

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. 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

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3a. Determining key external stakeholder groups (e.g., alumni, employers, community)

LCCC uses three major processes to determine key external stakeholder groups: strategic planning, academic program review, and non-academic function assessment.

LCCC's strategic planning process includes an [environmental scanning phase](#), through which the College systematically collects and assesses relevant information to understand the environment in which it currently exists and perhaps expects to exist in the future. Through the [academic program review process](#) (pg. 6), faculty identify and respond to program stakeholder needs. Stakeholder involvement is an expected component of this process, as shown in the

[Academic Program Review Procedure 10.2P](#) (pg. 3). Similarly, external stakeholders of non-academic functional areas are determined through the new [function assessment process](#); wherein functional area staff identify stakeholders and their stakeholder needs. Both Academic Program Review and Function Assessment processes are peer-reviewed, providing quality assurance to the processes for determining key external stakeholder groups.

2P3b. Determining new stakeholders to target for services or partnership

The College's processes for identifying new stakeholder groups to target for service or partnership vary widely, but in general share four components: (1) engaged communications (partnerships and meetings), (2) information gathering (surveys and evaluations), (3) data analysis and (4) outreach. The process for determining and engaging with key stakeholder groups is described in more detail in 1P3. See [Figure 1P3-2](#) for a listing of LCCC Key Stakeholders, their expectations, and how the College engages them to ensure their needs are met.

2P3c. Meeting the changing needs of key stakeholders

Local advisory groups communicate their needs to the College through a systemized process. Cheyenne Leads (the Cheyenne-Laramie County Corporation for Economic Development) and ENDOW (Economically Needed Diversity Options for Wyoming) communicate stakeholder needs to the College President. The President then works with his cabinet members to determine how to best meet those needs, and appropriate programs are identified or developed.

The [Advisory Committee Handbook](#) (pg. 5) guides the process for determining and meeting external stakeholder needs at the program-level. Continual assessment of stakeholder needs ensures LCCC's programs and offerings are meeting those needs. Monitoring changing stakeholder needs involves targeted conversations with stakeholder groups and the use of other qualitative data to inform decisions. Purposeful planning based on information gathered ensures that the College is anticipating needs and providing efficient and innovative solutions, programs and services. For example, information collected through a [February 2017 focus group](#) (pg. 3) of local employers and other stakeholders demonstrate the need for a Certified Administrative Professional credential.

2P3d. Selecting the tools, methods and instruments to assess key stakeholder needs

Tools are selected based on the variety of contexts that exist across the institution in which stakeholder needs are assessed. Within the RFP process and the selection of Campus Labs, for instance, a robust survey tool was required. The proven CCSSE Focus Group Tool Kit has been chosen for use when focus groups are appropriate. Other tools such as face to face meetings with focused agendas are also used when opportunities such as advisory meetings town halls are available.

2P3e. Assessing the degree to which key stakeholder needs are met

LCCC assesses the degree to which stakeholder needs are met through the peer-reviewed program review and function assessment processes (see 2P3a). Functions and programs identify

stakeholders, articulate the relationship with the stakeholder, and the method(s) of assessment. Stakeholder feedback (see 2P3d) is incorporated into assessment processes to continuously improve programs and services. Assessment methods include both formative (e.g., advisory committee and focus group minutes) and summative (e.g., KPI reports, various stakeholder surveys and evaluations, annual Alumni Survey, workforce related credentials/graduates produced) measures. [This table](#) presents examples of external stakeholders and feedback mechanisms identified by three functions within the School of Outreach and Workforce Development through the function assessment process.

2R3a. Summary results of measures (include tables and figures when possible)

LCCC's KPIs, reported and analyzed annually, include several measures relevant to meeting stakeholder needs, as shown in [this table](#). These measures indicate ways in which LCCC is meeting stakeholder needs or responding to indicated demand (such as measure B2a for local school districts with concurrent enrollment, and E2 for the community with non-credit life enrichment) in various areas across the College.

Employment outcome results from LCCC's 2016-2017 Alumni Survey provide an assessment of whether the College adequately prepared graduates for their professions. [The results](#) indicate the extent to which LCCC is meeting perceived student needs in their chosen post-graduation vocations.

Results from newly implemented function assessment are not yet available.

2R3b. Comparison of results with internal targets and external benchmarks

As demonstrated on the KPI data, the College is currently above our internal target for four of the seven related measures. Of the three measures that have external benchmarks, one (number of businesses served) met that target.

Targets for other measures will be established through the new function assessment process after functions have analyzed baseline data.

2R3c. Interpretation of results and insights gained

Through the peer-reviewed program review and function assessment processes (detailed throughout this subcategory), the College continues to make strides in formalizing and systematizing the process of requiring stakeholder input during all steps of decision making to ensure that the College offers programs and services that meet the needs of the intended stakeholders. As these processes become embedded in LCCC's culture, more robust trend data will allow for more in-depth assessment leading to continuous improvement.

2I3. Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

In the time since the last Systems Portfolio was submitted, improvements have been made including the launch of the peer-reviewed Function Assessment and Program Review processes to ensure continuous improvement efforts are infused throughout the College. This process should be mature in three years.

Qualitative changes should also be considered here. All academic programs are now required to form Program Advisory Committees, which are designed in part to create a formal feedback loop with stakeholders. As programs develop or strengthen these committees, feedback is resulting in programmatic change. In academic year 2017-2018, the College added an AAS degree in Technical Agriculture Operations based on stakeholder feedback gathered through the agriculture programs advisory committees and the demand for such a degree program in the local workforce.

Planned improvements include:

- Implementing regular environmental scanning to assess community needs,
- Strengthening use of program advisory committees through new program development and the formal review process for existing programs,
- Diversifying advisory groups and focus groups to ensure broad representation of the community, and
- Improving and streamlining processes for creating advisory groups and for documenting their meetings.