

MINUTES OF THE BOARD OF TRUSTEES OF LARAMIE COUNTY COMMUNITY COLLEGE DISTRICT BOARD RETREAT, STATE OF WYOMING, HELD FRIDAY, JANUARY 9, 2015, ROOM CCC 178, COLLEGE COMMUNITY CENTER, LARAMIE COUNTY COMMUNITY COLLEGE

Board Present: Chairman Ed Mosher, Vice Chairman Bill Dubois, Secretary Christine Lummis, Treasurer Don Erickson, and Trustees Bradley S. Barker, III, Brenda Lyttle, Carol Merrell and ACC Ex Officio Trustee Butch Keadle

Board Excused: Student Ex Officio Trustee Keenan Carroll

Staff Present: President Joe Schaffer; Vice Presidents José Fierro, Judy Hay and Carol Hoglund; Associate Vice Presidents Kim Bender, James Malm, and Lisa Murphy; Executive Director Peggie Kresl-Hotz; Faculty Jeri Griego, and Legal Counsel Tara Nethercott

Guest: Steve Bahmer (WACCT Executive Director), Aerin Curtis (*Wyoming Tribune-Eagle*)

1. Call to Order – Board Chairman Ed Mosher

Board Chairman Ed Mosher called to order the January 9, 2015, Laramie County Community College Board of Trustees Retreat at 9:04 a.m.

2. [Approval of Recommendation for Purchase of Laerdal Manikin](#) – Vice President Carol Hoglund

Vice President Hoglund explained items to be purchased from the College's general fund that were not included in the fiscal year budget and cost more than \$30,000 need Board approval.

Trustee Merrell moved and Trustee Erickson seconded,

**STAFF RECOMMENDATION:** That the Board of Trustees approves the purchase of the Laerdal Manikin in the amount of \$64,908.97. Funds for this purchase will come from the Current Fund and be reimbursed by the LCCC Foundation.

**DISCUSSION:** The addition of a second manikin will allow more faculty participation in simulation. Trustee Erickson questioned the need for a one-day refresher course at a cost of \$2,195 for up to eight faculty members. President Schaffer stated he did not know if the way the contract is packaged will allow the College to opt out of the refresher course or if the faculty would want to opt out of it. Associate Vice President Lisa Murphy confirmed the funds for this purchase will be reimbursed from the Foundation's endowment fund earnings.

**MOTION CARRIED** unanimously.

3. Welcome and Opening Comments – Board Chairman Ed Mosher and President Joe Schaffer

Counsel Nethercott advised the Board to not dispense with parliamentary procedure so that action may be taken as the meeting proceeds. President Schaffer noted the Chairman has the prerogative to determine how formal the Chairman, trustees, and President's Cabinet members address each other during a meeting. Hearing this, Board Chairman Mosher asked that the Board dispense with meeting formalities.

President Schaffer acknowledged new Trustee Bradley S. Barker, III, noting the wealth of information to which Trustee Barker is being introduced. Board Chairman Mosher asked trustees to note during the retreat discussions the topics for which they would like more detailed information during a future meeting.

4. 2015 General Legislative Session Agenda and the WACCT – Board Chairman Mosher, President Joe Schaffer, and WACCT Executive Director Steve Bahmer  
Intent: Establish Communication Strategy for Promoting the College’s Strategic Plan

Following his introduction, Executive Director Bahmer shared the 2015 legislative priorities and briefed the Board on the legislative bills and files being watched. The 60<sup>th</sup> Legislature General Session convenes on Tuesday, January 13, 2015. Executive Director Bahmer prefaced his comments, noting the change in oil prices will drive many legislative decisions, which are receiving intense scrutiny. The Consensus Revenue Estimating Group (CREG) will issue a new revenue forecast next week, which will project the impact of oil prices on State revenues. The State has a smart fiscal policy that has afforded strong revenues, and legislators are aware the State is not broke. Mr. Bahmer will hold legislative briefings via conference call every Friday at 3 p.m. beginning next Friday, January 16<sup>th</sup>.

The three legislative priorities are:

- Community College Enrollment Growth Recalibration Model – HB 118 – *Education – community college budget request.*
  - o The WACCT’s strategy is in two parts. One: To have the statute changed so that the community college standard budget is recalibrated every four years to account for enrollment growth and eliminating the need for supplemental budget requests. Two: In 2016 the community colleges would present a budget consistent with the proposed statutory change during this legislative session. Rep. Rosie Berger from Sheridan County is the House Majority Floor Leader and is also the lead sponsor on HB 118. As such, she controls the agenda in the House. HB 118 now has 22 co-sponsors, some of whom are committee chairs and members of the Joint Appropriations Committee (JAC), in addition to Rep. Berger. Traditionally, under legislative rule there is a limit of 15 co-sponsors on a bill. However, the leadership has the authority to waive that rule. With the exception of Natrona County, the community college counties are represented fairly well. No fiscal costs such as those associated with the need for additional personnel, are attached to the bill. A fiscal note identifying an anticipated budget request that would come in 2016 (\$15 million for the biennium to be added to the standard budget) is attached to the bill. Executive Director Bahmer stated strong support is expected in the House and the Senate. However, there are members of the JAC and in the leadership, who may need more convincing because of the requested standard budget increase. In general, though, those who are sponsoring the bill and those who have not yet signed on understand the community college funding process is broken and HB 118 statutorily defines a reasonable process for fixing that funding process. The community college standard budget is based on decade old enrollment data from 2004-2005. (No other State agency has a standard budget this old.) The recalibration would come with a certain amount of risk to community colleges because enrollments fluctuate. Community colleges do not know what their enrollments will be in four years when the recalibration would occur. Additionally, the legislature is not obligated to the \$15 million. With the passing of HB 118, the community colleges would have a predictable income for four years on which to operate and plan for educational improvements for students.
- \$25 million Endowment Funding Request
  - o If funded, the University of Wyoming would receive \$25 million and the community colleges would receive \$25 million. However, the community college allocation would have to be divided between the seven community colleges. Because of the seven-way split, one sponsor has proposed raising the amount for community colleges to \$35 million. Because of declining oil prices, funding of the endowment request could be more difficult. However, there is some support in the JAC for the increased \$35 million. Conversations with legislators will continue to gather legislative support for the endowment funding request.
- Transfer of Credits from Community Colleges to the University of Wyoming – Discussion was not held on this so that more time could be spent on other agenda items.

Other House Bills and Senate Files being watched are:

- Elimination of Funding for Development Education Classes at Community Colleges and the University of Wyoming
  - o The introduction of a House Bill by Rep. Steve Harshman of Casper to eliminate funding for remedial education is still expected. The beginning of next week legislators will receive a postcard from Complete College Wyoming that itemizes the progress made in transforming remedial education in Wyoming. Eliminating funding for remedial education is not the solution for reforming remedial education in Wyoming. As of yesterday, Thursday, January 8<sup>th</sup>, that bill had not been filed.
- Funding for Nursing Faculty at the Community Colleges
- Add "Credit" to the Statute Governing Commission Approval of Degrees and Certificates

President Schaffer noted the trustees will spend some time at the Capitol on Thursday afternoon, January 29<sup>th</sup>, following the WACCT Trustees Education Conference. Talking points and to whom those talking points should be directed regarding these key pieces of legislation will be provided to trustees during the conference.

In closing, Executive Director Bahmer stated the efforts to gather affirmative action in support of the recalibration bill are the most well-prepared in his five-year tenure as the WACCT executive director. He thanked the College for organizing the recent legislative breakfast and lunch, stating support was gained for the recalibration bill as a result. Board Chairman Mosher encouraged the trustees to attend the January 29<sup>th</sup> WACCT Conference, which is being held on LCCC campus.

5. [Community College District Board Duties – W.S. 21 18 304. District board generally; duties.](#) – Counsel Tara Nethercott  
Intent: Understand the Role/Function of the Board of Trustees

Counsel Tara Nethercott provided a handout addressing the sources of law that define legal duties and obligations of community college trustees.

- Chapter 18 – Community Colleges – W.S. 21-18-101 through 21-18-317
- Board Policy (Policies and Procedures 1.1.2 through 1.2.11P). The Board's policies and procedures break down what the statutes require. Of specific note are Policy 1.1.2 *Legal Description* and Policy 1.2.5 *Board Responsibilities*, which reflect the majority of statutory duties mandated in W.S. 21-18-304. Counsel Nethercott noted the LCCC trustees are following these with great proficiency.

#### Comments/Clarifications

- The Board's Policy 1.1.2 *Legal Description* provides for nine duties with which the trustees must comply.
- W.S. 21-18-303. *District board generally; powers; board approved additional mill levy*. This statute stipulates 16 powers the Board may enact. Number 17 in the list provided by Counsel Nethercott states the trustees are:
  - “Subject to all applicable laws and rules, determine the qualification and responsibilities of bidders or respondents on contracts for the construction of public projects, facilities or structures over which the board controls the bidding process, through the use of standard forms and procedures adopted by the board.”
- Page 2 of Counsel's Memorandum – Graduation Requirements – W.S. 21-18-304 (a) (ii) states “Prescribe requirements for graduation”. In addition, W.S. 21-18-303 (a) (i) states “confer degrees and certificates and grant diplomas as are usual for community colleges and authorized under its accreditation by the regional accrediting agency”. This is all the statutes say regarding graduation requirements. However, because the statutes are statutorily intended for the community colleges and the Wyoming Community College Commission to collaborate, Counsel Nethercott suggested seeking further guidance from the Wyoming Community College Commission.
- Trustees have individual obligations for fiduciary responsibility and for acting (1) in good faith, (2) with ordinary care, and (3) in a manner reasonably believed to be in the best interest of the College.

Additionally, a trustee has a duty of undivided loyalty that requires a trustee to act for the benefit of the College and not for personal benefit or private gain. Trustees should familiarize themselves with Board Policy 1.2.1 *Code of Ethics/Standards of Practice* and 1.2.8 *Conflicts of Interest*. Counsel Nethercott stated “Your hat never comes off.” The trustees were encouraged to seek Counsel’s advice to help navigate any situation that might place them at risk of violating the Policies 1.2.1 and/or 1.2.8. The importance of trustees speaking as one Board/one voice was noted by Trustee Lyttle. (Policy 1.2.1, Section 1.0, H.)

- W.S. 1-39-104 provides that a governmental entity and its public employees *while acting within the scope of duties* are granted immunity from liability for any tort except as provided by W.S 1-39-105 through W.S. 1-39-112.
- No clear answer is found in statute regarding ex officio members of the Board. However, the best answer is to avail oneself of fiduciary responsibilities and to contact Counsel if a question arises.

6. Wyoming [Public Records \(W.S. 16-4-201 thru 16-4-205\)](#) and [Public \(Open\) Meetings \(W.S. 16-4-401 thru 16-4-408\)](#) – Counsel Tara Nethercott and Associate Vice President Lisa Murphy  
Intent: Understand the Basic Elements of the Law and How LCCC Assists the Public in Obtaining Public Documents.

#### Open Meetings Act

Counsel Nethercott stated LCCC is a transparent government. Important to upholding this transparency is giving the public opportunity to comment on anything that may personally affect them. For this reason, action items should be noticed. Board Committees are also subject to noticing their meetings, if a quorum (four or more trustees) will be present. A quorum creates a public meeting during which action could be taken. [W.S. 21-18-302 “A majority of the community college district board members constitutes a quorum for the transaction of all business but a minimum of three (3) concurring votes is required to decide any question.” See also, *Wyoming Open Meetings Act* W.S. 16-4-401 (a) (iii).]

#### Executive Sessions

An executive session may be held by a governing body without the presence of the public to discuss five discreet topics: personnel, litigation, student discipline issues, real estate (public comment could possibly cause the price of the land to be changed), and donor gifts (if donor wants kept confidential). Executive sessions are not a forum for trustees to express their opinion. A motion must be made and state the reason for the executive session. That motion has to be seconded and a vote must be taken. Executive session minutes are required. If executive session minutes are requested by opposing counsel, attorney-client privilege allows any portion unrelated to the legal issue for which the opposing attorney has requested them, to be redacted. Violation of this act constitutes a civil penalty of \$750.

#### Public Records Requests

Public records requests are directed to Institutional Advancement Associate Vice President Lisa Murphy, who is the College’s custodian of records. Associate Vice President Murphy assumed these duties at the request of President Schaffer. No policy or procedure states who will manage public records requests. Essentially, any document given by or to the College is subject to a public records request. This includes emails and text messages. All emails are considered public record. Trustees should consider whether an email communication is being used to circumvent the intent of the open meetings act. Trustees are supposed to talk to each other. Are the trustees sharing information? Or are they trying to avoid a public meeting? Accommodation of a public records request can be cumbersome because the requests can be exorbitant. The consumption of employee(s) time to provide the records requested can be costly. However, the College must comply, even if the request is a punitive action and not made in good faith, and do so within seven days of the receipt of the request. Some public records requests cannot be accommodated within seven days because of the volume of records that have to be produced. In these cases, a longer response time has usually been negotiated when the work required to produce the information is explained. One request for a massive

number of emails was honored by putting all of the emails on a laptop. The reporter who made the request viewed the emails on the laptop. The College is allowed to charge for copying costs.

Counsel Nethercott's presentation was extremely well-received. The Board and President Schaffer will likely ask that the same information be presented following an election of trustees. Counsel Nethercott noted again that communications with Counsel are privileged as long as they seeking legal advice.

7. **Board Meetings and Committees** – Board Chairman Ed Mosher and President Joe Schaffer  
**Intent:** Determine how the Board would like to conduct its business through the use of committees and through its general Board Meetings.

President Schaffer opened the discussion stating he values the Board's engagement on the campus in an informal setting outside of their formal business meetings. He emphasized his trust in the trustees' interactions within committees, which he said serve the purpose of providing information to assist the trustees in making informed decisions. He noted having trustees as observers during the College's regularly scheduled meetings, such as President's Cabinet or College Council, is not uncommon but often changes the dynamics of the meeting. The Board's Finance and Facilities Committee has become a Standing Committee. The interest in this committee is growing and so is the agenda, which often includes topics not related to the genre of finance and facilities. He asked the Board to consider the impact on staff who are responsible for agendas and supporting documents for two Board meetings and a Finance and Facilities Committee each month. He also pointed out Board policy does not provide for a Standing Committee. Board Chairman Mosher concurred that requests for information outside of the Board's regular meetings, whether in reports or during committee meetings, requires additional trustee and staff time. Reports during the Board's regular meetings elongate the meetings and may be of interest to only a few trustees. Trustee Dubois stated some of the trustees are employed and cannot attend daytime meetings. Reports given during the dinner hour is a good use of that time. President Schaffer stated he is not opposed to having committee meetings at 5:30 in the evening. Academic Affairs Vice President Fierro and Student Services Vice President Judy Hay were both supportive of inviting a trustee(s) to their regular meetings.

Following a discussion of Board committees, their history and status as ad hoc or standing committees, and the subject areas in which the trustees would be most interested, the trustees commented as follows:

- Trustee Erickson expressed an interest as the new Board Treasurer in attending a College Council, President's Cabinet, and Budget Resource Allocation Committee (BRAC) meeting for the purpose of hearing discussion of the budget's development process and the resulting allocations. These would be one-time visits.
- The Finance and Facilities Committee will be recognized as a Standing Committee.
- At Trustee Lytle's request an Academic Affairs and Student Services Ad Hoc Committee will be formed. The members will be Trustees Lytle and Dubois, President Schaffer, Vice Presidents Fierro and Hay, and Student Ex Officio Trustee Keenan Carroll. (POSTSCRIPT TO MINUTES: The Academic Affairs and Student Services Ad Hoc Committee will meet at 5:30 p.m. on February 25<sup>th</sup>, March 25<sup>th</sup>, and April 22<sup>nd</sup>, the fourth Wednesday of those months, in CCC 178.)
- President Schaffer and Counsel Nethercott will draft revisions to Policy 1.2.6 *Board Committees* that recognize a Board Standing Committee and defines its role.
- Information on building projects will be reported out of the Finance and Facilities Committee, which meets once a month prior to a Board meeting.
- Board Chairman Mosher asked the trustees to share requests for informational presentations they would like given during their dinner meeting.
- Board meetings in Laramie and Pine Bluffs will be scheduled during the spring semester.

8. **2013-2020 Strategic Plan – Goal Attainment**

A. Implementing the Strategic Plan – President Joe Schaffer

Intent: Provide brief synopsis of the Plan, its Goals, and History

President Schaffer reviewed the College's four strategic plan goals approved by the Board during their September 18, 2013, meeting. <http://lccc.wy.edu/StrategicPlan/index.aspx#goal1>

- Goal 1 – Completion Agenda for the 21<sup>st</sup> Century
- Goal 2 – Connections That Improve Student Transitions
- Goal 3 – An Organizational Culture to Thrive in the Future
- Goal 4 – A Physically Transformed College

B. Communicating the Strategic Plan

Intent: Understand Strategy for Communicating the College's Strategic Plan

i. Strategic Plan Website – Associate Vice President Lisa Murphy

The strategic plan website <http://lccc.wy.edu/StrategicPlan/index.aspx#goal1> has been redesigned so that the College's four goals are prominently displayed and is more intuitive for persons seeking information about the College's goals. A page is dedicated to each goal and its corresponding strategy. Eventually, each strategy will be linked to its own page that will show the progress being made on accomplishing the overarching goal. A link to the full strategic plan in a PDF format is included in the Introduction section. The College's mission, vision and values statements are being integrated more throughout campus. Trustee Merrell asked for cards to be printed with the strategic plan's web address on them for the trustees to distribute when asked about the College's strategic plan and goals.

In response to Board Chairman Mosher's question about updating the community on the College's building projects, Associate Vice President Murphy stated groundbreaking ceremonies are being planned. The buildings' final designs will be shared with the announcement of the groundbreaking ceremonies. Consideration is being given to President Schaffer re-visiting community groups as the construction progresses. Consideration is also being given to a time lapse video of the buildings' constructions as was done with the Health Sciences Building's project. The videos would be made available on the College's website and for community presentations. The Flex-Tech Building's groundbreaking is scheduled to begin soon. A 17-month construction window for this project will be a tight timeline. The intent is to occupy both the University/Student Center and Flex-Tech Building next summer by the end of July or early August.

ii. Integration into Key Processes – Vice President Carol Hoglund, Associate Vice President Kim Bender, Executive Director Peggie Kresl-Hotz

Integration of Strategic Plan into Key Processes

Associate Vice President Kim Bender reported on what is being done within assessment to integrate the strategic plan into the College's key processes. Short-term and annual program planning with respect to assessment is being integrated with long-cycle planning and program review action plan goals, and all of those are linked to the strategic plan. The integration of strategic planning into the College's recently implemented evaluation capacity, including assessment and program review, is important because it drives the direction of program planning and the focus of human effort on the College's institutional priorities. The Higher Learning Commission (HLC) expects integration support for organizational effectiveness.

The College's approach for strategic plan integration includes short-cycle, annual assessment planning for learning competencies and for program operational effectiveness that integrates with a program review's long-cycle action goals. Both short- and long-cycle planning are directly related to the College's strategic plan goals and strategies in the online improvement system known as Aquila. This means five-year, long-cycle action goals can be achieved incrementally by the annual short-cycle planning that program reviews perform for annual assessment.

A second method used for approaching integration is the development of platforms for faculty to use to apply the strategic plan goals as they connect their short- and long-cycle planning and their self-evaluation of the achievement of strategic plan priorities. Reports will provide the College with profiles on how the strategic plan is being implemented. To support this practice program reviews evaluate each program's success at achieving its assessment and long-cycle goals. In addition, the College's Innovation Funds awards process also requires the proposals for these funds to relate to strategic plan priorities for award consideration.

Thirdly, the College's mission and strategic plan relationships are a requirement in both the assessment and program review processes. Linking of program review and assessment planning to the strategic plan in the data base will help develop reports on what parts of the strategic plan are attracting a lot of human effort, and conversely, what parts of the strategic plan are attracting little human effort.

With respect to current status, the infrastructure for the College's continuous improvement for strategic planning has been built and resides in the online resource Aquila. Faculty and School Dean training assures faculty have access to this resource and are planning and reporting work.

#### Comments/Clarifications

- A section for cost estimates is included in the action plan goals. The cost of accomplishing a goal's strategic directions can be estimated from this data.

#### Integration of Strategic Plan Goals and Key Processes into Budget Requests

Administration and Finance Vice President Carol Hoglund explained the budget serves as the link between the strategic plan and resource allocation. A large cross-section of staff have been engaged in the budget's development, evaluation, and recommendation phases. The budget process begins with the submission of budget requests by departments and divisions to the Budget Resource and Allocation Committee (BRAC—a subcommittee of the College Council). The BRAC reviews the operating and one-time funding requests. The College Council also reviews the position requests. A rubric assessment tool is used to determine if the budget requests are supporting College goals and strategies and KPIs (Key Performance Indicators). Budget requests that have a greater alignment with the College goals and strategies have a greater opportunity for funding.

The Board's first reading of the budget is in April. The budget presentation demonstrates how the budget's funding recommendations are linked to the strategic plan's goals and strategies and the KPIs. In May, the Board receives an update on any changes and considers the budget allocations on second reading in June. The Board considers approval of the budget during their July meeting held on the third Wednesday of the month.

The Budget Process Advisory Committee (BPAC) looks at the funding process and determines if the budget process is functioning as intended. Last year under Associate Vice President Kim Bender's and Budget Coordinator Jayne Myrick's leadership changes were made to the rubric

evaluation tool used to forward recommendations. The changes will make the allocation process more effective during the FY 2016 budget cycle.

Comments/Clarifications

- Percentages noted on sections of the “Budget Allocation to Strategic Plan Goals and Strategies” pie charts are based on the FY 2015 operating budget. For example, 52.57% is the percentage of the FY 2015 budget that was dedicated to Goal 1.

Integration of Strategic Plan Goals into the Prioritization of Human Resources

Human Resources Executive Director Peggie Kresl-Hotz explained the process for requesting new positions, which is overseen by a committee of administrators, faculty, and staff. Managers are required to identify how the requested position ties to, connects to, and fits with the College’s mission, vision, and values, and the College’s strategic goals.

Training workshops have been established for writing position descriptions, conducting New Employee Orientation (NEO—the onboarding process), certifying employees for screening committees (required in order to serve on a screening committee), and for decision-making of hiring managers. A multitude of information is available on EaglesEye. Among these are forms, FAQs, a list of the positions requested last year, and the scorings for those positions. All position descriptions are being revised to include the applicable strategic plan components. Training workshop assessments are indicating the training is fairly productive. Upcoming efforts will focus on performance management and compensation. HR has assumed a pivotal role in assuring employees from onboarding to their daily roles are connected to the College’s strategic plan.

Questions/Clarifications

- The organizational chart’s listing will eventually connect to the corresponding position description.
- The College is asserting effort to make the strategic plan a highly visible core component of the work being done on a daily basis. For example, the funding of budget requests is dependent upon the degree to which a request supports the strategic plan’s goals. Another example, New Employee Orientation introduces incoming employees to the College’s strategic plan, goals, mission, vision, and values. Yet another example, managers requesting positions must justify the need for the position by how it contributes to the mission, vision, and values, and the strategic plan.

Referring to the next agenda items, President Schaffer stated Cabinet members were asked to highlight why the work is being done, the approach being taken, and the progress being made to accomplish the strategic plan goals as they relate to their respective areas.

- C. Goal 1: Completion Agenda for the 21<sup>st</sup> Century
  - i. Orientation and Advising Update – Vice President Judy Hay

Vice President Hay shared advancements made in the College’s orientation and advising programs.

Orientation

Goal No. 1, Section B speaks to the design of a mandatory orientation and the development and delivery of a strong, holistic system of student advising. The trustees and President Schaffer have clearly stated priority is to be given to improving the College’s front door experience to include admissions processes, marketing materials, and recruitment strategy changes. These

high-impact practices are now connected through collaboration in a holistic system. Admissions processes and marketing materials have been re-designed. Recruitment practices are more high-touch and targeted to local students, which is the College's main market. These practices are guided by the College's mission, vision, and values statements. Orientation is a two-hour interactive session and provides students with an understanding of information and practices that will help them navigate the College's systems that are intended to help students succeed. Some of those are:

- Financial aid
- Student-related policies and procedures
- EaglesEye
- Career services
- D2L
- Disability services
- Advising programs

Students are also provided with materials such as "Next Steps" that outline the next steps the student needs to take and the order in which the next steps are to be taken. A "Schedule Planning Sheet" is also provided on the reverse side of the "Next Steps" document. Students like the interactive orientations. The students get to know one another in an icebreaker, take selfies, and post them on the College's Facebook page. The College's recruitment representatives are skilled in making students feel comfortable and encouraging them to interact with one another. Board Chairman Mosher was pleased to know planned efforts are being made to make students feel comfortable in their new social and academic environments.

The orientation schedule is in EaglesEye on the Admissions page. Online orientation is also available and students may schedule themselves for these sessions on EaglesEye. Exceptions to mandatory orientation are rare but are granted to students who are transferring with 12 or more credits. On Tuesday of this week daytime and evening sessions were held for some 75 students. The next orientation will take place on January 13<sup>th</sup> and trustees were invited to attend.

### Advising

Holistic advising is a developmental process that focuses on the whole student. Data shows the undeclared and general studies students fare the worst. These students weren't connected to a major, an advisor, or a faculty member and most often advised themselves. A "soft rollout" of the new holistic advising model still under development took place in spring 2014. Because students come to LCCC in various stages of readiness for college, they need a professional advisor's expertise "right off the bat." Advisors help students understand their strengths and weaknesses, the challenges they experienced in high school and college, and the challenges with family that could affect their progress at LCCC. Advisors also work with the student to develop an academic plan, and professional advisor is assigned to the student throughout their LCCC experience. No faculty advising takes place on entry. Faculty become much more a part of a student's academic life when they begin taking degree-specific courses. President Schaffer clarified that students in limited/competitive entry health care programs are in a cohort specifically associated with their health care faculty. He noted further that a professional advisor in the Advising Center is connected to the Health Sciences and Wellness School and to the students in the competitive programs, so the advising becomes a team-based approach. As the students' interactions become more discipline-specific, their day-to-day interactions will take place more and more with their faculty. Vice President Hay added students in the health science programs rarely drop out or fail. New students love the advising program. Students like having a home base where they can have hard conversations with the appropriate people. Returning students have been more resistant but after attending the mandatory orientation and

advising they agree for the most part that their time has been well spent and see the value in the information that is shared. The first true, big group of new students went through the new advising model in fall 2014. The advisors and faculty are talking about how to more intentionally connect the students with faculty and what the faculty can do in support of a student's success. A student's engagement and commitment to other people plays a strong role in retaining that student.

ii. Scholarship/Aid Programs – Vice Presidents Judy Hay and José Fierro

The College is passionate about ensuring students have some sort of financial support and is able to attract students who have talents that contribute to the College's culture. A budget of approximately \$1.8 million is allocated for accomplishing this goal. The trustees were provided with a list of institutional awards ("LCCC Office of Scholarships and Financial Aid 2014-15 Institutional Awards"). These awards are funded from institutional dollars.

A committee was formed to examine the College's institutional awards and determine how these monies would be better distributed to help students persist and graduate. New institutional awards include the Progress Award and the Soaring Eagle Award. Students receiving the Progress Award turn in other loans and are quick to share their appreciation and surprise for being a Progress Award recipient of \$1,000 to persist in their education. For FY 2015 Academic Affairs received an increase of \$140,000 to \$150,000, bringing the total to \$.25 million. The academic schools were provided with an additional \$34,000 in scholarship monies and \$15,000 for workforce development to establish partnerships with school districts.

Vice President Fierro explained the changes in distribution of academic program scholarships and the conditions for the distributions and reallocations. The budget focus is now on what the College wants to accomplish as directed by the strategic plan goals, mission, vision, and values, which in part is student completion of their program of studies.

Each academic school dean met with their respective faculty to determine how the monies were to be distributed for the purpose of recruiting students. Scholarship monies will only be used for those courses that lead to completion. The student must be making progress toward the completion of their degree (completion of 67% of all coursework) and must be maintaining a minimum 2.0 GPA. The student is also required to complete a FAFSA (Free Application for Federal Student Aid). FAFSA information is used to determine if a student is eligible for Pell grants and other forms of aid of which they may not be, and often are not, aware. Financial Aid Director Wilson estimates the College may receive as much as an additional \$1 million from increased FAFSA filings. As previously noted, students must have an educational plan; the reasons for this are:

- To help the student move towards completion
- To finish the awarding of the scholarship monies

Students may have skills the College would like to foster in addition to those associated with their program of study. They may be athletes, musicians, actors, artists, etc. Because of this, scholarship monies have been separated from monies for skill activities, so that students may also receive financial assistance to participate in their skill activities.

Comments/Clarifications

- For Board Chairman Mosher, Vice President Fierro said scholarships are now available for the first time for students in computer systems. Other program areas receiving scholarship monies are biology, mathematics, and all branches of the agriculture/equine programs.

- For Trustee Erickson, the Music Department received less scholarship monies than previously allocated. However, by way of FAFSA, some of the monies were recouped. Half-way through the year, some additional \$16,000 was allocated based on financial need. Of the \$16,000, approximately \$8,000 to \$10,000 was not used and was returned. The returned monies were re-distributed between the Schools of Health Sciences and Wellness and Business, Agriculture, and Technology Studies.
  - o For Trustee Erickson regarding the future of the Music program, Vice President Fierro stated every student in the Music Program is receiving an academic plan and every program is undergoing program review modification that includes pathways for graduation. *Degrees and Certificates* Procedure 2.1P requires programs to have 60 to 64 credit hours toward graduation including general education and major courses with an articulation tract. Previously, Music Program students were taking only music major courses and none of the general education courses that are required for the student to graduate and transfer. The Music Program has now been restructured so that the program will continue to grow in a way that benefits the students and the institution. One goal is for Music Program students to demonstrate their skills in performances that can be enjoyed by the campus and the community. However, these performances cannot be at the cost of students not graduating. President Schaffer added the majority of the College's students are general education majors or are undecided. Students who are undecided about their degree area generally do not complete a degree. Strategies are being developed on how to best distribute the College's resources, how to structure programs, and how to guide students in making program choices and get them on an academic plan. In terms of graduating music students, an average of only three per year have graduated in the last ten years.
  - o Trustee Lyttle announced a meeting is being scheduled to include music faculty and members of the community who are asking about changes in the Music Program. The meeting will provide an opportunity to correct some skewed and inaccurate information. President Schaffer stated Arts and Humanities faculty are assembling advisory boards. Advisory board members will be informed about the vision for their respective programs, so that they are fully aware of the space needed to house those programs when community conversations begin about a Fine and Performing Arts Center.
- The \$250 to \$500 scholarships are "good will" monies offered to students to get a commitment from the student. FAFSA filings will generate other financial assistance opportunities. Recruiters and faculty are jointly recruiting students. Faculty have the program expertise and can "identify the talent," and recruiters have the knowledge "to get them in the door." Suggestions to further improve recruitment efforts will be implemented for the 2015-2016 academic year.

Board Chairman Mosher observed time for the retreat to adjourn was approaching. Because of the short time remaining, President Schaffer asked Vice President Fierro to report on program modifications and pathways and developmental education. He also asked Associate Vice President Bender to brief the Board on Student Learning Assessment.

iii. Program Modifications and Pathways – Vice President José Fierro

Policies and procedures are being developed to establish consistency for program review, analysis, and approval. Program modification forms and flowcharts are being used by faculty. The program reviews are to be completed by March 6<sup>th</sup>. Faculty will have two in-service days dedicated for the completion of their program reviews.

iv. Developmental Education Redesign – Vice President José Fierro

The LEAP (Liberal Education and America's Promise) Program and the Carnegie Foundation Math Pathways pilots will be introduced in fall 2015. LCCC is the only community college in Wyoming to apply and be accepted by the Carnegie Foundations' consortia.

<http://www.carnegiefoundation.org/in-action/pathways-improvement-communities/>

The University of Wyoming's authorization for course numbers was not received in time to place the redesigned courses in the LCCC course schedule and implement those courses this semester. The purpose of the developmental education redesign is to get students to complete English 1010 and Math 1400 or STAT 2016 (gateway courses) in the first year of enrollment even if the student places at the developmental level. The hope is to achieve a 70<sup>th</sup> percentile completion rate in the first year.

v. Student Learning Assessment – Associate Vice President Kim Bender, Vice President José Fierro

During the fall 2014 semester, LCCC was successful in increasing the use of institutional rubric data reporting through the D2L (Desire 2 Learn) learning management system. All full-time faculty received training on program review and assessment beginning in February 2014. The faculty used agreed-upon common assessment assignments and linked those to institutional rubrics that correspond to the institutional competencies for scoring of performance using the D2L shells. <http://lccc.wy.edu/academics/institutionallearningoutcomes/index.aspx>

The total number of student assessments available for analysis doubled from spring 2014 to fall 2014. The number of faculty submitting data in both the number of courses and the number of sections for which data are available also increased. Improvement in faculty data entry will add more integrity to data gathering. The strengthening of data is expected to improve from semester to semester. Assessment plans are to be completed by March 3<sup>rd</sup> as are the program reviews. Assessment plans have been developed for approximately 55+ programs in Aquila. Fall 2014 reports will show the maturity of the assessment plan—how many are developed, under-developed, and how many achieved exceptional practices. Student Learning Assessment Committee members are the peer reviewers of program assessments. Copies of the assessment plans for History A.A. and Business Administration A.S. programs of study were provided to the Board.

The HLC AQIP process repeatedly asks the institution to provide evidence of program level improvement of student learning. The College's recent systems portfolio provided little evidence of data generated by program assessment. The institution is slowly moving toward competency-based degrees. Having faculty proficient in assessment is a step in the right direction for gaining these skills.

President Schaffer summarized the purpose of assessment is to accomplish two things: (1) evaluate the effectiveness of instruction and the learning and teaching environment, based on a student's ability to achieve the outcomes/competencies—what they are supposed to be able to do and (2) provide students with documentation of their capabilities.

D. Goal 2: Connections that Improve Student Transitions

i. High School Mathematics Pilots – Vice President José Fierro

The pilots help high school students become college-ready without having to go through the traditional path of graduating, enrolling at LCCC, taking placement tests, and taking developmental mathematics for another couple of semesters.

ii. Program Articulation/Transfer – Vice Presidents José Fierro, Judy Hay

LCCC's articulation agreements developed by the College's business faculty were the first and may still be first in the state. The agreements articulate the College's AA and AS transfer programs with the University; i.e., what an LCCC student will accomplish at LCCC and what a student will accomplish at the University to complete a four-year degree in a streamlined process.

President Schaffer summarized Goals 1 and 2 by pointing out where the College was three years ago. Students enrolled at LCCC without having any purposeful engagement with orientation that would provide the student with critical information on how the College functions; e.g., registration, financial aid. They did not have a formalized academic plan and enrolled in courses without being advised on the courses to take for a course-specific program of study. Three years later, the College has mandatory orientation and advising "at the front door." Students are developing academic plans with curriculum that is mapped out by faculty for student completion. And assessment plans and program reviews are being developed. Even at the early stages of implementation, all of the aforementioned is re-shaping the whole student experience.

E. Goal 3: Organizational Culture to Thrive in the Future

i. Employee Recruitment Process – Executive Director Peggie Kresl-Hotz

Employee recruitment and onboarding includes NEO (New Employee Orientation), HR policy and procedure support and guidance, job aids, familiarization with the College's strategic plan, the mission, vision, and values statements, and other coaching and guidance. New employees have breakfast with President Schaffer once a quarter. "Why we are here"—for students—is emphasized. Formalized and scheduled trainings are provided in Position Description Workshops, Screening Committee Member Workshops, and Hiring Manager Workshops.

Comments/Clarifications

- The HR policies and procedures that became effective in April 2014 created a foundation on which training materials and educational opportunities had to be developed to support those policies and procedures. Some pushback is being received regarding the detailed information now being requested for employee recruitment.
- HR staff recognize change is difficult for people and so they do a lot of coaching that involves, for example, a mini-needs analysis.
- The position description outlines the central functions and clarity about the position's defined duties and responsibilities and must be provided for all full-time and part-time (benefited or not) positions. The position description is used to manage performance.
- Feedback from those who have participated in training is much more positive after they have completed the training.
- Effective January 1, 2015, Screening Committee training is mandatory for anyone (including trustees or community members) who wishes to serve on a screening committee. More than 160 employees have completed this training and are excited about it.

Board Chairman Mosher asked, in the interest of time, about the possibility of having presentations on Items E and F given during the Board's dinner sessions. President Schaffer agreed that a dinner session would be appropriate for a Center for Teaching and Learning presentation. Program review results will be presented to the Board this spring, and an explanation of that process could accompany those presentations. Co-curricular Program/Service Review and Project Management processes are still being developed.

President Schaffer asked Vice President Hoglund to give a broad overview of the items under Goal 4 and asked Board Chairman Mosher to advise him of any other topics on which the trustees would like a dinner presentation.

- ii. Faculty Development through the CTL – Vice President José Fierro
- iii. Academic Program Review – Associate Vice President Kim Bender
- iv. Co-curricular Program/Service Review – Associate Vice President Kim Bender
- v. Project Management – Joe Schaffer

F. Goal 4: A Physically Transformed College

- i. University/Student Center Update – Vice Presidents Carol Hoglund, Judy Hay, José Fierro

Design documents were received on December 19<sup>th</sup>. Review of those documents is to be completed by January 15<sup>th</sup>. The State's Construction Management Division issued a request for proposal for a CMAR (Construction Manager at Risk). Five proposals were received and FCI, a Colorado and Wyoming company, was selected, and they are now on board. An initial meeting was held this week with the project's architect, the CMD representative, and FCI to review the project's design. The project is a little bit over budget but very manageable. The College and CMD are working with FCI to reduce costs such that the design is not compromised. Construction documents are due in February with construction to begin in April.

- ii. Flex-Tech Update – Vice Presidents Carol Hoglund, José Fierro

The Flex-Tech Building project is in the schematic design phase. The project is a little over budget with some additional costs not included in the initial design for roadways, parking, mall extension, and storage yard. The additional costs will be paid from the One Mill Fund. Design documents will be presented on Friday, January 16<sup>th</sup>.

- iii. Wayfinding and Gateways Update – Vice President Carol Hoglund

Exterior wayfinding signage was received, reviewed, and revised on December 11<sup>th</sup>. Some signage locations were changed. A prototype bid package using a pretest rather than a full install for each sign type is being developed and should "go out on the street" in late January or early February with an evaluation period in mid-March and early April. The initial project completion is scheduled for late August and early September with the exception of areas that are under construction and the new buildings.

Gateways are completed with exception of the vertical element. The first vertical element did not match the new signage and will be redesigned. The redesign is scheduled to go out to bid in late January or early February with construction to follow in April and May.

- iv. PE Building and the Learning Commons – Level I plans have been approved by the Wyoming Community College Commission and the State Building Commission and are waiting on legislative approval.
- v. Fine and Performing Arts Update – President Joe Schaffer, Vice President José Fierro

A prospectus, guided by the College’s mission, vision, and values statements, is under development and will include specific programming and facility needs. The location of the building is not yet stipulated. Advisory committee members are being determined. The hope is to complete the prospectus this spring so a determination can be made if an architect will be needed to update the Level I plan or if the process can move to Level II planning.

- vi. ACC Expansion – Associate Vice President James Malm

Conversations have begun with the Laramie City Manager Janine Jordan on land acquisition options. One option was an adjacent six-acre parcel that has the same frontage on Boulder Drive as does the Albany County Campus. However, the City of Laramie is asking \$1 million for that six-acre parcel, and the property has “gone under option” for another company. The Laramie City Council is expected to announce the buyer during their January 20<sup>th</sup> City Council meeting.

Associate Vice President Malm asked City Manager Jordan to consider giving land to the College as was the case with the land on which the current Albany County Campus facility currently sits. In exchange for that land, the College agreed to scholarship City of Laramie employees and make some infrastructure improvements. City Manager Jordan suggested a serious conversation begin about the Crystal Court lots located a little bit south and east of the Albany County Campus. The location has access to greenways, parkways, bike paths, and residential housing that are already being developed. Other improvements in the immediate area include a new \$100 million Laramie High School, a \$15 million addition to the neighboring recreational center, and a hockey rink, all of which lend themselves to an educational, campus-type environment.

President Schaffer stated if any aspirations exist for expanding the Albany County Campus, a land acquisition needs to take place soon especially because of the growing interest in land development near the Albany County Campus.

- 9. Board’s Role – Board Chairman Ed Mosher
  - A. Celebrating/Recognizing Student Progress and Success
  - B. Valuing Students
  - C. Establishing a Welcoming Environment

Board Chairman Mosher proposed the Board talk about significant interest in all the good things that are happening with our students and emphasized the importance of establishing a welcoming environment for students and employees. He asked the trustees to contact him with ideas that would facilitate a welcoming environment from a Board perspective.

Board Chairman Mosher thanked the Cabinet for their informative and interesting presentations. Noting the Board’s professional development of \$6,000, Trustee Erickson asked the Board to consider whether or not they wish to utilize those funds for that purpose before the end of the fiscal year.

Trustee Merrell moved and Trustee Lyttle seconded,

**MOTION:** That the Board of Trustees convenes an executive session to discuss a litigation matter.

**MOTION CARRIED** unanimously.

10. Adjournment – Board Chairman Ed Mosher

Board Chairman Ed Mosher adjourned the January 9, 2015, Laramie County Community College Board of Trustees Retreat at 2:39 p.m. and stated the executive session would convene in ten minutes.

Respectfully submitted,

Vicki Boreing  
Board Recording Secretary