

Category Four: Planning and Leading

Introduction

Over the past three years, the College has made significant progress in moving away from reactive institutional action towards one clearly more systematic and with greater alignment. Building from the feedback to LCCC’s first Systems Portfolio of 2010, the Institution has taken major steps in developing, strengthening and integrating those institutional elements or processes that guide its work towards greater attainment of the mission. The evidence provided in the first systems appraisal feedback report to the Institution guided an interdisciplinary team from the College during a Strategy Forum in the spring of 2012. The team charted the path to a massive quality improvement initiative stemming from an organization-wide approach to continuous improvement, which would further drive the development of critical processes. This work predominantly focused on the areas of leadership, planning, resource allocation, structure for organizational operations, inclusiveness and engagement of individuals, and assessment of institutional effectiveness.

The College’s mission statement serves as its ultimate public purpose. The mission statement is augmented by employees’ agreement to how they behave in their work towards attainment of that purpose – LCCC’s core and aspirational values. Achievement of these is then assessed through a series of summative KPIs and accompanying measures. The KPIs include both effectiveness (output) indicators as well as efficiency (process) indicators aligned to the foundations of the mission. The assessment of performance on these areas is a critical element in informing the development of the vision statement, Strategic Plan, and downstream planning and actions.

To help provide context for the responses within this category on Planning and Leading, as well as for AQIP Category Six: Quality Overview, it may be beneficial here to describe the College’s model of continuous improvement to identify how this model ensures the integration of essential processes required for a quality culture. The model originates and terminates with the Institution’s mission statement and values. These are further expanded to drive the development of the College’s envisioned future (vision) and the Institution’s Strategic Plan, from which a cycle of continuous improvement is regularly implemented. The cycle includes both formative and summative evaluation, followed by different levels of organizational planning, supported by strategic resource allocation, which launches the implementation of planned actions. Upon completion, the cycle repeats. Review and validation of the mission and values occur within a regular cycle associated with the College’s strategic planning process further explained in this section. Figure 4-1 visually demonstrates this model.

Figure 4-1: Continuous Improvement Model at LCCC



Figure 4-1

Mission and Vision

4P1 Mission and Vision focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution's mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Developing, deploying, and reviewing the institution's mission, vision, and values (1.A.1, 1.D.2, 1.D.3)

The College has a systematic and inclusive process for the development, deployment, and review/update of the Institution's mission statement, values, and vision. This process is integrated in part within the College's strategic planning process (see 4P2 for more information on strategic planning at LCCC). To summarize here, though, the College conducts a comprehensive strategic planning process every five to seven years. The planning process is guided by the College's commitment to shared governance (see [Board Policy 1.1.5](#)) and begins with the organization of a strategic planning team comprised of individuals representing all internal constituencies at the College (e.g., the Trustees, executive team, faculty, staff, etc.). The composition of the team is purposeful to ensure the engagement of all voices within the campus community. Its work leads to recommendations for the President, then from the President to the Board of Trustees for their approval and adoption (1.A.1).

The first stage of the College's strategic planning process is designed to accomplish three distinct objectives. The first is to validate the Institution's mission statement. The second is to consider the value statements, determining whether they represent values fitting of the College for its future and whether the Institution is capable of embodying those values. Finally, informed by environmental scanning, the third objective is to develop an envisioned future, or vision statement, for the College. Collectively, these three statements set the stage for strategic motivation for LCCC's future. Further information and resources pertaining to this process are available at online under the [Strategic Plan Process](#).

The work to accomplish these objectives ensures the planned actions of the Institution (through the implementation of a strategic plan) are aligned with the over-arching purpose of the College. Thus, the College recognizes, and verifies, that its role is to serve its community, and it does so through the deployment of its resources into programs and services that meet identified needs (1.D.2, 1.D.3).

Ensuring that institutional actions reflect a commitment to its values

The College establishes formal "value statements" that include both core values and aspirational values as part of the comprehensive strategic planning process referred to above and further detailed in 4P2. (Please refer to the Institutional Overview section of this Systems Portfolio to review these values.) Although these are formal value statements, they should not be viewed as the only things the Institution values. While the Institution embodies the core values, and is working towards the attainment of the aspirational values, the Institution values other things as well – for example, the attainment of its mission, realizing its vision, and the accomplishment of the goals and strategies set forth in its Strategic Plan. These are all evident at the Institution through policies and procedures, internal processes, formal and informal behaviors, and informal and formal acts.

Described in greater detail in this Systems Portfolio, numerous processes exist at the College to ensure the work and actions of the Institution reflect a commitment to its mission, vision, values, and Strategic Plan. At the macro level, the Institution's actions can be categorized in a relatively few areas of action. These include the determination of substantive changes to the organization's operations, where and how it allocates precious resources, and who is involved in decision-making and how those interactions play out.

The identification of what LCCC values comes through a series of activities driven by collaboration. Much of this derives from the comprehensive strategic planning process. Thus, it seems only fitting if what the Institution values comes from broad representation of the campus community, then the process

through which the Institution ensures its actions match what it values should also be derived through the lens of collaboration. To that end, LCCC has embraced the Board of Trustee’s policy perspective on Shared Governance (see [Board Policy 1.1.5](#)).

LCCC has responded to the Board’s policy statement by establishing a framework for governance and operational decision-making (Figure 4P1-1). This framework illustrates the separation of functional operations, or more day-to-day activities, from those major decisions that determine the direction of the Institution. While the operational activities have been handled consistently within administrative groups and positions, the process through which major decisions are vetted and formed had not been substantially formalized. To remedy this, the Institution has redesigned its College Council (see [Administrative Procedure 1.1.5P](#)) to serve as the primary shared governance body of the Institution. College Council is designed to ensure the College is effectively and efficiently achieving the Institution’s mission. The College Council facilitates this through timely, factual, and clear communication between constituent groups regarding major institutional decisions. It promotes transparent and respectful communications at all levels of the college community to ensure collaborative and committed decisions are made regarding the direction of the College. It serves as a deliberating body to discuss college-wide issues, to make collaborative decisions, and to formulate recommendations to the President.

Figure 4P-1: Framework for Governance

Governance and Decision-Making Framework

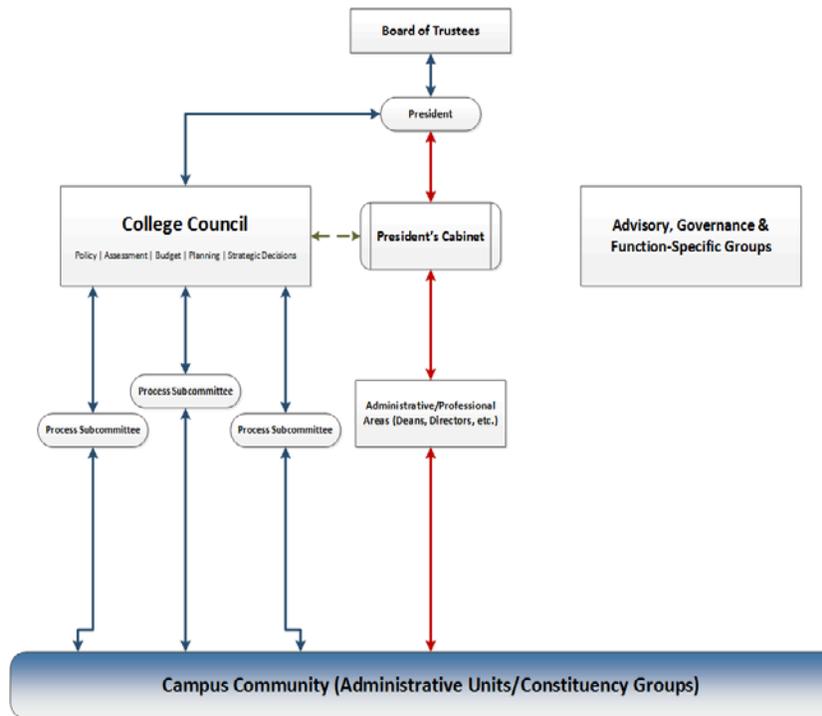


Figure 4P1-1

At the micro level, the Institution has gone to great lengths over the past two years to ensure its mission, vision and value statements are engrained in major institutional processes that determine substantive action of the organization. Some of these processes are described in greater detail elsewhere within this Systems Portfolio, however a summary table (Figure 4P1-2) is included below identifying processes that have purposefully incorporated the Institution’s mission statement, values, elements of the vision statement, and/or Strategic Plan strategies into the decision-making components of the process.

| Figure 4P1-2: Evidence of Mission in Processes | |
|--|---|
| Institutional Process | Elements Incorporated |
| Budget Development Process | KPIs, Strategic Plan Strategies |
| Budget Allocation of One Time Only Funds | KPIs, Strategic Plan Strategies |
| Human Resource Priority Plan | Strategic Plan Strategies |
| Academic Program Review | KPIs, Strategic Plan Strategies |
| Innovation Funds Program | KPIs, Strategic Plan Strategies, Vision |
| Continuous Improvement Plans | Mission |
| President's Evaluation | Mission, Strategic Plan Strategies |
| New Employee Orientation | Mission, Vision and Values |

Figure 4P1-2

Communicating the mission, vision, and values (1.B.1, 1.B.2, 1.B.3)

The LCCC process for communicating its mission, vision, and values is becoming embedded in the organizational culture. The College believes culture emerges as a result of the behaviors individuals within the campus community exhibit. These behaviors are often developed, reinforced, or discouraged based on the adherence to written words. The Institution, starting with the Board of Trustees, the President, and the executive leadership, have committed to the process of ensuring the mission, vision, and value statements are communicated through all of the primary and most visible communication channels of the Institution. Thus, at LCCC, you will find the College's mission, vision, and values communicated in written form across many venues and in many formats (1.B.1). For example:

- The Board of Trustees are the ultimate stewards of the College's mission, vision, and values. Their primary mechanism for setting their expectations is through policy, and they have established Board Policy 1.1.3 to communicate their commitment to the mission, vision and values of the Institution (see [Chapter 1](#)).
- The College's mission statement appears as one of the first things individuals read when they access the [LCCC website](#), and the mission, vision and values are highlighted on their own prominent page (see [Mission, Vision and Values](#)).
- The College's mission, vision, and value statements are the first elements written within the Institution's 2013-2020 Strategic Plan.
- The President's Cabinet (the College's executive team) has adopted a process of incorporating the mission statement in their primary communications, such as having the mission included at the bottom of every email sent by Cabinet members.

Mission statements by their very nature are grand, broad, and perhaps even esoteric. They are intended to help individuals consistently rise to a higher purpose. Often times, though, making the connections to the mission from the day-to-day activities of employees can be challenging. To address this, the College has developed a bridge between the mission and our work by articulating the primary vehicles through which we accomplish the mission. These vehicles are derived from four primary pillars of the comprehensive community college:

1. Academic Preparation - To prepare people to succeed academically in college-level learning.
2. Transfer Preparation - To engage students in learning activities that will prepare and advance them through the pursuit of a baccalaureate degree.
3. Workforce Development - To develop individuals to enter or advance in productive, life-fulfilling occupations and professions.
4. Community Development - To enrich the communities LCCC serves through activities that stimulate and sustain a healthy society and economy.

These elements accompany the mission statement in the Institution's primary public documents articulating the mission – Board of Trustees policy, the Strategic Plan, the website, the college catalog,

etc. (1.B.1). These elements have become core themes of LCCC's mission statement, helping to further explain the various aspects of its mission in more recognizable areas of its work (1.B.2).

Lastly, these themes help to drive the College's work—with an emphasis in serving students. While the College's taxing district, municipal and county boundaries, service area, and even state boundaries are all well established, LCCC recognizes that, as an open-access institution, people come to it from many different areas. Once they come, they become LCCC students, and the College is committed to helping transform their lives (1.B.3).

Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

The College has two different processes for ensuring that academic programs are consistent with the Institution's mission. The first is the process for developing and approving new academic programs. This process is closely aligned with the Wyoming Community College Commission's (WCCC's) program approval requirements. The WCCC is the state's coordinating board for the community colleges and is comprised of seven members appointed by the Governor. State statute requires they review and approve all academic programs eligible for state funding. It is expected by the WCCC that the proposed programs not only align with the college's mission statement but also fulfill needs within its service area and align with the WCCC's statewide Strategic Plan and the over-arching state's interests. Other criteria considered for the approval of the plan are explained in [WCCC Rules, Chapter 6](#).

Internally the process builds upon the WCCC's criteria while also requiring various development and approval stages, described in [Administrative Procedure 6130, Program Development: Academic/Vocational](#). Program development and approval also are contingent on proposed programs meeting the parameters within [Board Policy 2.1](#), on degrees and certificates, and the accompanying [Administrative Procedure 2.1P](#). Section 5.0 within the procedure specifically requires that academic programs meet the College's mission statement by requiring the program and credential type to align with the four foundational elements of the comprehensive community college mission identified earlier in this section (1.A.2).

In regard to academic and student support services, the process for approving these and ensuring they align with the College's mission is mostly included with the budget development and approval process described in greater detail in the next section. New academic and student support services typically require institutional resources to become established. In the request for new resources, the College has implemented processes that evaluate requests on a variety of criteria, most of which stem from the College's mission.

The second process utilized for ensuring that academic programs and services are aligned with the Institution's mission is through program review. This process ensures that approved programs do not deviate from being mission-centric over time after they have been approved. The College has recently completed a year-long overhaul of its academic program review process described in more detail in 1P4. The Administrative Procedure associated with this process is available on the LCCC Online Policy Manual, and it fully describes the review process (please visit [Administrative Procedure 10.2P](#)). As stated in the procedure's opening section 5.0, "Academic program review generates knowledge about how well academic programs are contributing to the attainment of the College's mission—transforming our students' lives through the power of inspired learning."

The College does not yet have a comprehensive co-curricular program review process, although many of the existing academic and non-academic support services go through their own more informal review processes. For example, in 2014 a comprehensive assessment of the effectiveness of the Financial Aid department was conducted to identify the areas for immediate and continuous improvement. In addition, the College has launched an AQIP Action Project focused on the establishment of a non-academic/service

program review process modeled after the process for reviewing academic programs. While the review criteria will likely be different, this process will also include a focus on how the support service is aligned and contributing to the College’s mission, as well as focusing on the attainment of program/service outcomes.

Allocating resources to advance the institution’s mission and vision, while upholding the institution’s values (1.D.1, 1.A.3)

Over the past two years, the College has undertaken a comprehensive redesign to the processes through which it plans, assesses institutional effectiveness, and allocates resources towards continuous improvement. This continuous improvement model was described in more detail in the opening of this section. One component of that overhaul was a redesign of the College’s budget development and allocation process. To ensure the involvement and broaden the participation of faculty, staff, and students in this key process, the College Council (described above) established a standing committee on budget and resource allocation. This committee has played a crucial role in ensuring shared governance and alignment of institutional resources with mission attainment.

In addition, the College’s Budget Process Advisory Committee undertook a comprehensive review and overhaul of the budget development in the 2012-2013 academic/fiscal year. Through consideration of weaknesses in the past model, conversations with various constituent groups, and extensive process mapping, they established an improved model for the annual development of the College’s budget.

The budget process incorporates two primary aspects where alignment with the College’s mission, vision, KPIs, and Strategic Plan is central to the determination of resource allocation. The first is within the general fund allocation for operating budgets. Units are required to provide rationale and justification for each area of budget request illustrating how they will contribute to both the improvement of the College’s KPIs and the Strategic Plan, both of which stem from the College’s mission as illustrated in the continuous improvement model described previously (1.D.1).

Figures 4P1-3 and 4P1-4 illustrate the distribution of the College’s FY15 operating budget to the College’s KPIs and Strategic Plan goals (1.A.3).

Figure 4P1-3: Budget Allocation to KPI

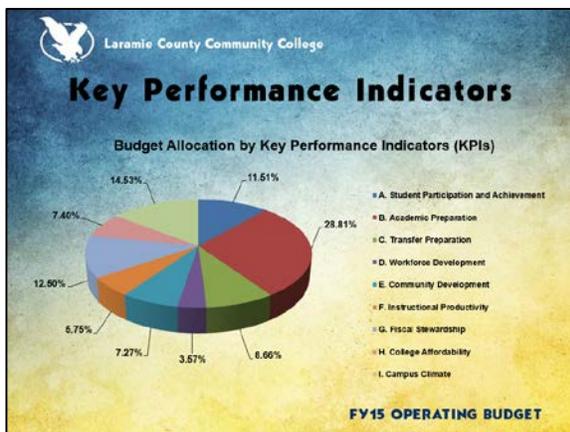


Figure 4P1-3

Figure 4P1-4: Budget Allocation to Strategic Plan



Figure 4P1-4

The second area is in the allocation of new resources, which are considered opportunities for investment at LCCC – investment in people (human resources), equipment (capital resources), or other external products and services, all of which support the Institution’s mission. All requests for new capital and service resources must go through an objective, rigorous application and review process. This process is facilitated by the Budget Resource Allocation Committee (BRAC), and in both the application and the

scoring rubrics utilized, requests are to be proposed and scored on their alignment with the College's mission, vision, KPIs, and/or Strategic Plan.

All requests for new human resources go through a comprehensive human resource priority plan process. The process is similar to the one described above, where requests for new positions at the College are considered through an objective application and scoring process facilitated by the HR Division at LCCC. Requests for new positions are to be submitted with articulated rationale for how they will help the Institution fulfill its mission primarily by linking the position's contributions to the KPIs and Strategic Plan. Proposed positions are then scored collectively by members of the College Council on a rubric that in part weights proposals with the strongest justification for alignment with need and contributions to these areas.

Finally, the College has also made a commitment to establish a special program targeted at inspiring innovation across the campus. This program is called the LCCC Innovation Funds Program, and its purpose stated in the program manual is "designed to encourage innovative approaches to helping the College better meet its mission" (see [Innovation Funds Program Manual](#)). For the past two fiscal years (FY14 and FY15), the College has set aside \$200,000 to fund this program. Similar to the approaches mentioned above, projects proposed for innovation funds go through a rigorous application and scoring process that includes a review of how the projects will contribute to fulfillment of the mission by positively impacting KPIs and/or the Strategic Plan goals and strategies.

4R1 What are the results for developing, communicating, and reviewing the institution's mission, vision, and values?

Outcomes/measures tracked and tools utilized;

Beginning in the Spring of 2013, the College launched a comprehensive strategic planning process, described briefly above (see [Our Future](#)). Over a period of about six months, a team of twenty-one individuals (including the Trustees, foundation board members, faculty, staff, and the President's Cabinet) spent countless hours developing a draft Strategic Plan for the College. The team initiated the planning process by reviewing, and ultimately updating, the College's mission statement. This statement will be an enduring guidepost for the College's actions and reflection on its purpose. It encompasses much of the spirit of the prior version of the mission yet with clarity and simplicity that does not compromise its power.

Previous Mission Statement: *Laramie County Community College is a dynamic learning center that promotes social and economic prosperity for the individual and the community.*

New Mission Statement: *The Mission of Laramie County Community College is to transform our students' lives through the power of inspired learning.*

The team also examined and revisited the College's values. They recognized that there are two types of values existing at LCCC. The first, core values, are those that the team believes are integrated into the cultural fabric of the Institution and cannot be removed. These values include *passion, authenticity*, and the *desire to make a difference*. The second, aspirational values, are those that the College desires but do not currently exist across the Institution. However, a strong desire for these values will shape the actions the Institution takes to ensure their universal presence at LCCC into the future. Aspirational values include a *commitment to quality, entrepreneurship*, and *tolerance*.

Finally, the team established a new vision statement for the College. The achievement of this vision will be examined through an over-arching, big goal for the College. The over-arching goal is that its accomplishments as a community college will distinguish LCCC from others in the nation, in turn benefiting its communities and bringing pride to the great state of Wyoming. The vision statement itself

is a collection of interrelated smaller statements describing the Institution's envisioned future for the various functions, components, people, and outcomes (see the introduction to this Systems Portfolio for the current vision statement in its entirety).

The mission, vision, and value statements were distributed in draft form to the entire campus at the Fall 2013 convocation and delivery of the State of the College Address. Feedback was gathered from the campus community on the proposed changes and addressed in the final versions. The Board of Trustees approved the new mission, vision and value statements on September 18, 2013.

Summary results of measures (include tables and figures when possible)

The assessment of how effective the Institution is in developing, reviewing and communicating its mission, values and vision statements is primarily a summative evaluation process. Much of this stems from the Board of Trustees' ultimate approval of these. In the most recent update of these statements the Board unanimously approved them and many Trustees offered affirming statements regarding the process and the outcomes. Many members of the Strategic Planning team also offered supporting statements regarding the effectiveness of the process and the ultimate outcome.

Additionally, the College has incorporated the communication of the mission, vision and value statements into a variety of other processes on campus. As previously mentioned, the College has developed and offers a comprehensive new employee orientation process. Integrated within the orientation are purposeful exercises to communicate and create awareness and understanding of these elements with new employees. The College captures and evaluates data of how effective these orientations are in accomplishing this goal. Figure 4R1-1 illustrates recent data from new employee orientations.

| Figure 4R1-1: New Employee Orientation | | | | | |
|---|--------------------------|-----------------|----------------|--------------|-----------------------|
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| I understand how my position supports the mission of the college. | 0% | 0% | 0% | 20% | 80% |

Figure 4R1-1

Comparison of results with internal targets and external benchmarks

At this juncture, the College does not have existing metrics directly pertaining to the efficacy of the processes for developing, reviewing, or communicating the mission, values and vision statements. Over time, as more evaluation approaches are implemented into various aspects of the Institution's operations, internal trend data will provide some insight as to how well the Institution is doing in these regards. External benchmarking may be more problematic but will also be explored.

Interpretation of results and insights gained

The College believes the process for developing, reviewing and communicating has been working well. Certainly individuals have informally expressed the belief in the efficacy in the process employed to review and develop the mission, values, and vision statement. In general, the process and feedback from communicating the changes to these statements has also been inclusive and positive. However, after the completion of the most recent review and changes, it has become evident that there are two things that should be addressed. The first is that the College should employ some formal evaluation upon the completion of the strategic planning process, and perhaps reoccurring evaluation to gather empirical evidence of how the process functions and how it is received/understood by the campus community. The second pertains to developing more specific process elements to guide the process and ensure it is formally institutionalized, versus being informally institutionalized as it is now.

411 Based on 4R1, what improvements have been implemented or will be implemented in the next one to three years?

The College is currently in the process of implementing strategies to improve the development, review and communication of the mission, values and vision statements. The first major improvement area pertains to institutionalizing the process for strategic planning. While the College has been fairly consistent with implementing its process for strategic planning, including the review and update of its mission, vision and values, there is no institutional documentation in policy and procedure to ensure this practice is followed. A strategic planning Board Policy and Administrative Procedure are currently being developed to address this.

Second, the Institution has been implementing a significant campaign to roll out and reinforce its mission statement, as well as its vision statement and Strategic Plan. The College's public relations group has been working on video media, additional signage on campus, and print material to promote the mission. The President's Cabinet is demonstrating a commitment to the mission statement by incorporating it within the signature area of their emails, and this practice has caught on across campus further engraving it into the culture of the campus.

Lastly, LCCC is continuing to identify venues where it is implementing process and practices that include (in full or in part) the communication of the mission, values, and vision statement so that the proper evaluation methods may be implemented to capture evidence of how well the Institution understands and affiliates with these statements. Post-process evaluations, surveys, and other tools to gather evidence will continue to be developed and deployed. To this point, the College is in the process of implementing the Noel-Levitz College Employee Satisfaction Survey that will provide robust measurement of employee understanding and engagement with the College's mission, strategic priorities, and communication, all of which will be built into an evaluation process that will link to the College's KPI.

Strategic Planning

4P2 Strategic Planning focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Engaging internal and external stakeholders in strategic planning (5.C.3)

Mentioned briefly in 4P1, the College conducts a systematic, comprehensive, and inclusive process for strategic planning, which occurs every five to seven years. The planning process is guided by the College's commitment to shared governance and begins with the organization of a strategic planning team comprised of individuals representing all internal constituencies at the College (e.g., the Trustees, executive team, faculty, staff, etc.). The composition of the team is purposeful to ensure the engagement of all voices within the campus community.

The strategic planning process also purposefully engages external stakeholders. This is achieved in part through the inclusion of representatives from the LCCC Foundation Board of Directors on the planning team and in part through the environmental scanning component of the strategic planning process (5.C.3). Environmental scanning is a process that systematically collects and assesses relevant information to understand the environment in which the College currently exists and perhaps expects to exist in the future. The Institution gathers information about the external world, as well as itself, to inform this process. The College then crafts its strategies and plans based on the analysis of this information. Thus, environmental scanning is one of the most essential, first-steps in the strategic planning process.

The process of environmental scanning brings the key external stakeholders into the strategic planning process. Those external stakeholders participating in this process include K12, four-year institutions, the

business sectors and business-related organizations, municipal government, higher-education coordinating bodies, and state government. They are asked to engage in the process by answering questions such as “In what direction is your organization headed? Share the challenges, opportunities, goals and aspirations that your organization has for the near future (three to five years)” and “If you were in charge of LCCC, what would you have us do to help your organization and/or the community and state succeed?”

Aligning operations with the institution's mission, vision, values (5.C.2)

The College has exerted significant effort to design and establish a continuous improvement model that purposefully links its three key operational functions – planning, evaluation (assessment), and resource allocation. This model was explained in the introduction to this category. As a brief supplement to that explanation the following is offered. The College's operations are deployed to help sustain and improve the Institution's overall efficacy in meeting its mission. Stated previously, from the mission four foundational elements are derived (academic preparation, transfer preparation, workforce development, and community development) and serve as the guideposts for the Institution's operations. Overall achievement of these guideposts, and ultimately the College's mission, is assessed through the Institution's KPIs. The KPIs support LCCC's everyday operations and assist with continuous improvement in fulfilling the College's mission. There are nine indicators in all. The first five indicators are comprised of measures of overall outcomes of the Institution and are referred to as *Effectiveness Indicators*. The last four indicators measure 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 the College's intended ends, while also ensuring it has appropriate means to those ends. More information about the KPIs can be found on the [Institutional Research](#) page of the LCCC website.

From these indicators and their subsequent measures, the Institution assesses how well the Institution is functioning and ultimately meeting its mission. This assessment along with the inclusion of the external stakeholder's involvement described above comprise the environmental scanning process used in strategic planning. Naturally then, the vision statement and the Strategic Plan goals and strategies are derived from this broad assessment of institutional effectiveness with focus on areas for improvement.

Stemming from the above, the Institution implements a cycle of assessment, planning, resource allocation, and action. Assessment occurs at all levels of the Institution, including assessment of student learning, program and service efficacy, unit-level assessment, and strategic and institutional assessment. This information drives the various planning efforts at all levels of the Institution, and from that resources are allocated. Within each of these various processes (assessment, planning, and resource allocation), the Strategic Plan goals and strategies, as well as the Institution's mission, are integrated (5.C.2). Some examples were provided in 4P1.

Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency (5.B.3)

LCCC is vested in the active involvement of all internal College constituencies in the governance of the Institution through an ongoing participative process of shared governance. The Board of Trustees affirms this belief by supporting the right of faculty, staff, administrators, and students to express ideas and opinions with the assurance that such opinions will be given respectful consideration in the major decisions of the College. LCCC's shared governance system begets accompanying policies, procedures, and practices through which all major institutional constituencies contribute to, and participate in, the major decisions determining the direction and operation of the Institution (5.B.3).

The College facilitates shared governance through a variety of mechanisms, but the most central to this is the College Council. The purposes of the College Council include: (1) educating the college community regarding the processes, deliberations, and outcomes of the Council, (2) establishing College policies and procedures, (3) conducting institutional planning, (4) guiding the strategic and annual allocation of

resources to improve institutional effectiveness, and (5) evaluating the performance and effectiveness of the Institution. Collectively, these purposes form the foundation of the College's model of continuous improvement. College Council is not intended to be involved in the day-to-day operations of the Institution, which are delegated to the President's Cabinet and other operational groups at the College.

Two other processes are worth mentioning here as well. The first is the College's consultative feedback process. This process is predominantly used for the review and approval of policies and procedures (see [Board Procedure 1.2.11P](#)), but is also utilized when cross-campus involvement is sought to garner feedback on major changes to the Institution such as the establishment of a new strategic plan. The consultative feedback process disseminates the proposed new/amended policy, procedure, or document to the entire campus community for review and feedback through the campus portal called "EaglesEye." In addition, proposed policy, procedure, or other major documents denoting significant change are submitted via email to the Student Government Association and the College's LCCC distribution list. Upon dissemination, comments on the proposed changes are encouraged, and information on how to provide comments is publicized. In fact, this Systems Portfolio went through the consultative feedback process.

The second process is developing and deploying Strategic Plan strategies themselves. Mentioned previously, the Strategic Plan goals and strategies are integrated into processes for institutional planning and resource allocation. But the design of these strategies encourages interdisciplinary, cross-departmental collaboration. Through the collaborative strategic planning process, institution-wide goals are established with accompanying strategies that require or encourage interdisciplinary teams to work on their implementation and evaluation.

Shared governance and its inherent components are becoming more a part of the institutional culture. As a result, many smaller processes on campus have incorporated elements of shared governance, like consultative feedback or the involvement of cross-departmental teams and individuals. This ensures alignment of efforts across the College that positively impact the outcomes of effectiveness and efficiency measured in the Institution's KPIs.

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

The College's strategic planning process incorporates elements to ensure the Institution is capitalizing on opportunities and institutional strengths, while countering the impact of institutional weaknesses and threats. At this juncture, it may be worthwhile to fully describe the steps included within the strategic planning process. Strategic planning at LCCC includes the following steps:

1. Preparing for Planning: Review the planning process, finalize strategies for information gathering and analysis, and establish a timetable.
2. Information Gathering and Assessment (Internal and External): Environmental scanning to gather information and conduct assessment to inform planning
3. Mission Statement and Values Review/Update/Creation: Review current mission and values statements. Update as necessary.
4. Identification of Critical Issues (SWOT): Review summaries of assessment data and information gathered in #2.
5. Vision Statement, Strategic Goals and Outcomes Development: Review critical strategic issues with board members and key staff.
6. Draft Strategic Plan: First draft of Strategic Plan including mission, values, vision, goals and outcomes.
7. Review of Draft Strategic Plan: Distribute draft Strategic Plan for review by key stakeholders. Solicit reactions and suggested revisions for draft.

8. Develop Strategic Plan Evaluation and Monitoring Framework: Review comments and make needed revisions to Strategic Plan; develop Strategic Plan evaluation framework for use in development of operational plan(s).
9. College Council Review and Recommendation of Strategic Plan: College Council reviews and considers the Strategic Plan and makes recommendation to the President for approval and advancement to the Board.
10. Board Review and Approval of Strategic Plan: Board reviews and discusses the Strategic Plan and then considers action on the President's recommendation.
11. Orientation and Action Planning Session: Hold college-wide event to orient campus community to the development of annual operational plan(s) based on the Strategic Plan.

Steps two and four above address the heart of this sub-section on strategic planning. Environmental scanning informs the Institution about both internal and external factors that may be currently impacting the Institution or are likely to impact the Institution in the future. It is during this stage that the Institution gathers a sound understanding of its current capacity as well as external factors that may likely influence the Institution such as enrollment trends, demographic shifts, funding, economic changes, etc. (5.C.4 and 5.C.5). The final stages of environmental scanning focus on step four, where critical issues are identified to draw conclusions and assumptions about the future and conduct a strengths, weaknesses, and opportunity analysis.

Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

LCCC has established a tiered framework for institutional planning. These include:

- **Level I: *Mission Statement***
The mission statement should describe what we do, for whom we do it, and why we do it.
- **Level II: *Vision Statement***
The vision statement describes what we want the organization to look like ideally in the future—the results we will be achieving and characteristics the organization will need to possess in order to achieve those results.
- **Level III: *Strategic Goals***
Strategic goals are broad statements of what the College hopes to achieve in the next three to five years. Goals focus on outcomes or results and are generally qualitative in nature.
- **Level IV: *Strategic Outcomes***
Strategic outcomes are assessable indicators, metrics, or measures that individually and/or collectively illustrate the College's attainment of strategic goals.
- **Level V: *Operational Strategies***
Operational strategies are statements of major approach or method for attaining strategic goals and resolving specific issues.
- **Level VI: *Objectives***
Objectives are specific actions, initiatives, and/or projects to carry out operational strategies.

The strategic planning process culminates in the establishment of a few, broad, over-arching goals of what it hopes to accomplish in the future. As a reminder, the environmental scanning process considers the current state of the Institution's own efficacy through the internal analysis and assessment of the College's KPIs as well as the external influences impacting the Institution currently or in the future (5.C.4). Strategic goals then drive operational strategies, and further drive more unit-specific objectives. This continuity ensures the work of the Institution is focused in areas that most likely help accomplish those things that are identified as critical in helping the Institution more fully attain its mission. As stated previously, the Institution's assessment practices and resource allocation processes integrate the Strategic Plan goals and operational strategies and call for identification of other objectives from campus units to

ensure institutional effort and resources are allocated to those areas focused on helping the College meet its mission (5.C.1).

4R2 What are the results for communicating, planning, implementing, and reviewing the institution's operational plans?

Outcomes/measures tracked and tools utilized;

Described previously in 4R1, beginning in the spring of 2013, the College conducted a comprehensive strategic planning process. Building from the updated mission, core values and vision framework developed in the first part of the planning process, thinking about and considering the assumptions drawn about the future from the environmental scanning process, and considering the results of the SWOT analysis and critical issues facing the College now and in the future, the team went into a binning and brainstorming process to begin the formulation of the Strategic Plan goals and strategies.

Summary results of measures

The result was an updated Strategic Plan ([2013-2020 Strategic Plan](#)). The plan includes four broad goals:

1. Increase the number of students earning high-value credentials by reinventing the College's programs and services to be designed for the 21st century learners and aligned to drive the economic and social futures of southeastern Wyoming.
2. Strengthen relationships and connections with key community partners, such as K12, UW, other four-year institutions, and business and industry to improve student transitions between educational entities and the workforce.
3. Build the organizational capacity to thrive in the future by focusing on establishing a climate of trust, an effective, efficient and entrepreneurial workforce, and a culture of continuous improvement.
4. Transform the College's physical environment into a vibrant and appealing place conducive to the engagement of students and community through campus renovations, additional facilities, and beautiful grounds.

Each goal has an accompaniment of strategies that are serving as the guidelines for the development of operational plan activities in and across the various units of the College. Within the plan there are sixty different strategies to be implemented through 2020. The College has gone through an objective scoring process to place these strategies into tiers of importance, and this has helped the Institution stage initiatives while also focusing on those areas that are of greatest importance for improvement in mission attainment. Using a rubric, the members of the President's Cabinet and Board of Trustees ranked strategies into four tiers with Tier One representing strategies receiving the highest scoring and Tier Four representing the lowest scored strategies. The scoring rubric contained the following eight traits:

1. Impact on Change for Campus Breadth and Unit or Area Depth
2. Context of Need/Timeliness, e.g., College Completion
3. Cost to Implement
4. Institution's Capacity to Implement
5. Metrics Development & Evaluation Workload
6. Concurrence of Activities
7. Complexity
8. Strategy's Overall Likelihood of Success for Encouraging Change (holistic score)

Strategic Plan strategies have also been augmented by innovation funds projects that provide alignment when they connect to Strategic Plan strategies or additional levels of improvement when they are more unit-specific.

At the time of writing, nearly all of the strategies are currently being implemented or are nearing completion, and results towards goal attainment are emerging.

For example, in reference to Goal #1 pertaining to increasing student completions, the Board of Trustees passed a resolution to increase the number of credentials earned by LCCC students by five percent each year through 2022. High impact strategies have been or are being implemented as a result of this goal. These include a new, mandatory orientation program, a required student success course, clear academic pathways, etc.

In academic year 2013-2014, LCCC awarded a record 840 degrees and certificates to 773 individual students. This was well above the target of 752, as shown in the graph included in 2P2. These results are even more impressive considering the College experienced significant enrollment declines during this same time period.

Comparison of results with internal targets and external benchmarks

The Strategic Plan is still new, and its integration into operational planning efforts are still in process, but it is gaining ground and becoming more of a central component to the organization's vernacular and actions. The internal target for the development of the strategic plan is formative, and the assessment of its results are one of being completed according to the process or not. Summative results are associated with those outcomes intended as a result of the strategic plan. For example, the number of student completions and credentials granted. These results are primarily benchmarked against internal targets, such as those set by the Board of Trustees for increasing completion five percent each year through 2020.

Interpretation of results and insights gained

It is evident to the Institution that the strategic planning process utilized to develop and review its Strategic Plan is inclusive and productive. The evidence is in the product of the latest strategic planning effort of the College. The process for communicating the plan, as in the mission and vision, is proving to be effective, especially when accompanied by the purposeful integration of the Strategic Plan goals and strategies into key operational processes such as budgeting and resource allocation, new human resource prioritization, program review, and unit level operational plans.

Implementation is also proving to be effective. At a recent President's Cabinet retreat, a significant amount of time was spent reviewing the status of implementation of Strategic Plan strategies. The Cabinet was pleased to find that nearly all of the strategies within the plan were well underway of implementation, and many were complete or nearly complete.

However, it quickly became evident that there was a weakness in the process of implementation—the lack of a consistent process for implementation of strategies with similar components and expectations as well as mechanisms for tracking, evaluating, and reporting strategy progress. Even though positive outcomes, (such as those referenced above in regard to student completion) are becoming evident, the College believes it can gain better, and faster, results through an institutionalized process for implementation and evaluation of strategies and operational plan activities.

4I2 Based on 4R2, what improvements have been implemented or will be implemented in the next one to three years?

The College is currently in the process of implementing strategies to improve implementation and communication of the Strategic Plan and other operational plans. Mentioned in 4I1, the first major improvement area pertains to institutionalizing the process for strategic planning. While the College has been fairly consistent with implementing its process for strategic planning, there is no institutional documentation in policy and procedure to ensure this practice is followed. A strategic planning Board Policy and Administrative Procedure are currently being developed to address this deficit.

In addition, the President and the President's Cabinet have committed to the goal of improving implementation of major initiatives at the College. The Strategic Plan is the guiding document behind changes and initiatives that should be focused on at all levels of the College. Many of the plan's strategies are embodied in these goals. To ensure successful implementation, the Institution plans to implement a system for managing and monitoring projects related to these strategies. The College is in the early stages of developing and implementing a project management process, handbook, and accompanying resources are being developed to provide continuity in the way that employees at LCCC manage projects (i.e., initiatives, activities, and strategies).

Project management is about closing the loop. The process being developed will assist employees and teams of employees in taking their projects from concept to completion, as well as clearly outlining the intent of the completed project and how it will be institutionalized. Project management will be incorporated into the Institution's online assessment and planning system called Aquila (explained in greater detail earlier in this Systems Portfolio).

Finally, the Institution is currently in the process of designing and implementing an interactive Strategic Plan website. This site will be an online version of the printed Strategic Plan but will also offer some interactivity for visitors to explore the plan's goals and accompanying strategies to ascertain the team of individuals working on each strategy, timelines, deliverables, and progress updates.

Leadership

4P3 Leadership focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Establishing appropriate board-institutional relationships to support leadership and governance (2.C.4)

At LCCC, the Board of Trustees has established a strong model of policy and procedure governance through which the Institution establishes the appropriate Board/institutional relationships. The model places policy in the domain of the Board of Trustees, and the Board expects the President to establish Administrative Procedures that demonstrate how the Board's policy statements are operationalized. This is grounded in the first policy on the Board's governance philosophy, which outlines that the Board of Trustees of LCCC, on behalf of the district's citizens who have elected them, is vested with the authority and accompanying responsibility for the effective governance of the College. The Board carries out this responsibility through the commitment to fundamental philosophical beliefs about their roles and leadership and how these are embodied by the actions of the Trustees, the College President, and the faculty and staff that comprise the broader college community. These beliefs include:

1. The Board of Trustees is a bridge between the College and the community whereby the expectations and needs of the community are clearly articulated to the College, and the outcomes of the Institution match the expectations of the community.
2. The Board of Trustees translates the community's expectations into a mission, vision, and strategic directions for the College, and these are shared and jointly committed to by the Trustees, President, and college community of faculty, staff and students.
3. The Board of Trustees believes in the separation of powers and adherence to its responsibilities as a governing entity and the expectations for adherence to the responsibilities delegated to the President of the College and the oversight of the curriculum by the academy of faculty (2.C.4).
4. The Board of Trustees is committed to disciplined action necessary to ensure that the College performs to the expectations of the community of which they are charged to represent.

5. The Board of Trustees believes in an institutional culture of transparency and broad-based inclusion in setting the direction of the College.
6. The Board of Trustees is resolute in that achieving high performance and meeting the expectations of the community can only be attained through evidenced-based, informed practices.
7. The Board of Trustees is ultimately driven to conduct itself and lead the Institution through a sense of service to the community and those students whose learning and futures are entrusted to them.

Establishing oversight responsibilities and policies of the governing board

(2.C.3, 5.B.1, 5.B.2)

As mentioned above, the process through which the Institution establishes oversight responsibilities and policies of the governing board is through a model of policy and procedure governance. The Board of Trustees adopts and adheres to Board Policies that set the context for their governance. It is the Board's expectation that the President will establish and maintain effective and efficient Administrative Procedures to ensure the College's actions are in alignment with Board Policy. The Board's series of governance policies clearly provide the foundation, either through reference to Wyoming State Statute or through Board Policies, for the role and responsibilities of the Board of Trustees.

The Board's various policies, and their accompanying Administrative Procedures, range from department- or program-specific to institution-wide. Whether program-specific or institutional in nature, all policies bear the imprimatur of the College and therefore require diligent review and official approval. Across this spectrum of policies and procedures, the Board is committed to ensuring collective input and shared governance in the development and approval of all policies and procedures regardless of the scope, intent and applicability (5.B.1). This intent is realized through the College Council, the primary shared-governance body of the Institution, and is central to the policy development, review, and approval processes of the Institution. For more information on these elements see the [Board's Policy on Shared Governance](#) and its policy on [Policy Development and Approval](#).

The Board of Trustees is knowledgeable about the Institution and provides the appropriate oversight of the College's fiscal and academic policies. Board Policies form the basis of the processes to ensure this remains intact. For example, the Board's Policy 1.2.5 sets the overall responsibilities of the Board, including the responsibility for fiscal oversight and approval of the annual budget, for developing and maintaining written governing policies that address the broadest levels of all organizational decisions and situations, for ensuring it meets legislative requirements such as academic program oversight, and for assessing organizational performance. Subsequent Board Policies further enforce the adherence to these responsibilities (5.B.2).

Within its governance policies, the Board of Trustees has established a code of ethics and standard of practice and a conflict of interest policy (see [Board Policy 1.2.1](#) and [Board Policy 1.2.8](#), respectively), which outline the expectations for how the Board should function. A central component of the Board's standards of practice is the commitment of the Board to demonstrate loyalty to the interests of the ownership, unconflicted by loyalties to staff, other organizations, or any personal interests as consumers of the College's services. Members of the Board of Trustees are also subject to the requirements established by Wyoming Legislation for addressing conflicts of interest. Those requirements include, but are not limited to, refraining from voting on or participating in any manner in any contract, rule or procedure in which the member (or his or her relative) has a substantial pecuniary interest and refraining from disclosing or using confidential information for personal gain in any matter before the Board of Trustees (2.C.3).

Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty (2.C.4)

The Board's Policy on Delegation of Authority (see [Board Policy 1.1.7](#)) delineates the process by which it delegates to the President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The President, at his/her discretion, will choose the means through which these responsibilities are met. The President may delegate any powers and duties entrusted to him/her by the Board but will be specifically responsible to the Board for the execution of such delegated powers and duties (2.C.4).

Ensuring open communication between and among all colleges, divisions, and departments

LCCC believes in forming collaborative, interdisciplinary teams in the operations and governance of the Institution. This is rooted in the Board of Trustees' commitment to shared governance. The process through which the College ensures this is occurring is through the formal establishment of these groups. None is more important to ensuring open communication across the entire campus community than the College Council. Described in detail in 4P1, the College Council serves as the primary shared governance group of the Institution and is charged with providing broad, two-way communication and feedback regarding issues of major organizational importance. The very design of the Council ensures connections to divisions and departments but also to, and across, all major constituency groups of the Institution.

While College Council is a governance-focused entity, the Institution also has established other bodies that help ensure open communication and collaborative problem solving is occurring. One other major group is the College's Learning Leadership Team (LLT). LLT is comprised of the key managers and directors at the Institution, such as directors from all functional units (e.g., student services, public relations, etc.) as well as the academic deans. The LLT is chaired by the Vice Presidents of Academic Affairs and Student Services and is focused on open, cross-institutional communication and collaborative problem solving for continuous improvement in the Institution's operations.

Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

In addition to LLT, LCCC has a process for ensuring high academic standards are developed and maintained across the academy. In fact, it is the policy of the LCCC Board of Trustees to promote and maintain high academic standards that lead to student success at the College consistent with the Institution's overall mission. This is accomplished by ensuring that programs and curricula offered by the College are relevant to identified community needs, have student learning outcomes comparable with curricula from peer institutions, are aligned with the entrance expectations for students' next step (e.g., next course level, transfer to a four-year curriculum, job entry, etc.), and are designed to promote student success (see [Board Policy 2.12](#)).

The College has responded to the policy direction of the Board through its Academic Standards Committee, whose primary function is to promote and maintain high academic standards that lead to student success at LCCC consistent with its overall mission. The Academic Standards Committee oversees the development and modification of programs, curricula, and student learning assessment in a manner that recognizes the interconnected nature of these functions within the College.

The Academic Standards Committee has broad, inclusive membership, demonstrated by a joint chairmanship between a faculty member and an academic dean. It includes individuals predominantly from instruction and academic affairs, while also incorporating administrators and staff. The committee has various subcommittees, which further enable the involvement of others on campus. These subcommittees include program review, general education, and student learning assessment (5.B.3).

Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

Woven throughout the responses in 4P1, 4P2, and this section is the evidence of the Institution's focus on its mission, vision, values, and achievement of the priorities set forth in its Strategic Plan. These all have been integrated to ensure continuity of processes, but they have also been designed and communicated to demonstrate the roles institutional stakeholders may play in assisting the Institution to attain its goals and continuous improvement towards meeting its mission. The Board of Trustees resides at the helm of this leadership, and, although they are involved as a partner in many of the processes described within these sections, they understand their role is autonomous in that it is solely responsible for preserving and enhancing the mission (2.C.1). The College has provided a balance between operationalization of activities that are inclusive, collaborative, and engage all major constituencies, but it also has focused on objective analysis of needs and performance, allowing the Board to act in a way that considers interests of the internal and external community when making their decisions (2.C.2).

Developing leaders at all levels within the institution

LCCC is committed to the development of institutional leaders from all its major employee constituencies. It accomplishes this through formalized internal and external professional development. To this end, the College has developed its own professional development programs, as well as investing significant resources towards supporting employee engagement in externally provided professional development opportunities (e.g., national conferences and conventions, continuing education programs, etc.). In addition, the College boasts a strong employee tuition waiver benefit, allowing College employees at all levels to pursue college courses, certificates, and degrees at LCCC, UW, or, upon approval, at other institutions of higher learning. This program is detailed in the College's procedure on employee benefits (see [Administrative Procedure 6.4P](#)).

LCCC Certified Public Manager (CPM) leadership program provides an example of how this process is implemented. The CPM program is designed to develop the critical skills demanded by leaders in public and non-profit sectors. The program, which is nationally recognized and respected, consists of nine sessions during a thirteen-month period. LCCC is the home for Wyoming's CPM program, and the College has adopted this program as the College's preferred tool for developing leaders from within the Institution, regardless of level or employee classification.

LCCC also develops student leaders through a variety of avenues. LCCC implemented the Student Leadership Institute in August 2014 to train Student Government Senators, Student Ambassadors, Resident Assistants, and Campus Activity Board members, who had previously been trained independently by the sponsors of those programs. The Institute includes training on communication, personality styles, team building, chaos management, critical thinking, difficult conversations, a poverty simulation, suicide awareness certification, Title IX, FERPA, CPR certification, event planning and promotion, business skills training, diversity/sensitivity training, and content specific to the students' individual jobs on campus such as parliamentary procedure, emergency preparedness, and phone etiquette.

Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

Without reiterating what has already been stated within this section, it is worth noting that the College has taken great strides in developing integrated and objective processes for developing its mission, vision, values, strategic and operational plans, and embedding within these processes shared governance that by design is inclusive of internal and external constituencies. Although this design is built upon the foundation of interpersonal relationships and actions, the very objectivity of the processes included, their focus on the mission, performance measures, and Strategic Plan goals, all force the Institution, collectively and as individuals, to act in accordance with the mission and vision of the College. This type of action occurs at all levels, including the Board of Trustees, who have policy and processes (refer to section above pertaining to establishing oversight responsibilities and policies of the governing board) to

ensure their decisions are not only focused on evidence of how to best serve the Institution's mission, but are also free from undue influence not in the best interest of the Institution or its mission (2.C.3).

4R3 What are the results for ensuring long-term effective leadership of the institution?

Outcomes/measures tracked and tools utilized

For many years, LCCC has been beholden not to a process or system of sustainable leadership but rather to the specific individuals who held leadership positions. This is evident in some of the troubled past where the Board of Trustees felt disconnected from the campus because of poor implementation of Policy Governance and where the Institution felt it lacked empowerment and broad engagement in its direction because of the personalities of its leaders and lack of clarity and consistency in both written and unwritten procedures, rules, or norms. LCCC measures the effectiveness of efforts in this area primarily through the implementation of strategies to improve related processes and through employee feedback from the campus climate survey.

Summary results of measures (include tables and figures when possible)

Over the past three years, the Institution has taken great strides to ensure the long-term sustainability of effective leadership, engagement and empowerment of the campus community, and clarity in procedure and practice. Much of this direction stems from the Strategy Forum the College participated in during the Spring of 2012. The forum helped new leadership at the College recognize the need for integration of mission, vision, institutional planning, resource allocation, and leadership. This was the foundation of much of the work in this area. Some examples of the results include:

- In 2012 the Board formally discontinued Policy Governance as its model of governing the Institution. Through collaborative work the Trustees established the LCCC model of policy and procedure governance that incorporates many of the strongest aspects of Policy Governance, while also recognizing the areas where extreme separation of the Trustees from the College, especially in a small, rural setting, can exacerbate issues to objective governance while remaining informed about the Institution.
- Guided by the Board's Governance Policies, the College has established a strong process for the development of policies and procedures and created a new online policy and procedure manual for broad, streamlined communication.
- In 2012 the College reinvented its College Council to become the shared governance body of the Institution. The Council has been meeting regularly and has been integral in improved processes for policy/procedure review and approval, budget and resource allocation, strategic planning, assessment of institutional effectiveness, and more. [The Council's proceedings](#) can be found online.
- The President's Cabinet was the first group to participate in what was then the LCCC Executive Development program, which later became the LCCC CPM program. The first cohort of LCCC employees to participate in that program includes membership across the functional units of the College and is nearing completion at the time of this writing.
- The LLT was expanded to include more key management positions across the Institution. LLT is now the center for issues pertaining to implementation and improvement of major organizational processes that impact multiple areas on campus.
- The Academic Standards Committee has gone through a complete transformation. The committee has broadened its membership, incorporated critical subcommittees, and is the body charged with ensuring high academic standards with a focus on the assessment of student learning and outcomes, quality curricula, and alignment of it with the Institution's mission.
- The first Student Leadership Institute was held. A three-day retreat and week-long training started the Institute in August 2014 with twenty-nine students and five leaders from both the Cheyenne and Albany County campuses.

Even given these impressive results, the Institution has struggled with the institution-wide belief in how shared governance, inclusion, and empowerment is actually taking form at LCCC. For example, the College conducts a campus climate survey to assess leadership and communication and inform certain KPIs. This survey was adapted from the survey on leading and communicating that was first developed and implemented in Spring 2010 when some of the leadership dynamics referenced above escalated. Although not a perfect measurement tool for campus climate, the results from the most recent survey indicate some challenges, specifically in regard to communication.

The survey was last conducted in November 2013. Respondents were asked to rate their level of agreement with twenty-six statements about the College. Examination of the results revealed that, for most of the statements, the majority of employees (of those expressing an opinion) expressed positive opinions. However there were seven statements, listed below, about which the majority of employees expressed negative opinions.

- There is good communication among departments.
- There is good communication between my department and the administration.
- Open and ethical communication is practiced.
- Policies and procedures are enforced equitably.
- Policies and procedures are enforced in a timely manner.
- Change is managed well at LCCC.
- I am satisfied with my professional development opportunities.

Comparison of results with internal targets and external benchmarks

LCCC monitors historical trends in the climate survey results. For the most part, the 2013 results were not significantly different from the previous year. However, many items did not meet the information target of a majority to respondents responding positively to all survey items. Because an internally developed instrument is used, external benchmarks are not available. The College is adopting the Noel-Levitz College Employee Satisfaction Survey to provide external comparison data in the future.

Interpretation of results and insights gained

From a leadership perspective, and perhaps from an overall organizational perspective, the College has gone through significant change. In many ways it continues to go through that change. While most of the foundational work has been completed, as denoted by the list of results above, the Institution is clearly still in the implementation and institutionalization stage. Thus, it should not be surprising that employees shared negative opinions in these areas. Coupled with the significant amount of change, and the fact that some areas and some individuals were able to implement the change at different paces than others, the amplified expression of inconsistency about enforcement of new policies and procedures, the reference to change management, professional development, and even communication was somewhat anticipated. This is not to suggest that the Institution is pleased with these results, anticipated or not.

413 Based on 4R3, what improvements have been implemented or will be implemented in the next one to three years?

The College recognizes that there is work yet to do in establishing a culture of strong, consistent, and sustainable leadership. To that end, within the current Strategic Plan there is a goal focused on building an *Organizational Culture to Thrive in the Future*. The Goal statement reads, “Build the organizational capacity to thrive in the future by focusing on establishing a climate of trust, an effective, efficient and entrepreneurial workforce, and a culture of continuous improvement.” The improvement strategies currently being implemented or planned for implementation include the following:

- Establish processes and programs to proactively focus on employee recruitment, retention, development and performance.
- Build upon the early work of the Center for Teaching & Learning (CTL) Taskforce, fully implementing the structure, programming, and services of the CTL to develop a world-class teaching staff.
- Continue to strengthen the culture of continuous improvement by improving current or developing new processes and supporting infrastructure necessary to support continual analysis of performance and plans to continuously improve.
- Finalize the establishment of a strong system of Board of Trustees policies and accompanying Administrative Procedures.

In addition, the College President, along with the President's Cabinet, has committed to a goal of improved internal communication and messaging. The College has accomplished much and successfully navigated change in the previous years; however, if the pace of change is to continue, there needs to be improved communication, especially from the President, the President's Cabinet, and key managers (e.g., deans and directors) in order for individuals to keep abreast and positively contribute. This communication needs to be clear, consistent, reinforced and validated across the campus, and the appropriate background and context for the changes needs to be provided. Work will be done in this regard to implement both formal communication expectations and to create and participate in informal communication venues.

The College also continues to add new trainings and assessment to all the student leadership development programs. The 2014-15 Student Leadership Institute and accompanying programs will include expanded training in topics such as de-escalation, student fee allocation and budgeting, multi-cultural etiquette, and resume writing. By Fall 2016, monthly Leadership Institute programs available to all student leaders, who will receive a certificate of completion. Additionally, the Campus Activities Board (student group responsible for coordinating student group activities) has initiated work with the Center for Teaching & Learning to grow co-curricular activities with faculty and to align programming with institutional competencies starting in Fall 2014. Resident Assistants are working on a "Life Hacks" program that will be assessed to meet the requirement of "life skills" in the LCCC Strategic Plan.

Integrity

4P4 Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Developing and communicating standards

The College has high expectations for the ethical behavior and conduct of all individuals associated with the Institution. The standards for ethical behavior and adherence to legal matters stem from the Board of Trustees' model of policy and procedure governance. The Board of Trustees sets the standard and leads by example within their governance policies and has established a code of ethics policy (see [Board Policy 1.2.1](#)) that sets the tone for ethical governance of the College. The Board's policy on its code of ethics and standards of practice provides the foundation, and the President establishes Administrative Procedures to ensure these standards are carried out in the operations of the Institution. Refer to 4P3, Leadership, for a more detailed description of the Board's governance model.

The Board of Trustees' responsibilities are established in its [Policy 1.2.5](#). A primary responsibility of the Board is to develop and maintain written governing policies that address the broadest levels of all organizational decisions and situations, including the ethical boundaries within which all management activity and decisions must take place. The Board of Trustees has only one Board Procedure, which

ensures that the development of Board Policies and Administrative Procedures is a rigorous, inclusive process through which the Board can ensure broad, two-way communication regarding the practices of the Institution grounded in ethical conduct and appropriate legal practices. See [Board Policy 1.2.11](#), Policy Development and Approval, and it is an accompanying [Board Procedure 1.2.11P](#).

Policy and procedure development, review, and recommendation to the President and the Board are key processes of the College Council and help facilitate the College's commitment to shared governance. Policies and procedures are published publically, online in the [College's policy manual](#).

The College also develops and communicates integrity standards in LCCC handbooks such as the Competitive Solicitation Handbook for RFP, SOQ, RFQ & PRE-Q Processes. It guides actions of selection committees to sustain process integrity such as keeping competing vendor information confidential. The LCCC 2014-2015 Student Handbook and Student Code of Conduct also communicates standards for ethical behavior. In addition, LCCC policies include Procurement/Contracting Procedure 4.2P, which includes a code of ethics based upon the Code of the National Association of Educational Buyers (NAEP) and the National Institute of Governmental Purchasing (NIGP).

Training employees for legal and ethical behavior

LCCC has a robust offering of human resource development programs. The Institution has committed considerable resources in the support of its training and leadership development programs for its employees. It is through these offerings and this process that it provides a basis for building legal and ethical behavior within the College's workforce.

For example, mentioned in the previous section on Leadership, the College has adopted the Certified Public Manager (CPM) program as its internal leadership development process. Embedded within the program's curriculum are learning outcomes and activities including understanding and promoting ethical behavior, relevant legal issues and practices, and general leadership standards and approaches.

In addition, all new employees to the College receive a robust new employee orientation program that, among other things, orients new employees to College policy and procedure including employee conduct (see [Policy 6.10](#) and [Procedure 6.10P](#)), standards of practice, relevant legal parameters (e.g., Family Educational Rights and Privacy Act or FERPA), etc. Many other employee training programs also support legal and ethical behavior of employees. For example, the College has instituted a screening committee certification program that all employees must complete before being allowed to sit on search committees for new employees. This training includes expectations for conduct, confidentiality, and ethical participation in the recruitment and hiring processes of the Institution.

Modeling ethical and legal behavior from the highest levels of the organization

In addition to formal training, employees see ethical leadership by administrators with integrity on a daily basis. Described previously within this section and in section 4P3 on Leadership, the Board of Trustees has adopted responsibilities, a code of ethics, and standards of practice that they model, and expect the executive leadership of the Institution to model, on a continual basis. The expectation for ethical and legal behaviors of the Board and its senior leadership is assessed on an annual basis through the Board's own evaluation process as well as the 360 Feedback process incorporated into the President's and President's Cabinet members' annual performance evaluation.

Ensuring the ethical practice of all employees (2.A)

The College's process for ensuring the ethical practice of all employees resides primarily within the performance management and employee orientation activities of the Institution. Each employee is expected to have on file a current job description that is reviewed collaboratively by the employee and supervisor at the time of hire, as well as annually during the evaluation cycle. Within each job description there are expectations for the ethical conduct of all employees and adherence to the code of ethics and

standards of practice set by the Board as well as the code of conduct set in the Institution's policy on that topic. Through annual employee evaluation and performance management, as well as ongoing employee coaching and development, the expectation for the ethical practice of all LCCC employees is always front and center (2.A).

Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff (2.A)

LCCC operates ethically and with integrity in its academic, financial, human resources, and auxiliary functions. The College has Board Policies and Administrative Procedures established for all of these areas, as well as having many program or unit-level guidelines that ensure these functions operate with integrity (2.A).

For example, there are a variety of Board Policy and Administrative Procedures pertaining to the fiscal and human resources operations of the College. These include the various sub-processes associated with accounting functions, auditing of the Institution's financial statements, investments, employment practices, etc. These examples can be found on the [College's Policy Library](#) under the Finance and Human Resources sections. Similar suites of policies and procedures exist for academics and other operational areas of the Institution.

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B)

The College presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships in a number of ways. Overall, the College is directed by the Wyoming's' Public Records Act (W.S. §16-4-201 through 16-4-205), which provides the public with access to public records, books, and files of state governmental agencies and entities. The College's website, printed materials, and interpersonal communication processes (e.g., orientation, advising, etc.) contain all the information the public needs to understand these items. For example, the College provides a compliance and consumer information webpage with comprehensive information regarding the costs and institutional effectiveness of LCCC, as well as links to accreditation information. In addition, [EaglesEye](#) hosts centralized, readily available information that employees and students need to make informed decisions and provide sound advising. Also, the College routinely distributes information about school calendar deadlines, requirements for admission or registration, financial obligations, and other items of importance through digital announcements, press releases, video messages, radio messages, and digital message boards around campus. In totality, the College has been effective in presenting itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships (2.B).

4R4 What are the results for ensuring institutional integrity?

Outcomes/measures tracked and tools utilized

LCCC utilizes process measures and outcomes to determine how well it is ensuring employee integrity and ethical behavior in all they do. These types of measures include monitoring the number of employees who go through new employee orientation, the number of employees participating in training and development programs that include content on legal issues, ethical behavior, or College policies and procedures, and the number of completed annual employee evaluations on file.

The College also tracks other elements of its operations that ensure integrity of its operations. For example, the College's website is a powerful vehicle through which the College can gather and analyze

information that may arise through questions of institutional integrity. The President's Office webpage includes a [feedback form](#) through which any member of the internal or external public may submit anonymously (or not, if they would like direct responses). Content contributors to the website also regularly check and update content about all areas of the College. When questions of integrity arise from these updates, committees are formed to address the situations. Every operational unit at the College is responsible for its own area, ensuring that the most accurate, up-to-date information is presented, and the Public Relations department conducts formal reviews to provide an unbiased look at the information.

Finally, the College conducts a Campus Climate survey each year that asks employees a variety of questions about the climate the organization operates in and employees' perceptions about certain aspects of those operations. The survey includes questions asking about open and ethical communication, equitable and consistent enforcement of College policies and procedures, etc.

Summary results of measures (include tables and figures when possible)

A few examples of summary results of measures used for monitoring the development of ethical behaviors, broader legal understanding of relevant issues, and ensuring integrity are offered below.

In 2014 the College established an updated New Employee Orientation program to ensure individuals new to LCCC were provided with the development and information necessary to succeed early on in their career at the College. To date, more than 90 employees (about 25 percent of all regular employees) have completed the orientation program. The program has established learning outcomes that are assessed upon completion through participant evaluations. The following figures illustrate the measures the College tracks to ensure that employees are aware of what conduct is expected of them, and are aware of and know how to access College policy and procedures.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-----------------------------|---------------------------|----------------|------------------|-----------------------|
| I understand what is expected of me under the employee conduct procedure. | 0% | 0% | 3% | 27% | 70% |
| | Not At All Confident | Not Very Confident | Neutral | Confident | Very Confident |
| I am confident in my ability to locate the LCCC policies and procedures relevant to my day-to-day work. | 0% | 0% | 9% | 31% | 60% |

Figure 4R4-1

Results of the annual Campus Climate survey also provide some indication of how employees believe ethical behaviors and adherence to policy and procedure are occurring at LCCC. The following figure illustrates results of the survey item pertaining to open and ethical communication.

| Year | Strongly Disagree | Disagree | Agree | Strongly Agree | Don't Know |
|-------------|--------------------------|-----------------|--------------|-----------------------|-------------------|
| 2010 | 31% | 36% | 24% | 4% | 5% |
| 2011 | 13% | 34% | 44% | 2% | 6% |
| 2012 | 12% | 32% | 41% | 5% | 10% |
| 2013 | 19% | 32% | 35% | 7% | 7% |

Figure 4R4-2

Comparison of results with internal targets and external benchmarks

Similar to many areas within this Systems Portfolio, the College is in its early stages of implementing processes that have assessment and evaluation components that provide evidence to serve as benchmarks. For many processes, such as New Employee Orientation and the collection of campus complaints, 2014

serves as a reference year, establishing a strong baseline of data against which to conduct internal benchmarking. Conversely, the College has numerous years of data to benchmark against for the Campus Climate Survey. Examining the results of the climate survey questions, the College made significant improvements in 2011 and 2012 after evident concerns in 2010; however, the 2013 results showed some general shift back to a larger portion of individuals who expressed negative perception about these two measures.

Interpretation of results and insights gained

The Institution is making improvements in both the way it models and develops ethical behaviors and other competencies ensuring integrity of the College's operations. Yet the Institution is still fairly young in developing more systemic processes versus reacting to issues as they arise. More analysis is being given to feedback received by the College, and in general the number of complaints about concerns of unethical behaviors has been few. Likewise, new employees have been given a stronger foundation in understanding College policies and procedures, the process for development and review of job descriptions has become more regular and formalized, and the employee evaluation process has been much improved. The College believes this has contributed to fewer concerns about the integrity of the College.

Finally, with many of the changes occurring at the Institution after an era of turmoil and numerous concerns about ethical behaviors of the Institution's leadership, the results being gathered and analyzed in this regard suggest that the College is in much better operational and relational standing with the internal and external community of constituents. But, as denoted in the Systems Portfolio introduction and in Category Six, the results of the Campus Climate survey suggest that there is still room for improvement.

414 Based on 4R4, what improvements have been implemented or will be implemented in the next one to three years?

LCCC has a series of in-process or planned quality improvements to strengthen areas of its operations that ensure integrity and ethical behavior at the College. The College has drafted modifications to the Board of Trustees' policy on conflict of interest and accompanying procedures for both the Board and the College employees. The procedure for the Board will be more specific with regard to ownership and dollar amounts as research indicates that this is common in policies for boards. The College is also working on an employee code of ethics that will connect all of the Institution's primary ethical obligations into a single reference document for employees. These procedures will have accompanying documentation processes that will be integrated into the College's training and evaluation components.

The College has also recently implemented a centralized system for gathering complaints as described in 2P4. While LCCC has had numerous mechanisms and venues for collecting feedback and complaints, they have been disparate and have not allowed for overall summative evaluation of the feedback to look for themes that may need to be addressed. The centralized complaint system will help address this.

To develop the ability to have national benchmarks on a variety of organizational climate and employee satisfaction elements, the College plans to replace its internal Campus Climate survey with the Noel-Levitz College Employee Satisfaction Survey. This survey includes the majority of elements currently covered in the internal survey but also allows for customized additions that meet institution-specific needs or desires. The result will be continuity for internal benchmarking on these elements, while also allowing for national benchmarking of broader analysis of campus climate.

Finally, the College continues to develop and improve employee training and performance management processes on the campus. The Institution is currently working on an updated performance management policy, procedure, and process, as well as additional trainings for managers and employees in general. All of these will help to ensure that integrity remains healthy at LCCC.