shift the grade substantially from a B to a D. Additionally, because some of the KPI smaller

measure groupings can change substantially, and because their rolled up grade influences the institutional grade, the grades for Fiscal Stewardship, for example, experienced a drop to a D. What is notable is the four measures/grades under Fiscal Stewardship had the same influence as the 16 measures under Student Participation and Achievement, which means that over time a weighting system has been inadvertently created within the KPIs. A discussion about weighting or not weighting will likely take place.

Challenge 2 – Measures Change Beyond the College’s Control Requiring a Re-Design of the System – Fiscal Stewardship measures were the primary influences on the College’s overall grade dropping from a B to a C. Benchmarking rates and markets’ IPEDS are used to calculate change. When these methodologies change, the College’s history and benchmarking ability is also substantially changed.

Challenge 3 – Dependability of Measures on Enrollment – While enrollment has decreased, student completion and success have increased. Many of the indicators are per/FTE measures or use enrollment to equalize degrees and credentials produced per FTE or enrollment persistence. So, when enrollment increases, the KPI grades also get higher. However, this is not necessarily a good thing.

Challenge 4 – Two Many Indicators – What is most important for the College to measure? Many of the indicators are too far removed from the work being performed. The KPIs need to relate more closely to the work being done on a daily basis.

Over the next year, the KPI system will be examined for what measures have been the most helpful and therefore should be retained, and what measures need to be removed. The Report Card will continue to be produced and utilized in President Schaffer’s State of the College address. The KPIs will be integrated into, for example, the institutional processes of program review, budget allocations, and HR allocations. A concerted effort will be made to revamp some of the indicators that have from a systems’ perspective proven to be a challenge to indicators that are focused more on what will make a difference on outcomes.

President Schaffer concluded that the current KPI system even with the recognized challenges has done what it was designed to do; i.e., getting faculty and staff to focus on evidence and outcomes and becoming more savvy about looking at the right metrics. Trustee Salazar agreed that less would probably be more so that the focus would be more obvious.

C. [Monitoring Effectiveness](#) – Dr. Mark Perkins, Director of Institutional Research

President Schaffer stated Dr. Perkins was asked to speak about what is being done in Institutional Research to help make the evidence meaningful for those who are doing the work. With that goal in mind, he created a dashboard with visualization that helps translate the data into action.

Dr. Perkins shared the foundation of measurement theory is validity; i.e., the extent to which something measures what you purport it measures. The College’s KPI system has a lot of validity. However, the system needs to be re-examined and the IR Advisory Council needs to be resurrected, which is one of many charges for Dr. Perkins as the new IR director.

In general, research comes in stages and through the examining of literature pertinent to the desired outcome; i.e., how are other entities doing this? Referring back to Trustee Salazar’s comment that less is more, he stated the term “parsimony” is often used in research and in this connotation means “the simplest solution is probably the best.” Usability (how useful, how often utilized) is also a factor when determining the data content. The IR Office is moving toward user-friendly, online-available dashboards and less toward Excel files and PDF print-offs.

Concerning monitoring effectiveness, Dr. Perkins has found the Pathways Initiative's method of looking at things useful and has applied this to the three Tableau dashboards (listed below) that he created and the two studies he performed. The College's effectiveness (the degree to which a student is successful) is being monitored in the areas of persistence, credentials, and course completion. Two main approaches for monitoring effectiveness in these areas exist: 1) to provide broad or global tools that can be used to drill down into the context of programs and divisions and 2) to conduct specialized studies to address the goals and objectives of specific programs and divisions with a focus on the students and employees directly involved.

Dr. Perkins demonstrated how to access myLCCC (replaced EaglesEye) and the IR virtual office. He pointed out that the "About This Dashboard" is available for each dashboard and is intended to help each dashboard be user-friendly. Additional dashboards may be designed for a specific program and made visible by only that program administrator.

- 1) Program Analysis Dashboard – Consists of a collection of measures that are used to evaluate program groups within the College

Like the KPIs, this dashboard contains a lot of different measures, such as value, effectiveness and efficiency. Within this dashboard, several links are available that will route access to data such as FTE, headcount, success rates, and credit. Filters may be used to select one or more programs. This dashboard is tapped directly into the State server. A refresh schedule can be set, so that the data being accessed is current with that uploaded to the State server.

- 2) Institutional Rubric Dashboard (Course Outcomes Dashboard) – Consists of 10 common measures and some combinations, including the eight Gen Ed outcomes
  1. Collaboration
  2. Interpersonal Communication
  3. Written Communication
  4. Verbal Communication
  5. Aesthetic Analysis
  6. Cultural Awareness
  7. Information Literacy
  8. Problem Solving
  9. Quantitative Reasoning
  10. Scientific Reasoning
  11. Some Combinations of 9 and 10

This summer a direct link to Canvas was created, and a schedule was set up to pull the Canvas data (course grades, part-time and full-time enrollment numbers) via a network connection directly into tools like Tableau where it can be eventually joined with the student data found on the Colleague system. This dashboard is allowing faculty to independently filter the data down to the outcome level to see how well students are learning and where improvement is needed and to implement improvements across the curriculum. IR can customize the tools to compare, for example, courses within a content area. President Schaffer stated this is an crucial tool for determining outcomes that will be used by faculty and accreditation teams.

Additional Comments and Clarifications

- At the end of every course, instructors fill out a common course assessment rubric within Canvas (the learning software). The resulting assessment data is entered into the system along with all the other data of those students who are participating in courses that are building the general education outcome. It's quality assurance.
- Faculty judgement based on the agreed upon institutional rubric standardizes the assessment; i.e., each faculty member administers and scores a final paper using the same criterion rubric to score the paper, and that's what equalizes the variance and subjectivity.  
The faculty have collectively developed the rubrics based on their experience. This process of the faculty using a rubric to assess student outcomes has been active since Fall 2014, during which baseline data was collected.
- Dr. Perkins and Dr. Powell are co-chairing the Pathways Initiative's Course Competency and Outcome Committee. That committee's charge is to examine the validity and reliability of the course outcomes. The College has a good foundational tool that is being constantly developed. The Pathways Initiative will likely lead to looking beyond the already-established categories to considering what is relevant to a program's course and how can that be measured within the given context.

3) Pathways Dashboard (KPIs) – Includes nine metrics in six categories replicated from the Pathways Initiative – The categories are:

- First Term Credits
- First Year Credits
- First Year College English/Math Success
- Fall to Spring Retention
- Benchmark Data From the Other VFA (Voluntary Framework of Accountability) Institutions (This data has not yet been received.)
- Sample (includes “first time ever” students)

4) Placement Protocol Study (High School GPA)

President Schaffer and Dr. Perkins are working closely with groups and individuals to do case studies that help make informed decisions that improve processes and student outcomes. The question then is, “Are the measures used to place students in college developmental math and English valid?” The typical placement measures (tests) are High School GPA (the best predictor), ACT (math and English), ALEKS (math), and McCann (English) and have efficacy for placing students. A national conversation is ongoing because placement is a “tricky business.”

Historically, the College has had the vast majority of its students take a high stakes placement test called COMPASS to gauge their proficiency at reading, writing, math, and quantitative abilities. The predictability of those tests was repeatedly found to place students in lower level courses, when they were capable of successfully completing higher level courses. This impacted areas such as developmental thinking, and students were not succeeding. One takeaway is a student's cumulative High School GPA is the best predictor with the realization that whatever is used as a placement test has a very small predictability of whether or not a student will succeed. Other factors need to be considered when assessing a student's ability to succeed. Students that push through adversity are

more likely to succeed (often related to a higher High School GPA), and students who are involved on campus are more likely to outperform their counterparts.

President Schaffer stated the College has placed more students into college-level math and English than was historically done, and the success rates of those students continues to rise as does the success rates of students in developmental courses; i.e., the College is placing more students by a more simplified placement method into college-level courses that would have historically been placed in developmental courses, and the students are succeeding at higher rates.

In summary, the work of Institutional Effectiveness and Institutional Research is driving data down into practice so that those working directly with students, and who can have a direct impact on student success, can use it on a daily basis.

Trustee Salazar concluded that a numbers-only analysis is only an indicator. The real work comes from insight and wisdom.

## 5. WORK ITEM

- A. [Pathways Update](#) – Pathways Institute No. 2 Report & Update on Entry Process & Advising Must Have’s – Sarah Hannes, Adam Keizer, Dr. Zac Roehrs, and Dr. Stephen Crynes

The team just returned from attending the September 13-15, 2018, Pathways Institute No. 2 in Scottsdale, Arizona. The team shared takeaways and highlights from the institute. Some of those are listed below.

- Changing people's lives is what we're all about. The reality is we all have different backgrounds and skills.
- The focus needs to be on relationships not transactions. Students need to come first.
- The Board was shown a graphic depicting the students intake process. A lot of the process mapping has been transactional instead of relational.
- Next steps will determine what actually works. Students have things they want to know right now. So, as an example, instead of a student attending orientation, have the student hold a more in-depth conversation with an advisor, while they are in the early processes of enrollment.
- Place more emphasis on a COLS class.
- Establish a new student celebration.
- Automate more of the processes. If students have too many steps, they will opt out. As part of the Pathways project, a student success technology solution to improve the College's ability to better serve its students is being sought. EAB (Educational Advisory Board) Navigate and Civitas will be demonstrating their technology solutions on October 9<sup>th</sup> and 16<sup>th</sup>.
- New processes will affect students and staff; change management will be needed.

## 6. APPROVAL ITEMS

- A. [tXRF \(X-ray Fluorescence\) Spectrometer Purchase](#) – Vice President Clark Harris, Biology Instructor Ami Wangeline

Vice President Harris highly commended the work of Dean Bryan Wilson, Dr. Ami Wangeline, and Dr. Zac Roehrs, stating their accomplishments have created a world class science environment at LCCC and that the addition of the tXRF Spectrometer will turn LCCC into a destination place for science students. Dr. Wangeline explained how the mobile, 80-lb. spectrometer (still under warranty) will be used to analyze the elemental concentration of anything. The equipment will be used in Ag and Chemistry this month and in Geology next month. The Board is being asked to approve the expenditure of \$75,000 for the acquisition of an tXRF Spectrometer and a down payment of \$25,000, contingent on

the ability of the College to secure \$60,000 in grant funding from the Wyoming INBRE program. The remaining \$15,000 is to be paid from currently approved FY19 departmental budgets.

Trustee Erickson moved and Trustee Soto seconded,

**MOTION:** That the Board of Trustees approves the request to expend \$15,000 for the purchase of the tXRF Spectrometer and also approves the \$25,000 down payment.

An amendment was made by Trustee Erickson at the request of Trustee Lyttle and seconded by Trustee Ketcham authorizing the \$75,000 expenditure, as well. The amendment passed unanimously.

**DISCUSSION:** None

**ORIGINAL MOTION CARRIED** unanimously.

B. [Forward Greater Cheyenne LCCC Trustee Representative on Implementation Committee](#) – Board Chairman Bradley Barker

- *Forward Greater Cheyenne* Co-Chairs Brian Heithoff and Mike Williams are officially requesting the Board appoint a trustee representative to serve on the *Forward Greater Cheyenne* Implementation Committee (IC). The IC will be responsible for “filling multiple roles in the implementation of the Community & Economic Development Strategy” that will be released later this fall. The multiple roles are defined in the letter linked above under the headings of **champions**, **convener** and **catalyst**, and **progress** and **outcomes**.

Vice Chairman Merrell moved Trustee Soto seconded,

**MOTION:** That the Board of Trustees appoints Trustee Ketcham as the LCCC trustee representative on the Implementation Committee and that Trustee Salazar will be the backup representative.

**DISCUSSION:** None

**MOTION CARRIED** unanimously.

**7. BOARD REPORTS**

A. Board Member Updates – Board Chairman Bradley Barker (*Standing Agenda Item*)

No report

B. Finance and Facilities Committee (September 12<sup>th</sup> Meeting) – Trustees Don Erickson and Jess Ketcham  
Trustee Ketcham moved and Trustee Merrell seconded,

**MOTION:** That the Board of Trustees accepts and approves the following items:

- 1) [Current and Auxiliary Fund Balance Sheet Reports as of August 31, 2018](#)
- 2) [Current and Auxiliary Fund Budget Reports as of August 31, 2018](#)
- 3) [August 2018 Procurement and Contracting Report](#)

**8. NEW BUSINESS** – Board Chairman Bradley Barker

A. Board Self-Evaluation – Board Vice Chairman Carol Merrell

Board Vice Chairman Merrell stated the Board's self-evaluation survey would be available online no later than Tuesday, September 25<sup>th</sup>, and that she would like their responses no later than Sunday, September 30<sup>th</sup>. She noted no trustees will be out of town during that time.

Trustee Soto and Trustee Salazar will comprise the nominating committee for new officers to be elected during the December 5<sup>th</sup> Board Meeting.

Trustee Erickson asked if the College was providing English as a 2<sup>nd</sup> Language course. (POSTSCRIPT TO MINUTES: President Schaffer emailed the following to the trustees in response to Trustee Erickson's question. "We are no longer offering a full ESL credit program... long story short, the programming was eliminated because of perpetual low enrollments. That said, and because we know there is a need in our community, through some creative partnership between Arts and Humanities and Outreach and Workforce Development, we are still offering ESL programming and courses through our Adult Education services. See <http://lccc.wy.edu/academics/services/adultEducation/ESOL.aspx> for more information.")

**9. ADDITIONAL ITEMS – Information Only**

A. [Historical List of Board Motions](#)

**10. NEXT MEETINGS/EVENTS**

- **October 3 (Wednesday)** – (Dinner: 5:30 p.m. – CCC 178/179; Meeting: 7 p.m. – Board Room)  
An ACC report will be given on Board of Cooperative Educational Services (BOCES) along with a campaign update.  
(POSTSCRIPT TO MINUTES: The Board held a joint dinner/business meeting at 5:30 p.m. in CCC 178/179.)
- **November 7 (Wednesday)** – (Dinner: 5:30 p.m. – CCC 178/179; Meeting: 7 p.m. – Board Room)  
A pre-audit presentation will be given. (POSTSCRIPT TO MINUTES: The Finance and Facilities Committee will hear the pre-audit presentation during their meeting, which was re-scheduled to Monday, November 5<sup>th</sup>, at 11 a.m. in the Administration and Finance Conference Room.)
- **December 5 (Wednesday)** – (Dinner: 5:30 p.m. – CCC 178/179; Meeting: 7 p.m. – Board Room)  
The audit will be presented for the Board's approval of acceptance.
  - Oaths of Office (Newly Elected Trustees) and Election of Officers

**11. EX OFFICIO TRUSTEE UPDATES (*Standing Agenda Item*)**

A. ACC Advisory Board Ex Officio Trustee – Mr. Butch Keadle

Ex Officio Keadle stated the number one goal is community involvement through the development of donor relationships and the expansion of existing partnerships with Laramie High School, the University of Wyoming, and the Laramie Chamber Alliance. Realizing the Foundation's time is highly scheduled but is also very much needed to realize this goal, Ex Officio Keadle stated he is trying to "squeeze" some of the Foundation's time to assist with the accomplishment of this goal in Albany County.

B. Student Ex Officio Trustee – Mr. Derek Goldfuss

Mr. Goldfuss is serving as the acting Student Ex Officio until one can be elected. The previously elected Ex Officio Student Trustee is no longer at LCCC. He stated the School of Health Sciences has a full slate of three senator representatives. However, three senators from each of the other three schools are still being sought. Senate elections will be held next week. The maximum number of senators is now 12, reduced from 16. The SGA's first meeting is Tuesday, October 2<sup>nd</sup>.



- 12. PUBLIC COMMENT** (Public comment may be made on anything not on the agenda. Comments will be limited to five minutes.) – Board Chairman Bradley Barker

No opportunity for public comment was requested.

- 13. ADJOURNMENT** of the September 19, 2018, Board Meeting of the Laramie County Community College District Board of Trustees – Board Chairman Bradley Barker

Trustee Soto moved and Trustee Merrell seconded,

**MOTION:** That the Board of Trustees adjourns the September 19, 2018, Board Meeting of the Laramie County Community College District Board of Trustees.

**DISCUSSION:** None

**MOTION CARRIED** unanimously.

Board Chairman Bradley Barker adjourned the September 19, 2018, Board Meeting of the Laramie County Community College District Board of Trustees at 9:08 p.m., as so moved.

Respectfully submitted,

Board Recording Secretary  
Vicki Boreing