



**LARAMIE COUNTY
COMMUNITY COLLEGE**
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KPI Handbook

2018 Edition

LCCC Institutional Research Office
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INTRODUCTION

Laramie County Community College (LCCC) is committed to continuous improvement and the evaluation of institutional performance. This commitment is reflected through an assortment of activities and processes emanating from the College's mission, vision, and strategic plan.

As LCCC strives to be performance-based in the allocation of human and fiscal resources, the College has established a set of measures to guide its processes and serve as starting points for conversations. These measures, grouped into nine categories known as Key Performance Indicators^[1] (KPIs), support everyday operations and assist LCCC as it seeks continuous improvement in fulfilling its mission. The first five indicators (KPIs A-E) are comprised of measures of overall outcomes of the institution and are referred to as Effectiveness Indicators. The last four indicators (KPIs F-I) include measures the processes and environment of the institution to ascertain how efficiently the organization is operating. These are referred to as Efficiency Indicators. Collectively, these two sets of indicators allow the College to evaluate its performance in reaching its intended ends, while also ensuring it has appropriate means to those ends.

LCCC's Key Performance Indicators (KPIs)	
A. Student Participation & Achievement	F. Instructional Productivity
B. Academic Preparation	G. Fiscal Stewardship
C. Transfer Preparation	H. College Affordability
D. Workforce Development	I. Campus Climate
E. Community Development	

Effectiveness Indicators	Efficiency Indicators
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Specific measures associated with the KPIs are described in the Technical Definitions section of this manual. A listing of the measures can also be found in Appendix 1.

Evaluating KPI Measure Results

Each KPI consists of a set of measures for which data are regularly collected and analyzed. Through this analysis, grades are assigned to every measure and every KPI. Results are presented to the college community (both internal and external stakeholders) in the form of an annual report card, published in the fall.

Grading Criteria

Conceptually, grades for each measure are based on six data points:

1. The minimum value for the preceding five years,
2. The maximum value for the preceding five years,
3. The average value for the preceding five years,
4. An external benchmark,
5. A short-term improvement goal, and
6. An aspirational goal.

External Benchmarks

Various sources are used for external comparison values referred to as benchmarks throughout this document. These sources include the following.

^[1] A core or key indicator is "...a regularly produced measure that describes a specified condition or result that is central (or foundational) to the achievement of a college's mission and to meeting the needs and interests of key stakeholders" (Alfred, Shults, and Seybert, 2007, p. 12).

- Integrated Post-Secondary Educational Data System (IPEDS)
- National Community College Benchmark Project (NCCBP)
- Community College Survey of Student Engagement (CCSSE)
- Complete College America (CCA)
- Wyoming Community College system

For IPEDS, LCCC uses a peer group of 31 associate degree colleges of similar size. For Complete College America, the peer group consists of all participating two-year colleges. All participating colleges are used for the remaining benchmark sources.

The median value of the peer group is the preferred benchmark value. When the median is not available, the mean is used.

Note that, at the time of this writing, benchmark sources have not been identified for all measures in the KPI system. Grades for these measures are adjusted accordingly. See Appendix 1 for a listing of specific measures and benchmark sources.

Short-term Improvement Goals

The short-term improvement goal is based on recent trend data for each measure and is designed to drive continuous improvement. The improvement (or realistic) goal is calculated using the average ratio of a result to that of the prior year over a period of five years (Δ). Each year, the improvement goal is updated and published as part of the annual KPI report card.

As [described below](#), some measures are graded using an optimal window method. For these measures, the improvement goal is determined using the standard calculation if the current result is less than the aspirational goal. If, on the other hand, the current result is greater than the aspirational goal, the reverse-scoring calculation is used.

Improvement Goal = $R_c * \Delta^\sigma$

Where

$$\Delta = \frac{(R_2/R_1) + (R_3/R_2) + (R_4/R_3) + (R_5/R_4) + (R_c/R_5)}{5}$$

R_c = current (most recent) result
 $R_1 - R_5$ = previous five years' results

If this ratio is greater than 1. Otherwise, $\Delta = 1$.

^aWhen a measure is reverse-scored, use Δ = the average change ratio if that ratio is less than 1; otherwise $\Delta = 1$.

Aspirational Goals

The aspirational goal is the “dream big” goal that represents what results will be when LCCC is among leading colleges in the nation with respect to a measure. Aspirational goals will established for each measure on a case-by-case basis, taking into consideration the College’s strategic priorities, LCCC’s capacity, and the measure results of best-practice institutions across the nation. At the time of this writing, most measures do not yet have aspirational goals established. Grades for these measures are adjusted accordingly.

Grading Methodology

Grading Measures

For most measures, “bigger is better,” i.e. greater values are better results than smaller values. However, smaller values are better results for some measures (cost per FTE, for example) and there is an optimal window or range for others (such as student to faculty ratios). Thus, to calculate grades for all measures, three different scoring approaches have been developed. For all three approaches, the mean (μ) and standard deviation (σ) of the six (or as many as are available) grading criteria are calculated and used to determine grade ranges.

For both standard (bigger is better) scoring and reverse (smaller is better) scoring, the mean is the cut-score between the grades of B and C. The standard deviation is the width of the grade ranges, as outlined in the table below.

Grade	Grade Points	Standard Scoring	Reverse Scoring
A	4	$(\mu + \sigma) < \text{current result}$	$\text{current result} < (\mu - \sigma)$
B	3	$\mu < \text{current result} \leq (\mu + \sigma)$	$(\mu - \sigma) \leq \text{current result} < \mu$
C	2	$(\mu - \sigma) < \text{current result} \leq \mu$	$\mu \leq \text{current result} < (\mu + \sigma)$
D	1	$(\mu - 2*\sigma) < \text{current result} \leq (\mu - \sigma)$	$(\mu + \sigma) \leq \text{current result} < (\mu + 2*\sigma)$
F	0	$\text{current result} \leq (\mu - 2*\sigma)$	$(\mu + 2*\sigma) \leq \text{current result}$

Note: μ = mean and σ = standard deviation of the grading criteria values.

For optimal window scoring, the aspirational goal is used to determine the midpoint of the A range. If an aspirational goal has not been established for a measure, the external benchmark value is used. The standard deviation is used to determine the width of each window.

Grade	Grade Points	Optimal Window Scoring
A	4	$(g - 0.5*\sigma) < \text{current result} < (g + 0.5*\sigma)$
B	3	$(g - 1*\sigma) < \text{current result} \leq (g - 0.5*\sigma)$ OR $(g + 0.5*\sigma) \leq \text{current result} < (g + 1*\sigma)$
C	2	$(g - 1.5*\sigma) < \text{current result} \leq (g - \sigma)$ OR $(g + \sigma) \leq \text{current result} < (g + 1.5*\sigma)$
D	1	$(g - 2*\sigma) < \text{current result} \leq (g - 1.5*\sigma)$ OR $(g + 1.5*\sigma) \leq \text{current result} < (g + 2*\sigma)$
F	0	$\text{current result} \leq (g - 2*\sigma)$ OR $\text{current result} \geq (g + 2*\sigma)$

Note: g = aspirational goal/benchmark value and σ = standard deviation of the grading criteria values.

The scoring method for each measure is included in the technical descriptions of this handbook.

KPI Grades and Overall College Grade

After each measure is assigned a grade, grades are calculated for the KPIs using a standard grade point system. The grade points for all measures related to an indicator are summed, and that total is divided by the number of measures.

The overall grade for the College is calculated in a similar fashion. The KPI grades are assigned a point value using the same standard four-point scale, these values are summed, and the total is divided by nine.

Evaluating the KPI System

After six years of implementing the KPI system, a method of evaluating it will be developed during the 2018-2019 academic year. This evaluation will determine which measures are valuable, which need revisions, and whether the weighting system is valid and reliable. In addition, recent changes to the way IPEDS finance data are calculated require us to re-examine the G measures in the KPI system. The evaluation of the KPIs will take place with campus wide input, and the procedures and results of the evaluation will be included in this section.

TECHNICAL DEFINITIONS

KPI A Student Participation & Achievement

Measure A.1.a: 12 Month Unduplicated Headcount Enrollment

Rationale for Inclusion

Any output requires input. The most commonly measured and tracked input of higher education is participation. This measure and Measure A.1.b provide context for this indicator by quantifying the raw resource entering the College that will be refined to the desired student outcome (e.g. transfer, degree attainment, job placement, etc.).

Statistic of Interest

The 12-month unduplicated headcount enrollment in credit-bearing courses.

Methodology

From Colleague files and official enrollment reports, identify students who enrolled for credit at any time during the summer, fall and spring semesters of the academic year being reported. Exclude students who enrolled exclusively for audit in a given semester. Determine the number of individual students, counting each student only once during the 12-month period. (For example, if a student enrolls in the summer term, stops out in fall, but enrolls again in spring, count that student once.)

Frequency of Data Collection

Annually in July, after the prior academic year's enrollment report is finalized.

Benchmark

This measure is benchmarked against the median value of LCCC's IPEDS peer group.

Grading

Standard scoring is used for this measure.

Measure A.1.b: Annualized Full-time Equivalent (FTE) Enrollment

Rationale for Inclusion

Any output requires input. The most commonly measured and tracked input of higher education is participation. This measure and Measure A.1.a provide context for this indicator by quantifying the raw resource entering the College that will be refined to the desired student outcome (e.g. transfer, degree attainment, job placement, etc.).

Statistic of Interest

The annual full-time equivalent (FTE) enrollment.

Methodology

For each student identified in Measure A.1.a, determine the total non-audited credit hour activity attempted during the summer, fall and spring semesters of the academic year being reported. Then sum the credit hours for all students and divide this total by 30 to obtain the FTE enrollment.

Frequency of Data Collection

Annually in July, after the prior academic year's enrollment report is finalized.

Benchmark

This measure is benchmarked against the median value of LCCC's IPEDS peer group.

Grading

Standard scoring is used for this measure.

Measure A.2.a: Regional Market Penetration – Credit Enrollment

Rationale for Inclusion

As a community college, evaluating the level at which the community engages in the institution's programs and offerings is a good indicator of how well the College is serving the community's needs. This measure considers the portion of the population from the service region (market) engaged in credit-bearing coursework.

Statistic of Interest

The proportion of the total population in the College's service area that has participated in at least one credit course. For this measure, LCCC's service area consists of Albany County and Laramie County.

Methodology

For each student identified in Measure A.1.a, determine the county and state of residence from Colleague. From the Census Bureau (<http://www.census.gov/popest/>), determine the most recent estimated population for Albany County and for Laramie County. Divide the total number of individual students from Albany County or Laramie County by the total estimated population of these two counties.

Frequency of Data Collection

Annually in July, after the spring enrollment report is finalized.

Benchmark

This measure is benchmarked against the most recent available median value for all NCCBP participants.

Grading

Standard scoring is used for this measure.

Measure A.2.b: Regional Market Penetration – Non-Credit Enrollment

Rationale for Inclusion

As a community college, evaluating the level at which the community engages in the institution's programs and offerings is a good indicator of how well the College is serving the community's needs. This measure considers the proportion of the population from the service region (market) participating in non-credit professional and continuing education activities.

Statistic of Interest

The proportion of the total population in the College's service area that has participated in at least one non-credit course. For this measure, LCCC's service area consists of Albany County and Laramie County.

Methodology

From Colleague, determine the number of individual students who enrolled in at least one non-credit course during the academic year. Count each student only once, regardless of the number of course in which he/she enrolled. For each student, determine the county and state of residence. Divide the total number of individual students from Albany County or Laramie County by the total estimated population of these two counties, as in Measure A.2.a.

Frequency of Data Collection

Annually in July, after spring enrollment report is finalized.

Benchmark

This measure is benchmarked against the most recent available median value for all NCCBP participants.

Grading

Standard scoring is used for this measure.

Measure A.3.a: Persistence Rate – Full-time Students

Rationale for Inclusion

Student success is the foundation of LCCC's mission. To complete a credential that is meaningful in the workplace and for the most effective transfer in a timely manner, students must persist for multiple semesters. This measure considers the fall-to-fall persistence of first-time degree- or certificate-seeking students who enroll full-time during their first semester at LCCC.

Statistic of Interest

The percentage of first-time degree- or certificate-seeking students enrolled full-time in credit classes in a fall semester who enroll in at least one credit class the subsequent fall semester.

Methodology

For each fall semester, identify a cohort of first-time, degree- or certificate-seeking students who were enrolled full-time. Exclude students enrolled exclusively for audit. Then determine which of the identified students enrolled for at least one credit course in the subsequent fall semester.

Frequency of Data Collection

Annually in February, after the official fall enrollment report is finalized.

Benchmark

This measure is benchmarked against the median of LCCC's IPEDS peer group.

Grading

Standard scoring is used for this measure.

Measure A.3.b: Persistence Rate – Part-time Students

Rationale for Inclusion

Student success is the foundation of LCCC's mission. To complete a credential that is meaningful in the workplace and for the most effective transfer in a timely manner, students must persist for multiple semesters. This measure considers the fall-to-fall persistence of first-time degree- or certificate-seeking students who enroll part-time during their first semester at LCCC. Considering the graduation rate of degree- or certificate-seeking students who initially enroll part-time allows for a better understanding of their progress toward graduation.

Statistic of Interest

The percentage of first-time degree- or certificate-seeking students enrolled part-time in credit classes in a fall semester who enroll in at least one credit class the subsequent fall semester.

Methodology

For each fall semester, identify a cohort of first-time, degree- or certificate-seeking students who were enrolled part-time. Exclude students enrolled exclusively for audit. Then determine which of the identified students enrolled for at least one credit course in the subsequent fall semester.

Frequency of Data Collection

Annually in February, after the official fall enrollment report is finalized.

Benchmark

This measure is benchmarked against the most recent available median value for all NCCBP participants.

Grading

Standard scoring is used for this measure.

Measure A.4.a: Graduation Rate – Full-time Cohort

Rationale for Inclusion

Graduation rates are one of the measures most commonly used to evaluate postsecondary institutions. The attainment of an associate degree also facilitates a smooth transfer experience, and associate degrees and certificates are a meaningful credential in the workplace.

Statistic of Interest

The percentage of first-time full-time degree- or certificate-seeking students who graduate within 150% of the normal program completion time.

Methodology

For each fall semester, identify a cohort of first-time, degree- or certificate-seeking students who enrolled full-time. Exclude any students who were exclusively auditing courses. Track the students over three years, through August 31 of the third year, and identify students who were awarded degrees and/or certificates during the tracking period. If a student earns more than one award, count that student only once. Divide the number of students who graduated by the number in the original cohort.

Frequency of Data Collection

A cohort is identified in January for the previous fall. Tracking data (continued enrollment and program completion) are collected for each subsequent semester after the enrollment report is finalized. Graduation rates are reported annually in September.

Benchmark

This measure is benchmarked against the median value of LCCC's IPEDS peers

Grading

Standard scoring is used for this measure.

Measure A.4.b: Graduation Rate – Part-time Cohort

Rationale for Inclusion

Graduation rates are one of the measures most commonly used to evaluate postsecondary institutions. The attainment of an associate degree also facilitates a smooth transfer experience, and associate degrees and certificates are a meaningful credential in the workplace. Considering the graduation rate of degree- or certificate-seeking students who initially enroll part-time allows for a better understanding of this cohort, which represents a significant number of students served.

Statistic of Interest

The percentage of first-time part-time degree- or certificate-seeking students who graduate within 150% of the normal program completion time.

Methodology

For each fall semester, identify a cohort of first-time, degree- or certificate-seeking students who enrolled part-time. Exclude any students who were exclusively auditing courses. Track the students over three years, through August 31 of the third year, and identify students who were awarded degrees and/or certificates during the tracking period. If a student earns more than one award, count that student only once. Divide the number of students who graduated by the number in the original cohort.

Frequency of Data Collection

A cohort is identified in January for the previous fall. Tracking data (continued enrollment and program completion) are collected for each subsequent semester after the enrollment report is finalized. Graduation rates are reported annually in September.

Benchmark

This measure is benchmarked against the most recent available median value for all NCCBP participants.

Grading

Standard scoring is used for this measure.

Measures A.5.a – A.5.i: Achievement of LCCC Core Institutional Competencies

Rationale for Inclusion

LCCC has established a set of institutional competencies that we value and believe every graduating student should achieve. This indicator, while difficult to measure due to the wide variety of potential individual student outcomes, demonstrates student attainment of these institutional competencies.

Statistics of Interest

The percentage of students performing at Proficient or Exceptional levels on the common rubric for each institutional competency.

Methodology

From the institutional rubric data extracted from the College's learning management system (LMS), construct frequency tables to determine the number and percentage of students who performed at Proficient or Exceptional levels on the institutional rubrics. Exclude any data from other assignments or rubrics that may be in the data file.

Frequency of Data Collection

Data is extracted from the LMS at the end of each semester and summarized annually in July.

Benchmark

Because these measures are internally developed, there are no appropriate external comparison data available.

Grading

Standard scoring is used for these measures.

Measure A.6: Student Goal Attainment

Rationale for Inclusion

Students approach the community college with a wide variety of goals. An understanding of student goal completion complements the data on graduation and persistence for a more comprehensive understanding of our success in fulfilling our mission.

Statistic of Interest

The percentage of students who indicate that their educational goals were met upon exiting from the college.

Methodology

Determine the number of graduate survey respondents who agree/strongly agree a statement indicating that they attained their goals while at LCCC. Divide this number by the number responding to the item.

Note: More comprehensive tools will be developed to measure student goal attainment for students who do not earn a degree or certificate.

Frequency of Data Collection

The Graduate/Completer Follow-up Survey is administered six months after graduation; results are reported annually.

Benchmark

This measure is benchmarked against the most recent available median value for all NCCBP participants.

Grading

Standard scoring is used for this measure.

Measure A.7: Enrollee Success Rate

Rationale for Inclusion

In-course success and retention are necessary for students to be retained to goal or degree completion. In-course success has also recently become part of our funding model. While an important element in several other indicators, it is important to separate this measure out to identify potential barriers to goal achievement.

Statistic of Interest

The proportion (percentage) of students enrolled in credit course sections on the enrollment reporting census date who earn a successful final grade (A, B, C, or S) in the section.

Methodology

From Colleague, identify students and the course sections in which they were enrolled for credit on the enrollment reporting census date during the academic year. Exclude sections in which a student enrolled for audit, sections for which grades are not assigned (grade of NG), and sections that students have not yet completed (grade of I). For the identified student course sections, determine the total number of grades (A, B, C, D, F, S, or U) and the total number of drops and withdrawals. The success rate is the ratio of passing grades (A, B, C, or S) to the grand total number of grades and drops/withdrawals.

Frequency of Data Collection

Annually in the summer, after the enrollment report for the prior academic year has been finalized.

Benchmark

This indicator is benchmarked against the most recent available median value for all NCCBP participants.

Grading

Standard scoring is used for this measure.

KPI B Academic Preparation

Measure B.1.a: Enrollment in LCCC's Wyoming High School Equivalency Certification (HSEC) Program

Rationale for Inclusion

Tracking the enrollment of students in the High School Equivalency Certification (HSEC) program and their attainment of the HSEC will allow the College to determine the effectiveness of the program over time. This measure, as well as Measures B.1.b and B.1.c, will have three effects: (1) assist students with goal attainment (Measure A.6), (2) ensure that the College continues to provide a valuable service to the community, and (3) provide an avenue for recruiting HSEC graduates into college programs.

Statistic of Interest

The 12-month unduplicated enrollment in LCCC's Wyoming HSEC program.

Methodology

From the ACES (Adult and Career Education System) database, determine the number of individuals who were officially enrolled (completed a pre-assessment and at least 12 hours of instruction) in HSEC programs during the program year (July 1 – June 30).

Frequency of Data Collection

Annually in July, for the prior program year.

Benchmark

This indicator is benchmarked against Wyoming state data.

Note: This benchmark data was not available for 2013-14 or 2014-15 due to changes in state reporting. Other benchmarking sources will be investigated.

Grading

Standard scoring is used for this measure.

Measure B.1.b: Student Attainment of Wyoming High School Equivalency Certification (HSEC)

Rationale for Inclusion

Tracking the enrollment of students in the High School Equivalency Certification (HSEC) program and their attainment of the HSEC will allow the College to determine the effectiveness of the program over time. This measure, as well as Measures B.1.a and B.1.c, will have three effects: (1) assist students with goal attainment (Measure A.6), (2) ensure that the College continues to provide a valuable service to the community, and (3) provide an avenue for recruiting HSEC graduates into college programs.

Statistic of Interest

The proportion of those students identified for Measure B.1.a who attained the HSEC by the end of the program year.

Methodology

From the ACES (Adult and Career Education System) database, determine the number of individuals who were officially enrolled (completed a pre-assessment and at least 12 hours of instruction) in HSEC programs during the program year (July 1 – June 30) and attained a HSEC credential during that same year. Divide this number by the result for the previous measure

Frequency of Data Collection

Annually in July, for the prior program year.

Benchmark

This indicator is benchmarked against Wyoming state data.

Note: This benchmark data was not available for 2013-14 or 2014-15 due to changes in state reporting. Other benchmarking sources will be investigated.

Grading

Standard scoring is used for this measure.

Measure B.1.c: College Matriculation Rate of Wyoming High School Equivalency Program Completers

Rationale for Inclusion

Tracking the enrollment of students in the High School Equivalency Certification (HSEC) program and their attainment of the HSEC will allow the College to determine the effectiveness of the program over time. This measure, as well as Measures B.1.a and B.1.b, will have three effects: (1) assist students with goal attainment (Measure A.6), (2) ensure that the College continues to provide a valuable service to the community, and (3) provide an avenue for recruiting HSEC graduates into college programs.

Statistic of Interest

The proportion of students who matriculate to a college or university within one year of completing LCCC's HSEC program.

Methodology

From the ACES (Adult and Career Education System) database, identify the students who attained a HSEC credential during the previous program year. Conduct a search of the National Student Clearinghouse to determine which of these students matriculate to a college or university within one year of attaining their GED credential.

Frequency of Data Collection

Annually in August, for the program year that ended on June 30 of the prior year.

Benchmark

This indicator is benchmarked against Wyoming state data.

Note: This benchmark data was not available for 2013-14 or 2014-15 due to changes in state reporting. Other benchmarking sources will be investigated.

Grading

Standard scoring is used for this measure.

Measure B.2.a: Enrollment in LCCC's Dual/Concurrent Enrollment Program

Rationale for Inclusion

Research has suggested the participation of high school students in early college activities, such as dual and concurrent enrollment, leads to higher rates of college participation, persistence, accumulation of credits, and ultimately completion. Thus, measuring the participation of students in the Concurrent/Dual Enrollment program is a good indicator of how well the College is helping prepare students for future higher education.

Statistic of Interest

The 12-month unduplicated enrollment of high school students taking courses for dual credit during the academic year. This includes students in concurrent enrollment courses (taught by high school teachers for high school students only) as well as those enrolled for dual credit in a regularly scheduled college course taught by college instructors) during the academic year.

Methodology

From Colleague and official enrollment reports, determine the students who were officially enrolled (as of the enrollment reporting census date) for dual credit during the prior year, counting each student only once.

Frequency of Data Collection

Annually in August, after the official enrollment report for the prior year has been completed.

Benchmark

A benchmark has not yet been identified for this measure.

Grading

Standard scoring is used for this measure.

Measure B.2.b: College Matriculation Rate of LCCC Dual/Concurrent Enrollment Program Participants

Rationale for Inclusion

Research has suggested the participation of high school students in early college activities, such as dual and concurrent enrollment, leads to higher rates of college participation, persistence, accumulation of credits, and ultimately completion. Thus, measuring the matriculation rate of high school graduates who participated the Concurrent/Dual Enrollment program is a good indicator of how well the College is helping prepare students for future higher education.

Statistic of Interest

The proportion of dual credit students who matriculate to the College within one year of after high school graduation.

Methodology

From the students enrolled for dual credit during the previous year, identify the students who graduated from high school during that year. Conduct a search of National Student Clearinghouse records to determine how many of these graduates enrolled at any college or university within one year after high school graduation. Calculate the matriculation rate by dividing the number of who enrolled at a college or university by the number of students who were enrolled for dual credit and graduated from high school during the prior year.

Frequency of Data Collection

Annually in August, after the official enrollment report for the prior year has been completed.

Benchmark

A benchmark has not yet been identified for this measure.

Grading

Standard scoring is used for this measure.

Measure B.3.a: Success in Developmental (Remedial) Coursework - Math

Measure B.3.b: Success in Developmental (Remedial) Coursework - Writing

Rationale for Inclusion

One of the primary components of the community college mission is academic preparation. LCCC accomplishes this in part by helping students become ready for college-level coursework in many fields, but primarily in math and writing. Their success in these courses has been proven to increase their likelihood of persisting to goal attainment and/or completion of a college credential. These measures indicate how effective the College is at moving students through remedial coursework.

Statistics of Interest

Success is measured by the passing grades (A, B, C, or S) earned by students in developmental (remedial) coursework divided by the number of students enrolled in remedial courses on the enrollment reporting census date. This success rate is calculated for developmental math and developmental writing students (measures B.3.a and B.3.b respectively).

Methodology

From the College's Colleague database, identify students who officially enrolled (as of the 12% enrollment census date) in developmental math or writing courses during the previous fall semester. Exclude student who audited or received incomplete grades (I). Of the remaining records, determine the number of A, B, C, and S grades. The success rate is the number of passing grades over the total enrollment after the exclusions. Calculate the success rates of math and writing courses separately.

Frequency of Data Collection

Annually in July, after the prior academic year's enrollment report is finalized.

Benchmark

This measure is benchmarked against NCCBP data for applicable courses.

Grading

Standard scoring is used for this measure.

Measure B.4.a: Subsequent Success of Developmental (Remedial) Students – College-level Math

Measure B.4.b: Subsequent Success of Developmental (Remedial) Students – College-level Writing

Rationale for Inclusion

One of the primary components of the community college mission is academic preparation. LCCC accomplishes this in part by helping students become ready for college-level coursework in many fields, but primarily in math and writing. Their success in these courses has been proven to increase their likelihood of persisting to goal attainment and/or completion of a college credential. These measures indicate how effective the College is at moving developmental (remedial) students through related college-level coursework.

Statistics of Interest

The proportion of students who successfully complete a related college-level course within one year of successfully completing a developmental (remedial) math and/or writing course.

Methodology

Identify students who successfully completed developmental math and/or writing courses during the fall semester two years prior to the current year. Determine the number who enrolled in and successfully completed a related college-level course by the end of the subsequent fall semester. For example, for the 2014-15 report card, identify students who successfully completed a developmental math and/or reading course in fall 2013 and track

these students through the fall 2014 semester to determine who many enrolled in and successfully completed a related college-level course.

Frequency of Data Collection

Annually in February, after the prior fall semester's enrollment report has been finalized.

Benchmark

This measure is benchmarked against NCCBP data for applicable courses.

Grading

Standard scoring is used for this measure.

KPI C Transfer Preparation

Measure C.1.a: Number of Students Enrolled in Transfer Programs

Rationale for Inclusion

A key mission of community colleges is to prepare students for transfer to four-year institutions. Tracking student participation in transfer programs measures the size of the student population with the goal of transferring to a four-year institution. Furthermore, monitoring the size of this student population (relative to student populations with different goals) will allow appropriate resource allocation.

Statistics of Interest

The annualized headcount enrollment of students in Associate of Arts or Associate of Science degree programs.

Methodology

Report the annualized headcount in academic transfer programs from the annual enrollment report. (Annualized headcount is calculated by dividing the total headcount enrollment for the summer, fall, and spring semesters by two.)

Frequency of Data Collection

Annually in August, after the annual enrollment report is finalized.

Benchmark

This measure is benchmarked against all Wyoming Community Colleges.

Grading

Standard scoring is used for this measure.

Measure C.1.b: Annualized FTE Enrollment in Transfer Programs

Rationale for Inclusion

A key mission of community colleges is to prepare students for transfer to four-year institutions. Tracking student participation in transfer programs measures the size of the student population with the goal of transferring to a four-year institution. Furthermore, monitoring the size of this student population (relative to student populations with different goals) will allow appropriate resource allocation.

Statistics of Interest

The annualized FTE enrollment of students in Associate of Arts or Associate of Science degree programs.

Methodology

Report the annualized FTE enrollment in academic transfer programs from the annual enrollment report. (Annualized headcount is calculated by dividing the total FTE enrollment for the summer, fall, and spring semesters by two.)

Frequency of Data Collection

Annually in August, after the annual enrollment report is finalized.

Benchmark

This measure will be benchmarked against all Wyoming Community Colleges beginning in 2015.

Grading

Standard scoring is used for this measure.

Measure C.2.a: Number of Transfer Degrees Awarded

Rationale for Inclusion

LCCC's success as an institution is measured by the degree to which it fulfill its mission. To the extent that completion of an associate degree increases transferability of credits and improves success after transfer, the ability of students to reach this milestone assesses the College's performance.

Statistic of Interest

The number of transfer (AA and AS) degrees awarded during the academic year (summer, fall, and spring).

Methodology

From Colleague, determine the number of AA and AS degrees awarded during the academic year.

Frequency of Data Collection

Annually in the summer, after the annual enrollment report is finalized.

Benchmark

A benchmark has not yet been identified for this measure.

Grading

Standard scoring is used for this measure.

Measure C.2.b: Number of Transfer Degrees Awarded per 100 FTE students

Rationale for Inclusion

LCCC's success as an institution is measured by the degree to which it fulfill its mission. This measure provides context for Measure C.2.a by comparing the number of A.A. and A.S. to the number of students seeking those degrees.

Statistic of Interest

The ratio of the number of transfer degrees awarded during an academic year to the annualized FTE enrollment in transfer degree programs for the same year, as a percent.

Methodology

Divide the number of A.A. and A.S. degrees awarded (Measure C.2.a) by the annualized FTE enrollment (Measure C.1.b) and multiply by 100.

Frequency of Data Collection

Annually in the summer, after the annual enrollment report is finalized.

Benchmark

A benchmark has not yet been identified for this measure.

Grading

Standard scoring is used for this measure.

Measure C.3: University Matriculation Rates

Rationale for Inclusion

Many factors influence whether (and when) students take the next step and enroll at a four-year institution. This measure provides information regarding how successful LCCC's contribution has been to a student's ability to take that step.

Statistic of Interest

The proportion of students enrolled in transfer programs (e.g. AA or AS) during an academic year who do not enroll at LCCC in the subsequent fall and enroll at a four-year higher education institution.

Methodology

Each fall, identify from Colleague records students who were officially enrolled during at least one semester of the prior academic year but are not enrolled in the current semester. Determine the last date of attendance for these students by using the end of the last semester in which they were enrolled. Using the National Student Clearinghouse, conduct a transfer search to determine which of these students have enrolled in a four-year college or university. If a student is found at more than one institution, use the earliest record from a four-year institution. The university matriculation rate is the number of transfer records found divided by the number of individuals in the search file.

Frequency of Data Collection

Annually in September, after the enrollment reporting census date for the fall semester.

Benchmark

This measure is benchmarked against NCCBP data.

Grading

Standard scoring is used for this measure.

Measure C.4.a: Success After Transfer – First Fall GPA for Students Transferring to UW

Rationale for Inclusion

The ultimate and most direct measure of LCCC's success in preparing students for the intellectual challenges they will face at a four-year institution is the success of its former students at four-year institutions.

Statistic of Interest

The average first fall term GPA of students who transfer to the University of Wyoming.

Methodology

From the annual transfer report provided by the Office of Institutional Analysis at the University of Wyoming (UW), report the average GPA achieved by students who transferred LCCC credits to the University during their first fall term.

Frequency of Data Collection

Annually in October, after the UW transfer report is received.

Benchmark

This measure is benchmarked against all new transfers to UW in the same semester.

Grading

Standard scoring is used for this measure.

Measure C.4.b: Success After Transfer – Students Earning Degrees within Four Years of Transferring to a Four-year College or University

Rationale for Inclusion

The ultimate and most direct measure of LCCC's success in preparing students for the intellectual challenges they will face at a four-year institution is the success of its former students at four-year institutions.

Statistic of Interest

The proportion of students who transfer to a four-year college or university and subsequently earned a bachelor's degree or higher within four years of transfer.

Methodology

Each fall, identify a cohort of students who were enrolled at some time during the academic year five years before the reporting term, but not the subsequent fall. Conduct a search of the National Student Clearinghouse to determine which of these students earned a bachelor's degree by the end of the summer semester immediately preceding the reporting term. If a student earns more than one bachelor's degree, count that student only once. The graduation rate is the number of students who have earned a bachelor's degree within four years divided by the number in the cohort.

Frequency of Data Collection

Annually in September, after the summer graduation records are finalized.

Benchmark

A benchmark has not yet been identified for this measure.

Grading

Standard scoring is used for this measure.

KPI D Workforce Development

Measure D.1.a: Number of Students Enrolled in Workforce Programs

Rationale for Inclusion

A key mission of community colleges is to prepare students for entry into the workforce. Tracking student participation in workforce (career/technical education) programs measures the size of the student population with the goal of entering the workforce upon completion. Furthermore, monitoring the size of this student population (relative to student populations with different goals) will allow appropriate resource allocation.

Statistics of Interest

The annualized headcount enrollment of students in Associate of Applied Science or Certificate of Completion programs.

Methodology

Report the annualized headcount in workforce programs from the annual enrollment report. (Annualized headcount is calculated by dividing the total headcount enrollment for the summer, fall, and spring semesters by two.)

Frequency of Data Collection

Annually in August, after the annual enrollment report is finalized.

Benchmark

This measure is benchmarked against all Wyoming Community Colleges.

Grading

Standard scoring is used for this measure.

Measure D.1.b: Annualized FTE Enrollment in Workforce Programs

Rationale for Inclusion

A key mission of community colleges is to prepare students for entry into the workforce. Tracking student participation in workforce (career/technical education) programs measures the size of the student population with the goal of entering the workforce upon completion. Furthermore, monitoring the size of this student population (relative to student populations with different goals) will allow appropriate resource allocation.

Statistics of Interest

The annualized FTE enrollment of students in Associate of Applied Science or Certificate of Completion programs.

Methodology

Report the annualized FTE enrollment in workforce programs from the annual enrollment report. (Annualized headcount is calculated by dividing the total FTE enrollment for the summer, fall, and spring semesters by two.)

Frequency of Data Collection

Annually in August, after the annual enrollment report is finalized.

Benchmark

This measure is benchmarked against all Wyoming Community Colleges.

Grading

Standard scoring is used for this measure.

Measure D.1.c: Total Enrollment in Non-credit Workforce Courses (Duplicated)

Rationale for Inclusion

In addition to credit-bearing programs, LCCC offers extensive non-credit workforce development opportunities. Tracking student participation in these non-credit workforce courses offers another perspective on how well the College is achieving this key mission component. Furthermore, monitoring the size of this student population (relative to student populations with different goals) will allow appropriate resource allocation.

Statistics of Interest

The total, duplicated enrollment in non-credit workforce development (CTE) courses.

Methodology

Report the total, duplicated enrollment in continuing education courses from the annual enrollment report.

Frequency of Data Collection

Annually in August, after the annual enrollment report is finalized.

Benchmark

This measure is benchmarked against all Wyoming Community Colleges.

Grading

Standard scoring is used for this measure.

Measure D.2.a: Number of Workforce Development Degrees and Certificates Awarded

Rationale for Inclusion

LCCC's success as an institution is measured by the degree to which it fulfill its mission. To the extent that completion of a workforce development credential improves students' success in the workforce, the number of students reaching this milestone assesses the College's performance.

Statistic of Interest

The number of workforce development degrees (AAS) and certificates awarded during the academic year (summer, fall, and spring).

Methodology

From Colleague, determine the number of AAS degrees and certificates awarded during the academic year.

Frequency of Data Collection

Annually in August, after the annual enrollment report is finalized.

Benchmark

A benchmark has not yet been identified for this measure.

Grading

Standard scoring is used for this measure.

Measure D.2.b: Number of Workforce Development Degrees and Certificates Awarded per 100 FTE students

Rationale for Inclusion

LCCC's success as an institution is measured by the degree to which it fulfill its mission. This measure provides context for Measure D.2.a by comparing the number of A.A.S. degrees and Certificates of Completion awarded to the number of students seeking those degrees.

Statistic of Interest

The ratio of the number of workforce development degrees and certificates awarded during an academic year to the annualized FTE enrollment in transfer degree programs for the same year, as a percent.

Methodology

Divide the number of A.A.S degrees and certificates awarded (Measure D.2.a) by the annualized FTE enrollment (Measure D.1.b) and multiply by 100.

Frequency of Data Collection

Annually in August, after the annual enrollment report is finalized.

Benchmark

A benchmark has not yet been identified for this measure.

Grading

Standard scoring is used for this measure.

Measure D.3: In-Field Job Placement Rates

Rationale for Inclusion

Workforce Development cannot only be measured by the output of graduates and the production of degrees. Those two things must be highly sought out and valued by employers. In addition, they must be aligned to community needs, which may be best identified through employment opportunities. Therefore, the rate at which the College's graduates become employed within their field of study or expertise is a sound indicator of both the quality, and appropriateness, of the programming the College offers and its fit with community workforce needs.

Statistic of Interest

The proportion of graduates from AAS degree or certificate programs who obtain employment in a field directly related to that program within six months of graduation.

Methodology

Graduates of AAS degree and certificate programs are surveyed to determine if they are employed in a field related to the program from which they graduated. The proportion of respondents reporting employment in their field of study is calculated.

Frequency of Data Collection

The Alumni Survey is administered six months after graduation; results are reported annually.

Benchmark

This measure is benchmarked against NCCBP data.

Grading

Standard scoring is used for this measure.

Measure D.4: Employer Satisfaction

Rationale for Inclusion

It is not sufficient to simply graduate students from applied programs, but similar to tracking job-placement, additional measures of workforce development are critical to assessing the efficacy of the College in achieving this goal. Asking employers how well they believe the College's graduates perform in relation to all of their employees provides an additional perspective on the quality of the College's programming.

Statistic of Interest

This indicator is measured with the proportion of employers responding to the College's employer satisfaction survey who report (1) having hired graduates from LCCC within the last year and (2) report that those employees perform as well or better than employees who are not LCCC graduates.

Methodology

Under development.

Frequency of Data Collection

Varies by program; reported annually.

Benchmark

A benchmark for this measure has not yet been identified.

Grading

Standard scoring will be used for this measure.

Measure D.5: Licensure and Certification Pass Rates

Rationale for Inclusion

The success of graduates in many applied fields must be measured by more than just graduation rates. Many occupations, especially in healthcare, require licensure to practice or enter the workforce. Thus, measuring the success of students in passing licensure and certification exams is a critical indicator of success in developing a qualified workforce.

Statistic of Interest

The proportion of students who successfully complete an industry licensure or certification exam of those who attempt such an exam.

Methodology

From each program director or lead instructor, collect the number of students who (1) attempted an industry licensure or certification exam during the previous year and (2) successfully complete the exam. Divide the number by successful by the number who attempted the exam.

Frequency of Data Collection

Annually in August for prior year graduates.

Benchmark

A benchmark for this measure has not yet been identified.

Grading

Standard scoring is used for this measure.

KPI E Community Development

Measure E.1.a: Number of Customized Training Programs Offered

Measure E.1.b: Number of Businesses served

Measure E.1.c: Total Participation in Customized Training Programs

Rationale for Inclusion

Businesses frequently make requests of the college for customized training to serve the needs of their employees for professional development, job advancement, and personal growth. This indicator measures how many individuals are participating in these training activities, as well as the number of businesses who send participants to these activities. This information identifies trends and opportunities for college planning. Additionally, the data give employers a measure of participation rates and return on investment, as the employers are often providing the funding for these opportunities.

Statistics of Interest

The number of (E.1.a) customized training programs offered during a fiscal year, (E.1.b) businesses served by those programs, and (E.1.c) students participating (duplicated enrollment) in those programs.

Methodology

The database maintained by the Workforce Development Office is queried to determine the number of customized training programs offered during a fiscal year, the number of business served, and the total participation in those programs.

Frequency of Data Collection

Annually in August, after the end of the previous fiscal year.

Benchmarks

Measures E.1.b and E.1.c are benchmarked against NCCBP data. A benchmark has not yet been identified for Measure E.1.a.

Grading

Standard scoring is used for this measure.

Measure E.2: Total Participation in Non-Credit Lifelong Learning Courses

Rationale for Inclusion

Research in education and psychology has supported the value and power of learning throughout one's lifetime. Community colleges have long provided non-credit learning opportunities to the community stakeholders who may or may not be credit students. Part of the mission of the community college is to serve the community. This indicator provides the number of community members who participant in the various non-credit classes and programs. From this, the college can assess types of offerings expected from the community and plan accordingly.

Statistic of Interest

The total, duplicated headcount enrollment in non-credit life enrichment (community service) courses.

Methodology

Report the total duplicated headcount enrollment in community service courses from the annual enrollment report.

Frequency of Data Collection

Annually in the summer, after the annual enrollment report is finalized.

Benchmark

This measure is benchmarked against Wyoming community colleges.

Grading

Standard scoring is used for this measure.

Measures E.3.a – E.3.c: Community Market Penetration

Rationale for Inclusion

One way to measure the quality of an institution's events is participation. For a community college, those events are programmed for the community, as well as for the students and staff of the college. The community is a primary stakeholder in the institution. These measures represent the number of community participants who attend the college's programmed events.

Statistics of Interest

The total estimated attendance at (E.3.a) cultural activities, (E.3.b) public meetings, and (E.3.c) sporting events during the fiscal year divided by the estimated population of Laramie County and Albany County combined.

Methodology

Departments that sponsor community events are surveyed annually to collect the number of events, including cultural activities, public meetings, and athletic events, as well as the total estimated attendance at each of these events.

Frequency of Data Collection

Annually in August for the prior fiscal year.

Benchmark

This indicator is benchmarked against NCCBP data.

Grading

Standard scoring is used for this measure.

KPI F Instructional Productivity

Measure F.1.a: Average Credits to Completion – Degree Completers

Measure F.1.b: Average Credits to Completion – Certificate Completers

Measure F.2.a: Average Time to Completion – Degree Completers

Measure F.2.b: Average Time to Completion – Certificate Completers

Rationale for Inclusion

The rate at which students succeed with completing the necessary coursework for a degree or certificate (including credit diplomas, certificates of completion, and credit certificates) is important for both cost savings to the student, as well as the taxpayer. In addition, research has suggested the longer it takes students to accomplish their educational goals, the less likely they are complete.

Statistics of Interest

(F.1) The average number of credits earned by students who were awarded a degree or certificate during an academic year and (F.2) the average time these students took to earn that award. These measures are reported separately for degree completers (F.1.a and F.2.a) and certificate completers (F.1.b and F.2.b)

Methodology

For each graduate, determine the date of initial enrollment at the College by using the starting date of the first semester in which the student was enrolled in credit-bearing courses, i.e., the start date. If a student has previously been awarded a degree or certificate from LCCC, use the first semester in which the student enrolled after the date of the previous graduation. For each student, calculate the total number of institutional credits earned by the student between the graduation date and the start date. Calculate the time to completion by subtracting the start date from the graduation date; divide by 365.25 to get the time to completion in years.

Frequency of Data Collection

Annually, after the end of the academic year.

Benchmarks

These measures are benchmarked against data from Complete College America.

Grading

Reverse scoring is used for these measures.

Measure F.3: FTE Student to FTE Faculty Ratio

Rationale for Inclusion

Community colleges pride themselves on offering student-centered, intimate learning environments focused on helping students succeed through close interaction between students and their faculty. Therefore, the measure of the faculty to student ratio is a good indication of whether the College is truly embracing this belief and building learning settings that ensure students have this access to their faculty.

Statistic of Interest

The ratio of FTE students to FTE faculty during the fall semester.

Methodology

Report the FTE student to faculty ratio from the IPEDS Fall Enrollment Survey. (For IPEDS reporting, FTE student count is the sum of the number of full-time students and one-third of the number of part-time students. Similarly, the

FTE faculty count is the sum of the number of full-time faculty and one-third of the number of part-time faculty. Only credit-bearing courses are considered.)

Frequency of Data Collection

Annually in the spring for the previous fall semester.

Benchmark

This measure is benchmarked against IPEDS data.

Aspirational Goal

For this measure, the state-established goal for school districts is used. As of this writing, the goal is 16.

Grading

Window scoring is used for this measure.

Measure F.4.a: Percent of Sections taught by Full-time Faculty

Measure F.4.b: Percent of Credits Taught by Full-time Faculty

Rationale for Inclusion

The Board of Trustees has charged the institution with offering current, high-quality education. Adjunct instructors are critical to the college's mission and provide a connection to those currently working in the field. The temporary and variable nature of their appointment limits them in terms of consistency of access and time needed to serve the comprehensive needs of students and the institution. Full-time faculty members can better implement curriculum, manage quality, coordinate learning, and provide consistency in access to faculty for students. These measures monitor the balance between these two employee groups.

Statistics of Interest

The proportion of all credit sections taught by full-time faculty (F.4.a) and the proportion of total credit hours taught by full-time faculty (F.4.b)

Methodology

From Colleague, a listing of all active credit sections from the fall semester is downloaded. Division and Human Resource records are used to determine if the instructor is a full-time faculty member or an adjunct for each section. Full-time faculty teaching sections outside the area for which they were hired are treated as adjuncts for that area. For example, a full-time math instructor is considered to be an adjunct for any P.E. courses that he/she might teach.

- For F.4.a, determine the number of sections taught by full-time faculty. Then calculate the percentage of sections taught by full-time faculty.
- For F.4.b, calculate the total credit hours for all active sections and for sections taught by full-time faculty. Then calculate the percentage of credits taught by each faculty group.

Frequency of Data Collection

Every spring for the preceding fall semester.

Benchmark

These measures are benchmarked against NCCBP data.

Grading

Standard scoring is used for this measure.

Measure F.5: Average Credit Section Fill Rate

Rationale for Inclusion

The College lives in a world of limited resources. Therefore it must maximize its ability to deploy those resources and serve as many students as possible while not compromising quality in instruction. The institution has used diligent analysis to establish course capacity that preserves quality, and this measure examines how well the institution is doing at maximizing that capacity.

Statistic of Interest

The average ratio of census date enrollment to the course section capacity.

Methodology

Determine the enrollment as of the enrollment reporting census date for each active credit section and calculate the ratio of enrollment to capacity. Average the ratios for all sections.

Frequency of Data Collection

Data are collected after the end of each semester when the official enrollment report has been finalized and reported annually in August.

Benchmark

A benchmark has not yet been identified for this measure.

Grading

Standard scoring is used for this measure.

KPI G Fiscal Stewardship

Due to the way in which IPEDS has changed finance calculations, the methodologies given below (G.1 through G.3.b) are in review during the 2018-2019 academic year.

Measure G.1: Core Expenditures per FTE Student

Rationale for Inclusion

As a public institution, the College must practice due diligence in being good fiscal stewards of taxpayer resources. Measuring the average expenditures per student and benchmarking against the College's peers illustrate how well the College is maximizing its resources and maximizing student impact.

Statistic of Interest

The total annual core expenditures divided by the annualized FTE student enrollment.

Methodology

Divide the total core expenditures from the audited final budget report by the annualized FTE (Measure A.1.b) from the corresponding year. Core expenditures include expenditures for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships, other expenditures and non-operating expenditures.

Frequency of Data Collection

Annually for the prior year, after the financial audit has been completed.

Benchmark

This measure is benchmarked against LCCC's IPEDS peer group.

Grading

Reverse scoring is used for this measure.

Measure G.2: Core Expenditures per Completion

Rationale for Inclusion

The College must weigh the relative cost in which it produces graduates or student completions. In an efficient organization, the cost associated with producing an output (in this case completions), should be monitored to assure those individuals investing in education are confident in the way their resources are being utilized to produce a desired outcome.

Statistic of Interest

The total annual core expenditures divided by the total number of degrees and certificates awarded during the same year.

Methodology

Divide the total core expenditures from the audited final budget report by the total number of degrees and certificates awarded during the same year. A student who completes multiple programs during the same academic year is counted once for each program completed. For example, a student who earns a certificate in the fall semester and a degree and a certificate in the spring semester is counted as three completions.

Frequency of Data Collection

Annually for the prior year, after the financial audit has been completed.

Benchmark

This measure is benchmarked against LCCC's IPEDS peer group.

Grading

Reverse scoring is used for this measure.

Measure G.3.a: Expenditures in Instruction

Measure G.3.b: Expenditures in Instruction, Academic Support, and Student Services

Rationale for Inclusion

To sustain an efficient institution focused on higher learning requires balancing the various functions necessary to create and maintain the organization's health and maximizing student success. Yet these various functions can at times seem at odds and compete with each other. Monitoring the proportion of the College's resources invested into each of these areas, while also benchmarking against peer or philosophical goals (e.g., how much to invest in instruction), is a good indicator of how well the College invests its resources to attain the institution's mission.

Statistics of Interest

G.3.a: The annual expenditures in Instruction as a percentage of total annual core expenditures.

G.3.b: The annual expenditures in Instruction, Academic Support, and Student Services as a percentage of total annual core expenditures.

Methodology

Determine the total expenditures by function from the final audited budget report for the prior fiscal year. Calculate the percent of total core expenditures in Instruction and the percent of total core expenditures in Instruction, Academic Support and Student Services combined.

Frequency of Data Collection

Annually, after the financial audit for the prior fiscal year has been completed.

Benchmark

This measure is benchmarked against LCCC's IPEDS peer group.

Aspirational Goal

For these measures, aspirational goals of 50% (G.3.a) and 70% (G.3.b) have been established.

Grading

Window scoring is used for these measures.

KPI H College Affordability

Measure H.1.a: Tuition and Fees – Wyoming Residents

Rationale for Inclusion

College affordability has been, and continues to be, one of the most monitored elements in higher education. The price of attendance drives where students go to enroll and, more importantly, if they enroll. It is critical to monitor the price of attendance at the College to ensure it does not outpace competing institutions or impact the ability of individuals in the service area to attend at the College.

Statistic of Interest

The total of tuition and fees for full-time Wyoming residents for the academic year (excluding summer).

Methodology

Collect combined total tuition and fees per semester for full-time Wyoming residents one semester as published in the course catalog. Multiply by two to get the annual rate.

Frequency of Data Collection

Annually in August for the upcoming academic year.

Benchmark

This measure is benchmarked against LCCC's IPEDS peer group.

Grading

Reverse scoring is used for this measure.

Measure H.1.b: Net Price of Attendance

Rationale for Inclusion

College affordability has been, and continues to be, one of the most monitored elements in higher education. The price of attendance drives where students go to enroll and, more importantly, if they enroll. It is critical to monitor the price of attendance at the College to ensure it does not outpace competing institutions or impact the ability of individuals in the service area to attend at the College.

Statistic of Interest

The average net price of attendance for full-time, first-time, degree-seeking Wyoming residents who are awarded grant or scholarship aid from the federal government, state/local government, or the institution.

Methodology

Report the average institutional net price for Group 3 students from the most recently completed IPEDS Student Financial Aid Survey

Frequency of Data Collection

Annually in April for the prior year.

Benchmark

This measure is benchmarked against LCCC's IPEDS peer group.

Grading

Reverse scoring is used for this measure.

Measure H.2.a: Number of Private Donors to the LCCC Foundation

Measure H.2.b: Total Donations to the LCCC Foundation

Measure H.2.c: Number of Donations to the LCCC Foundation

Rationale for Inclusion

Private giving is a reflection of the culture and climate of the College and, consequently, an important indicator of community support. It provides financial support for scholarships and program funds and provides assistance to College's emerging needs. Private giving also reflects the level of employee commitment to the College through the successful Employee Giving Campaign. It is important to measure these funds for planning, budgeting and goal setting through this indicator.

Statistics of Interest

Three statistics are used: (H.2.a) the number of individuals making donations to the LCCC Foundation during a calendar year, (H.2.b) the total amount donated by these individuals, and (H.2.c) the number of donations made by these individuals.

Methodology

Collect this information from the annual report prepared by the LCCC Foundation.

Frequency of Data Collection

Annually in the spring for the prior calendar year.

Benchmark

Benchmarks have not yet been identified for these measures.

Grading

Standard scoring is used for these measures.

Measure H.3.a: Percent of Students Receiving Privately Funded Aid

Measure H.3.b: Total Privately Funded Aid Awarded

Rationale for Inclusion

Student scholarships managed by the College Foundation are a stable and sustaining source of support for our students. These private donations are awarded based on criteria established by donors and administered by the College along with external agency funds. These measures demonstrate to those donors and external agencies that these funds are distributed according to their specifications.

Statistic of Interest

Two statistics are used: (H.3.a) the percent of students receiving scholarships through the LCCC Foundation during the academic year and (H.3.b) the total amount distributed to these students.

Methodology

From Colleague records, identify students who received LCCC Foundation scholarships dispersed during the prior academic year. From this list, (1) count the number of unique individuals and (2) calculate the total amount distributed.

Frequency of Data Collection

Annually in August for the prior year.

Benchmark

Benchmarks have not yet been identified for these measures.

Grading

Standard scoring is used for these measures.

KPI I Campus Climate

Measure I.1.a: Graduate Satisfaction

Rationale for Inclusion

Student satisfaction continues to be a key component of academic success and institutional effectiveness, including but not limited to persistence and graduation rates. Empirical evidence on satisfaction points to a feeling of belonging, being engaged, and being a part of something much greater as being determiners of personal satisfaction. When students are disengaged, isolated, and possess little to no loyalty to an institution the lesser the personal satisfaction. These constituents' satisfaction with services received is critical to the effectiveness of the institution.

Statistic of Interest

The percentage of students indicating they were satisfied or very satisfied with different programs and services of the college on the alumni survey.

Methodology

Calculate an overall satisfaction rate as the total number of students responding satisfied or very satisfied to any item divided by the total number of responses to all applicable items.

Frequency of Data Collection

The alumni (graduate follow-up) survey is conducted six months after the end of each semester; results are reported annually in the spring.

Benchmark

A benchmark has not yet been identified for this measure.

Grading

Standard scoring is used for this measure.

Measure I.1.b: Student Satisfaction

Rationale for Inclusion

Student satisfaction continues to be a key component of academic success and institutional effectiveness, including but not limited to persistence and graduation rates. Empirical evidence on satisfaction points to a feeling of belonging, being engaged, and being a part of something much greater as being determiners of personal satisfaction. When students are disengaged, isolated, and possess little to no loyalty to an institution the lesser the personal satisfaction. These constituents' satisfaction with services received is critical to the effectiveness of the institution.

Statistic of Interest

The percentage of students responding to the CCSSE who indicated that they were very satisfied with different programs and services addressed on the survey.

Methodology

Calculate an overall satisfaction rate as the total number of students responding satisfied or very satisfied to any item divided by the total number of responses to all applicable items.

Frequency of Data Collection

The CCSSE is conducted during the spring semester of odd-numbered years. Data are available in the following August.

Benchmark

This measure is benchmarked against the most recent CCSSE cohort.

Grading

Standard scoring is used for this measure.

Measures 1.2.a—1.2.e: Student Engagement (CCSSE Benchmarks)

Rationale for Inclusion

The better the institution gets to know its students, and the better students get to know the institution, the better able they are to engage in the educational process. Students who are engaged are more likely to stay (see KPI 3) and finish their program of study. This measure will allow the institution to measure itself against other institutions of comparable demographics.

Statistics of Interest

The average response on survey items corresponding to the CCSSE benchmarks: (1.2.a) Active and Collaborative Learning, (1.2.b) Student Effort, (1.2.c) Academic Challenge, (1.2.d) Student-Faculty Interaction, and (1.2.e) Support for Learners.

Methodology

Standardize responses so that every item is on a four point scale, with 4 being the most desirable response and 1 being the least desirable response. For some items, this will involve reverse coding. Then calculate the average response over all items related to each benchmark.

Frequency of Data Collection

The CCSSE is conducted biannually, in the spring of odd-numbered years. Results are available in the following August.

Benchmark

These measures are benchmarked against the most recent CCSSE national cohort.

Grading

Standard scoring is used for this measure.

Measure 1.3: Employee Satisfaction

Rationale for Inclusion

As with other constituents, faculty and staff are a critical element in the functionality of an institution. Employee satisfaction translates to retention, motivation, emotional commitment to the agency, and overall quality and quantity of work. Low morale correlates with low motivation and commitment. Ultimately, this generalizes to other constituent bases and effects their persistence and retention.

Statistic of Interest

The average overall satisfaction rating given by respondents to the Noel-Levitz College Employee Satisfaction.

Methodology

The Ruffalo Noel-Levitz College Employee Satisfaction Survey is administered to all benefitted employees who have been at the college for at least 30 calendar days at the time of the survey. Contact Human Resources to get an email list for these employees.

Frequency of Data Collection

Annually in the spring semester, before spring break.

Benchmark

The most recent national average overall satisfaction result for the Ruffalo Noel-Levitz College Employee Satisfaction is used.

Grading

Standard scoring is used for this measure.

Measure I.4.a: Rate of Employee Grievances

Measure I.4.b: Rate of Employee Harassment Complaints

Rationale for Inclusion

Again, a positive correlation may be derived from the type of employee complaints, as well as the number and frequency of those complaints. Tracking such information may serve as a “barometer” of institutional effectiveness and satisfaction.

Statistics of Interest

The rates of employee grievances and harassment complaints filed during a fiscal year.

Methodology

From the Human Resources office, collect the number of occurrences of employee grievances and harassment complaints during the fiscal year, as well as the total number of individuals employed full-time or part-time at the beginning of that year. Calculate the grievance rate and the harassment rate as the number of occurrences, as applicable, divided by the total number of employees.

Frequency of Data Collection

Annually in June, for the prior fiscal year, as part of LCCC’s participation in the NCCBP.

Benchmark

These measures are benchmarked against NCCBP data.

Grading

Reverse scoring is used for these measures.

Measure I.5.a: Employee Retirement Rate

Measure I.5.b: Employee Departure Rate

Rationale for Inclusion

Retention of staff and faculty means continuity and a sureness of quality for any institution. Tracking this data will help address issues of loss of students, loss of faculty/adjuncts, and loss of reputation. Again, a positive correlation may be derived from tracking such trends between loss of staff and faculty and student persistence and retention. This also translates to a loss of business.

Statistic of Interest

The ratio of number of full-time employees who (I.5.a) retired or (I.5.b) departed for other reasons except a reduction in force (RIF) during a fiscal year to the number of full-time positions at the end of the year.

Methodology

From the Human Resources office, collect the total number of full-time positions as of the end of the fiscal year as well as the number of full-time employees who retired or departed for other reasons and had to be replaced during the same year. RIFs are not included in the number of departures as these employees are not replaced. Calculate the rates by dividing the number of retirements or other departures by the number of positions.

Frequency of Data Collection

Annually in June, for the prior fiscal year, as part of LCCC's participation in the NCCBP.

Benchmark

These measures are benchmarked against NCCBP data.

Grading

Reverse scoring is used for these measures.

APPENDICES

Appendix I – KPIs, Measures, Results' Time Frames, and Benchmark Sources

A. Student Participation and Achievement			
Measure	Description	Current Result Time Frame	Benchmark
A.1.a	12 Month Unduplicated Headcount	2016-2017	IPEDS
A.1.b	Annualized FTE	2016-2017	IPEDS
A.2.a	Regional Market Penetration - Credit Enrollment	2016-2017	NCCBP
A.2.b	Regional Market Penetration - Non-Credit Enrollment	2016-2017	NCCBP
A.3.a	Fall-to-fall Persistence - Full-time IPEDS cohort	Fall 2015	IPEDS
A.3.b	Fall-to-fall Persistence - Part-time IPEDS cohort	Fall 2015	IPEDS
A.4.a	Graduation Rate - Full-time IPEDS Cohort (150%)	Fall 2014	IPEDS
A.4.b	Graduation Rate - Part-time IPEDS Cohort (150%)	Fall 2014	NCCBP
A.5.a	Institutional Rubric Score - Collaboration	Spring 2016	n/a
A.5.b	Institutional Rubric Score - Effective Communication: Interpersonal Communication	2016-2017	n/a
A.5.c	Institutional Rubric Score - Effective Communication: Verbal Communication	2016-2017	n/a
A.5.d	Institutional Rubric Score - Effective Communication: Written Communication	2016-2017	n/a
A.5.e	Institutional Rubric Score - Human Culture: Aesthetic Analysis	2016-2017	n/a
A.5.f	Institutional Rubric Score - Human Culture: Cultural Awareness	2016-2017	n/a
A.5.g	Institutional Rubric Score - Reasoning: Information Literacy	2016-2017	n/a
A.5.h	Institutional Rubric Score - Reasoning: Problem Solving	2016-2017	n/a
A.5.i	Institutional Rubric Score - Reasoning: Quantitative Reasoning	2016-2017	n/a
A.5.j	Institutional Rubric Score - Reasoning: Scientific Reasoning	2016-2017	n/a
A.6	Student Goal Attainment	2015-2016	NCCBP
A.7	Enrollee Success Rate	2016-2017	NCCBP
B. Academic Preparation			
Measure	Description	Current Result Time Frame	Benchmark
B.1.a	Enrollment in Wyoming High School Equivalency (GED) Program	2016-2017	Wyoming
B.1.b	Percent Who Attain the GED	2016-2017	Wyoming
B.1.c	Percent Who Matriculate to a College/University within One Year	2015-2016	Wyoming
B.2.a	Enrollment in Concurrent/Dual Enrollment Program	2016-2017	n/a
B.2.b	Percent Who Matriculate to a College/University within One Year	2015-2016	n/a
B.3.a	Success in Developmental Coursework - Math	Fall 2015	NCCBP
B.3.b	Success in Developmental Coursework - Writing	Fall 2015	NCCBP
B.4.a	Subsequent Success of Developmental Students - College-level Math	Fall 2015	NCCBP
B.4.b	Subsequent Success of Developmental Students - College-level Writing	Fall 2015	NCCBP
C. Transfer Preparation			
Measure	Description	Current Result Time Frame	Benchmark
C.1.a	Number of Students Enrolled in Transfer Programs	2016-2017	Wyoming
C.1.b	Annualized FTE Enrollment in Transfer Programs	2016-2017	n/a
C.2.a	Transfer Degrees Awarded	2016-2017	n/a
C.2.b	Transfer Degrees per 100 FTE	2016-2017	n/a
C.3	University Matriculation Rate	2015-2016	n/a
C.4.a	Success After Transfer - First Fall GPA for Students Transferring to UW	Fall 2015	UW
C.4.b	Success After Transfer - Students Earning Degrees within Four Years	2012-2013	n/a

D. Workforce Development			
Measure	Description	Current Result Time Frame	Benchmark
D.1.a	Number of Students Enrolled in Credit Workforce (CTE) Programs (Annualized Headcount)	2016-2017	Wyoming
D.1.b	Annualized FTE Enrollment in Workforce (CTE) Programs	2016-2017	n/a
D.1.c	Total Enrollment in Non-Credit Workforce Courses (Duplicated)	2016-2017	n/a
D.2.a	Workforce (CTE) Degrees Awarded	2016-2017	Wyoming
D.2.b	Workforce (CTE) Degrees per 100 FTE	2016-2017	n/a
D.3	In-field Job Placement Rate	2015-2016	NCCBP
D.4	<i>Employer Satisfaction</i>	<i>n/a</i>	<i>n/a</i>
D.5	Licensure/Certification Pass Rate	2015-2016	n/a
E. Community Development			
Measure	Description	Current Result Time Frame	Benchmark
E.1.a	Number of Customized Training Programs Offered	2016-2017	n/a
E.1.b	Number of Businesses Served	2016-2017	NCCBP
E.1.c	Total Participation in Customized Training Programs	2016-2017	n/a
E.2	Total Participation in Non-Credit Life Enrichment Courses	2016-2017	n/a
E.3.a	Community Market Penetration - Cultural Activities	2016-2017	NCCBP
E.3.b	Community Market Penetration - Public Meetings	2016-2017	NCCBP
E.3.c	Community Market Penetration - Sporting Events	2016-2017	NCCBP
F. Instructional Productivity			
Measure	Description	Current Result Time Frame	Benchmark
F.1.a	Average Credits to Completion	2016-2017	CCA
F.1.b	Average Time to Completion	2016-2017	CCA
F.2	FTE Student to FTE Faculty Ratio	2016-2017	IPEDS
F.3.a	Percent of Sections Taught by Full-time Faculty	2016-2017	NCCBP
F.3.b	Percent of Credits Taught by Full-time Faculty	2016-2017	NCCBP
F.4	Average Credit Section Fill Rate	2016-2017	n/a
G. Fiscal Stewardship			
Measure	Description	Current Result Time Frame	Benchmark
G.1	Core Expenditures per FTE	2015-2016	IPEDS
G.2	Core Expenditures per Completion	2015-2016	IPEDS
G.3.a	Expenditures in Instruction (as a Percent of Total Core Expenditures)	2015-2016	IPEDS
G.3.b	Expenditures in Instruction, Academic Support, and Student Services (as a Percent of Total Core Expenditures)	2015-2016	IPEDS
H. College Affordability			
Measure	Description	Current Result Time Frame	Benchmark
H.1.a	Tuition and Fees - Wyoming Residents	2016-2017	IPEDS
H.1.b	Net Price of Attendance	2015-2016	IPEDS
H.2.a	Number of Private Donors to the LCCC Foundation	2016	n/a
H.2.b	Total Donations to the LCCC Foundation	2016	n/a
H.2.c	Number of Donations to the LCCC Foundation	2016	n/a
H.3.a	Percent of Students Receiving Privately Funded Aid	2015-2016	n/a
H.3.b	Total Privately Funded Aid Awarded	2015-2016	n/a

I. Campus Climate			
Measure	Description	Current Result Time Frame	Benchmark
I.1.a	Graduate Satisfaction (Alumni Survey)	2015-2016	n/a
I.1.b	Current Student Satisfaction (CCSSE Items)	Spring 2016	CCSSE
I.2.a	CCSSE Benchmark - Active and Collaborative Learning	Spring 2016	CCSSE
I.2.b	CCSSE Benchmark - Student Effort	Spring 2016	CCSSE
I.2.c	CCSSE Benchmark - Academic Challenge	Spring 2016	CCSSE
I.2.d	CCSSE Benchmark - Student-Faculty Interaction	Spring 2016	CCSSE
I.2.e	CCSSE Benchmark - Support for Learners	Spring 2016	CCSSE
I.3	Employee Satisfaction	Spring 2016	NLCESS
I.4.a	Rate of Employee Grievances	2016-2017	NCCBP
I.4.b	Rate of Employee Harassment Complaints	2016-2017	NCCBP
I.5.a	Employee Retirement Rate	2016-2017	NCCBP
I.5.b	Employee Other Departure Rate	2016-2017	NCCBP

Benchmarks:

- CCA = Complete College America
- CCSSE = Community College Survey of Student Engagement
- IPEDS = Integrated Post-Secondary Educational Data System
- NCCBP = National Community College Benchmark Project
- NLCESS = Noel-Levitz College Employee Satisfaction Survey
- UW = University of Wyoming
- Wyoming = Wyoming Community Colleges

Appendix II – Determining LCCC’s IPEDS Peer Group

Rationale

Our IPEDS peers are those institutions that are like LCCC in terms of enrollment, control and degrees and certificates awarded. The peer group also contains the other six Wyoming community colleges.

Frequency

Every three years in June. The IPEDS peer group should be updated again in 2019.

Methodology

Using data reported to IPEDS, public associate degree-granting institutions are identified. These institutions are compared to LCCC on seven key variables:

1. 12-month unduplicated headcount ($\pm 25\%$)
2. Ratio of 12-month FTE enrollment to 12-month unduplicated headcount ($\pm 5\%$)
3. Number of associate degrees awarded ($\pm 25\%$)
4. Percentage of certificates out of total degrees and certificates awarded ($\pm 5\%$)
5. Fall headcount enrollment ($\pm 25\%$)
6. 12-month FTE enrollment ($\pm 25\%$)
7. Number of certificates awarded ($\pm 25\%$)

An institution is considered an IPEDS peer if it is within the specified range on each of the first four measures or on the majority of the seven measures. Wyoming community colleges are considered IPEDS peers regardless of the measure results.

For 2016, the institutions in LCCC's IPEDS peer group are listed below.

Institution Name	City	State
Baltimore City Community College	Baltimore	MD
Caldwell Community College and Technical Institute	Hudson	NC
Cape Cod Community College	West Barnstable	MA
Casper College	Casper	WY
Catawba Valley Community College	Hickory	NC
Cayuga County Community College	Auburn	NY
Central Wyoming College	Riverton	WY
East Mississippi Community College	Scooba	MS
Eastern Wyoming College	Torrington	WY
George C Wallace State Community College-Hanceville	Hanceville	AL
Honolulu Community College	Honolulu	HI
Housatonic Community College	Bridgeport	CT
Illinois Valley Community College	Oglesby	IL
Jones County Junior College	Ellisville	MS
Lake Superior College	Duluth	MN
Massachusetts Bay Community College	Wellesley Hills	MA
Morton College	Cicero	IL
New River Community College	Dublin	VA
Northeast Community College	Norfolk	NE
Northeast Iowa Community College	Calmar	IA
Northwest College	Powell	WY
Quincy College	Quincy	MA
Schenectady County Community College	Schenectady	NY
Sheridan College	Sheridan	WY
Southside Virginia Community College	Alberta	VA

Institution Name	City	State
State Fair Community College	Sedalia	MO
Temple College	Temple	TX
Three Rivers Community College	Norwich	CT
Tunxis Community College	Farmington	CT
Western Iowa Tech Community College	Sioux City	IA
Western Wyoming Community College	Rock Springs	WY