

Systems Appraisal Feedback Report

**An AQIP Pathway Report Completed In Response to a
Systems Portfolio Submitted by**

LARAMIE COUNTY COMMUNITY COLLEGE

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The Higher Learning Commission
A Commission of the North Central Association

Contents

I. Reflective Overview	2
II. Strategic Challenges Analysis	3
III. AQIP Category Feedback	4
IV. Accreditation Evidence Screening	8
V. Quality of the Systems Portfolio	10
VI. Using the Systems Appraisal Feedback Report	10
APPENDIX A: Stages In Systems Maturity	11
APPENDIX B: AQIP Category Feedback	12
APPENDIX C: Criteria for Accreditation & Core Component Evidence Screening	52

I. Reflective Overview

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulates its understanding of the institution, the institution's mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categories.

Consensus Reflective Statement

Laramie County Community College (LCCC) is a public, associate degree-granting institution serving Laramie and Albany counties in the State of Wyoming. It awards degrees in 68 programs and certificated in 24 programs to a total of 5,668 students or 3,837 FTE (for-credit AY 2013-2014). LCCC has 380 full-time and 836 part-time employees. The College is recovering from leadership and organizational difficulties that resulted in significant changes in institutional leadership in 2010.

Category Summary Statements

1. **Helping Students Learn:** With a view to fostering student learning, LCCC improved its budget request process in order to align instructional priorities, reorganized to increase the number of faculty members, established a system to track student learning preparation and achievement, and aligned its scholarship process to support educational purposes.
2. **Meeting Student & Other Key Stakeholder Needs:** During the past two years, the College has been working to recover from leadership and organizational difficulties that resulted in strained relationships with its stakeholders. LCCC has improved student services by conducting reviews of its programmatic operations, reorganizing human resources, investing in technology, and implementing new practices. It is also working to rebuild its relationships with other stakeholders in business, workforce development, and education.
3. **Valuing Employees:** As a result of engaging the College Brain Trust (CBT) to assess the health of the College, LCCC has implemented significant changes to its human resource function identifying ten core human resource processes that are aligned with its mission.
4. **Planning and Leading:** As a result of its participation in an AQIP Strategy Forum, LCCC is in the process of moving from reactive planning and leading to a model that

- is more systematic and aligned. The result of this has been the creation of a new continuous improvement model at the College focusing on leadership, planning, resource allocation, operational structure, inclusiveness, and assessment.
5. **Knowledge Management & Resource Stewardship:** LCCC has added capacity in its knowledge management function and now includes internal input (previously only external needs were considered) when designing its knowledge management processes.
 6. **Quality Overview:** The acknowledgement of the College's condition has driven LCCC to pursue organizational transformation, challenging its values and initiating change. So far, its progress has been primarily in the realms of its philosophy and policies, along with some processes.

II. Strategic Challenges Analysis

In reviewing the entire Systems Portfolio, the Systems Appraisal team was able to discern what may be several overarching strategic challenges or potential issues that could affect the institution's ability to succeed in reaching its mission, planning, and overall quality improvement goals. These judgments are based exclusively on information available in the Systems Portfolio and thus may be limited. Each item should be revisited in subsequent AQIP Pathway reviews, such as during the Comprehensive Quality Review (CQR) visit.

Strategic Challenge: Generally, LCCC will benefit from a more consistent use of data overall, but particularly by using specific results to directly establish objective targets for improvement in all areas.

Strategic Challenge: In an effort to improve its use of data overall, LCCC is in a strong position to leverage its participation in a community college system for better benchmarking. It will benefit by extending the scope of its benchmarking efforts.

Strategic Challenge: In light of so many recent changes in processes at the College, it will be imperative for LCCC to exercise the institutional discipline, over the longer term, to see that the changes are sustained. Its regular evaluation of processes on a consistent basis will be critical to improved performance in the long-term.

III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the institution's Processes and Results. These stages range from "Reacting" to "Integrated" and are described in Appendix A. Through use of the maturity stages and its analysis of the institution's reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here, Appendix B conveys the team's specific feedback for all Process, Results, and Improvement items included in the institution's Systems Portfolio. Appendix B is structured according to the "New Systems Portfolio Structure and AQIP Categories" document which is available on the Commission's website. The summary feedback below, and the detailed feedback offered in Appendix B, is based only upon evidence conveyed in the Systems Portfolio. It is possible that the institution has additional information on specific Processes, Results, and Improvements that was not included in the Systems Portfolio. In such instances, the institution should plan to provide this evidence in a future AQIP Pathway review process such as the CQR visit.

Category One: Helping Students Learn

The College's Strategic Plan emphasizes academic excellence, and resources have been put into place to impact practices for academics and students services. The College is commended for the significant changes made to a number of assessment practices and student support in a short period of time. Recent improvements include: the recommitment to college-wide committees that can help ensure that student learning is incorporated into all major institutional decisions; a major overhaul of the program review process with a focus on using data, and; the creation of an institutional KPI reporting system that aligns outcome data to the College's strategic plan. However, at this point in time, it appears that LCCC has not reached the point where a culture of evidence has taken hold just yet. Also, few data were provided prior to the leadership changes, so it is unclear how LCCC was building on previous results. There are some formalized templates and reports for collecting data (MCOR templates, KPI report), but how their information is shared across the College, discussed amongst all major stakeholders and ultimately used in decision-making is unclear.

Many of the processes and data are new, and the College needs to have the internal discipline to follow through on the implementation and evaluation of these processes and the collection, analysis, interpretation, and use of results. Given the extent of the changes, it

is critically important that a comprehensive evaluation plan for process improvements be developed and the related activities be put in place soon. This evaluation should include how many faculty, including adjuncts, are implementing these processes and whether it is consistent across various delivery modalities.

There is concern that, ultimately, not much data is presented. Frequent mention of the recent changes is made in many of the institutional processes that inform Category 1, but there is little-to-no discussion of objective information collected prior to 2014-2015. Even if not comparable to what is being collected now, data from prior years could probably help to justify the new structure that LCCC has adopted for various processes, showing solid evidence of using data and information. There is also some concern that the College may have an overreliance on the MCOR template that is discussed in multiple sections. It is described as being the main source of assessment data for common learning outcomes, program-level outcomes, course-level outcomes and institutional academic integrity outcomes. LCCC would benefit from having formalized processes to evaluate the effectiveness of this template in collecting information or of the assessment tools/measures that are recommended through the template.

Category Two: Meeting Student & Other Key Stakeholder Needs

LCCC has initiated efforts to enhance its degree of maturity in addressing continuous quality in meeting student and other stakeholder needs. The institution has demonstrated a commitment to improving, but many of its quality initiatives remain in a reacting mode. There appeared to be a heavy reliance on the recently revised program review process for many of the procedures and outcomes discussed within this Category. It is important that program review be a major influence on the general institutional decision-making process, but, in many instances, this process seemed to be the only source of information. Since this process only happens every 5 years per program, there is the possibility that data will not be used in a timely and continuous manner.

One concern was the failure of the institution to address several results components. There is also a concern regarding the grievance procedure for a contested grade related to administrators making grade decisions. According to HLC assumed practices C1: Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) have the authority for the assignment of grades. (This requirement allows for collective responsibility, as when a faculty committee has the authority to override a grade on appeal.)

Category Three: Valuing Employees

Respect for people and a willingness to invest in them are two principles of high-performing organizations. LCCC has implemented processes related to hiring, started a New Employee Orientation, created a Center for Teaching and Learning and a New Faculty Learning program, and hired a professional-development specialist. Yet it is unclear what evidence led to these changes and how they were necessarily in the best interest of the College and its employees.

LCCC has an opportunity to strengthen its evaluation and recognition of employees. Most hiring and performance review processes are consistent with industry standards, but its evaluation efforts suggest a more reactive approach. There appears to be an absence of clear processes and results, suggesting that this category could be a higher priority at the College. In addition, across Category 3, the College might benefit from the development of internal targets and external benchmarks, along with the establishment of baseline data for future comparisons. LCCC is commended for taking a hard look at its recent efforts and recognizing that significant work lies ahead.

Category Four: Planning and Leading

The College has initiated a number of process and organizational initiatives related to Planning and Leading, demonstrating its dedication to continuous quality improvement. The adoption of the Noel-Levitz Employee Satisfaction Survey will provide comparative data from peer institutions and lessen the reliance on internal comparisons. However, the College has an opportunity to add measures to evaluate the effectiveness of its processes and to analyze them. Throughout this category, it was apparent that the LCCC needed to address formative and summative evaluation processes. The College is complimented for its efforts that have begun and is urged to continue the intensification of its efforts in order to rise to a higher level of process maturity. It is commended for its redesign of its budgetary processes, its implementation of a strategic plan, and its attention to communication.

Although LCCC did describe the policies and which parties were involved in the initiatives, the descriptions could benefit from additional details about how the initiatives were executed and how the results were evaluated. Additionally, the College could benefit from an increased emphasis upon the role of campus leadership and its plans for Planning and Leading initiatives when facing the departure of key personnel.

Category Five: Knowledge Management & Resource Stewardship

LCCC has undertaken many infrastructure improvements over the past several years, including the development of a KPI reporting system for tying institutional data to strategic priorities, the revision of its budgeting process that aligns resource requests to the strategic plan, and the establishment of cross-functional committees to implement policy, furthering its knowledge management and resource stewardship. LCCC demonstrated a commendable willingness to act on recommendations from others, particularly external consultants. The College's general processes for selecting and sharing data across the institution have also shown improvement. Yet, there is still an opportunity to track and analyze key data and other measures to assess the processes related to knowledge management and resource stewardship. The majority of data presented in 5R1, 5R2 and 5R3 were limited to physical buildings and space utilization. Although the College has taken steps to advance the use of data, there is still an opportunity to improve by incorporating the more formal use of data into operational plans.

Strategic concerns related to knowledge management and resource stewardship include the alignment among measures, results, comparisons, and improvements, the limited scope of data presented, and the extent of benchmarking through the WCCC system, given its heavy influence on such data as the largest college in that system. There is a need for clarity in the description of how improvements are data-driven.

Category Six: Quality Overview

LCCC recently underwent changes in leadership after a period of turmoil and has addressed issues within the institution. It is in the process of laying the framework for a comprehensive CQI system that must be in place before the College will advance to the next level of maturity. There is an opportunity to further the College's quality agenda by incorporating a formal self-examination into all processes across the institution. The focus should shift from answering the question "How is this information shared across the College?" to "What does this information mean?" and "What institutional decisions need to be made because of this data?" The institution is commended for the structure and progress already made and it may benefit from continuing to refine its commitment to continuous quality improvement.

There is some concern that the College is relying on various tools and informal communications among colleagues on various committees (like Strategic Planning or Program Review) to serve as the vehicle by which quality results and lessons learned are disseminated to the rest of the College community. There should be a focus on establishing a formalized system of disseminating findings and then, more importantly, analyzing the

results to determine the next steps. The College needs to exercise the institutional discipline and leadership that will enable it to continue its CQI journey well into the future.

IV. Accreditation Evidence Screening

Since AY2012-13, Systems Appraisal teams have screened the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, the Commission has established linkages between various Process/Results questions and the twenty-one Core Components associated with the Criteria for Accreditation. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation occurs only in the eighth year of the cycle and is completed through the CQR visit, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "Strong, clear, and well-presented"; "Adequate but could be improved"; or "Unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "Met," "Met with concerns," or "Not met."

Appendix C of this report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and supporting documents that can be found on the Commission's website. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Immediately below the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

Criterion One. Mission

The general presentation of evidence for Criterion One: Mission is strong, clear, and well presented in this Systems Portfolio. Overall it is clear that LCCC's mission is broadly understood, publicly articulated, and relates to a diverse society. The College's commitment

to the public good is adequately presented. The presentation of Criteria 1.D. could be strengthened by additional and a more specific elaboration of how LCCC serves its service area and the State of Wyoming.

Criterion Two. Integrity: Ethical and Responsible Conduct

LCCC adequately presents evidence of Criterion Two Integrity: Ethical and Responsible Conduct. The College clearly complies with the requirements placed upon it by the state community college system within which it operates. The challenge for LCCC in meeting this criterion at a higher level will be in its demonstration of the ways in which it exceeds expectations, given the state and the community college system of which it is a part.

Criterion Three. Teaching and Learning: Quality, Resources, and Support

The College's presentation of Criterion Three Teaching and Learning: Quality, Resources, and Support is adequate overall, but could be improved. The appraisal team had a general sense that the institution was doing a better job in this regard than the evidence that was presented would lead one to conclude. In fact, this was the team's general opinion of the College in this and the remaining two criteria. In light of sweeping change, LCCC now faces the long-term challenge of consistently gathering and analyzing information. Future Systems Appraisals should focus on a clear and abundant presentation of the information that its many changes will certainly generate.

Criterion Four. Teaching and Learning: Evaluation and Improvement

LCCC has made considerable changes in its approach to its evaluation and improvement in the realm of teaching and learning. Evidence of significant change was clear, however it is still early and it will require a little more time to collect meaningful information to analyze and use in the setting of targeted improvements. The team concluded that the evidence provided so far is appropriate given the recent history of the institution. Future improvement in this criterion will require the presentation of the abundant data and information that the process changes are designed to produce.

Criterion Five. Resources, Planning, and Institutional Effectiveness

The institution's presentation of Criterion Five Resources, Planning, and Institutional effectiveness is adequate and should be relatively easy for LCCC to improve. The College

appears to have strengths in this area and with a more complete presentation of results in the future, this criterion will show stronger evidence of being met.

V. Quality of the Systems Portfolio

Due to the sweeping changes that have occurred in recent years at LCCC, there seemed to be a reluctance to present the results that the College claimed to possess. It is understandable that the applicability of past data might be down-played in light of the many new process changes at the institution. Nevertheless, much of the data may still have some relevance and hold the opportunity to improve based on solid analysis of it. Also when discussing processes, there was a tendency to cite policy or the parties involved without describing the actual process that was in view. Finally, the College certainly identified many improvements throughout the portfolio. Future systems portfolios will need to demonstrate how the targets for improvement are driven by the specific conclusions that have been drawn from the analysis of its results.

Future Systems portfolios should focus on better presentation of more complete data, more specific descriptions of processes, and explicit linkage showing the relationship of performance targets to results.

VI. Using the Systems Appraisal Feedback Report

The Systems Appraisal process is intended to foster action for institutional improvement. Although decisions about specific next steps rest with the institution, the Commission expects every AQIP institution to use its feedback report to stimulate improvement and to inform future processes. If this Appraisal is being completed in the institution's third year in the AQIP cycle, the results may inform future Action Projects and also provide the focus for the institution's next Strategy Forum. In rare cases, the Appraisal completed in the third year may suggest either to the institution itself or to the Commission the need for a mid-cycle (fourth year) CQR visit. If this Appraisal is being completed in the institution's seventh year in the cycle, again the results may inform future Action Projects and Strategy Forums, but more immediately they should inform institutional preparation for the CQR visit in the eighth year of the cycle when the institution's continuing accredited status will be determined along with future Pathway eligibility. Institutions are encouraged to contact their staff liaison with questions.

APPENDIX A

Stages in Systems Maturity: *Processes*

Reacting	Systematic	Aligned	Integrated
<p>The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.</p>	<p>The institution is beginning to operate via generally understood, repeatable, and often documented processes and is prone to make the goal of most activities explicit, measurable, and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.</p>	<p>The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.</p>	<p>Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.</p>

Stages in Systems Maturity: *Results*

Reacting	Systematic	Aligned	Integrated
<p>Activities, initiatives, and operational processes may not generate data or the data is not collected, aggregated, or analyzed. Institutional goals lack measures, metrics, and/or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision-making.</p>	<p>Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units. The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.</p>	<p>Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and analysis of results at an institutional level.</p>	<p>Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in decision-making and resource allocations.</p>

APPENDIX B

AQIP Category Feedback

AQIP Category One

HELPING STUDENTS LEARN focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie your institution's credit and non-credit programs and courses.

1P1. **Common Learning Outcomes** focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings, and degree levels of the institution	LCCC has established clear institutional competencies that include Reasoning, Effective Communication, Collaboration, and Human Culture and aligned these institutional competencies within the curriculum to ensure that all students pass this core set of abilities regardless of their program of study. This is done primarily through its Master Course Outline of Record (MCOR) that is peer reviewed and adopted by the Academic Standards Committee (ASC). There is an opportunity for LCCC to demonstrate the validity of these competencies by clarifying how each competency supports the College's mission.
Determining common outcomes	To determine common outcomes, LCCC made a systematic effort to make the process more inclusive through the Student Learning Assessment (SLA) subcommittee, faculty workshops, and faculty forums. Opportunities exist to make the SLA subcommittee more inclusive by expanding representation to other units (such as academic advising and academic support), considering how the process could be measured for its effectiveness, potential improvements, and for establishing a process, with a timetable, for their revision over time.
Articulating the purposes, content, and level of achievement of these outcomes	The Student Learning Assessment subcommittee put together a systematic process for articulating the purpose, content, and level of achievement of outcomes. The committee defines the competencies, establishes the criteria for assessment, determines achievement levels, conducts in-service sessions, incorporates faculty input, and creates and finalizes rubrics. The College has an opportunity to regularly evaluate this process and to ensure that students have knowledge of the purposes, content and level of achievement of these outcomes, and to build capacity or inform future practices.
Incorporating into the curriculum opportunities for all students to achieve these outcomes	Institutional competencies are built into the general education courses and program-level courses as identified in the MCOR. Related rubrics are placed in the Learning Management System (LMS). The process is systematic in that there is little focus on periodic evaluation of this process itself or sharing such information across departments. LCCC may have an opportunity to analyze whether its competencies are sufficiently incorporated into the curriculum in order to identify any gaps or inconsistencies.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	The College addresses the relevancy of its institutional competencies through alumni surveys, focus groups, and advisory boards. Resulting feedback and recommendations go to the ASC for development. The methods appear to happen in isolation within

	each department or program, making this a systematic process. Opportunities exist to evaluate these processes, especially in the area of general education core curriculum and to expand stakeholder involvement to include current or future students' opinions.
Designing, aligning, and delivering co-curricular activities to support learning	The College has a systematic co-curricular approval activity process that requires all co-curricular activities to define learning outcomes per activity and that they are clearly connected to the institutional competencies. This process is assessed using a rubric in conjunction with other assessment methods. LCCC has opportunities to go beyond this request for approval process and purposefully analyze how it can proactively supplement students' education by initiating activities that foster competencies needing additional emphasis at the College and to conduct a periodic evaluation of the process.
Selecting tools/methods/instruments used to assess attainment of common learning outcomes	The College requires all faculty members within a discipline to collaborate in a systematic manner to develop MCORs that identify assessment parameters such as testing conditions, test type, timing of assessments, and the competencies measured. The proposed assessment methods and /tools are sent to the ASC for approval.
Assessing common learning outcomes	LCCC assesses attainment of institutional competencies in all credit courses. Faculty members develop the tools and they are approved by Academic Standards. This systematic process is still in its early stages and will continue until Fall 2015. Opportunities exist for: looking at trends and the connections to academic program review; formalizing the process by which the information collected in these assessments are broadly shared and used by programs and departments; defining how external assessments are selected, reviewed, and retained or replaced, and; specifying how the results will inform competency revision.
Other identified processes	

1R1. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College is in an early stage of tracking institutional outcomes, but seems to have a systematic process for training faculty on using the rubrics in the LMS. The College has a long-standing commitment to using the ETS Proficiency Profile, however, no information is provided to describe the utility of these results. There are opportunities to establish the validity of the measures used for assessing each competency, to clarify which ETS tests are used and to provide these data, and to share results beyond faculty and academic leaders.
Summary results of measures (including tables and figures when possible)	LCCC self-identified this result as being at a systematic stage of maturity. Despite recently beginning the assessment of its institutional competencies, LCCC does present some results. For the results shown, a majority of LCCC students are proficient in the College's institutional competencies. However, cultural awareness is one area in which the College may need to address attention. It has opportunities to increase the reliability of these data given additional time and refinement of the rubrics, to include some common metrics or measures into all course rubrics if they are also to be used as common learning outcome rubrics, to analyze historical ETS data, to consider addressing comparative measures

	between competencies and related ETS data, and to share results beyond faculty.
Comparison of results with internal targets and external benchmarks	The College has recently begun using internally-developed measures, making it difficult to have historical trends or targets, placing this result at a reacting level of maturity. The ETS Proficiency Profile results for the past three academic years show that the College’s students perform as well as national cohorts, but its alignment with institutional competencies is not made clear. An opportunity exists to reach out to other institutions to generate data which will allow for benchmarking.
Interpretation of results and insights gained	Since no data or results are available at this time, LCCC appears to be at a reacting level of maturity in its use of this data, as the College has already begun to discuss this data across the college with faculty focus groups. Opportunities exist to share data with faculty during an in-service, to include adjunct faculty, and to include ETS Proficiency Profile results.

111. Based on 1R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Improvements include establishing baseline data for newly-created rubrics, targeting training for adjuncts through the Center for Teaching and Learning, and improving the accessibility of the approved MCORs via an online repository. Opportunities exist to consider periodic evaluations of the processes, to expand sharing of results beyond faculty, and to develop internal targets and external benchmarks.

1P2. **Program Learning Outcomes** focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution	Through Board Policy and administrative procedure the College has established an aligned structure for degree and certificate process. Two other processes align learning outcomes to the mission: curriculum development and modification and academic program review.
Determining program outcomes	The College employs a systematic process to determine program outcomes. Faculty members drive this process, with involvement from program accrediting bodies, certification exams, industry partners, and transfer partners. Annual student learning assessment has a role, as does academic program review. Opportunities would be to include select adjunct faculty (particularly in career programs) for their feedback and to include the Student Learning Assessment (SLA) sub-committee in the approval process to ensure alignment among mission, program outcomes, and institutional competencies.
Articulating the purposes, content, and level of achievement of these outcomes	LCCC systematically articulates program outcomes’ purposes, content, and achievement levels through its Aquila platform that was implemented in September 2014. Opportunities exist for other internal and external stakeholders to assist in the development of student performance measures and for formalizing a process for sharing this information across different departments.
Ensuring the outcomes	The College uses a systematic process that includes academic

remain relevant and aligned with student, workplace, and societal needs	program review and program self-evaluation to ensure that outcomes remain relevant and align with student needs. Opportunities exist to periodically re-evaluate information, once it is initially collected, and to implement a specific process detailing sources of information and mechanisms, providing assurance that its program outcomes are aligned and relevant.
Designing, aligning, and delivering co-curricular activities to support learning	The College employs a systematic process of designing, aligning, and delivering co-curricular activities to support learning. Program reviews are used for this purpose and the College maintains a co-curricular activities approval process that requires the definition of related learning outcomes. The approach appears to be a casual by-product of programmatic operations. LCCC can move beyond general statements and anecdotes with a view to developing a proactive, purposeful approach to co-curricular activities in order to reinforce student learning at the College.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	LCCC systematically uses a common learning assessment plan template requiring faculty to select evaluation methods. An opportunity for LCCC is to describe how this process is evaluated or, if no plan exists, to create an evaluation plan for the selection process to address how it ensures the overall effectiveness of program outcomes in terms of types of measures used, their comprehensiveness, and validity. Another opportunity is to develop a formalized system to encourage cross-departmental collaboration.
Assessing program learning outcomes	The College self-identified this as being at a systematic level of maturity, as this process has recently undergone a major revision. The process for assessing program-learning outcomes includes the Aquila tool, management of program-level assessment, peer-reviewed program assessment plans, and program review self-studies. As a next step, the College might consider developing an evaluation plan for the new program review process and also assessing whether faculty are using Aquila. Since this is a new process, the College will need to demonstrate the internal discipline to follow through on the implementation, assessment, and improvement of the process.
Other identified processes	

1R2. What are your results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The extent to which LCCC has specific outcome measures is a function of some programs' certification standards or requirements, placing this in the reacting phase. LCCC has opportunities to develop specific measures and outcomes for all of its programs and to document how this information is utilized.
Overall levels of deployment of assessment processes within the institution	The assessment process at LCCC has recently been overhauled, and the processes for collecting and utilizing assessment information are still being formalized. This process is at a reacting level of maturity. An opportunity exists to provide data in order to move to the systematic stage.
Summary results of measures (including tables and figures when possible)	The only program assessment results described are licensure or certification exam pass rates for two programs, placing this result at a reacting level. The results presented for Automotive and Diesel Technology suggest good results for automotive, but weaker results for diesel. Health Science graduates results show strong performance with a minimum of 92%, and several 100% passing

	licensure or certification exams. There is an opportunity to establish outcome measures relevant across all programs and/or examining measures over time.
Comparison of results with internal targets and external benchmarks	Discussion is limited to Health Sciences and Automotive and Diesel Technology programs, indicating a reacting stage of maturity. Opportunities include establishing internal targets that can be used across all programs for common learning outcomes, benchmarking against peer institutions with similar programs, and obtaining data from primary transfer schools to determine how LCCC transfers do when compared with native students and transfer students at other institutions.
Interpretation of results and insights gained	LCCC acknowledges results of program assessment are not yet ready for interpretation, signifying a reacting stage of maturity.

112. Based on 1R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
With the creation of an Institutional Effectiveness Office and a revamped program review process that will soon include non-academic programs or departments, LCCC is positioning itself to improve maturity levels in all areas related to the development of program learning outcomes. What appear to be missing are process evaluation, coordination, and communication plans for continuous improvements.

1P3. **Academic Program Design** focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying student stakeholder groups and determining their educational needs	The College has identified three distinct groups of stakeholders: prospective students, current students, and those who have left. Opportunities to move from the systematic phase include: using a data-focused approach to identify student subgroups (e.g., at risk populations) for determining needs; aligning this work by creating a plan to evaluate the methods used to determine needs and a process to share lessons learned throughout the institution, and; establishing a systematic process for regular analysis of its student populations so it can better address the needs of underserved students at LCCC.
Identifying other key stakeholder groups and determining their needs	LCCC recognizes three key stakeholders, namely other educational entities, the external community, and governmental entities. Opportunities to move from this systematic approach include developing processes for determining the effectiveness of these outreach efforts, disseminating findings, considering program accreditors needs, and regularly analyzing its external stakeholder population so that it might address the needs of underserved stakeholders.
Developing and improving responsive programming to meet all stakeholders' needs	LCCC uses two primary systematic processes for developing and improving programming: program development and academic program review. Proposed programs are submitted to the Wyoming Community College Commission for final approval. With the establishment of focus groups and advisory committees, the College can be responsive to stakeholder needs. The actual process of gathering information, analysis, decision-making (by whom), execution, and control is unclear. There is an opportunity to develop a more systematic and deliberate approach to program development

	at the College and a mechanism to ensure currency. Addressing institutional goals, strategies, and coordination could also increase the maturity of this process.
Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs	The College uses systematic collaboration with stakeholders and program review to assess effectiveness of its academic programs. It is unclear if there is any way to integrate common learning outcome goals into the tools that are selected, or if there is any process for evaluating the effectiveness of the tools and measures selected. There is an opportunity to develop a deliberate approach to instrument selection along with mechanisms to ensure the development and maintenance of interaction with relevant academic and industrial associations.
Reviewing the viability of courses and programs and changing or discontinuing when necessary	LCCC has developed a systematic , comprehensive program review process that includes an educational quality assurance rubric to rate performance of the academic programs. LCCC is in the midst of developing a formalized process for discontinuing programs, placing the College in the reacting phase.
Other identified processes	

1R3 What are the results for determining if programs are current and meet the needs of the institution’s diverse stakeholders?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	LCCC has 25 measures in four key performance areas. Most of the measures can be linked to the College’s Key Performance Indicators (KPIs). To move from the systematic phase, opportunities exist to develop formal evaluation of the measures/tools being used, identify stakeholder (sub-)groups that these measures may not address, relate these data to the information provided earlier in Figures 1P3-1 and 1P3-2, and use a logic model to help clarify the various data inputs and connection to outcomes.
Summary results of measures (including tables and figures when possible)	LCCC uses aggregate results by program in a systematic fashion that compares programs across the College on key indicators. However, it is unclear how the point system or percentile ranks are determined for each program, what the formalized process is for interpreting and using this data across the College, and how the information reported relates to the information provided earlier in Figures 1P3-1 and 1P3-2. A logic model may help clarify the various data inputs and their connection to outputs.
Comparison of results with internal targets and external benchmarks	LCCC uses a detailed report card of KPI performance measures by program when making internal comparisons. However, there are no external benchmarks included in the portfolio, and it is unclear how the report card scores are determined, making it difficult to interpret comparisons across programs. This is at the reacting stage.
Interpretation of results and insights gained	The results collected through the program review process are evaluated by a cross-functional committee that identifies both low- and high-achieving programs. This information is used to systematically identify best practices of high-achieving programs that can be shared across the College, while providing an opportunity for low-achieving programs to address areas of opportunity. The College has correctly identified the Program Analysis System has room for improvement by addressing missing measures and other causes that create gaps in outputs/results. There is an opportunity to improve the interpretation of results through use of external benchmarks.

113. Based on 1R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College has planned a variety of improvements over the next few years. Policies and procedures will be developed and implemented, clear academic pathways will be established, and program articulation agreements will be established. One improvement that will be of critical importance is the implementation of the surveying tool to query internal and external stakeholders and to develop external benchmarks. An opportunity exists to establish specific improvement plans addressing the interpretation of its results that include external benchmarks.

1P4. **Academic Program Quality** focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue	LCCC has a systematic process for determining and communicating the preparation required of students for curricula, programs, and courses. Utilizing three levels for entry, the College in coordination, with the other community colleges in the state, determines entry requirements.
Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs	The LCCC uses the ASC and its program review process to ensure a systematic process that maintains quality and stability of all academic programs. The process also includes feedback from businesses and advisory committees. It is unclear if this feedback mechanism is a formal or informal assessment, and the process for how material is communicated to and used by others is less clear.
Awarding prior learning and transfer credits	LCCC has a systematic , detailed procedure for awarding transfer credit and credit for prior learning, accepting credit from accredited institutions, evaluating credits earned at international institutions, and evaluating experience. While prior learning was not addressed, it is assumed that Administrative Procedure 3.18P outlines this process.
Selecting, implementing, and maintaining specialized accreditation(s)	While process elements are described (such as external stakeholder involvement, resource allocation, and director oversight), a clear process for specialized accreditations is not provided. Systematic rather than reacting processes could ensure key goals and strategies are met and improve coordination and communication among units.
Assessing the level of outcomes attainment by graduates at all levels	LCCC assesses student outcomes data through the analysis of passing rates on certification examinations and licensure exams, employer survey results, transfer data, and alumni surveys. The College's KPI performance indirectly reflects overall outcomes attainment. To move from this reacting phase, it may be beneficial for LCCC to explore the benefits and ways to assess the overall performance of its graduates generally across the College.
Selecting the tools/methods/instruments used to assess program rigor across all modalities	LCCC has a systematic process for ensuring program rigor across all modalities. Course and program standards are determined through faculty collaboration, documentation in the MCOR, and reviews by the ASC. It is critically important that an evaluation plan be established for the new program review process and for evaluating the effectiveness of selected measures.
Other identified processes	

1R4 What are the results for determining the quality of academic programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	LCCC provides limited results to address academic quality across all program, modalities, and locations. For example, results are provided for the common assessment used in SPAN 1010. The results are summarized rather than segmented by modality or location. To move from a systematic stage, LCCC has an opportunity to develop processes to ensure that the information collected is used campus-wide in decision-making and to develop measures that would facilitate benchmarking the performance of its programs against peer institutions.
Summary results of measures (including tables and figures when possible)	Data are aggregated and presented with historical trends, but there is no formalized system described for encouraging any commonalities in rubrics or scoring systems used across programs, making comparisons of summary data difficult. Additionally, Figure 1R4-2 illustrates widely varying results when compared over time that need to include much more detail and explanation to be interpreted properly. This use of results illustrates systematic level of maturity. In light of the claim that it “uses numerous KPIs within the program analysis system...to determine the quality and overall efficacy of academic programs”, the College has an opportunity to present results for more KPIs than the matriculation rate.
Comparison of results with internal targets and external benchmarks	LCCC appears to have recent improvements in its comparison of results. Although the College refers to “...many...external benchmarks...” it has an opportunity to present additional comparative results beyond the matriculation rate. The KPIs have the potential of generating a lot of data, and an opportunity exists to establish processes to analyze, interpret, and use these data. The College is at the precipice of moving from this reacting phase to a systematic one.
Interpretation of results and insights gained	LCCC has made efforts in data collection and archival. The College acknowledges that it is in a capacity-building phase for program quality analysis, placing it at the reacting stage. LCCC’s general interpretation of its program analysis is that some programs are effective and others have room for improvement. The College has an opportunity to draw more specific conclusions that would lead to more actionable initiatives and specific improvements. Given the complexity of the system, LCCC may need to pay attention to how results are analyzed and presented to internal and external stakeholders across its units.

114. Based on 1R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
In the 2014–2015 year, the College will implement a revised program review process that will be designed to encourage the alignment and integration of needs across campus and with external entities. The SLA subcommittee is refining institutional assessment plans to ensure alignment among the new program review, assessment plans, and methods. To help all stakeholders to understand the new processes, logic models or process maps could help in communicating these important quality goals. An opportunity exists to add internal targets and external benchmarks.

1P5. **Academic Student Support** focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying underprepared and at-risk students, and determining their academic support needs	LCCC has a systematic process for identifying at-risk students and determining their needs that relies on placement results and self-reported student characteristics. Opportunities exist to establish a process for defining what at-risk means at LCCC, determining what students' needs might be, assessing these processes to implement strategies for improvements, and sharing these strategies across units.
Deploying academic support services to help students select and successfully complete courses and programs	LCCC employs a holistic advising approach where students work with a single advisor who is able to reinforce connections between the students and academic support services. LCCC offers the Student Success Center, a writing and communications center, the Math Lab, and a tutoring center. Online tutoring is offered through SmartThinking. All services are voluntary and no systematic process is apparent, indicating a reacting process. Opportunity exists to implement an evaluation protocol for all academic support services to identify how students' needs for academic support change over time. This could be done to determine unmet needs or gaps in services offered as well as mandating advising, orientation, and tutoring to students who are not college ready.
Ensuring faculty are available for student inquiry	LCCC requires each faculty member to maintain office hours, to share that information through course syllabi, and to issue mid-course grades. To move from this systematic approach, opportunities include having faculty post e-office hours on the learning management platform or other media and offering students the ability to evaluate faculty on the effectiveness of those office hours (i.e. available times, faculty availability through other mechanisms, etc.).
Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty	The Student Success Center conducted focus groups to determine the level of student satisfaction with services. This led to a decision to provide a Learning Commons that will house all of the College's learning support systems. However, it is unclear if any improvements will address online learner needs. Currently, the student services areas utilize data that they collect to track usage of such services, representing a systematic level. There is an opportunity to improve by incorporating formal processes for examining the effectiveness of such services and soliciting feedback from students about services needed.
Ensuring staff members who provide student academic support services are qualified, trained, and supported	A systematic human resources process uses job descriptions that include the necessary qualifications for academic support services personnel. LCCC has opportunities to improve by evaluating the quality of tutorial services as related to student success, providing and documenting additional support to these staff members, making tutors' effectiveness a formal part of annual evaluations, implementing ongoing professional development for all academic support staff, and clarifying the Director's role in coordinating support across learning modalities.
Communicating the availability of academic support services	LCCC uses common practices (e.g., website, portal, and notices) to communicate availability of academic support services. Because there is no mention of periodic evaluation of the communication efforts, this process is at the systematic phase of maturity. There appears to be an opportunity for the College to drive relevant information to students in a more proactive way, possibly reaching out to students based on one or more factors (Starfish Alerts, GPA, Financial Aid Probation, etc.) and individually marketing these services.
Determining goals for	LCCC utilizes institutional strategic plan KPI measures to set goals for

retention, persistence and program completion	retention, persistence, and completion. However, processes for determining targets, how to improve upon them, and how the data are employed to set further improvements are not well defined, making this a reacting process.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services	The College’s main tutoring program evaluates services by the numbers of students served and grades; the library assess usage and preferred media; while the Holistic Advising area is developing a comprehensive assessment plan with learning outcomes and accountability. However, processes by which instruments are selected or how they are evaluated for effectiveness are not clearly defined, placing the College at the reacting level.
Other identified processes	

1R5 What are the results for determining the quality of academic support services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	LCCC relies on a limited number of indirect measures to assess its academic support services, including developmental course placement and course success. This indicates a reacting level of maturity. Given the importance of academic support services in the current climate of increased accountability, LCCC could benefit from broader and deeper examination of academic support services data, including using more direct measures related to specific services. An opportunity to improve exists by identifying outcome measures that align to support services goals, and formalizing the process for examining and using that data.
Summary results of measures (including tables and figures when possible)	LCCC presents limited results for assessing its academic support services. Summary results are not presented over time, and benchmark or grade outcomes are not clearly defined in the results presented, making this a reacting process. LCCC might consider the use of multiple sources of data, including more direct measures related to specific services in order to determine the quality of academic support services.
Comparison of results with internal targets and external benchmarks	The College states that KPI data are used for internal comparison and NCCBP data are used for external comparison. A systematic example can be found in the provided KPI developmental coursework data compared to internal targets and external benchmarks. Once LCCC moves to using internal targets and external benchmarks for other academic support services, they will move from this reacting stage to a systematic one.
Interpretation of results and insights gained	LCCC discusses disappointing developmental course success rates over time, even though such results are not presented in the summary results section. The interpretation that declining course success rates can be attributed to declining enrollments seems to be factually incorrect, unless there is some reason to believe that the proportion of developmentally unprepared students has been increasing in the face of overall enrollment declines. LCCC is equating academic preparation with the quality of Academic Support Services, implying that a correlation exists between the quality of academic support services and student preparation. Because the evidence is limited to English and math coursework, insights gained from interpretation of data for academic support services are uncertain. This interpretation of results is at a reacting level of maturity.

115. Based on 1R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts	
<p>LCCC is to be commended for reorganizing student services and the Learning Commons. Recent improvements also include initiating Holistic Advising, mandatory orientation, offering a related new course, and ending late registration. These improvements were driven by results from its own analysis, the Community College Brain Trust audit, and input from the Community College Center for Student Engagement. Yet it is unclear why the College did not include the results that drove these improvements above. By doing so, it could have provided convincing evidence for how it uses information to drive decision-making. The lack of specifics in its interpretation of results makes it difficult for the College to set specific goals or targets for future improvements in the realm of academic support services.</p>	

1P6. **Academic Integrity** focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Ensuring freedom of expression and the integrity of research and scholarly practice	LCCC has an aligned process for ensuring freedom of expression and the integrity of research and scholarly practice for faculty, staff, and students. The ASC, College Council, and numerous written statements in the catalog, handbooks, and strategic plan vision protect this process.
Ensuring ethical learning and research practices of students	The College has established a student code of conduct that is regularly evaluated by deans, staff and faculty. Students are afforded due process when questions of academic dishonesty arise as indicated by school policy and procedures. This is a systematic process, which is part of the College's Instructional Grievance Policy. An opportunity exists to include students in the regular evaluation of the code of conduct.
Ensuring ethical teaching and research practices of faculty	LCCC describes generally accepted systematic processes to ensure ethical teaching and research practices. These processes include the New Faculty Learning program, course observations, syllabi reviews for teaching practices, and annual Title IX training. For research practices, Conflict of Interest and Commitment in Research policies and Institutional Review Board procedures are in place. Periodic evaluation would strengthen these processes.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting Academic Integrity	LCCC cites documents such as the MCOR, common rubrics, and assessment plans as the instruments used to evaluate academic integrity. It is unclear how these curriculum and assessment documents effectively contribute to academic integrity beyond the classroom. To move from the reacting stage, LCCC could consider the development of an evaluation plan that uses tools directly related to research practices.
Other identified processes	

1R6 What are the results for determining the quality of learning support systems?

(Note that the statement above refers to “quality learning support systems” while the process portion of this section refers to “academic integrity”. The LCCC systems portfolio section 1R6 follows the HLC template, even though they do not match. LCCC appears to have responded to the questions being asked. The evaluations below are based on the results provided for quality of learning support systems.)

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College is in the reacting phase in tracking outcomes based on CCSSE results. An opportunity exists for LCCC to administer a survey for the off year that would track outcomes for learning support

	systems, such as SENSE or another instrument.
Summary results of measures (including tables and figures when possible)	LCCC has results of measures from the biannual administration of the CCSSE. Results indicate that 47% of its students did not meet with an advisor. In order to move beyond this reacting stage, the College has an opportunity to address this by setting targets for future performance and for analyzing other CCSSE results along with results from other tools.
Comparison of results with internal targets and external benchmarks	The College uses a comparison of its results with other medium-sized colleges and with the National CCSSE cohort. The College states that it does not have internal targets and states that its results do not differ significantly from CCSSE comparison groups, placing the College in a reacting phase. It has an opportunity to develop internal targets (possibly tied to its KPI report card) and to investigate areas where its results are below those for comparison groups.
Interpretation of results and insights gained	LCCC is in a reacting phase for interpreting results since it has only one set of measures from CCSSE. The interpretation of the results suggests a need for improvement in advising processes.

116. Based on 1R6, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
LCCC is addressing learning support systems rather than academic integrity. The College has implemented a new student orientation process, a new Student Success course, holistic advising processes, and an academic skills lab to aid in the success of its students. It has also created an Institutional Review Board to help support its academic integrity policies. Some improvements are identified in this area but it is unclear how these were determined based on the College’s use of information. For future improvements there is an opportunity to set specific, quantifiable targets, identify deliverables, and set a timetable with due dates. Making new student orientation and COLS 1000 mandatory may greatly improve student success.

AQIP Category Two

MEETING STUDENT & OTHER KEY STAKEHOLDER NEEDS focuses on determining, understanding and meeting needs of current and prospective students’ and other key stakeholders such as alumni and community partners.

2P1. **Current and Prospective Student Needs** focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying key student groups	LCCC has a systematic process of identifying student stakeholder groups and attempting to determine their educational needs. The College has identified three distinct groups of students: prospective students, current students, and those who have left. LCCC has an opportunity to align this work by creating a plan to evaluate the methods used to determine needs and a process to share lessons learned throughout the institution. Further opportunities exist with creating action plans with the information gathered by Admissions and Financial Aid. In addition, the College has an opportunity to develop a more proactive and comprehensive process for identifying key student groups, in order to make sure that there are no gaps in meeting the needs of key student groups.
Determining new student groups to target for	LCCC works with area organizations and agencies to identify external stakeholder needs and to determine new student sub-

educational offerings and services	groups. The systematic processes for doing so include surveys, focus groups, published data, and meetings. An opportunity exists for the College to develop an explicit set of criteria (a rubric, perhaps) for determining if a potential student group is substantial enough for its educational offerings. The process could be evaluated periodically to ensure alignment with key goals, strategies, and lessons learned.
Meeting changing student needs	The College has a systematic process for students to communicate their needs to the institution and for the institution to communicate its responsiveness to the student body. Student advisory boards were created to gain input on key services. Further, the Board of Trustees created a Student Trustee position to lend a voice in College leadership. To increase the maturity of these processes, the College could demonstrate that lessons learned from student voices are coordinated across the institution to meet institutional goals and strategies.
Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)	LCCC noted that it has services for various student subgroups, however processes for identifying and supporting them are not described. Opportunities exist to move from this reacting phase to more explicit, predictable processes. Online learners are a distinctive student subgroup. The College states that these students are provided services consistent with on-campus students. More detail could be provided about the processes involved in supporting online students in order to increase the level of process maturity to systematic. For example, what processes are in place to ensure online students receive equitable case management services under the holistic advising model?
Deploying non-academic support services to help students be successful	The College acknowledges that until recently, the deployment of non-academic services was less than systematic. The College is to be commended for overhauling the processes and making significant investments to help students be successful. Making sure that processes are evaluated and improved will assist LCCC in progressing from the reacting stage of maturity to systematic or higher.
Ensuring staff members who provide non-academic student academic support services are qualified, trained, and supported	LCCC employs a systematic process to develop formal position descriptions that integrate the knowledge, skills, and abilities required for each position. Employee developmental services are implemented in order to provide the necessary support to all staff members. LCCC notes that recruitment, onboarding, and development are designed to ensure that employees are qualified, trained, and supported, however the processes for these are not described. An opportunity exists to move from this reacting phase to more explicit processes.
Communicating the availability of non-academic support services	LCCC, in a systematic process, communicates the availability of non-academic support to groups of students at key points in admissions, enrollment, and degree completion using formal communication plans that are evaluated annually for effectiveness. Faculty and the College's website also provide relevant information in this area. This process may be taken to the next level of maturity by identifying a process for coordinating, across the College, the communication plans developed by Student Services.
Selecting tools/methods/instruments to assess student needs	Once a need is identified and forwarded to the Learning Leadership Team, the College studies best practices, literature, professional associations, and experts for tools, methods, and instruments to

	<p>assess student needs. LCCC utilizes a reacting process to select the instruments to assess student needs. While the College does have a process to obtain a formal bid or information, there is no formal process in place to obtain the tools to assess student needs.</p>
<p>Assessing the degree to which student needs are met</p>	<p>LCCC has systematic processes in place to assess student needs based on student reports through CCSSE or LCCC institutional unit surveys. Additionally, a coordinated effort is in place to evaluate assessment results. However, the assessments named are connected to services provided on the Cheyenne campus. It is not clear how these assessments or the ability to determine student needs on the Albany campus and for online learners is conducted.</p>
<p>Other identified processes</p>	

2R1. What are the results for determining if current and prospective students' needs are being met?

Results	Evaluation of Results and Systems Improvement
<p>Outcomes/measures tracked and tools utilized</p>	<p>Among the variety of instruments LCCC reports using to determine if student non-academic needs are being met, the College selected graduate survey responses and specific CCSSE results. The data are consistently collected and archived, indicating systematic maturity. In both cases, trend data is available that allows for establishing internal targets and external benchmarks to increase maturity to the aligned stage.</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>LCCC has presented results but gives no indication as to what these results mean. For that reason, the College is in a reactionary mode in this area. The last time that the CCSSE was administered, internal targets had not been set. LCCC declares that it has a process for determining targets for the 2015 administration of the CCSSE, but it does not identify what they are or will be. In addition, it claims that it informally expects 80% of students to be satisfied or very satisfied. Its reported results on this are mixed. The College has an opportunity to declare more specific targets.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>LCCC is in the reacting phase since it has only recently defined KPIs, but these were not available prior to the last CCSSE survey. Most reported CCSSE averages were below the national cohort. A benchmark for 80% satisfaction for graduate surveys was noted. The College is currently below this level in two reported areas and descriptions on how the College plans to make improvements are not linked to the data. LCCC is encouraged to set internal targets in order to realize continuous improvements to better meet students' non-academic needs.</p>
<p>Interpretation of results and insights gained</p>	<p>The College is in a reacting stage for its interpretation of results and insights gained. This is due to not yet having internal targets and developed external benchmarks. One opportunity would be to assess the alumni and CCSSE data in terms of segmentation. For example, do alumni in health programs have a higher satisfaction rate with advising than business majors?</p>

2I1. Based on 2R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
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LCCC lists several improvements (creation of an advising model, focusing on student leadership, and adoption of Starfish) along with some planned future improvements (using SENSE). It is unclear how these past and planned improvements are directly related and driven by the analysis of its results. An opportunity exists for the College to focus on determining the needs of prospective students and reviewing feedback from former students. While CCSSE and SENSE target current students, prospective and former students could provide additional information.

2P2. **Retention, Persistence, and Completion** focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting student retention, persistence, and completion data	LCCC has identified student retention and graduate completion rates that align to its strategic goals. It conducts this process annually for individual academic programs as a part of program review and annually for the institution as part of their institutional KPI reports. State and national requirements for data collection alone would place the College in a reacting phase, however, the College appears to have an explicit and repeatable process for the collection and use of data.
Determining targets for student retention, persistence, and completion	The College systematically uses KPIs, statistical analysis, collaborative goal setting, external targets, and Complete College America Alliance goals. Processes including frequency and participation are not described. There is an opportunity to improve the level of maturity for this process by formalizing the process in which this information is used and interpreted to guide institutional decision-making.
Analyzing information on student retention, persistence, and completion	The systematic analysis of the data currently rests within academics (i.e., faculty and deans) with results reported at the annual convocation. Involving other institutional units, especially advising and academic support staff, could assist in more meaningful analysis.
Meeting targets for retention, persistence, and completion	LCCC employs a systematic process to determine if its targets for retention, persistence, and completion are met. Program reviews stipulate the performance goal(s) for each department and monitoring reports are used to determine the effectiveness of strategies. Details describing how other institutional units support retention, persistence, and completion could increase the maturity level.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	Led by the Associate Vice President for Institutional Effectiveness, faculty, staff and administrators develop the definitions and methodologies for program review. These measures are aligned in both program review and the KPI system. This process appears to be explicit and repeatable.
Other identified processes	

2R2. What are the results for student retention, persistence and completion?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College clearly identifies numerous program and institutional measures that it tracks for the purpose of measuring its performance in the realm of student retention, persistence and completion. This systematic approach could be strengthened by further segmentation of the results.

Overall levels of deployment of assessment processes within the institution	<i>[This was not addressed in the Portfolio due to a template issue.]</i>
Summary results of measures (including tables and figures when possible)	LCCC presented summary results of measures in a systematic way. While the results are generally understood, opportunities for improvement can be found in an explanation of student goal attainment and internal targets for University Matriculation Rate and Success after Transfer. In light of its newly revised program review process, the College appears to have a future opportunity to present trend results to show how results will compare over time.
Comparison of results with internal targets and external benchmarks	The College conducts a comparison of its results with internal targets and external benchmarks in a systematic manner. One measure was the number of degrees and certificates awarded which demonstrated a consistent increase. Figure 2R2-5: Degrees and Certificates Awarded is extremely clear. To move from a systematic to an aligned stage of maturity, LCCC may want to consider identifying additional external benchmarks for transfer students, average credits to completion, and average time to completion.
Interpretation of results and insights gained	The College is both somewhat systematic and reacting in its interpretation of results and insights gained. The recently developed program review process is seen as systematic, however due to it being in the early stages, there is little interpretation of results. An opportunity exists to draw clear conclusions that could lead to actionable improvements.

2I2. Based on 2R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College has shown that its college completion rates are below peer institutions. The 2013-2020 Strategic Plan addresses this issue and improvements are planned. Significant work has been realized on the advising model, mandatory orientation, elimination of late registration and redesigned admissions process. It remains unclear how the College’s analysis of results directly relates to specific, targeted improvements both in the past and for the future. In addition, the College could break down data by student segment groups and modality of course delivery.

2P3. **Key Stakeholder Needs** focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining key external stakeholder groups (e.g., alumni, employers, community)	While it identifies three major stakeholder groups, LCCC does not describe an intentional process for determining them since it seems to rely on interactions with already recognized stakeholders, meetings, information gathering, analysis, and outreach. This function appears to be reacting and an informal byproduct of other activities and does not seem to indicate purposeful effort. The College may want to consider an intentional process for determining its key stakeholders and to make the process more explicit and repeatable by periodic evaluation.
Determining new stakeholders to target for services or partnership	The College uses the strategic and operational planning process in a systematic manner to determine new stakeholders to target for services or partnership. Environmental scanning helps to identify new stakeholder subgroups and examines the viability of

	engagement in a partnership. LCCC has an opportunity to describe the criteria that would suggest that a stakeholder group would be considered a key stakeholder.
Meeting the changing needs of key stakeholders	LCCC uses an aligned process for meeting the changing needs of stakeholders that includes assessment, planning, budgeting, and deployment. This purposeful planning for activities responds to the identified needs of stakeholders. Furthermore, the process is annually aligned with information from Program Advisory Committees, KPI reports, and information gathered from all stakeholders. An opportunity exists to evaluate the effectiveness of these processes.
Selecting tools/methods/instruments to assess key stakeholder needs	LCCC uses a collaborative, systematic process with its external stakeholders to identify appropriate tools and methods. Given the number of tools reported in IP3, it is unclear how the tools can be assessed for their utility, placing the College at a reacting level of maturity. Periodic evaluation of the assessment tools could improve efforts.
Assessing the degree to which key stakeholder needs are met	As mentioned previously, LCCC utilizes a variety of measures to assess whether key stakeholder needs are met, aligning this assessment information with the program review process, KPI reporting, and program-level assessment. However, the process by which this information is interpreted and utilized in the institutional decision-making process is not clear, indicating a systematic process.
Other identified processes	

2R3. What are the results for determining if key stakeholder needs are being met?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	LCCC utilizes both formative and summative measures in a systematic way. Through formative outcomes found in minutes, focus group results and other engagement activities, and summative measures such as the Alumni Survey, the College tracks a variety of outcomes. However, it is unclear how it prioritizes the multiple sources of formative data and related analyses to best conserve personnel and financial resources.
Summary results of measures (including tables and figures when possible)	LCCC collects data and information in a systematic manner. A strength of the College is seen in the stakeholder focus groups to obtain feedback for the improvement of workforce programs. This is both formative and summative data. Examples of summative data for LCCC include alumni surveys on employment status and relationship of current job to College major. An opportunity for the College exists in presenting more results than those for employment.
Comparison of results with internal targets and external benchmarks	LCCC notes that the alumni survey results have not changed in three years and that there are no external benchmarks since it is an internal survey. No internal targets were described. LCCC was above its KPI targets for three of five measures presented, yet it is unclear for which data and how the data compare to external benchmarks. An opportunity exists to move from the reacting phase by developing processes to improve its use of data in decision-making. The College may also want to explore possible comparative measures for its alumni survey. Similar data may be available from other Wyoming community colleges.
Interpretation of results and insights gained	LCCC provides general interpretive statements for overall results. These statements do not appear to provide deeper insights for

	improvement, indicating a reacting stage of maturity. An opportunity exists to determine why the results are as they are and/or to reflect on how to design processes to improve them.
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2I3. Based on 2R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
LCCC has initiated an agreement with the Department of Workforce Solutions in order to better determine employment and earnings data. Additionally, it will implement an Employer Satisfaction Survey and will address issues such as academic transfer through its strategic planning. The College identifies three improvements made in the realm of external stakeholder needs. It is not entirely clear how these improvements are the direct result of the analysis of the results presented. Regardless, it does have an opportunity to identify future improvements that directly address the specific results presented in its preceding discussions.

2P4. **Complaint Processes** focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting complaint information from students	<p>The College has established a comprehensive process for collecting and addressing student complaints. This process aligns student complaints, institutional responses and evaluation of trends, and challenges for future improvement.</p> <p>It is worth noting here that the grievance procedure for a contested grade has the Dean and then the Vice President making decisions. According to HLC assumed practices C1: Instructors have the authority for the assignment of grades, allowing for collective responsibility, as when a faculty committee has the authority to override a grade on appeal.</p>
Collecting complaint information from other key stakeholders	The College abides by a systematic process to collect complaint information from other key stakeholders. Mechanisms such as the website feedback forms, phone communications, and email submissions are used to collect the complaints. The College is planning for additional training on the complaint procedures. LCCC has an opportunity to analyze how the complaint processes for students and other stakeholders may differ.
Learning from complaint information and determining actions	LCCC acknowledges that, in the past, complaints were primarily addressed in the particular department or unit in which they were received. As a result of its recent reengineering of this process, complaints are centralized with a view to tracking the types of complaints and their frequency across the institution. This reacting process is transitioning to a more systematic model. The College has an opportunity to describe its new process for handling complaints, particularly how decisions are made and improvements are executed.
Communicating actions to students and other key stakeholders	The College has adopted a systematic process of communicating institutional actions to students and key stakeholders. The designated process is still in an implementation phase with a completion date in the 2014–2015 year. This process will need to be evaluated for effectiveness.
Selecting tools/methods/instruments to	LCCC uses a web-based system to track and evaluate complaints in a systematic manner. This system, Maxient, has been previously

evaluate complaint resolution	used by the College to track student conduct and safety incidents. The rationale for extending this system to include complaints is not clear, nor is it clear how the College now uses this system to effectively manage complaints across the institution. The College has an opportunity to determine if the system will indeed meet its needs for dealing with complaints.
Other identified processes	

2R4. What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College tracks the type and number of complaints. However, it is not clear how resolutions are tracked, nor is it clear how this information is used to inform institutional decision-making, indicating a systematic level of maturity. In addition, LCCC has an opportunity to track other relevant measures such as frequency, location, severity, etc.
Summary results of measures (including tables and figures when possible)	While still in a reacting stage, LCCC is poised to move to the systematic stage in summary results of complaints. Opportunities exist, once Maxient is fully utilized, to look at trend data (like number of complaints about grades, time to resolve, patterns in the complaints, etc.). An additional opportunity would be to describe non-student complaints and to present a summary of them.
Comparison of results with internal targets and external benchmarks	Since the College has no internal or external benchmarks identified, it is at the reacting stage. An opportunity to establish benchmarks can be achieved through networking with other community colleges in the state as well as nationally.
Interpretation of results and insights gained	Complaints had not been previously recorded in a way that would allow for results to be summarized so that they could be analyzed or used for interpretation, indicating a reacting level of maturity. After several years of tracking with Maxient, a systematic interpretation of results can occur.

2I4. Based on 2R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Despite its conclusion that its information is not useful, LCCC does identify five future improvements in the area of complaint management. The College may benefit from analyzing the information that it already possesses in order to determine if there are specific improvements that might result from the conclusions drawn from it.

2P5. **Building Collaborations and Partnerships** focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)	The College has developed a systematic process for selecting ongoing and proactive partnerships. It has established selection guidelines that correspond to its mission and strategic plan. LCCC seeks two kinds of partnerships, namely ongoing partnerships that represent major public entities and proactive partnerships that help the College to better fulfill its mission. They are selected based on

	their contribution to students' academic preparation, transfer preparation, workforce development, and community development.
Building and maintaining relationships with partners	Building and maintaining relationships through active engagement on community boards and advisory committees helps the College and its partners align their relationships for the betterment of the College, its students, and the community.
Selecting tools/methods/instruments to assess partnership effectiveness	LCCC notes that the tools selected to assess partnership effectiveness varies with the type of partnership. It appears to have a systematic process for selecting the tool, based on the partner. To strengthen the maturity, efforts to coordinate and communicate among institutional units and partners may be beneficial in addition to creating a common tool for partner identification.
Evaluating the degree to which collaborations and partnerships are effective	The College employs a systematic process of formative and summative evaluation to determine the effectiveness of the collaborations. The data provided through these processes is derived from strategic plan measures, additional input from governmental agencies, and other educational sources.
Other identified processes	

2R5. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	LCCC tracks outcomes and measures in a systematic way. A variety of indicators are used, including the KPIs and institutional report card. It is in the process of identifying more formative, strategy specific measures that determine effective partnerships. The College has an opportunity to identify some common measures of performance with a view to comparative evaluations of future results.
Summary results of measures (including tables and figures when possible)	KPIs and the report card allow LCCC to provide summary results to institutional stakeholders. However, it is unclear if results are shared with partners for their input on continuous improvement efforts. Partnership involvement could increase the maturity level from reacting to systematic .
Comparison of results with internal targets and external benchmarks	The College has established a KPI system for comparison of internal targets and uses statewide reports for external benchmarks. LCCC did not provide actual data which represents a reacting process for gathering and comparing targets and benchmarks.
Interpretation of results and insights gained	Although not reported in the summary of results, LCCC indicates that concurrent and dual enrollment has declined, warranting further investigation. To support a systematic rather than a reacting level of maturity, LCCC could also report which institutional units were involved in the determination and how these units might collaborate on improvements. Additional opportunities exist to collect and use data in order to evaluate progress in this area.

2I5. Based on 2R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Along with identifying one recent improvement in the realm of partnerships, LCCC is able to identify several areas in which related improvements should occur. It does not appear that firm decisions have necessarily been made to pursue them. Upon presenting more results and drawing specific conclusions from them, the institution will be able to pursue specific improvements that address specific results and their causes.

AQIP Category Three

VALUING EMPLOYEES explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

3P1. **Hiring** focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Recruiting, hiring, and orienting employees	Documented processes guide the development of the job announcement as well as advertising, hiring, and orienting of employees. Cross-functional team members who screen potential employees are trained and certified. New employees participate in an orientation provided by Human Resources with an additional orientation for all new full-time faculty. It is unclear, however, how these processes address key goals and strategies or whether metrics have been identified for periodic evaluation. Addressing these concerns could increase maturity of processes from systematic to aligned.
Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values	All positions at LCCC share a common job goal, namely, "To advance the College's mission, vision, principles/values, and strategic initiatives through continuous improvement decisions." Screening committees work with the hiring manager to develop criteria rubrics. Committees use these rubrics to ensure consistency and objectivity in its dealings with candidates. Reference and background checks are used to verify candidates' qualifications, skills, and values. Articulation of an evaluation and dissemination plan could increase the maturity level from systematic to aligned.
Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs	LCCC follows systematic industry standard practices, documented in Board Policy and Administrative Procedure, for ensuring that all faculty members are appropriately credentialed. Full-time faculty members that are hired based on their experience rather than degree must complete an educational improvement plan. Concurrent enrollment instructors must meet minimum faculty qualifications and participate in annual discipline-specific training. The College has an opportunity to identify the parties involved and their responsibilities in this area (i.e. the roles of HR and academic administrators).
Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities	<p>To ensure that the College has sufficient numbers of faculty to meet instructional demands, LCCC employs a systematic process. Academic deans monitor enrollment and hire from a pool of qualified adjuncts as needed. In addition, comparative analyses are conducted with peer institutions. The College has an opportunity to be more proactive in this area by projecting future needs based on its goals for future performance.</p> <p>It is unclear, however, whether LCCC has sufficient faculty to meet non-classroom programs and activities. Although the College uses school chairs on release time and limited-term committee assignments to complete non-classroom work, little-to-no evidence supports this. An opportunity exists to develop explicit processes integrated with curriculum development and program review to increase this process maturity from reacting to systematic.</p>

<p>Ensuring the acquisition of sufficient numbers of staff to provide student support services</p>	<p>It is unclear how LCCC ensures that it has adequate staff to provide student support services. It appears that the College reacts to staffing needs when a vacancy occurs, rather than describing a process that plans for staffing of student support services, as it does for faculty services. The College has opportunities to mature these processes: a) document how it determines the number of positions or staff are needed to meet desired levels of student support services; b) examine whether student service areas are appropriately staffed to meet current needs of students, and; c) integrate staff hiring process with data collected for the assessment of student services and stakeholder needs.</p>
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3R1. What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Outcomes/measures tracked and tools utilized</p>	<p>LCCC reports that its outcomes and measures are in the process of being articulated, indicating a reacting stage of maturity. The College has an opportunity to systematically align recruitment, hiring, and orientation outcomes, measures, and tools with their strategic plan and KPIs.</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>LCCC presents results limited to employee quality and orientation questionnaires. In light of the other measures that it tracks (cost per hire, time to fill vacancies, source effectiveness, and pre-/post-testing), it is unclear why LCCC does not present more results. The College could move from this reacting phase by analyzing additional measures, trend data, and data tied to outcomes to better assess processes and to inform better decision-making.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>LCCC acknowledges that it does not have internal targets or benchmark data, placing this component in the reacting stage of maturity. In light of its claim that it benchmarks faculty numbers in 3P1, it is unclear why the College states that it has no such data. LCCC has an opportunity to describe a formal process for establishing such targets that is aligned with the strategic plan and KPIs.</p>
<p>Interpretation of results and insights gained</p>	<p>Since benchmarks have not been established, LCCC has no basis to determine or interpret the results. The College is reacting to results with no basis for comparison.</p>

3I1. Based on 3R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<p>Evaluation of Improvement Efforts</p>
<p>LCCC identifies several improvements in this area, yet it does not demonstrate how these improvements address issues resulting from its use of data. The College’s plan to identify outcomes and tools to measure the effectiveness of its recruiting and hiring processes is confusing in light of its statement that it currently tracks some measures in 3R1. In addition, the New Employee Orientation materials were revised based on participant feedback. However, the data to support the revisions were not reported or interpreted here. An opportunity exists for the College to focus on the development of internal targets and external benchmarks and then establish baseline data for future comparisons.</p>

3P2. **Evaluation and Recognition** focuses on processes that assess and recognize faculty, staff, and administrators’ contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Designing performance evaluation systems for all employees	LCCC notes that it uses Administrative Policy 4150 to guide annual evaluations of all benefited employees. However, processes for designing performance evaluation systems are not described, placing this in the reacting stage. It is unclear who is responsible for this overall process and how changes are made to it. Additionally, the College has an opportunity to develop a process for evaluating employees who do not receive benefits.
Soliciting input from and communicating expectations to faculty, staff, and administrators	LCCC is committed to a systematic pattern of shared governance. The College Council was created to represent all College entities and to solicit input. Additionally, the College offers regular town hall meetings. For individuals, the performance evaluation process allows for dialogue between the employee and supervisor. LCCC appears to have several opportunities, including the use of surveys and other mechanisms to allow employees to anonymously provide input, regularly scheduled ways for broader communication with more employees, and the development of an evaluation component.
Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services	LCCC is currently making changes to its Performance Management Policy. The College is soliciting feedback as it redesigns the evaluation system to include annual goals to contribute to strategic and operational objectives. An opportunity exists to move beyond the reacting stage by developing explicit, predictable processes to achieve efficiencies and make progress on institutional goals.
Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators	LCCC systematically evaluates all benefitted employees under Administrative Policy 4150 and commonly accepted practices. Annually, deans observe and consult with faculty. In addition, deans review student evaluations each semester, and faculty establish annual performance goals submitted to and assessed by the deans. Opportunities exist to clarify how adjunct faculty are evaluated, to develop a performance evaluation process for non-benefitted employees, and to share lessons learned and integrate evaluations with institutional goals and employee recognition for administration, faculty, and staff.
Establishing employee recognition, compensation, and benefit systems to promote retention and high performance	<p>LCCC describes a partially systematic process to establish employee recognition, compensation, and benefit systems. Compensation for faculty and classified staff is determined with a systematic column and step scale. Market-based pay ranges are used to calculate salaries, which are influenced by experience and educational attainment. The College offers a competitive benefits package. LCCC hosts a variety of employee achievement events including its Recognition of Excellence Luncheon, an annual employee awards banquet, and a newly implemented Faculty of the Month program.</p> <p>While LCCC describes systematic processes for employee compensation and benefits, it is unclear whether these efforts contribute to retention and high performance. Therefore, this area is in the reacting stage of maturity. The College may want to consider more regular analyses of compensation and benefits to make sure LCCC remains competitive. Additionally, LCCC may have an opportunity to establish processes to explicitly link retention, performance, and recognition with institutional goals.</p>
Promoting employee satisfaction and engagement	LCCC relies on shared governance, committee activities, formal and informal mechanisms, training opportunities, salary adjustments, and upward movement to promote employee satisfaction and

	engagement. However, the College does not make clear how it addresses employee satisfaction beyond these standard practices. To move from this reacting stage, there may be an opportunity for LCCC to analyze what its employees value (through anonymous surveys or other methods) and then align results with benefits.
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3R2. What are the results for determining if evaluation processes assess employees' contributions to the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	LCCC acknowledges that outcomes and measures related to the effectiveness of the new HR employee evaluation processes have not been established. Thus, this results component is at the reacting stage of maturity. The College has an opportunity to establish specific, objective, and quantifiable measures of its performance for evaluating and recognizing its employees, including employee satisfaction input.
Summary results of measures (including tables and figures when possible)	LCCC reports no results and is therefore at a reacting level.
Comparison of results with internal targets and external benchmarks	LCCC reports no results and is therefore reacting .
Interpretation of results and insights gained	LCCC acknowledges that it has significant work to do in order to improve its evaluation and recognition of employees showing that it is at a reacting level of maturity. It has an opportunity to make this a strategic priority.

3I2. Based on 3R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Despite the lack of objective basis for making specific improvements in this area, LCCC is taking some steps to improve. It has an opportunity to analyze what steps will provide the greatest return for long-term success in this area and to prioritize them. It is not clear that the College has established a comprehensive plan and provided the necessary resources to systematically approach future initiatives in this important area.

3P3. **Development** focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Providing and supporting regular professional development for all employees	LCCC describes numerous professional development and training opportunities with a generous professional development budget for employees in all classifications. Specifically, the Center for Teaching and Learning (CTL) develops new faculty through its New Faculty Learning (NFL) program, in addition to offering ongoing professional development to all faculty members. Educational waivers allow employees to take courses at the College and at the University of Wyoming at minimal cost. Finally, the College provides in-house training. To move beyond a systematic stage of maturity, LCCC has an opportunity to describe how it establishes priorities for professional development, how it allocates related resources, and how it aligns its efforts with institutional goals.

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes	LCCC states that the CTL coordinates faculty development but does not fully describe the processes that it uses, indicating a systematic stage of maturity. The College has an opportunity to describe how the College determines development priorities, how candidates are selected, how development resources are allocated, how faculty development is implemented, and how participation is applied to instructors' annual review.
Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)	LCCC uses meetings, internal training, and participation at external training to increase skills and knowledge of its student support staff. Training appears to be on a voluntary basis. An opportunity exists to move from this reacting stage by describing how the College determines development priorities, how candidates are selected, how resources are allocated, and how processes are evaluated.
Aligning employee professional development activities with institutional objectives	Earlier LCCC described numerous professional development opportunities for faculty and staff, including both internal and external training. Yet the response here appears to only address external training requests. While these requests must be linked to strategic goals, it is unclear how other professional development activities address institutional goals. An opportunity exists to move from this reacting stage by designing processes to align the described professional-development programming with institutional objectives.

3R3. What are the results for determining if employees are assisted and supported in their professional development?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	LCCC uses the Campus Climate Survey to track satisfaction with professional development. Other measures are listed, however, it is unclear which tools are used. An opportunity exists to move from the reacting phase by developing outcomes and tools that track participation, satisfaction, learning, and implementation as well as needs assessments.
Summary results of measures (including tables and figures when possible)	LCCC reports that 63% of employees either agree or strongly agree that they are satisfied with the College's professional development opportunities. In light of the other measures, mentioned above that LCCC tracks, it is not clear why it does not present more results. An opportunity exists to move from this reacting stage by reporting and analyzing trend data for employee satisfaction and other measures.
Comparison of results with internal targets and external benchmarks	Although LCCC maintains an expectation that 80% of employees will agree or strongly agree with their satisfaction related to professional development opportunities, no other internal targets or external benchmarks were provided. The process is reacting in that limited internal comparisons are drawn and no external targets are identified.
Interpretation of results and insights gained	There is no discussion of how this information is interpreted or used in the decision-making process at LCCC, indicating a reacting stage of maturity.

3I3. Based on 3R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
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LCCC is striving to create a culture of employee development and has many projects in place. Currently, the College has little historical data to assess the satisfaction or effectiveness of employees' professional development opportunities. The College has hired a professional development specialist in HR. In addition, LCCC will deploy the Noel-Levitz College Employee Satisfaction Survey for external benchmarking and will develop formative assessments to gauge training effectiveness. Opportunities for the College exist in collecting and tracking data or outcomes. Reviewing results of these important initiatives is critical in a continuous improvement model.

AQIP Category Four

PLANNING & LEADING focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

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:

Process	Team Comments on Process Maturity and Improvement
Developing, deploying, and reviewing the institution's mission, vision, and values	The College employs a systematic process for developing, deploying, and reviewing its mission, vision, and values statements. The process is embedded within the strategic planning procedures that are conducted every five to seven years. A cross-college team is assembled to validate the current statements and to propose changes to any of the mission, vision, or values statements.
Ensuring that institutional actions reflect a commitment to its values	LCCC has redesigned its governance framework and related processes to ensure that institutional actions reflect a commitment to its values. Specific institutional processes have been aligned with the institution's mission, values, and strategic planning process. The College Council was created to serve as the primary shared governance body.
Communicating the mission, vision, and values	The College communicates its mission, vision, and values statements in a systematic way. The Board of Trustees, the President, and the Executive Leadership Team have committed to the process of ensuring communication through all of the primary and most visible communication channels provided by the institution.
Ensuring that academic programs and services are consistent with the institution's mission	The College employs a systematic process of external and internal program review, budgeting processes, and academic program review to link its programs and services to the institution's mission. Additionally, an action project has been implemented to establish non-academic program review processes. The College emphasizes its linkage to the major realms of its work that include academic preparation, transfer preparation, workforce development, and community development.
Allocating resources to advance the institution's mission and vision, while upholding the institution's values	LCCC has initiated a complete redesign of its budget allocation procedures. The newly aligned processes require the provision of rationale and justification for each budget request and all new budget requests must be linked directly to the institution's mission. The College's action plan related to the allocation of resources is a valid initiative, however more attention could be devoted to the evaluation of the processes.
Other identified processes	In 2012-13, the College adopted a systematic budgeting process that required justification for how each budget request was linked

	directly to KPIs. The Budget Resource Allocation Committee also requires justification rationale for new resource allocations.
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4R1. What are the results for developing, communicating, and reviewing the institution’s mission, vision, and values?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College has utilized a shared visioning process in updating its mission, vision, and values statements. The reacting process involved a college-wide team of individuals who drafted proposed statements and obtained feedback from across the campus prior to submission and adoption by the Board of Trustees. The evaluation processes could be strengthened with a more detailed description of how the employed measures are analyzed.
Summary results of measures (including tables and figures when possible)	The College has implemented a reacting evaluation process that is conducted during employee orientation to determine how employees view their position in supporting the College’s mission. However, this appears to be the only communication tool that has been assessed although affirming statements were received from the Board of Trustees and the Strategic Planning Team.
Comparison of results with internal targets and external benchmarks	LCCC acknowledges that it has not established metrics or performance targets for comparative results. In order to move from a reacting mode, the College must address the measures to be employed in conducting its comparative analyses.
Interpretation of results and insights gained	LCCC notes that it needs to include evaluations of its strategic planning processes and to formally institutionalize these processes. The revised procedures will assist in transforming the institution from the reacting phase to the systematic level of maturity. The adopted evaluation processes will provide the opportunity for formative evaluation implementation.

4I1. Based on 4R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College is working toward the documentation of its policies and procedures to improve the development, review, and communication of its mission, vision, and values statements. The College has begun the implementation of several key initiatives including the use of the Noel-Levitz Employee Satisfaction Survey to more appropriately evaluate their processes. Additional actions will be needed in order to effectively enhance the institution’s level of maturity on its mission and vision processes.

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:

Process	Team Comments on Process Maturity and Improvement
Engaging internal and external stakeholders in strategic planning	LCCC reports that the strategic planning team has broad internal representation, but does not describe the selection process. In addition, LCCC Foundation Board members are listed as official

	team members with other external stakeholders participating in the environmental scanning process. However, it is unclear how the information is gathered from the external stakeholders and how data collection supports engagement. An assessment and revision of the strategic planning process would assist in moving LCCC from the systematic stage of maturity.
Aligning operations with the institution's mission, vision, values	The College employs a process to align operations with the institution's mission, vision, and values. Through nine functional indicators, the College is able to assess how well the institution is meeting its mission, vision, and values. The overall process integrates the institution's strategic plan and goals with its mission, vision, and values.
Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency	LCCC systematically employs the College Council, the consultative feedback process, and strategic planning to involve a broad range of constituents. The consultative feedback process enables the campus-wide distribution of policies and procedures and enables the collection of feedback through a campus portal. However, the institution did not elaborate on its processes to align the effectiveness of evaluating the implemented procedures.
Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats	The College employs a systematic eleven-step strategic planning process that includes environmental scanning and identification of issues. A SWOT analysis provided valuable input on the effectiveness of the newly formed goals and strategies. The College has a great opportunity to develop a process for revising its strategic plan during the years between major planning efforts.
Creating and implementing strategies and action plans that maximize current resources and meet future needs	The College employs a systematic process for creating and implementing strategies and action plans. Through usage of a tiered framework, the College's strategic planning process culminates in the development of broad over-arching goals. However, more attention could be devoted to the process of implementing strategies and action plans and to the evaluation process to determine the effectiveness of the adopted procedures.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	LCCC conducted a reacting strategic planning process that resulted in the revamping of its mission, vision, and values. It employed a SWOT analysis to evaluate the effectiveness of its newly developed goals and strategies. LCCC has the opportunity to more effectively analyze the results achieved in its review processes.
Summary results of measures (including tables and figures when possible)	The College employed a reacting process to determine the successes and opportunities provided by its review of operational plans and its four broad over-arching goals. The results were calculated through the use of a scoring rubric that produced a ranking of the strategies. It would benefit from a more detailed analysis of its summarized results.
Comparison of results with internal targets and external benchmarks	LCCC has not reported any comparative data with internal targets or external benchmarks. The described reacting processes cite the development and implementation of its strategic plan, but

	additional attention should be devoted to the identification of targets and benchmarks in order to conduct a comparative analysis.
Interpretation of results and insights gained	LCCC concluded that its strategic planning processes are inclusive, productive, and effective, but the objective basis for this conclusion was not evident. The College remains in a reacting mode as it acknowledged that its “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” is an institutional weakness. The identification of objective outcomes and measures will assist in achieving results-based interpretations.

4I2. Based on 4R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
LCCC is developing a strategic planning process to assess Board Policy and Administrative Procedures. Additionally, it is implementing a project management process using “Aquila.” However, the College does not consistently identify the parties responsible, the deliverables, or the timelines for completion. Finally, LCCC is developing an interactive strategic planning website.

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:

Process	Team Comments on Process Maturity and Improvement
Establishing appropriate Board-institutional relationships to support leadership and governance	LCCC has adopted an aligned model of establishing appropriate Board-institutional relationships to support leadership and governance. This model places policy-making in the domain of the Board of Trustees, and the Board places direct responsibility upon the President to establish administrative procedures to ensure that Board policy is followed in operations.
Establishing oversight responsibilities and policies of the Governing Board	The Board of Trustees’ governance policies are employed in a systematic manner to provide the foundation, either through statute or policy for the roles and responsibilities of the Board. The policies most affected by these processes include oversight of fiscal and academic policies, approval of the annual budget, conflict of interest, and assessment of organizational performance. However, it is unclear how the adopted procedures are evaluated to ensure that the Board fulfills its oversight obligations.
Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty	In a reacting manner, the Board delegates to the College President the responsibility for administering policy and executing all Board decisions. The President has the authority to delegate powers or duties, but the President remains accountable to the Board of Trustees. However, it is unclear the extent to which academic matters are under the oversight of the faculty. A more detailed depiction of faculty roles would strengthen the College’s processes to maintain Board oversight of academic matters.
Ensuring open communication between and among all colleges, divisions, and departments	The College uses a systematic process to ensure open communication among the College’s divisions and departments. The College Council and the College’s Learning Leadership Team play key roles in communication initiatives. However, it is unclear how the communications processes take place and how the

	processes are evaluated for effectiveness.
Collaborating across all units to ensure the maintenance of high academic standards	The College abides by a reacting process to promote collaboration. The ASC maintains high academic standards that lead to student success consistent with institutional mission. However, aside from mentioning subcommittees and a joint chairmanship, the College's process for ensuring high academic standards is not described. LCCC has the opportunity to more adequately describe its processes for collaboration along with its rationale for the joint chairmanship.
Providing effective leadership to all institutional stakeholders	The College conducts a reacting process to provide leadership to institutional stakeholders. The Board of Trustees is committed to the enhancement of the College mission and the President balances operational activities. However, it is unclear as to how effective leadership is provided to other stakeholders.
Developing leaders at all levels within the institution	The College employs a reacting process to develop leaders within the institution. The institution supports professional development activities, but it has not identified a plan to develop leaders from within the institution. It does offer a Certified Public Manager leadership program, yet the number of participants, the composition of the participants, or the evaluation processes employed for this program are not described.
Ensuring the institution's ability to act in accordance with its mission and vision	The College employs a reacting process to ensure that it has the policy and processes to act in accord with its mission, vision, and values. It asserts that this ability is built on interpersonal relationships. LCCC has the opportunity to more adequately identify the basis upon which it ensures its ability to act in accordance with its mission, vision, and values and the process employed to complete this initiative.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College employs a reacting process to measure the results of long-term effective leadership initiatives. Tools employed for the measurement of success include strategy implementation and feedback from the Campus Climate Survey. However, the frequency of the survey administration was not noted. The addition of other measures and tools to assess leadership processes would assist in raising LCCC to a higher level of maturity.
Summary results of measures (including tables and figures when possible)	The College employed a reacting process to provide a summary of its achieved results. The institution cited numerous policies and procedures that it had implemented along with many organizational changes. However, seven statements were identified in which employees had negative opinions related to leadership. An analysis of these seven issues to determine the root causes for the concerns would be beneficial.
Comparison of results with internal targets and external benchmarks	LCCC notes that the 2013 climate survey results were not significantly different from previous results, but the actual results were not provided. The College is planning to implement the Noel-Levitz Employee Satisfaction Survey. Additional attention must be devoted to internal targets and external benchmarks in order for the institution to move from the reacting degree of maturity.
Interpretation of results and insights gained	LCCC has implemented many changes and employees have expressed negative opinions, which is to be expected. However, it remains in a reacting mode since it has not implemented a plan to

	analyze and draw conclusions from the provided information.
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4I3. Based on 4R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College has implemented strategic planning processes in order to enhance its leadership initiatives and to build a culture of trust. Several improvements in the realm of developing student leadership have been identified. However, the institutional leadership improvements are stated only in general terms, so more specific information and analysis of processes is needed.

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:

Process	Team Comments on Process Maturity and Improvement
Developing and communicating standards	LCCC conducts a systematic process to develop standards of ethical and legal behavior, but the communication processes of these standards seem to be somewhat reacting . The developed procedure ensures that the development of policies and procedures is rigorous, inclusive, and grounded in ethical conduct and legal practice. The adopted policy is stipulated in the employee handbook.
Training employees for legal and ethical behavior	The College conducts a systematic process to train employees for legal and ethical behavior. The institution has committed considerable resources to support training and leadership programs for employees. In addition, all new employees are required to complete a detailed orientation process that includes elements related to employee conduct, standards of behavior, and legal issues such as FERPA.
Modeling ethical and legal behavior from the highest levels of the organization.	LCCC abides by a systematic process to model ethical and legal behavior. The Board of Trustees has adopted a Code of Ethics and stipulate standards of behavior that the Board models and expects the Executive Leadership of the College to follow. These expectations for ethical and legal behavior are assessed annually through a 360-degree evaluation procedure. One suggestion would be for an objective third party to assess its ethical and legal conduct.
Ensuring the ethical practice of all employees	Ethical practices are reviewed by administrative personnel and employees at employee orientations and on an annual basis. This systematic process ensures communication regarding the expectations for ethical behavior. Additionally, all job descriptions at the college contain ethical conduct expectations that are assessed through a 360-degree evaluation. The College would benefit from a more comprehensive evaluation of its ethical practice processes.
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.	LCCC abides by a systematic process to operate ethically in its financial, human resources, and auxiliary functions. Board policies and administrative procedures have been established and maintained to ensure that these operations are conducted with integrity. It is not completely clear how the College monitors its performance in these initiatives.
Making information	LCCC complies with the State of Wyoming Public Records Act in

about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents	providing public access to appropriate college information. The College abides by a systematic process, employing a wide variety of media resources to communicate information about its programs, requirements, faculty, staff, costs, control, and accreditation status. Additionally, EaglesEye is utilized to post centralized, readily available data.
Other identified processes	

4R4. What are the results for ensuring institutional integrity?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College tracks its performance results in a systematic manner to ensure institutional integrity. Tools are employed to monitor results related to new employee orientation and the number of employees completing ethical or legal issues training. A Campus Climate Survey is employed on an annual basis to track employee results. The College would benefit from a higher degree of analysis of its results achieved in its institutional integrity processes.
Summary results of measures (including tables and figures when possible)	The College conducts a systematic process to summarize its results on integrity initiative, using a table format to show its results for the New Employee Orientation program and the Campus Climate Survey. Additional emphasis should be dedicated to the summary of its results.
Comparison of results with internal targets and external benchmarks	The College has acknowledged the results of the Campus Climate Survey that demonstrated positive and negative reactions. However, it needs to continue to review results, develop a comprehensive evaluation, and develop a continuous improvement strategy to improve from its reacting level of maturity. Comparative data with peer institutions would be very supportive to this initiative.
Interpretation of results and insights gained	The College remains in a reacting mode of maturity when interpreting its integrity initiatives. An extremely limited amount of results were cited and LCCC needs to develop specific conclusions that can then be addressed with targeted improvements. It would benefit from drawing conclusions and identifying areas which could be targeted for improvement.

4I4. Based on 4R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College has implemented a series of improvements to its processes for ensuring integrity. A draft of modifications to the Board policy on conflict of interest has been created and the College has begun work on an employee code of conduct. A centralized system for gathering complaints has been implemented and LCCC will begin to use the Noel-Levitz Employee Satisfaction Survey in order to obtain external benchmark comparative data.

AQIP Category Five

KNOWLEDGE MANAGEMENT & RESOURCE STEWARDSHIP addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

5P1. **Knowledge Management** focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for

knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making	LCCC has established a clearly-defined, systematic process for selecting and developing systems for its information needs in strategic planning, operational decision-making, and meeting external reporting requirements. The Institutional Effectiveness and Institutional Research staff play an important role in the adopted procedures that utilize a collaborative approach to ensure that the proposed procedures and systems modifications align with best practices. There is an opportunity to continue improvements in the maturity level of this process by considering periodic evaluation of the effectiveness of this process in meeting institutional data needs and continued collaborations with the Colleague Users Group (CUG) and the Data Standards Oversight Committees (DSOC).
Determining data, information, and performance results that units and departments need to plan and manage effectively	LCCC is starting to use more systematic processes, following reviewer feedback from its 2011 Systems Appraisal Report, to include more defined feedback mechanisms from internal sources representing all campus entities as well as external stakeholders. This feedback includes input for strategic planning tied to KPIs, a feedback step in the Knowledge Management Process, and collaborative processes for determining other data needs that rely on two standing committees to ensure consistent and accurate data input and usage. While LCCC identifies recent efforts to determine the results needed among stakeholders, it appears that these were one-time events. There is an opportunity to improve the maturity level of this process by developing a systematic process of verifying data needs for any currently existing result and to identify the need for new results in a more timely way.
Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements	Responding to the 2011 appraisal feedback, the College has developed a systematic process for broadening access to data for various departments to strengthen decision-making potential. This includes the use of dashboards (such as Colleague, Maxient and EaglesEye), the College’s internal portal, and in-service days. However, LCCC does not describe the overarching process for determining its approach to making needed results available. The College has an opportunity to go beyond identifying realms and mechanisms to explore establishing a systematic process for purposefully integrating data into the institutional decision-making process.
Ensuring the timeliness, accuracy, reliability, and security of your knowledge management system(s) and related processes.	The College has a precise and systematic process to ensure security with its data. Users are assigned security roles based upon their job requirements and approvals are needed to access all systems. The Institutional Effectiveness Department coordinates campus initiatives to ensure the timeliness, accuracy, and reliability of the College’s knowledge management systems. The establishment of the Data Standards Oversight Committee is a significant step toward ensuring quality of the institution’s data. The College has an opportunity to improve the maturity level of this process by developing more predictable and explicit policies to guide the overall process.
Other identified processes	

5R1. What are your results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of your institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The systematic data policy that LCCC has implemented is important to the College's success because this data is incorporated into various analyses and evaluations throughout the College such as rubrics, KPI analysis, development of strategic priorities, and budgeting. However, it is unclear if there are any specific measures along which LCCC can evaluate success in determining how data, information, and performance results are used in decision-making at all levels and in all parts of the institution, beyond the use of institutional KPI data. There is an opportunity to improve the maturity level of this use of data by institutionally committing to the development and tracking of more specific trend and benchmark data measures that can be used to drive decision-making.
Summary results of measures (including tables and figures when possible)	Although a system for gathering and using data within the College has been introduced, the College is still in a reacting phase of utilizing summary result data. Such summary information is described as being used as part of Program Review and College budgeting. However, there is an opportunity to improve the maturity level of this process by formalizing a system for evaluating if and how this data is actually being used for institutional decision-making processes.
Comparison of results with internal targets and external benchmarks	LCCC has incorporated feedback from the College's 2011 feedback report to expand the opportunities for benchmarking its institutional KPI data by participating in a number of studies and projects that provide national/regional benchmarking data, indicating a reacting level of maturity. The College also includes internal targets for all key performance indicators for 2013-2014. However, the process for identifying such targets and the reason for examining only the most recent results remains unclear.
Interpretation of results and insights gained	Given the evidence provided in portions of 5P1, LCCC employs a reacting process for interpreting its comprehensive KPI results gathered for multiple strategic planning initiatives. In this portion of the portfolio, the College discusses ideas that appear to be tangential to the knowledge management process. There is an opportunity to improve the maturity level of the use of this data by discussing the interpretation of results and insights gained in this area, rather than a description of a process.

5I1. Based on 5R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
LCCC has productively responded to the 2011 Systems Portfolio Feedback Report by identifying several improvements related to increasing capacity, particularly in the realm of benchmarking. The College has begun to participate in national benchmarking projects such as the NCCBP and CCA, and plans to institute the SENSE survey in the near future. Other recent improvements include the development and implementation of a comprehensive KPI system, the adaption of College labs, the development of a new complaints process, and the expansion of IR capacity through the creation of a new position (Research Analyst) to assist decision-makers. The current portfolio would benefit from a comprehensive description of how these planned improvements would be incorporated into institutional decision-making. Planned improvements for the next 1 to 3 years include an enhanced use of data to assess student learning outcomes and the use of surveys to determine stakeholder needs.

5P2. **Resource Management** focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
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Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.	LCCC recognizes that the institution is moving from a reacting process to a more systematic process by aligning budgeting to strategic priorities and soliciting input for ITS adoptions. The College's revised resource management processes include an acquisition procedure to support the maintenance of physical and technological infrastructure. An emphasis on use of campus feedback for decision-making will propel the College to more of a systematic state.
Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs.	The College utilizes a systematic budget process that assigns resources to projects that achieve organizational goals and ensure that educational goals are met. Alignment is determined in light of impact on mission, strategic plan, and performance indicators, using a rubric that favors educational purposes. However, the process for developing and setting these operational goals aligned with the institutional mission is still unclear, representing an opportunity to improve the maturity level of this process.
Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected.	The College follows a systematic process when allocating and assigning resources. An example of this is the College's policy toward student technology fees that must be used exclusively for educational purposes related to technology and associated staffing. The College also has a well-defined Contracts and Procurement process that prioritizes purchasing of new software and resources related educational purposes. However, LCCC mentions throughout the portfolio that a rubric assists with determining budget priorities, but it is unclear what information is utilized in such rubrics, representing an opportunity to improve the maturity level of this process. The portfolio also mentions the College's struggle to fund infrastructure, suggesting inconsistency in the perception of the effectiveness of the resource allocation process in general.
Other identified processes	

5R2. What are your results for Resource Management?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	LCCC has implemented a systematic process to track the outcomes of its resource management procedures. Tools such as the Colleague Financial System, facility conditions index, and a functionality index are utilized to ascertain the viability of the allocated resources and the realized impact on College operations. Trend analysis, dashboards, and intelligent report data help the College understand and disseminate financial information. However, it is still unclear whether these efforts are on-going and performed at regular intervals. The College has an opportunity to clarify whether these were one-time events or whether they are done at regularly scheduled intervals in order to assess changes over time.
Summary results of measures (including tables and figures when possible)	The College abides by a reacting process of summarizing the results of its resource management procedures. The examples provided reviewed the space available for growth in headcount and a summary of a facilities assessment (FCI) which indicated that nine campus buildings were rated as poor. However, in light of the outcomes, measures, and tools reported in the above discussion, it is unclear how the College uses summary results in other areas of resource management since no other information was available.
Comparison of results with internal targets and external benchmarks	The data provided to illustrate comparison of results with benchmarks showed that current construction requests exceeded available state funding. However, the internal targets and external benchmarks for other aspects of resource management are not discussed at all, indicating a

	reacting process. An opportunity exists for LCCC to improve the maturity level of this use of data by comparing space and/or amounts budgeted by department and other resource categories with like institutions.
Interpretation of results and insights gained	The results of a consultant’s audit revealed that LCCC was not fully utilizing its available classroom space. This resulted in the development of a class fill rate indicator KPI for monitoring performance. However, the College does not indicate what formal process, if any, is used to make other resource management decisions, indicating a reacting level of maturity.

5I2. Based on 5R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
LCCC has recently developed a KPI for course fill rate, completed a successful bond issue for two new buildings, and also funded five new building improvements. These improvements are primarily driven by results supplied by consultants. Moving forward, it will be important for LCCC to incorporate the feedback and recommendations from external consultants, such as those described in 5P2, while also establishing its own institutional leadership and management style for the future. The College has also recently implemented a number of IT software upgrades and improvements in order to keep up with internal technological demands. However, it is not clear if some of these (ITS) improvements were driven by an analysis of results. It is also unclear if there is an overall technology plan to guide processes and policy improvements. There is an opportunity to improve maturity levels in this area with the development of an evaluation plan for the relationship between the budget rubrics to the strategic plan. This will allow the College to track performance on institutional goals.

5P3. **Operational Effectiveness** focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Building budgets to accomplish institutional goals.	LCCC is creating a systematic budgeting process as part of a 2013-2014 AQIP action project. The revised budgetary procedures involve the academic Deans, the College Council, the President’s Cabinet, and the Board of Trustees. All budgetary requests are prioritized by the Budget Process Advisory Committee (BPAC) using a rubric that assesses the alignment of such requests to the College’s strategic plan. The BPAC is also responsible for the continuous improvement of the budgeting process. LCCC has made a concerted effort to link the budgeting process with the strategic plan, and there is an opportunity to improve the maturity level of this process even further with the addition of a formal evaluation process.
Monitoring financial position and adjusting budgets.	The budget process is a systematic one that is recorded, distributed, and monitored by the Budget Office, with expenditures overseen by cost center managers. As part of the Budget Office’s general oversight, monthly budget reports are sent to all departments and units. The Procurement Office reviews all purchases in excess of \$2500. All payments are reviewed for compliance with college policy and procedure, along with state and federal regulations. There is an opportunity to improve the maturity level of this process by clarifying whether there is a process for projecting the College’s financial position in the future and whether such information could be used to inform budgetary actions in the present.

Maintaining a technological infrastructure that is reliable, secure and user-friendly.	The College's ITS staff members employ a systematic process to maintain and continuously improve the institution's infrastructure. This includes training and roll-out of new software, security tracking, standardized equipment and software platforms, and regular ITS audits to ensure up-to-date hardware and software. The College has instituted a policy that requires that all equipment and technology purchases must be approved by the ITS office before purchasing. It also utilizes a computer replacement policy that ensures that no computer is more than 5 years old. An opportunity exists to improve the maturity level of this process by developing more ITS processes that specifically address whether infrastructure is reliable, secure, and user friendly.
Maintaining a physical infrastructure that is reliable, secure and user-friendly.	LCCC has developed a systematic maintenance process using a work order management and preventative maintenance system. It also maintains a Campus Master Plan that incorporates the campus building condition index and an annual review, which are used to prioritize projects and to update the deferred maintenance schedule. The College has made substantial improvements recently to the process for maintaining physical infrastructure, but there is an opportunity to improve the maturity level of this process by more regularly, and in a pre-determined way, scheduling the maintenance of its physical plant.
Managing risks to ensure operational stability, including emergency preparedness.	LCCC employs a systematic process of risk management. The College's cross-representative Risk Management Committee is responsible for communicating compliance requirements, evaluating risks and loss, addressing emergency and safety concerns, and developing policies to avoid claims, accidents, and losses. The College has also undertaken an audit of its insurance coverages to ensure that it is adequately protected from all possible incidents. However, it is unclear if this was a one-time event or a regular institutional process. Although it does appear that the work in this area is a collection of stand-alone efforts, rather than an integrated risk management system. An opportunity exists to develop an overarching approach for managing and evaluating all of the College's risks more comprehensively.
Other identified processes	

5R3. What are your results for ensuring effective management of your operations on an ongoing basis and for the future?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College has established systematic processes to measure results and outcomes in budgeting, risk management, and technology and infrastructure development. However, some of these data would be more appropriate for 5R2: Resource Management. Adding more predictable and explicit outcomes or measures that can be used to measure effective management of operations and used to inform decision-making could help improve the maturity level of this process.
Summary results of measures (including tables and figures when possible)	LCCC utilizes a reacting set of summary response data that summarize IT work order completion rates and proportion of budgetary expenditures, by major unit and over time. In light of the numerous measures that would be contained in the audits discussed, it is unclear why more results are not included. There is no indication, though, whether data were examined in any further detail. The call center survey data, for example, did not indicate what the issues or concerns were. There is an opportunity to examine the root cause of IT work orders with summary data of this nature.
Comparison of results with internal targets	The College utilizes annual survey data as external benchmarks regarding financial standing and use of technology. LCCC's Composite Financial

and external benchmarks	Index score is in the above review zone by HLC Annual Institutional Update standards. It is also above average for all ITS Resource categories compared to other Wyoming Community Colleges, and, at average for total IT personnel assigned to support desktops and servers. In general, ITS statewide survey results comparing LCCC to its peers in the WCCC system indicate that it has more technology resources than its peers. Since LCCC is the largest community college in the state, this may not be a valid measure of its performance in this area. LCCC has an opportunity to compare more accurate measures of its performance beyond those closely related to its size in order to move beyond this reacting phase. Financial comparisons and targets were also not included.
Interpretation of results and insights gained	The College has committed to shifting resource distribution towards instruction and interprets the financial data presented to indicate that there has been progress in this effort. The interpretation of this data is reacting to a financial audit from a vendor, as well as the College's bond rating. However, LCCC does not interpret about its performance in technology or facilities. LCCC has an opportunity to draw more specific conclusions about its performance in this area with a view to informing specific targets for future performance.

5I3. Based on 5R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
LCCC identifies several improvements that have been made to the College's physical infrastructure over the last few years, including various building improvements, technology updates, risk management and safety policy improvement, and a significant revision to the College's budgeting process that was in response to College Brain Trust recommendations. Future plans include the implementation of a broad risk assessment analysis and the possible designation of a manger of risk management. Additionally, the College will continue to expand its wireless and wired networks and will adopt procedures to track its federal financial aid processes.

AQIP Category Six

Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the organization.

6P1. **Quality Improvement Initiatives** focuses on the Continuous Quality Improvement initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who you involve in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, deploying, and evaluating quality improvement initiatives.	LCCC used a systematic approach to select, deploy, and evaluate its strategic priorities. The College Council assessed the impact of proposed projects that significantly affect the College's ability to meet its mission and motivate student completion in one of six predefined areas. To advance to an aligned state the College would benefit from utilizing its comprehensive strategic planning process into the overarching guide for the College. It is unclear how projects are selected, who is involved in this process, and how projects originate or are deployed. A defined process would create an opportunity for improving the level of maturity in this area.
Aligning the Systems Portfolio, Action	LCCC relies on the major events associated with the AQIP process (Strategy Forums, Action Projects, Systems Portfolios, and Check-up Visits)

Projects, Quality Check-Up, and Strategy Forums.	to determine the efficacy of its continuous improvement model. Although the institution uses these feedback mechanisms to support its CQI Index, LCCC will rise to a higher maturity level when it migrates from a feedback mode to a mode of reviewing, evaluating, and planning for the future. At this time LCCC reacts to AQIP feedback, having the opportunity to integrate and institutionalize AQIP processes.
Other identified processes	

6R1. What are your results for continuous quality improvement initiatives?

Results	Evaluation of Results and Systems Improvement
What are your results for continuous quality improvement initiatives?	At this time, LCCC has indicated many sweeping changes that have occurred at the College, with the changes coming from the top down. The newly adopted initiatives have the potential to result in significant improvements to College operations and services. Many of the results presented (primarily outcomes) are not necessarily driven directly from the analysis of objective results, thus it is reacting . Nevertheless, they appear to be the kind of results that could lead to a more stable, systematic CQI culture and a results-driven system. It has the opportunity to develop a quality system where evaluative measures and analytical data directly relate to continuous quality improvement.

6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Massive change has occurred at LCCC and, understandably, these changes have caused much uneasiness and concern. The institution recognizes that it has only evaluated the impact of recently concluded quality initiatives with respect to whether the project has been completed. Future plans include the implementation of a system to effectively manage and monitor projects and the continuing evolvement of the strategic plan. The key for LCCC will be the degree to which it disciplines itself over the long-term to see the initiatives through to completion, thus achieving full potential and maximum impact.

6P2. **CULTURE of QUALITY**, focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing an infrastructure and providing resources to support a culture of quality.	The College has embarked on an process to develop infrastructure and to provide resources to support its culture of quality. LCCC has embraced the Plan-Do-Check-Act Cycle as its continuous improvement model. This, with the use of assessment through KPIs, process improvement, and budget value statements indicates that the institution is functioning at an aligned process maturity level. The College has an opportunity to integrate its achievement of mission, vision, and values more directly with its strategic formulation via analysis, transparency, and tracking of key strategic and operational goals.
Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and	LCCC has put into place a systematic structure to gather feedback through its report card and a comprehensive program analysis that are linked to the KPIs. Yet, the College has not addressed the evaluation of its strategic planning process, indicating a systematic stage of maturity. It appears to have an opportunity to regularly, and more frequently reinforce its pursuit of CQI throughout the institution.

operations.	
Ensuring the institution learns from its experiences with CQI initiatives.	LCCC is building a solid infrastructure that encourages innovation and creativity while embracing failure as a learning opportunity. This is supported by the a vision statement indicating that learning is central to its model of continuous quality improvement. LCCC has put mechanisms in place to support learning, such as Aquila, but has not yet developed a formal process that can be evaluated and improved. LCCC is laying the groundwork for a systematic process and its next step is to evaluate, learn, understand and improve.
Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution.	A major goal of the College's newly adopted processes is the premise that the institution is totally committed to the continuous improvement model rather than just the completion of AQIP Pathway processes. Its procedures related to institutional effectiveness, planning, resource management, shared governance, and continuous improvement serve as core components of a solid CQI platform. This approach is beginning to foster improvement initiatives across institutional units illustrating a systematic level of maturity.
Other identified processes	

6R2. What are the results for continuous quality improvement to evidence a culture of quality?

Results	Evaluation of Results and Systems Improvement
What are the results for continuous quality improvement to evidence a culture of quality?	LCCC has created an institutional report card that summarizes KPI measures related to the strategic plan. Additionally, it has implemented a Program Analysis and Ranking procedure to assist in providing continuous improvement data. To move from the systematic phase, an opportunity exists to add targets and benchmarks and to document how data will be used for decision-making.

6I2. Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
LCCC is committed to building a quality culture through improvements in critical areas, such as strategic planning, budgeting, and improving operational processes. A significant, planned improvement is a current AQIP action project that plans the inclusion of non-academic departments or programs into the program review process. While some areas of the College are implementing improvements, it will benefit LCCC to address its inconsistent application of quality through the vigorous pursuit of the consistent application of CQI principles across the institution.

APPENDIX C Criteria for Accreditation & Core Component Evidence Screening

Criterion One. Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>1.A. The institution’s mission is broadly understood within the institution and guides its operations.</p> <p>1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.</p> <p>2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.</p> <p>3. The institution’s planning and budgeting priorities align with and support the mission.</p>	<p>The institution’s mission is broadly understood and guides its operations because it is the focal point of the College’s strategic planning process. The College has also developed a bridge to connect the mission and strategic planning to the day-to-day activities of the College. This bridge consists of four primary pillars: academic preparation, transfer preparation, workforce development, and community development. These elements accompany the Mission in primary public documents such as the Board Policy, Strategic Plan, and College Catalog. Program Review and development of new programs of study are guided by the College’s mission and the State program review and approval recommendations. The College is establishing a comprehensive co-curricular program review process via an AQIP Action Project that will further enhance the student experience and education. The overhaul of the College’s budget and allocation process brings it in line with the mission, vision, KPIs, and strategic plan. Investment in people, equipment, and products and services are only considered as opportunities for investment at LCCC after they go through a rigorous application and review process. This process determines if the allocation will support the College’s mission and support its strategic plan.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>1.B. The mission is articulated publicly.</p> <p>1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.</p>	<p>The mission of LCCC is articulated publically in all major documents and publications including the College catalog, strategic plan, student handbook, and the College’s external website. The Board and President’s Cabinet have adopted a process of incorporating the mission statement into primary communications such as written correspondence and emails, ensuring a daily reminder of the College’s direction. The mission is also communicated through four pillars that focus on the day-to-day operations. These pillars</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.</p> <p>3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</p>	<p>are academic preparation, transfer preparation, workforce development, and community development. Together they represent the areas of the College and indicate how the Mission is leading each in the same direction. Overall, LCCC's mission emphasizes serving its students. It recognizes that, as an open access institution, its students come from various backgrounds and, once they become students at the College, LCCC is committed to helping all and transforming lives.</p>	
<p>1.C. The institution understands the relationship between its mission and the diversity of society.</p> <p>1. The institution addresses its role in a multicultural society.</p> <p>2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.</p>	<p>LCCC identifies six student sub-groups and ten external stakeholder groups along with the many ways that it determines the needs of each. It has adopted institutional learning outcomes, including Human Culture, to more appropriately address its role in a multicultural society. The College has implemented efforts that include a prescribed placement process to ensure that all students are treated equally and has employed bilingual instructors in order to diversify its faculty. It has developed a comprehensive peer review process to measure performance and improvements using feedback from advisory boards, accreditation results, and KPI progress in order to assess whether its programs are meeting stakeholder needs.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>Criteria 1.D. The institution's mission demonstrates commitment to the public good.</p> <p>1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the</p>	<p>LCCC communicates its mission, vision, and values through its primary and most visible communication channels that include Board policy, LCCC website, strategic plan, catalog, and every email sent by cabinet members. It draws attention to the importance of its mission, vision, and values by emphasizing their linkage to the major realms of its work, namely academic preparation, transfer preparation, workforce development, and community development. The</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>institution, and thus entails a public obligation.</p> <p>2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</p> <p>3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</p>	<p>College ensures that its academic programs are consistent with its mission by conforming to the Wyoming Community College Commission’s program approval requirements (to serve the State and service area) and its revised program review process that requires its academic programs to contribute to the achievement of institutional mission. The Budget Process Advisory Committee revised the budgeting process, requiring each area of the College to provide justification for how it contributes to the strategic plan and improved KPIs that are aligned with its mission.</p>	
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Criterion Two. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

<p>Core Components (sub-components noted)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Component</p>
<p>2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.</p>	<p>Operating within its own governing policy and code of ethics, the Board sets policy addressing conduct at the broadest levels of the institution, including ethical boundaries. Ethical and legal behavior of the Board is assessed annually through its own evaluation process and a 360-degree evaluation of the President and Cabinet members. In addition to communicating its expectations for ethical and legal conduct online and in handbooks, all job descriptions include ethical conduct expectations that are addressed in employee orientation and annual performance evaluations. Some employee training addresses ethics, particularly the College’s Certified Public Manager program used for internal leadership development.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.B. The institution presents itself clearly and completely to its students and to the public with</p>	<p>LCCC complies with the State of Wyoming Public Records Act providing public access to appropriate information about the College. It uses a wide variety of media to communicate</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but</p>

<p>regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.</p>	<p>information about its programs, requirements, faculty, staff, costs, control, and accreditations to its constituents.</p>	<p>could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.C. The governing board of the institution is sufficiently autonomous to make decisions in interest of the institution and to assure its integrity.</p> <p>1. The governing board's deliberations reflect priorities to preserve and enhance the institution.</p> <p>2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.</p> <p>3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.</p> <p>4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.</p>	<p>Roles, responsibilities, and policies of the Board are the result of either Wyoming State Statute or existing Board policy. In addition to having its own Code of Ethics, Standards of Practice, and the Conflict of Interest policies, Trustees are subject to the requirements established by State legislation for addressing conflicts of interest. The Board delegates to the College President the executive responsibility for administering policy and executing all Board decisions. While the President has the authority to delegate powers and duties, the President remains accountable to the LCCC Board of Trustees. The faculty are charged with oversight of the curriculum. The College Council is the primary shared governance group providing broad, two-way communication for issues of major organizational importance.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</p>	<p>The College communicates its commitment to freedom of expression and truth in teaching and learning through the publication and distribution of statements in the College Catalog, Student Handbook, and through its Academic Standard</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p>

	<p>Committee, Institutional Review Board, faculty orientation, and College Council. These are comprised of members from all academic units of the College. This shared governance is designed to ensure the achievement of the College Mission and Vision that support truth and freedom of expression in teaching and learning. Use of results from the CCSSE survey, new student orientation, student success courses, holistic advising and skill labs provide the information required to determine if the current strategic plan is experiencing success.</p>	<p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.</p> <p>1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.</p> <p>2. Students are offered guidance in the ethical use of information resources.</p> <p>3. The institution has and enforces policies on academic honesty and integrity.</p>	<p>Policies and procedures related to academic integrity are grounded in shared governance and, in particular, oversight by the College Council and Academic Standards Committee. LCCC also has Conflict of Interest and Commitment in Research policies, as well as Institutional Review Board procedures. Students are expected to become familiar with the student code of conduct and aware of the College's policies regarding academic honesty. Deans are responsible for evaluating students' ethical learning and research practices and faculty members discuss academic integrity in their syllabi. Students' due process rights are included in the student code of conduct and operationalized in the Instructional Grievance Policy/Procedure. The College provides a New Faculty Learning Program to discuss pedagogy, professionalism, and student-faculty boundaries. It requires all faculty and staff to complete annual Title IX training.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

Criterion Three. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>3.A. The institution's degree programs are appropriate to higher education.</p>	<p>LCCC uses input from advisory committees and mechanisms like surveys, to drive its program development, the programs of which must then be approved by the Wyoming Community College</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but</p>

<p>1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.</p> <p>2. The institution articulates and differentiates learning goals for its undergraduate, graduate, postbaccalaureate, post-graduate, and certificate programs.</p> <p>3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).</p>	<p>Commission. Preparatory requirements for entry to college-level work are determined collaboratively among the community colleges in the State of Wyoming. Other requirements are determined by the faculty based on curriculum mapping, course and program competencies, articulation agreements, and input from accreditors, advisory boards, subject-matter experts, and employers. Requirements are primarily communicated via the College's catalog as well as through syllabi, advising, and orientations. The College employs ACT and COMPASS tests to ensure that all students are adequately prepared for their coursework. The Academic Standards Committee is responsible for ensuring that quality expectations and evaluation standards are the same for all modalities, locations, consortia, and dual-credit programs. This is addressed in program reviews conducted every five years. Recent data management upgrades have been made to ensure that there is consistent content and rigor between on-campus courses and those offered at high schools. LCCC uses the same standards of assessment for hybrid and online delivery as it uses for courses and programs delivered face-to-face. Course and program standards are determined through faculty collaboration, documented in the MCOR, and reviewed by the Academic Standards Committee.</p>	<p>could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.</p> <p>1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.</p> <p>2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general</p>	<p>LCCC demonstrates its commitment to intellectual inquiry and acquisition, application and integration of information of broad learning through its recent redesign of the Program Review process, and broad solicitation of input about institutional competencies and program-level outcomes from major stakeholder groups (faculty, students, employers, etc.). The College has established four common learning outcomes, namely reasoning, effective communication, collaboration, and human culture. Institutional competencies were developed by a faculty-wide process, led by the Student Learning Assessment Subcommittee of Academic Standards. LCCC utilizes its MCOR assessment template to develop assessment rubrics at the institutional, program and course levels, and an intra-institutional reporting system for information to which all faculty members have access. Through the MCOR process, faculty members are required to articulate the connection between course-level or program-level competencies and institutional competencies. Students have the opportunity to develop the</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.</p> <p>3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.</p> <p>4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.</p> <p>5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.</p>	<p>institutional competencies through specific general education courses or activities integrated into coursework.</p>	
<p>3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.</p> <p>1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g.,</p>	<p>LCCC tracks enrollment reports and conducts a comparative analysis with peer institutions to ensure that the institution has sufficient numbers and continuity of faculty. It maintains appropriate position descriptions and all faculty hires are required to possess appropriate credentials. All full-time and part-time faculty members are required to submit official transcripts detailing their completed coursework. Dual credit teachers are held to the same credential standards as other faculty. The College requires for all employees, including instructors, to be evaluated annually by their direct supervisor. Faculty are observed</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.</p> <p>2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.</p> <p>3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.</p> <p>4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.</p> <p>5. Instructors are accessible for student inquiry.</p> <p>6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.</p>	<p>annually by Deans, the Deans review student evaluations each semester, and faculty establish annual performance goals that are submitted to and assessed by the deans.</p> <p>LCCC provides for internal and external opportunities in professional development. Monies are provided for each employee to travel to professional development conferences and are offered a significant tuition discount on coursework taken at the College. It recently established a Center for Teaching and Learning (CTL) through its Innovation Fund Program. The CTL offers a four-year, progressive New Faculty Learning program and other faculty-development opportunities.</p> <p>Faculty positions descriptions specify expectations for student inquiries. For face-to-face courses, faculty members must post office hours and communicate them to students in course syllabi. Inquiries are to be responded to in a timely manner. The position descriptions also specify that mid-term and final grades are to be turned-in within an appropriate timeframe. For students enrolled in on-line coursework, inquiries are addressed through the Learning Management System.</p> <p>LCCC designates minimum and preferred qualifications for each position. All advisors are required to possess a Bachelor degree and most tutors are teaching faculty with advanced credentials. Librarians are required to possess a Master degree in the field. The College uses a variety of meetings and internal trainings for staff, funds external opportunities and tuition, and has hired a human resource professional development specialist to ensure that staff are appropriately trained.</p>	
<p>3.D. The institution provides support for student learning and effective teaching.</p>	<p>LCCC has recently reorganized its Student Support Services. All services, including a Student Success Center, Writing & Communications Center, and Math Lab will soon</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but</p>

<p>1. The institution provides student support services suited to the needs of its student populations.</p> <p>2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.</p> <p>3. The institution provides academic advising suited to its programs and the needs of its students.</p> <p>4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).</p> <p>5. The institution provides to students guidance in the effective use of research and information resources.</p>	<p>be centralized in a single Learning Commons for ease of student access. Albany County students are served by a tutoring center located in the library while online students can access services at SmartThinking. Through assessment testing, LCCC identifies underprepared students, and these students are enrolled in preparatory coursework. At-risk students are captured by FAFSA submission and automatically referred to the Sage TRiO Support Services Program. LCCC has recently incorporated a mandatory New Student Orientation and a College Success Course for new students that are intended to make all new students aware of the available support resources. It has also revised its advising services to incorporate a Holistic Advising approach. Students now have a single advisor during their entire time at LCCC who is trained to refer students to relevant support services as needed. The College has also incorporated the Starfish software system to facilitate this communication between students and advisors.</p>	<p>could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>3.E. The institution fulfills the claims it makes for an enriched educational environment.</p> <p>1. Co-curricular programs are suited to</p>	<p>The College requires that all co-curricular activities provide rubrics and assessment plans that are aligned to its general education core competencies. LCCC has illustrated its commitment to this core component by requiring the assessment of learning outcomes for all student organizations and activities that receive</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or</p>

<p>the institution’s mission and contribute to the educational experience of its students.</p> <p>2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.</p>	<p>institutional funding.</p>	<p>incomplete</p>
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Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

<p>Core Components (sub-components noted)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Component</p>
<p>4.A. The institution demonstrates responsibility for the quality of its educational programs.</p> <p>1. The institution maintains a practice of regular program reviews.</p> <p>2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.</p> <p>3. The institution has policies that assure the quality of the credit it accepts in transfer.</p> <p>4. The institution maintains and exercises authority over the</p>	<p>LCCC uses input from advisory committees and mechanisms, like surveys, to drive its program development, the programs from which must then be approved by the Wyoming Community College Commission. The College’s Academic Standards Committee provides oversight for the rigor of all coursework. LCCC reviews all of its programs on a five-year cycle using a continuous improvement approach that includes qualitative and quantitative analysis. A quality assurance rubric is used to rate program performance on more than forty dimensions, including KPIs directly related to program demand and viability. For underperforming programs, faculty members are required to submit follow-up reports. Dual credit instructors are held to the same requirements as other full-time faculty.</p> <p>The College has a detailed procedure for awarding transfer credit and credit for prior learning, accepting credit from accredited institutions, case-by-case evaluation of credits earned at international institutions, and experience.</p> <p>External stakeholder input drives the College’s</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.</p> <p>5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.</p> <p>6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).</p>	<p>pursuit of specialized accreditations. The Directors of its accredited programs are responsible for ensuring compliance and maintaining the accreditation. In light of its variety of programs and certificates, assessment is primarily at the program level. The College's KPI performance indirectly reflects overall outcomes attainment. It uses the same standards of assessment for hybrid and online delivery as it uses for its courses and programs delivered face-to-face. Course and program standards are determined through faculty collaboration, documented in the MCOR, and reviewed by the Academic Standards Committee. LCCC solicits input from stakeholders providing input that its degree or certificate preparation meets the needs of employers or transfer institutions. The IR Office tracks data including employment rates and transfer rates.</p>	
<p>4.B. The institution demonstrates a commitment to educational achievement and improvement through</p>	<p>LCCC uses a quality assurance rubric to communicate its expectations for the measurement of student learning to faculty. Through the use of its MCOR template, a revamped Program Review process, and the</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p>

<p>ongoing assessment of student learning.</p> <ol style="list-style-type: none"> 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals. 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. 3. The institution uses the information gained from assessment to improve student learning. 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. 	<p>recent installation of assessment planning and management software (Aquila), the College has demonstrated a commitment to its ongoing assessment of student learning. It also incorporates multiple levels of peer evaluation into the program review process and the online assessment planning software allows for a similar peer review process. Co-curricular learning activities are determined in the program review process. LCCC has processes in place to align assessment plan goals at all levels with the institution's strategic plan.</p>	<p><input type="checkbox"/> Unclear or incomplete</p>
<p>4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.</p> <ol style="list-style-type: none"> 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings. 	<p>LCCC has moved to a holistic advising model that includes disability services, counseling, financial aid, SAGE TRiO, and community-based services. It communicates the availability of non-academic support to students at key points in admissions, enrollment, and degree completion using communication plans that are evaluated annually for effectiveness. The College has joined the Complete College America initiative that stipulates a 5% per year increase in degrees and certificates awarded. In past years, the College has relied upon CCSSE results and other evaluations. It is looking to its recent implementation of the Starfish retention software tool to provide analytics for measuring its future success in retention, persistence, and degree completion.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.</p> <p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p> <p>4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)</p>		
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Criterion Five. Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality</p>	<p>In recent years, LCCC has increased expenditures for instruction, student services, and scholarships while maintaining its fiscal health as evidenced by an A+ bond rating and a healthy contingency fund. The College relies on its strategic planning and budgeting processes for</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p>

<p>in the future.</p> <ol style="list-style-type: none"> 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered. 2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity. 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities. 4. The institution's staff in all areas are appropriately qualified and trained. 5. The institution has a well-developed process in place for budgeting and for monitoring expenses. 	<p>maintaining the infrastructures sufficient to support its operations. Its primary sources of funding are tuition, student fees, and the State of Wyoming. Using a rubric that favors educational purposes, the budgeting process is the mechanism used to align resource expenditures with institutional priorities established in light of its mission, strategic plan, and performance indicators. Goals are based on projections for tuition, fees, state aid, and local appropriations. In 2013, LCCC established its Center for Teaching and Learning to provide professional development for the faculty. All employees, regardless of classification, are given generous budgets for their professional development. A student technology fee must be used exclusively for educational purposes related to technology and associated staffing at the College.</p>	<p><input type="checkbox"/> Unclear or incomplete</p>
<p>5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.</p> <ol style="list-style-type: none"> 1. The institution has and employs policies and procedures to engage its internal 	<p>The Board of Trustees has direct oversight responsibilities for fiscal oversight and approval of the final budget, for developing and maintaining written governing policies, for ensuring that it meets legislative requirements, and for assessing organizational performance including academic policies. It places responsibilities upon the College President who, in turn, delegates responsibilities to administration, faculty, and staff. Through its Academic Standards Committee, a broad cross section of faculty, administrators, and staff set and maintain academic policy, including the development and</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.</p> <p>2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.</p> <p>3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.</p>	<p>modification of programs, curricula, and student learning assessment. LCCC’s collaborative processes are supported by its belief in shared governance, which is shown in the membership and responsibilities of the College Council. In addition, consultative feedback and strategic planning processes involve internal and external stakeholders.</p>	
<p>5.C. The institution engages in systematic and integrated planning.</p> <p>1. The institution allocates its resources in alignment with its mission and priorities.</p> <p>2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.</p> <p>3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.</p> <p>4. The institution plans on the basis of a sound</p>	<p>A strategic planning team leads the planning process that takes place every 5 to 7 years. This team is representative of the College’s internal constituencies. The interests of external constituents are a function of environmental scanning and the inclusion of representatives from the LCCC Foundation Board of Directors. LCCC relies on its nine KPIs (5 effectiveness indicators and 4 efficiency indicators) to determine the extent to which its operations align with mission, vision, and values. In addition to shared governance through the College Council, LCCC uses a consultative feedback approach to obtain input from the campus community through its campus portal. Interdisciplinary, cross-departmental collaboration is also used in developing and executing the College’s strategic plan. In its 11-step strategic planning process, two steps (environmental scanning and identifying issues) focus on strengths, weaknesses, opportunities, and threats. Operational strategies and objectives are developed in light of strategic goals and outcomes that are based on its mission, vision, and values.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.</p> <p>5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.</p>		
<p>5.D. The institution works systematically to improve its performance.</p> <p>1. The institution develops and documents evidence of performance in its operations.</p> <p>2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts</p>	<p>LCCC regards budgets as value statements, placing its resources where it finds the greatest value, namely the results of its strategic planning and academic program review. LCCC uses a technology-based system, called Aquila, to facilitate the documentation, review, and archiving of its continuous improvement efforts. The College now has a centralized repository for housing information so relevant parties can know what information has been captured and access it readily. KPI performance and the college's report card are regularly reported during the annual State of the College Address. While it is committed to its participation in AQIP and aligns some of its quality pursuits with AQIP processes, LCCC does not necessarily focus on highlighting AQIP within the College. Instead it fosters a model of CQI existing at the core of the institution's culture and operations.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>