

## 2.1 - Current and Prospective Student Need

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Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

### **2P1: PROCESSES**

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

### **2R1: RESULTS**

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### **2I1: IMPROVEMENT**

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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### **2P1a. Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)**

The College utilizes the [intake process](#) and advisement to identify at-risk and underprepared students. The intake process includes various inter-related sub-processes including [placement](#), new student orientation, and advising. The placement process determines students' readiness for college-level math, reading, and writing and needs for academic support services. Advisors review each student's information and systematically connect at-risk students with student support programs and appropriate courses. For example, students with academic deficits are guided to utilize free tutoring services (3.D.2), others who identify as military veterans are connected with the College's veteran's affairs liaison and Student Veterans Association (SVA) chapter. In addition, TRiO staff receive regular reports identifying first-generation students who may be eligible for those programs and services. Additionally, the [orientation](#) and [advising processes](#) offer students opportunities to self-identify as academically underprepared or at-risk so they may be connected with appropriate support services (e.g., tutoring, disability support services, etc.) (3.D.1).

### **2P1b. Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)**

LCCC deploys academic support services to help students select and successfully complete courses and programs through the aligned processes of mandatory orientation, student success course, and advisement. Through orientation (offered at various times, modalities, and locations), students access resources that enable them to make informed selections of programs and courses. Orientation also provides students with information on other academic support services to help them successfully complete courses and programs, such as the tutoring provided by the Learning Commons. In addition, all credential-seeking students at LCCC are required to enroll in a student success course, *Introduction to College Success*, which solidifies information introduced in orientation and connects new students with faculty in their programs. This course incorporates learning activities to connect students to campus resources, conduct career exploration, choose a program of study, and develop an academic plan. Advisement is guided by an [Advising Syllabus](#) that illustrates the in-depth intake process, the ongoing support that students receive, and the institutional goal of each student having his/her full academic plan mapped out by the end of the first semester (3.D.2).

### **2P1c. Ensuring faculty are available for student inquiry (3.C.5)**

LCCC's process to ensure that faculty are available for student inquiry is through required faculty office hours. This requirement is established by [Policy 2.18](#) and [Procedure 2.18P](#) on full-time faculty workload, which require faculty to maintain regular and distributed office hours. Many faculty utilize both physical, on-campus office hours and virtual office hours through technology. Instructor office hours and additional contact information are mandatory components of each [course syllabus](#), which students, regardless of course delivery mode, access

from within the learning management system (LMS) which also contains an embedded messaging tool students and faculty use to communicate. In addition, [Employee Email Policy 8.1](#) and [Procedure 8.1P](#) require faculty to respond to email within two business days, thus ensuring that students have access to faculty for inquiry (3.C.5).

**2P1d. Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)**

LCCC utilizes a placement process described above (2P1a and 2P1b), advisement, and faculty feedback (3.D.1) to address learning support needs. As mentioned above, LCCC's holistic advising requires credential-seeking students to meet with assigned advisors prior to course registration each term. The advising process identifies and addresses student needs through completion of an [academic plan](#), which serves as map for program completion, successful transfer, and job placement. Students are [surveyed](#) to assess their satisfaction with advising (3.D.3). Faculty feedback includes required mid-term grade reporting (accessible to students and advisors), reporting by faculty of concerns for students that affect learning such as housing, hunger, family stresses, changes in behavior; and collaborations between faculty, advisors, and Library and Learning Commons staff.

Library and Learning Commons staff (available on campus and remotely in real time) provide students and faculty with support to effectively use research and information. The Learning Commons services, available on both campuses and online, provide course-specific tutoring and writing and communication coaching. [Online information](#) about these services ensures equitable access for online-only students (3.D.5).

LCCC provides students and faculty with modern and efficient technology to support teaching and learning through its technology procurement process that ensures regular, periodic hardware and software upgrades (see 5P3c). Information Technology Services (ITS) staff research, purchase, maintain, and manage an array of learning software, including online tutoring resources, lecture capture software, and the LMS. ITS also provides an effective [portal](#) to deliver business and learning resources needed by students and employees.

Faculty self-identify learning support needs through instructional practices, and additional needs are identified through annual evaluation cycles. Changes in technology, institutional initiatives, or curriculum also generate needs for additional faculty skills and knowledge. The College's [Center for Excellence in Teaching](#) (CET) ensures that faculty, including adjuncts, receive planned (First Year Faculty Experience) and just-in-time training relevant to current technological infrastructure and active teaching and learning techniques (3.D.4).

**2P1e. Determining new student groups to target for educational offerings and services**

The College has a three-component process for determining new student groups to target for educational offerings and services: (1) gathering feedback from a network of external agencies such as the Veterans Association, Chamber of Commerce, and Wyoming Department of Workforce Services; (2) conducting needs assessments (surveys, focus groups, and interviews)

with internal and external stakeholders; and (3) utilizing academic advisory committees consisting of representatives from college faculty, the community, and industry.

### **2P1f. Meeting changing student needs**

LCCC provides student leadership opportunities to communicate changing needs through inclusion of students in formal decision-making groups. Student Government Association (SGA) officers meet frequently with members of the President's Cabinet, which serves to make student concerns visible to the College's executive leadership and provides a mechanism for the President's Cabinet to gain insight into the effects their decisions have or could have on the student body. SGA representatives also serve on [College Council](#) (pg. 3), LCCC's shared governance body. The Board of Trustees created a board position of Student Ex-Officio Trustee, appointed by the SGA. LCCC utilizes advisory committees for food service, bookstore, athletics and recreation, and residence life that equitably represent LCCC's student body and employee constituencies. The Student Veterans Task Force, [established in spring 2018](#), will meet twice annually to ensure student veteran issues are understood and addressed. Finally, the president annually works with the SGA and the student honor society to hold a student town hall meeting at which any student can bring suggestions, criticisms, and complements for executive and mid-level leaders for the College to hear and later [address](#).

Results of this student engagement are communicated to stakeholders through agendas and minutes, the student handbook, and SGA meetings and forums. [Agendas and minutes](#) are available online through the College's website.

### **2P1g. Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)**

Processes for identifying student subgroups with distinctive needs are described above in 2P1a and in 1P3a and 1P3b. Processes for supporting these subgroups are described below (3.D.1).

For students with disabilities, Disability Support Services provides reasonable accommodations according to each student's disability and the requirements of the program or service being accessed. The [DSS Student Handbook](#) (pg. 7), along with staff, guides students in obtaining the accommodations needed. Additionally, adult returning students, under an Adult Promise scholarship, receive enhanced case management through advisors to assist with unique challenges.

LCCC partners with F.E. Warren Air Force Base to link the College's strategic plan with the USAF Mission Support Education function. This partnership provides the opportunity to meet educational goals through flexible class scheduling, computerized testing opportunities, and general education classes. The Student Veterans Task Force, SVA, and a veterans and family lounge are also sources of support for students with military affiliation.

LCCC supports online students through several systems, including online orientation, tutoring, and library resources. The College adopted a new LMS in 2018 to better support students' online learning needs, including 24/7 help support. This LMS, used by Wyoming school districts, the

University of Wyoming, and Wyoming community colleges, facilitates students transitioning from service area high schools and other higher education institutions to LCCC.

Other distinct student group needs are identified through interactions such as the annual student town hall meetings mentioned in 2P1f. For example, in one such meeting, students requested more gender-neutral restrooms, so all single rest room signage was changed from single gender to neutral.

### **2P1h. Deploying non-academic support services to help students be successful (3.D.2)**

LCCC's deploys non-academic support services through [enrollment procedures](#), advisement case management, current best practices, and literature for supporting students. Connections and referrals are coordinated through advising and the CARE team for counseling, campus food pantry, housing, on campus child care, and community resources. Other non-academic support services include advising, financial aid and scholarships, mental health counseling, health clinic, disability services, residence life, conduct and grievance processes and support, as well as programming to promote wellness, fitness, and personal connections. Most services are available to students remotely and at the satellite campus in Laramie as well.

Additionally, the College has implemented the Student Hub, a single point of contact for current and prospective students to access information on support services available. The Student Hub staff are well-versed in matters of admissions, financial aid, and student records, and are additionally trained to provide information on all academic and non-academic support services.

LCCC's multi-disciplinary CARE (Campus Assessment Response and Evaluation) Team is responsible for assessing, evaluating, and responding to reports of individuals who present disruptive or concerning behavior. The [CARE Team](#) collects (through an online reporting tool) and evaluates reports of concerning behaviors, then recommends support services and interventions to resolve crises (3.D.2).

### **2P1i. Ensuring staff members who provide non-academic student support services are qualified, trained, and supported (3.C.6)**

LCCC's [hiring process](#) ensures that staff who provide non-academic support services are qualified, trained, and supported (see 3P1a and 3P1c). For every position, hiring managers and Human Resources staff collaborate to develop a position description that includes minimum and preferred qualifications and required knowledge, skills, and abilities. Position descriptions are developed in accordance with accreditation requirements, industry standards, and institutional culture, and are updated prior to vacancy announcements or as necessary. The hiring process includes candidate vetting through background and reference checks, work history verification, and educational attainment/transcript evaluation. New hires are trained and supported through both college- and departmental-level orientation processes. LCCC provides ongoing support through professional development funds for continuing education and conference attendance, discounted institutional tuition, and tuition assistance [benefits](#) (pg. 6) for all benefited employees (3.C.6).

### **2P1j. Communicating the availability of non-academic support services (3.D.2)**

LCCC's process for communicating the availability of non-academic student support services uses several components: new student orientation, the Student Hub, the College's website, flat screen monitors located throughout campus, individual office outreach and direct referral by advisors and faculty. New student orientation and the Hub are described in subsections 2P1b and 2P1h. The College's [website](#) includes descriptions of available services and contact information. The online [Student Handbook](#) (pg. 4) includes service descriptions and contact information (3.D.2). Each support unit reaches out to students and the college community through various means, including texting apps, pushing notifications in the student information system, faculty training, advising intake meetings, electronic and physical bulletin boards, email, the myLCCC portal, the LMS, social media, and face-to-face programming throughout the year.

### **2P1k. Selecting the tools, methods and instruments to assess student needs**

LCCC's process to select tools, methods, and instruments to assess student need is embedded in the College's [KPI system](#) (discussed in depth in section 5P1b - see KPI manual), which utilizes multiple measures identified as indicators of its effectiveness in various areas. Staff regularly review relevant literature, best practices, and nationally available instruments (such as the [Community College Survey of Student Engagement](#) (CCSSE) and the [Survey of Entering Student Engagement](#) (SENSE) that measure student engagement with key high impact practices. While these specific tools were chosen through a statewide adoption process, the College used an RFP process when adopting Campus Labs as a tool for housing assessment information. Campus Labs includes a survey tool that is used extensively to assess student satisfaction and student needs. (See [here](#) and [here](#) for examples.)

### **2P1l. Assessing the degree to which student needs are met**

The process for assessing the degree to which student needs are met consists of two aligned systems. As discussed elsewhere, the institutional KPI system contains several measures of the College's effectiveness in supporting student academic success. The College has implemented an [annual functional assessment process](#) (see Section II) to evaluate the effectiveness of key functions outside of academic programs. Assessing the degree to which student needs are met is embedded in this process, including identification of key stakeholders, measurement and analysis of results, sharing results with institutional leadership, and planning for improvement in meeting students' (stakeholders') needs. Further, CCSSE and SENSE surveys, a graduate survey, and an annual student town hall meeting all assess various elements of student needs being met.

### **2R1a. Summary results of measures (include tables and figures when possible)**

Student satisfaction and engagement KPI measures show generally positive [results](#). The majority of respondents (88.80%) to the most recent alumni survey (2016-17 graduates) were satisfied or very satisfied with programs and services, and 23.11% of respondents to the most recent administration of CCSSE (spring 2017) were very satisfied. Additionally, 95.2% of alumni survey respondents indicated they had achieved their educational goals at LCCC. CCSSE results

on benchmark items were also positive, with average scores from 2.29 to 2.68 on a four-point scale.

Results are also available for various functional areas. Two examples are presented.

The advising center implemented a student survey in spring 2018, asking students to rate several items on a five-point scale, with [generally positive results](#). The average responses ranged between 3.44 and 3.92.

LCCC's TRiO Student Support Services (Trio SSS) grant program also showed positive outcomes, as detailed in its most recent [annual report](#) (pg. 2, see table).

### **2R1b. Comparison of results with internal targets and external benchmarks**

As noted in the [Student Satisfaction KPI](#), five of eight student satisfaction and engagement measures had results meeting internal targets. For two of the three measures that did not, results showed improvement from the prior year. Six of the seven measures that have external benchmarks had results meeting or exceeding that benchmark.

For the Advising Center Student Survey, an average rating of 3.5 is the minimum expectation while an average rating of 4.0 is the target. In the initial results, the minimum expectation was exceeded for six of the seven survey items. However, the 4.0 target was not met. Since this is an internally developed survey, external benchmarks are not available.

The TRiO program met all grant objectives (external targets) for 2015-16 and 2016-17.

### **2R1c. Interpretation of results and insights gained**

In analyses of student satisfaction and engagement measures, most results were relatively stable over the six-year period. There was some volatility between 2013-14 and 2015-16, most likely due to significant changes the College was undergoing during that period. More recent results appear to be on a positive trend, which may indicate that changes to student services processes (such as advising and the Student Hub implementation) are having the desired effect.

The Advising Center reestablished its assessment system, including an annual student satisfaction survey, in 2017-18. The baseline results show that center staff are meeting performance expectations in three areas: basic advising skills, helpfulness in appointments, and concern for students.

TRiO met or exceeded grant objectives for academic year 2016-2017, with notable improvement from 2015-2016, during which it fell shy of meeting two of the outcomes. During 2016-2017, TRiO improved both the persistence and academic standing rates by 4% and the graduation rate by 6%. The program made the most improvement in the graduation and transfer rate, which increased by 12%.

**2I1. Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?**

Based on [CCSSE results](#) and Pathways goals, the Advising Center is making three changes that will improve advising and increase CCSSE scores. The first requires advising for all degree seeking students every semester. The aim is to increase CCSSE baseline rate of 58% (pg. 6) meeting with an advisor prior to registration. The second adds faculty advisors to the advising model. The current CCSSE rating of student-faculty interaction of 52% (pg. 3) should improve with these changes. Third, LCCC is evaluating vendors of Student Management Systems for purchase. This technology enhancement for student case management should improve many CCSSE ratings of student engagement, support for learners (45%) (pg. 3), and the use of skills labs (11%) (pg. 5).

The TRIO program implemented several improvements based on the 2015-16 results to improve student outcomes:

- In 2016-17, TRIO advisors became the academic advisor of record for all program participants, providing them with access to more tools and authority to provide holistic support.
- TRIO staff adopted a proactive, structured approach to advising. Students and their advisors engage monthly.
- TRIO now utilizes the National Student Clearinghouse Student Tracker service to more reliably measure the transfer rate of graduating participants.

TRIO planned improvements, aligned with Advising Center goals, include developing a completed academic plan with an anticipated graduation date for every active participant.