## Category Five:  Knowledge Management and Resource Stewardship

### Introduction

LCCC is an institution in transition and has used the past two years for capacity building.  The added capacity in knowledge management processes will soon generate anticipated data results that identify strengths and weaknesses in the College's multiple capacity designs.  One shining example of data-informed decision-making capacity is the College's strong development and use of rubrics to systematically impact resource distribution in alignment with the Institution's values, prioritized strategic planning strategies and KPIs.  Multiple cross-campus committees now use these rubrics to make high-stakes resource decisions.

The Institution made several advances in knowledge management since its 2010 Systems Portfolio that demonstrate its movement beyond the reacting phase of knowledge management to the systematic phase. The College's design of knowledge management is no longer determined solely by external stakeholder needs, but it has and continues to develop internal sources of stakeholder feedback methods.  For example, the comprehensive KPI system is heavily reliant on internal feedback.  IR regularly gathers cross-campus representatives to revise surveying and to advise ongoing data reports such as enrollment. IR also has greatly expanded its development of comparative data resources and aligned them with the KPI data targeting.  In addition, several of LCCC's new AQIP action projects for 2014-15 have their continuous improvement activities aligned to IR data resources. IR recently hired a new research analyst who will help design tools to measure how well LCCC's database infrastructure is being used for decision-making needs.  A new technology oversight committee begins formation of a technology plan and the development of analytics in November 2014.

Recently, Administration and Finance Services used an AQIP Action Project to launch a new budget process that is closely aligned with the College's Strategic Plan and KPI using a systematic rubric decision-making process.  The College's ITS now operates optimization processes that achieve fuller capacity of technology resources and supports continuous improvement of technology infrastructure.  To systematically support education programming, LCCC recently adopted a new LMS, a new online assessment and program review system, and new advising early alert software (Starfish).  Fiscal, physical, and technological infrastructure areas will soon acquire a more robust self-evaluation process for continuous improvement when LCCC develops its new non-academic program review process as a 2014-15 AQIP Action Project.

### Knowledge Management

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:

*Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making*

As shown in Figure 5P1-1, LCCC's Knowledge Management Process begins with an examination of data and information needs in three key areas: (1) continuous improvement expectations related to institutional strategic planning as well as AQIP assumed practices, (2) internal operational decision-making needs of programs, departments and the Institution, and (3) formal external regular reporting requirements.
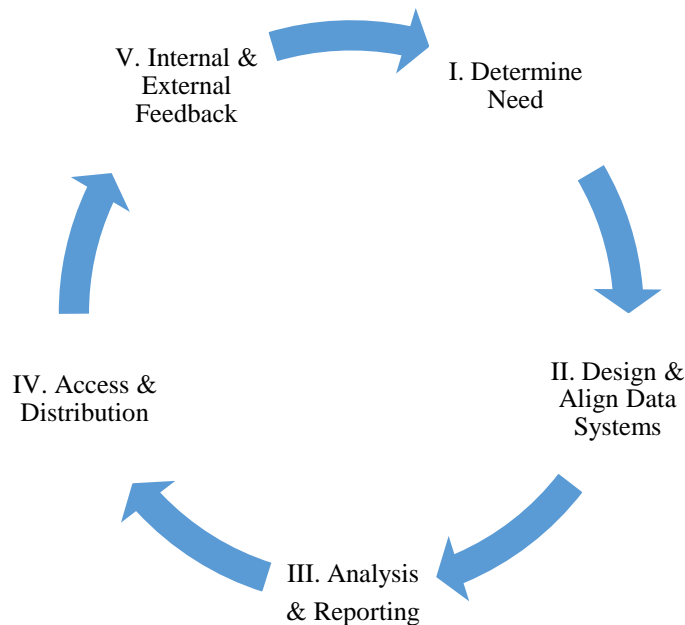
**Figure 5P1-1: LCCC's Knowledge Management Process**

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              V. Internal &          I. Determine
              External                  Need
              Feedback


    IV. Access &                      II. Design &
    Distribution                     Align Data
                                      Systems


                III. Analysis
                & Reporting
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Figure 5P1-1

Institutional Effectiveness (IE) and Institutional Research (IR) staff meet regularly with College decision makers to determine if their data and information needs are being met.  Additionally, staff seek external input through participation in professional associations (such as the Association for Institutional Research) and review of emerging research on student success to ensure that the College is prepared to meet developing internal and external information needs.  Finally, the various College offices responsible for external reporting (primarily the IR Office, but also Financial Aid, Human Resources, and Accounting, among others) use the external requirements, in part, to select and organize data.  For instance, both Financial Aid and HR have recently made changes to data collection and organization to better align with federal reporting guidelines. More detail on these processes can be found below in the section titled "Determining data, information, and performance results that units and departments need to plan and manage effectively."

For Component II of LCCC's Knowledge Management Process (Design & Align Data Systems), the College has invested heavily in database resources to organize data effectively for user decision-making. Responding to client needs among the three pathways, the Institution relies on multiple data input resources to enter data to campus databases according to defined uniform standards for accuracy and reliability.  See Figure 5P1-2 for a list of the higher impact databases used on campus.

These systems are selected and developed using a consultative process.  When the addition of a new system is being considered, the process begins with potential end-users, who work collaboratively to articulate their requirements for the new system.  A team, which includes representation from IT to ensure that any new system will be compatible with existing systems, researches available systems and makes a recommendation.  Additionally, the College has two standing committees, the Colleague Users Group (CUG) and the recently formed Data Standards Oversight Committee (DSOC) that collaborate to ensure that modifications to the College's main SIS are aligned with best practices.  The roles of these

committees are discussed in more depth in the section on "Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes." Finally, the College uses an RFP process to acquire new systems.

| Figure 5P1-2: Examples of LCCC Data Organization Systems | | |
|---|---|---|
| System | **Primary Function** | **Data Type(s)** |
| Colleague (SIS) | Student Information System | Student, HR, finance, financial aid |
| D2L | Learning Management System (LMS) | Online campus, student learning assessment |
| Campus Labs | Continuous improvement | Student learning assessment, program review, Strategic Plan metrics, survey results, student activity tracking |
| Starfish | Advising management | Early alert information and communication sharing |
| Maxient | Title IX complaints, case management | Health and wellness, number and type of complaints |
| Image Now | Document collection and management | Access/usage information |
| MyMathLab | Developmental math | Attendance, performance |
| EaglesEye (Campus Cruiser) | Intranet portal | Forum comments, policy feedback from faculty/staff |
| R25 | Scheduling | Usage statistics |
| Track It | IT workload management | Customer satisfaction |
| Amplifund | Grants tracking | Reports due, task monitoring, fiscal data |
| TutorTrac | Tutoring activity monitoring | Participation patterns in tutoring |

Figure 5P1-2

Colleague is the College's primary database; it contains information about students and enrollment, financial aid, human resources, and budget and finance.  Reports and management information are produced using the Colleague Reporting Objects and Analytics (CROA) tool.  Some reports are emailed directly to end users; in other instances, data is extracted and analyzed using statistical software. The analysis is often a collaborative effort, with IR staff assisting data users and decision-makers to frame research questions and to interpret results. Reports and information are shared using a variety of approaches, including email attachments, open forums, LCCC's website and the College's intranet portal. (See Component III, Analysis and Reporting, of LCCC's Knowledge Management Process shown in Figure 5P1-1.)

*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 its 2011 Appraisal Feedback Report, the College has significantly broadened the access to data to strengthen decision-making effectiveness (see Figure 5P1-1).  The College uses several access methods, including the many analytics dashboards that databases such as SIS, D2L, and Maxient provide.  For example, Maxient contains 99 possible reports and 6 dashboards for use in viewing analytics from various date ranges.  After some initial difficulties with CROA dashboard, some campus users are beginning to utilize this access feature more effectively to inform decision-making.

LCCC's recent re-implementation of the Campus Cruiser portal, known as EaglesEye, is rapidly expanding the access and sharing of knowledge management information.  For example, the Office of Institutional Effectiveness presents program review manuals, Innovation Funds Award decision-making rubrics, and assessment plan templates on its public area for broad viewing.  IR displays some data sets,

such as the KPIs institutional report card, enrollment data, and consumer information on the Institution's website and internal portal.

Frequently, IR sends individual targeted reports to users using e-mail.  Open forums, including faculty in-service training and KPI forums, are held periodically throughout the year; IR uses these to notify the campus of broad data resource capacity such as KPI data that informs the Institution's continuous improvement progress.  Regular internal reports, such as enrollment, are sent to a wide listing of campus decision-makers, such as the President, Vice President of Academic Affairs, deans and others.

Program review offers another platform for data access and shared analysis as IR places a uniform data profile and KPI data into all online self-studies.  This data is visible for both program faculty preparing self-studies and the twenty or so faculty reviewing self-studies annually.  This is a strong comparative data resource for programs and provides a systematic method for shared analysis of data by faculty and staff having multiple perspectives and varied office locations across campus.  This routine analysis of data for the purpose of continuous improvement adds a systematic element to data analysis that the last Appraisal Feedback Report showed as missing.

### *Determining data, information, and performance results that units and departments need to plan and manage effectively*

The design of data resources at LCCC is substantively informed by a feedback system component of the knowledge management's process (see Figure 5P1-1).  Not only does the system provide information on client needs, but it generates data on process performance that informs continuous improvement.  While this feedback emphasis is in its developing stages, it is a movement away from the sole reliance on external needs as recommended by reviewers in the 2011 Systems Appraisal Report, LCCC's most comprehensive needs analysis for external stakeholders related to a forecast scanning exercise that guided the 2013 Strategic Plan development.  The analysis involved leaders of several stakeholder groups who were asked to provide input based on two questions, listed in Figure 5P1-3.  External input also included results of a systematic review of emerging research on student success and other national policy issues.

| Figure 5P1-3: Strategic Planning:  Involving External Stakeholders | |
| --- | --- |
| In what direction is your organization headed? Share the challenges, opportunities, goals and aspirations your organization has for the near future (three to five years). | |
| If you were in charge of LCCC, what would you have us do to help your organization and/or the community and state succeed? | |
| Participating External Stakeholders | |
| State of Wyoming | City of Cheyenne |
| Wyoming Community College Commission | Laramie County School District 1 |
| Cheyenne Chamber of Commerce | Laramie County School District 2 |
| Cheyenne LEADS | Albany County School District 1 |
| Laramie County | University of Wyoming |

Figure 5P1-3

The feedback from these external sources, together with input from internal stakeholders including students, faculty, staff, administrators, and trustees, as well as preliminary results for the KPIs, guided the development of the current Strategic Plan. The strategic priorities inform the process of determining the data and information needs of internal stakeholders, both for operational decision-making and for evaluating the effectiveness of strategic initiatives.  This is a collaborative process coordinated by IR staff. Additionally, IR staff analyze requests made through its project request process for patterns of data that inform future regular internal report development or added analysis needs.

A similar collaborative process is used to develop data and information to meet continuous improvement and Strategic Plan monitoring needs.  Through a series of action projects, using cross-functional teams,

the College has developed and implemented its KPI system.  The indicators and measures in the system were selected and developed to assess the College's performance in nine key areas related to LCCC's mission and goals.  Whenever possible, measures incorporate data and information that is collected as part of regular internal and/or external reporting.  The results, summarized in the form of an annual KPI report card, incorporate external benchmark data as well as LCCC historical data and goals.  Figure 5P1-4 shows the most recent KPI report card.

| Figure 5P1-4: 2013-14 LCCC KPI Report Card | | |
|---|---|---|
| | **2012-13** | **2013-14** |
| **Overall Grade** | C | C |
| **Key Effectiveness Indicators** | | |
| A.  Student Participation and Achievement | C | C |
| B. Academic Preparation | C | C |
| C. Transfer Preparation | B | B |
| D. Workforce Development | B | B |
| E. Community Development | B | B |
| **Key Efficiency Indicators** | | |
| F. Instructional Productivity | B | B |
| G. Fiscal Stewardship | D | C |
| H. College Affordability | B | C |
| I. Campus Climate | B | C |

Figure 5P1-4

In 2014, the Institution formed a new program review process that uses KPI data and campus client-informed program profile data.  Institutional Effectiveness staff meet annually with faculty and deans whose programs have undergone review for de-briefing sessions that inform improvements on data presentation.

At the department/program level, data and information needs for both improvement and operational decisions are also determined primarily through collaboration. IR staff generally coordinate these efforts. For example, in spring 2014, IR led efforts to update the Alumni and Graduate Exit surveys, adding several items that include student feedback on their achievement of the new institutional competencies. In 2014-2015, IR is gathering faculty and deans to update the student course evaluation and to review the exit assessment of graduating students' achievement of institutional competencies (currently the Education Testing Service (ETS) *Proficiency Profile*).  Another example is the recent campus-wide meeting, organized by IR, on enrollment data needs to improve reporting for data users.  Data users offered several more recommendations for implementation, as shown in the excerpted meeting minutes (see Figure 5P1-5).

| Figure 5P1-5: Excerpt of Enrollment Monitoring Meeting Minutes 9/12/2014, 2:00 – 3:30 PM, CCI 123 |
|---|
| The group decided to remove the following tables from the monitoring reports but retain them in the final reports at the end of every term: - by gender, and - by ethnicity |
| The group decided to change the "declared program/major" table considerably.  This table will now show all programs broken out by each program title (ex. "AA – Art").  Sarah will try to retain the "multiple programs" category.  Otherwise, the table will have duplicate counts.  This table is scheduled to begin for 15SP reporting. In the interim, Sarah will use the newly recommended table for the monitoring reports. |
| A second table was requested for tracking "home location" as defined by each student.  This field will be requested on LCCC's application and updated every semester during a student's advising meeting.  This table will serve to aid student services planning, as these counts will determine where students receive their services. This table will be distributed with the final reports at the end of each term and as annualized counts (unduplicated) at the end of each year.  FTE will be included if possible. |

Figure 5P1-5

In addition to internal collaboration, external feedback is used to determine user need for data and information to support decision-making.  IR staff actively participate in national and regional institutional research professional associations.  Additionally, IR and IT staff participate in state committees.  IR staff also research available external benchmarking sources as well as emerging policy issues that impact future data and information needs.

### *Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes*
Data security roles are assigned to appropriate responsibility areas across the Institution.  For example, within LCCC's SIS, users are assigned security roles based off their job requirements that allow them different levels of access to data within the system.  Request for employee access is made to ITS, then it is sent to the data managers for each of the modules within SIS to approve the access requested, ensuring the access requested is necessary for the employee and his/her job duties.  After approval is received, ITS staff complete the security request.  The College's other larger data management systems (such as the system for early alert of at risk students (Starfish) and the continuous improvement system (Campus Labs), among others) also share this method of ensuring data security.

Because ITS and IR are organizationally part of the same Institutional Effectiveness office (IE), they work closely together to ensure the security and reliability of data.  ITS's auditing of software licensing and frequent security monitoring of network systems helps protect users and the data they access.  In addition, the IE structure ensures that data knowledge management synergies form among IR, ITS, and the Grants office in areas such as academic analytics development, assessment tool development, and capacity building.

CUG serves as an advisory committee and works to improve the data warehouse effectiveness and to strengthen CROA data reporting.  In addition, LCCC has recently established a Data Standards Oversight Committee (DSOC) to ensure the highest possible level of institutional data quality, accuracy, and consistency for accurate reporting and, therefore, decision-making that ultimately impacts LCCC student success. The DSOC collaborates with CUG and is developing processes for revising and sharing data definitions, identifying and correcting data entry errors, and ensuring consistency and reliability of CROA reporting from SIS.

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

### *Outcomes/measures tracked and tools utilized (including software platforms and/or contracted services)*
The number of decision-making processes that embed the use of KPI data is one measure of how data, information, and performance results are used in decision making. Several of these processes (annual budget request, new position requests, and academic program review, for example) involve the use of rubrics to evaluate the use of data and information, as well as the alignment with the College's strategic priorities and KPIs.  Analysis of evaluators' rubric scores gives an institutional measure of how effectively the data is used to make decisions.

As systematic processes are developed and revised, assessment tools are incorporated into those processes. For example, the annual program review process includes an annual evaluation step whereby IE staff visit with all programs that have completed program reviews.  The feedback is intended to provide information on future data needs of these programs and informs IR about the effectiveness of its data presentations in the online program review self-studies.

An analysis of President's Cabinet minutes is also used to determine how different areas of the College use data and information in decision-making processes. Additionally, IR staff collect feedback on the use of data through forums, meetings to develop new reports and analysis, and monitoring the kinds of data requested through its project request system or in response to regular reports. Finally, measures in the KPI system are used to evaluate progress toward the accomplishment of strategic goals and priorities.

*Summary results of measures (include tables and figures when possible)*
Several key processes incorporate the use of KPI data and other performance information into decision-making and evaluation, as shown in Figure 5R1-1. These decision-making processes include: 1. Annual Budget Development, 2. Human Resources New Position Prioritization, 3. Program Review, 4. Annual Program Analysis, 5. One-time Funding Requests, and 6. Innovative Funds Awards.

A formal analysis of how data is used in these processes is not yet available since most of these processes and the associated evaluation rubrics have been recently implemented. However, there are several examples of how data have been used to inform decisions and processes in the past year. For instance, enrollment reporting results were used during the summer to manage recruiting efforts. The President's Cabinet worked with IR staff to develop data about students who enrolled in spring courses but did not enroll in fall. Responding to data showing that a substantial number of students had not enrolled in fall courses, Student Services coordinated a staff phone calling effort that contacted many of these students, resulting in a significant enrollment increase.

Another example is how data and information on scholarship distribution helped in the redesign of scholarship definition and distribution in 2014. It is now more evenly distributed among the schools, better connected to FAFSA completion, and tied more closely to demonstration of scholarship requirements.

Figure 5R1-1 shows 2013-14 results for KPI measures that are linked to the College's strategic priorities, which emphasize student success and completion.

| Figure 5R1-1: KPI Results for Strategic Priorities | | | | |
|---|---|---|---|---|
| Description | 2013-14 Result | Target | Benchmark Value | Benchmark Source |
| Fall-to-fall Persistence - Full-time IPEDS cohort | 52.89% | 60.59% | 55.00% | IPEDS |
| Graduation Rate - Full-time IPEDS Cohort (150%) | 25.42% | 13.58% | 21.00% | IPEDS |
| Enrollee Success Rate (Course Completion Rate) | 75.00% | 74.37% | 74.71% | NCCBP |
| Transfer Degrees Awarded | 343 | 358 | NA | NA |
| Workforce (CTE) Degrees and Certificates Awarded | 447 | 368 | NA | NA |

Figure 5R1-1

*Comparison of results with internal targets and external benchmarks*
The KPI system includes internal targets (improvement goals) for all measures. Additionally, the system includes external benchmarks for many measures. External benchmark sources include IPEDS, the National Community College Benchmark Project (NCCBP), the Wyoming Community College system, and CCSSE. Comparison data for selected Strategic Plan measures are shown in Figure 5R1-2 above.

*Interpretation of results and insights gained*
Through the comprehensive KPI system, the College gathers data for multiple LCCC strategic planning initiatives. IR staff and College leadership agreed on a set of KPI measures for determining program performance for program review. The data generated revealed a quintile level of rankings for LCCC's fifty-four academic programs. This supports the College's decision making for determining the order of programs that undergo program review.

**5I1    Based on 5R1, what improvements have been implemented or will be implemented in the next one to three years?**

Responding to feedback from the 2011 Systems Portfolio Feedback Report, LCCC's IR staff substantively expanded its benchmarking capacity. Expanding from the federally required IPEDS participation, IR now participates in the biannual CCSSE, and SENSE surveys, the NCCBP, CCA, CUPA-HR and several others (see Figure 5I1-1).

| Figure 5I1-1: Examples of External Comparative Data Sources | |
|---|---|
| Source | **Examples of Meeting Data Needs** |
| Community College Survey of Student Engagement (CCSSE) | Benchmarking for KPI system<br>Student services evaluation, needs assessments<br>Faculty evaluation of student engagement strategies |
| Survey of Entering Student Engagement (SENSE) | Student services evaluation, needs assessments<br>Faculty evaluation of student engagement strategies |
| Community College Faculty Survey of Student Engagement (CCFSSE) | Student services evaluation, needs assessments<br>Faculty evaluation of student engagement strategies |
| National Community College Benchmark Project (NCCBP) | Benchmarking for KPI system |
| Complete College America (CCA) | Benchmarking for KPI system<br>Complete College Wyoming goals |
| Integrated Post-Secondary Educational Data System (IPEDS) | Benchmarking for KPI system<br>Complete College Wyoming goals |
| Wyoming Required Annual Reporting (enrollment, performance indicators, workforce activities, etc.) | Benchmarking for KPI system, strategic planning, program development, etc. |
| Educational Testing Service (ETS) Proficiency Profile | Student learning assessment at graduation |

Figure 5I1-1

Other improvements include:
- Developing and implementing the comprehensive KPI system to inform the LCCC's continuous improvement efforts.
- Adopting Campus Labs as the College's online continuous improvement managements system.
- Developing and implementing a new complaints policy and procedure to centralize complaints management and adapting the Maxient software to collect and manage information related to student complaints.
- Expanding IR capacity to help decision-makers with data analysis, expand analytics development, and form data visualization for campus data access by creating a new Research Analyst position.

Planned improvements include the development of the self-evaluation capacity for fiscal, physical, and technology infrastructure areas using a new non-academic program review process as part of a 2014-15 AQIP Action Plan. Additionally, the Center for Teaching & Learning is working with faculty to refine how data is developed in D2L for yielding better student learning information out of the College's general education assessment effort. Finally, the development and implementation of an Institutional Effectiveness survey to determine stakeholders' additional data needs as well as to evaluate the College's knowledge management processes is being planned and an evaluation process will be incorporated into the KPI system during the next year.

## Resource Management

> 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:

### *Maintaining fiscal, physical, and technological infrastructures sufficient to support operations (5.A.1)*

The process for research management at LCCC is moving from the reacting phase to systematic.  More so than in past years, the needs of students and stakeholders impact the design of LCCC's infrastructure.  However, the Institution continues to strengthen its feedback infrastructure so that it provides better needs and satisfaction information.  More progress has been made on aligning resource development.

The budget process aligns resource distribution to strategic planning and institutional priorities that emphasize educational programming. A contingency fund is in place for emergencies.  The Institution regularly engages in the state of Wyoming's process for funding major construction projects as identified in the Campus Master Plan, annual surveying of campus units, and in accordance with State priorities.  To sustain tuition funding, the College participates in ongoing and strategic enrollment management activity that has produced modest enrollment increases over a five-year period.  A technology student fee and online student fee aligned to education purposes support resource development that strengthens and modernizes instructional capacity for student learning (5.A.1).

The College's resource management includes an acquisition procedure to support the maintenance of infrastructure.  It requires the use of campus feedback to impact decision-making.  The College's Contract and Procurement policy defines the competitive resource selection procedure and corresponding feedback requirement.  Included is a negotiation feature that the Director of Contracts and Procurement uses to lower resource costs over time.

For example, the selection of the College's new LMS was completed in the last three years.  The need for a new system and the selection of an alternative was determined by campus-wide feedback of needs involving faculty, students and staff members with members of each group comprising the LMS selection committee.  During the evaluation process, these stakeholder groups completed surveys that revealed the desired LMS characteristics and evaluations of the top vendors that provided on-campus demonstrations.  This campus feedback informed the final decision to select the D2L software.

This emphasis of campus feedback for resource acquisition decision-making was repeated during other recent software purchases, including the 2013 purchase of Campus Labs modules that support the College's continuous improvement efforts for student learning assessment, online program review, student course survey administration, campus-wide survey administration, and monitoring of student activities.  Much of LCCC's recent resource capacity building supports the program completion agenda and AQIP continuous improvement emphasis.

### *Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs (5.A.3)*

Resource management goals align with LCCC's mission, Strategic Plan strategies, and the College's continuous improvement KPIs.  Content and directional alignment is accomplished formally with the budget process, which requires new budget resource expenditures and HR position requests to be aligned to institutional priorities using a rubric decision-making process.  The recently formed 2013-2020 Strategic Plan is a response to emerging needs, especially those articulated in the Complete College America agenda.  Nearly all of the College's recent software acquisitions, positions, planning, and policy development is impacted by this agenda.

The College's strategic priorities are aligned with the Institution's mission, and consistent resource management over the last four years demonstrates that these goals are realistic.  The revenue sources are evaluated and estimated at the beginning and throughout the budgeting process.  The evaluation includes an estimate of tuition and fees based on the tuition rate and projected enrollment, the projected state aid received through the state (WCCC) funding formula, and local appropriation based on projected property tax assessment.  A substantial majority of one-time-funding requests and increases in operational expenditures were funded for 2014-15.  In addition, the College has an A+ bond rating.  Its Net Position rose nearly $4,000 to $68,360,920, and the Institution consistently maintains a well-managed contingency fund.  Recent new hires across the College, as well as structural reorganization aligned with recommendations of the 2011 Brain Trust evaluation, provide the organizational capacity to achieve the Institution's mission and goals (5.A.3).

## *Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)*

LCCC's resource distribution procedures protect the funding of educational purposes.  The Contracts and Procurement process includes a notification requirement for all software product purchases to be routed to ITS so that their technology support needs are communicated to ITS staff before the software is purchased.  This ensures that 1) there is no duplication of software purchases, 2) the Institution has the capacity to effectively run the software, and 3) any associated costs related to the administration of the requested software are revealed before purchases are made.

A student fees policy guides campus administration of student fees.  The College's current student technology fee ($10 per credit hour) funds ITS staffing and technology resources used for education purposes.  The fee structure requires that all expenditures be monitored and related to educational purposes. ITS maintains a log of technology fee expenditures to ensure that they are achieving institutional priorities and supporting education purposes.

These technology funds are used to support the learning technology environment for students and faculty.  The budgets are administered through ITS and are allocated to support student success in the classroom and throughout their academic experience at LCCC.  A few of the major initiatives covered by this fee include the salary and benefits of 1.5 FTE (student proctors at the campus help desk), the LMS, and the Microsoft campus agreement, which provides students with a current copy of the Microsoft Office suite at no additional cost.  Funds are also used to enhance network connectivity via wired and wireless methods, computer and printer availability in the classrooms and labs ($25 printing costs per semester), Smart classrooms, and a variety of other software applications used in conjunction with educational activities.

In addition, increases in budget expenditures and HR positions are regulated by a decision-making process that is aligned with rubric traits that favor educational purposes over non-educational purposes.  In fact, the Institution struggles at times to award requested funding for infrastructure.  This, along with other examples of regulation ensures that adequate funding is directed to educational purposes (5.A.2).

## 5R2  What are the results for resource management?

## *Outcomes/measures tracked and tools utilized*

LCCC uses the Colleague Financial System's chart of accounts' structure to direct funds to all units of the College. The chart of accounts is designed in a hieratical manner using a numerical system developed in collaboration with the WCCC and the other six Wyoming community colleges.  Each academic area is represented and is given the approved spending authority to complete its mission as described through the budget process.  The structure follows the standard coding used in IPEDS reporting and facilitates comparative reporting to other academic units or peer institutions.  The system easily allows for trend analysis by program for decision-making.  LCCC is in the process of developing dashboards and

intelligent reporting that will facilitate greater understanding of the financial information by constituents including the Board of Trustees and external funding agencies.

In the spring of 2011, LCCC hired the team of JJR, Paulien & Associates and Anderson Mason Dale (AMD) Architects to update the existing Campus Master Plan in an effort to ascertain the short and long term programmatic needs of the College and to solidify a vision for the campus that supported the College mission.  In order to understand the physical infrastructure and assess the existing physical resources, AMD Architects conducted a facilities assessment of the existing campus buildings.

LCCC uses the facility condition index (FCI), the assessment standard for the National Association of College and University Business Officers, as the metric for evaluating the condition of existing facilities. The index is the result of dividing the sum of all repair, maintenance and replacement deficiencies by the current replacement value.  Criteria are evaluated in the following manner:  Good is less than .05, fair is between .05 and .10, and poor is over .10.

Additionally, the College uses a functionality index as a subjective evaluation to assess how well suited the building is to accommodate the intended functions and programs. The functionality index is useful in evaluating the qualitative aspects of program need. Although the building may provide the square footage in purely quantitative terms, it is important to the overall master plan improvement recommendations to consider how well the programs are being delivered. Each building received a functionality index based on current state of the art teaching methodologies and the systems necessary to support those teaching pedagogies.  Categories of performance include special configuration, support, casework, services, etc.

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

Based on the College's 2011 facilities assessment by JJR, Paulien & Associates and AMD Architects, analysis of the FCI findings revealed that nine Cheyenne campus buildings rated poor, including administration, business, training center, automotive, physical plant, and agriculture arena.

The 2011 building space analysis projected that the Cheyenne Campus will grow a total of 2,665 FTE students or 10% by the Plan Horizon. Using fall 2010 as a base year, a 579,748 ASF guideline space need or 116,386 ASF deficit was generated for the campus with the 10% growth scenario. In the long term, both campuses generated deficits of space and will require additional facilities to meet their future academic mission.  On the Cheyenne campus, the student center and assembly/exhibit displayed the largest projected deficits.  See Figure 5R2-1 for a summary of projected needs for building space.

| Figure 5R2-1: LCCC Space Needs Analysis Findings | | | |
|---|---|---|---|
| Year | Existing ASF | Guideline ASF | Space Deficit |
| Cheyenne Campus | | | |
| Base Year | 482,022 | 506,955 | (24,933) |
| 10% Growth | 463,362 | 579,748 | (116,386) |
| 20% Growth | 463,362 | 606,227 | (142,865) |
| Albany Campus | | | |
| Base Year | 20,123 | 30,745 | (10,622) |
| 10% Growth | 20,123 | 33,828 | (13,705) |
| 20% Growth | 20,123 | 40,524 | (20,401) |

Figure 5R2-1  *ASF = Assignable Square Feet

## *Comparison of results with internal targets and external benchmarks*

The state uses a competitive process for allocating construction resources.  Each community college submits requests to the Department of Administration and Information, Construction Management.  This public information serves as a resource for comparing institutional requests, needs, and funding amounts. For 2015-2016, LCCC's $2,985,000 in construction requests exceed the $2,657,866 of available funding.

*Interpretation results and insights gained*
Based on the professional experience of JJR, Paulien & Associates and AMD Architects, LCCC Cheyenne campus was not fully utilizing its classroom space.  The Albany campus performed better in this category.  Responding to this feedback, LCCC introduced a class fill rate indicator as part of its continuous improvement KPIs monitoring that is now included in program review analysis.

The external architects' analysis centered on the functionality index revealed that most buildings, with some renovation, will serve their program adequately. The buildings that scored a 50 or lower should be targeted to be re-purposed or significantly remodeled to accommodate the intended function. Those buildings include the Center for Conferences and Institutes, Ludden Library, Residence Hall West, Science Center and the Training Center. Although the Science Center is in relatively good condition, modern teaching pedagogies in science would suggest that this program should find a new home or a major remodeling should be considered.

| 5I2 | Based on 5R2, what improvements have been implemented or will be implemented in the next one to three years? |
|---|---|

- Developed a KPI measure to track the course fill rate of the Institution with emphasis on identifying and strengthening low performing areas for better classroom utilization.
- Completed a successful bond issue for adding two new buildings with construction scheduled to begin in spring 2015: a student services building and an industrial tech. flex building.
- For the upcoming FY 2016, the Wyoming Department of Administration and Information, Construction Management includes on its funding record five of the building improvements identified in the LCCC 2011 JJR, Paulien & Associates and AMD Architects evaluation required maintenance upgrades, including HVAC controls in four buildings, lighting upgrades and others.

Recent improvements in ITS are shown in Figure 5I2-1.  These were identified by a combination of stakeholder needs ranging from state agency requests, rising use of student-faculty handheld technologies, and an employee climate survey asking for added communication resources.

| Figure 5I2-1: ITS Improvements, 2011-2014 | | |
|---|---|---|
| **Improvement** | **Completion Date** | **Justification for Change** |
| Migration of SIS to SQL server | July 2013 | Improved database technology; Wyoming Community College collaborative project |
| Implementation of D2L | May 2013 | Improved system for student learning and faculty teaching, especially in online environment; campus-wide committee selection process, including students |
| Implementation of CROA | October 2013 | Solution after migration of SIS to SQL server; Wyoming Community College collaborative project |
| Phasing in virtual desktops and virtual servers | Started 2011 - Continues today | Reduction in energy costs, human resource management, and cost saving initiative |
| Upgrade of campus backbone wiring | Summer 2012 | Improved support network infrastructure and BYOD initiatives as a result of switch to single mode fiber |
| Installation of digital message signs | September 2013 | Improved communication on campus and added avenue for emergency alert notification |
| Re-implementation of Eagles Eye (campus portal) | June 2014 | Improved user experience; central system collects information from around campus |
| Replacement of campus core router | December 2012 | Enhanced features support new backbone wiring project; improved campus networking speed and reliability |
| Expansion of security cameras and central command center | Summer 2012 - Continues today | Improved campus security for students and employees |
| Implementation of one card system and door security | Started 2012 - Continues today | Improved campus security and building controls |

| Improvement | Completion Date | Justification for Change |
|---|---|---|
| Expansion of wireless access points | Summer 2013 | Improved student access around campus and residence halls. |

Figure 5I2-1

## Operational Effectiveness

**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:

### *Building budgets to accomplish institutional goals*

The College's refined budget process is a good example of the Institution's recent expansion of systematic process capacity building. In 2013-2014 LCCC submitted a new AQIP action project: Develop an inclusive, objective, and transparent budget development process. Subsequently, the Budget Process Advisory Committee (BPAC), which has cross-campus representation, completed the development and process mapping of the College's budget process. It is articulated in the Budget Process Manual, which is accessible campus-wide through Eagles Eye.

The budget process involves staff, faculty, and administrators in the budget formulation and assigns responsibility to those who share in the authority to implement the budget. The budget is decentralized along organizational lines. For example, a dean/director is in the best position to set priorities for effective operation. This inclusive process has the BPAC committee responsible for continuous improvement of the budget process, e.g., revising of rubrics or forms to match stakeholder needs. The BRAC (eleven members), which is also a campus cross-sectional sub-committee of College Council (twenty-four members), uses the budget decision-making rubric to rank or prioritize the one-time funding requests and the expenditure increases for operational budgets. It reports this data to the full College Council, which represents all sections of the campus, for approval. The President's Cabinet comprises the final approval step.

Reinforcing a systems approach, budget requests are tied to the Strategic Plan and the KPIs by individual cost center managers (CCM) who are required to support their expenditure increases with planning and KPI support rationales. The budget serves as the visual tool to assist in finance decisions and to allocate the financial resources to the goals of the Strategic Plan. This is accomplished by using a decision-making rubric that includes the following criteria: department rationale, Board of Trustees' goals, LCCC KPIs, and ten traits: (i) alignment with LCCC Strategic Planning Goals and Strategies, (ii) alignment with LCCC KPIs, Wyoming Performance Funding and AQIP action goals, (iii) impact on teaching and learning, (iv) impact on instructional program offerings, (v) impact on services provided to students, (vi) impact on Campus Advancement and Creativity, (vii) impact on evaluation methods/tools that contribute to continuous improvement of programs and services, (viii) feasibility of implementation, (ix) impact on overall operational effectiveness and efficiency, and (x) impact on Campus Infrastructure.

The budgetary cycle consists of the evolution, implementation, and evaluation of the budget. This cycle's process steps consist of 1. Preparation (a school function); 2. Presentation (an administration function); 3. Adoption and Authorization (a Board of Trustees function); 4. Administration and Implementation (a school and administrative function); and 5. Evaluation (a combined administrative and Board function). See Figure 5P2-1 for an excerpt of the process (5.A.5).
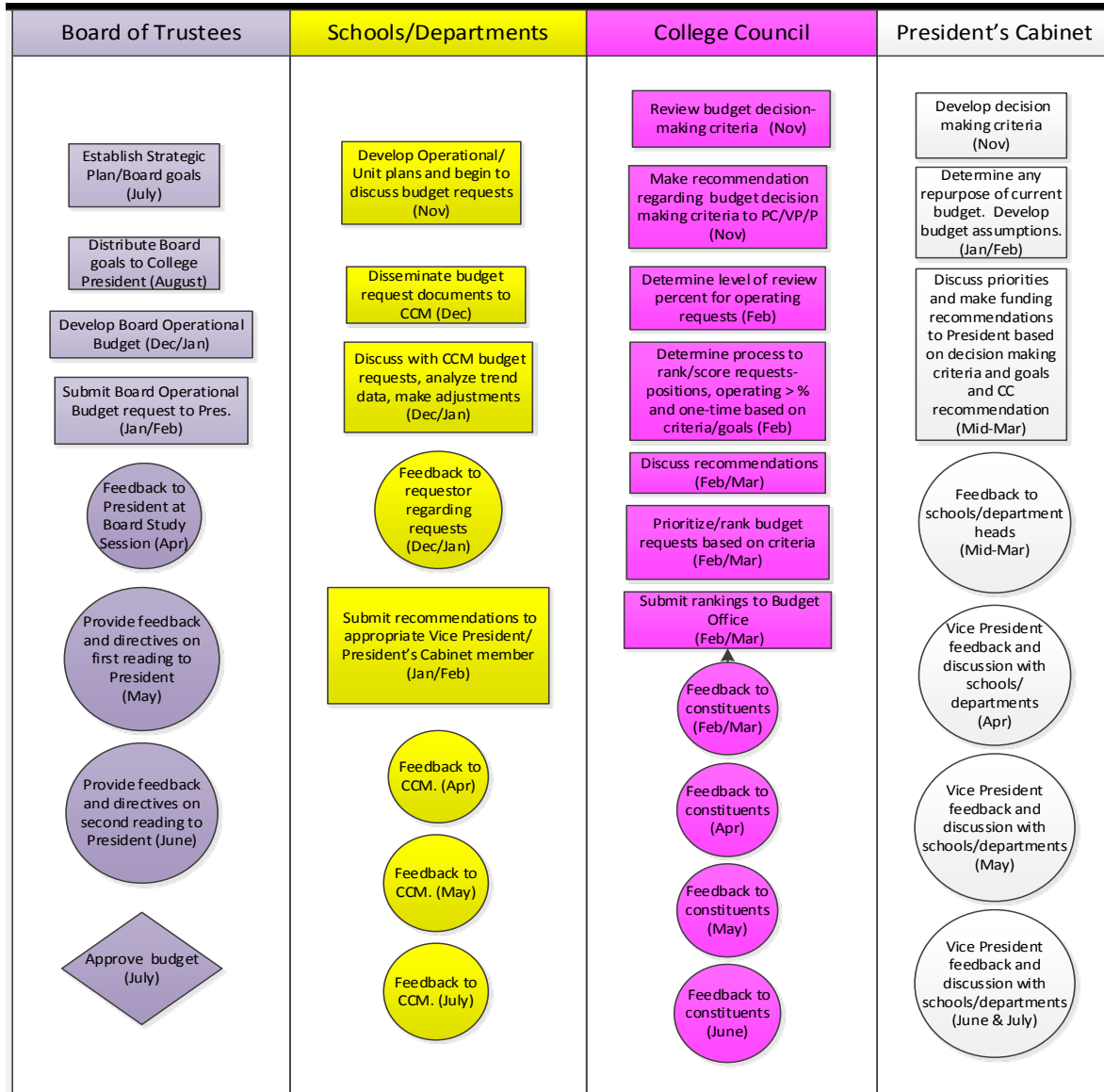
**Figure 5P-2: LCCC Budget Process Map**

| Board of Trustees | Schools/Departments | College Council | President's Cabinet |
|---|---|---|---|
| Establish Strategic Plan/Board goals (July) | Develop Operational/Unit plans and begin to discuss budget requests (Nov) | Review budget decision-making criteria (Nov) | Develop decision making criteria (Nov) |
| Distribute Board goals to College President (August) | Disseminate budget request documents to CCM (Dec) | Make recommendation regarding budget decision making criteria to PC/VP/P (Nov) | Determine any repurpose of current budget. Develop budget assumptions. (Jan/Feb) |
| Develop Board Operational Budget (Dec/Jan) | Discuss with CCM budget requests, analyze trend data, make adjustments (Dec/Jan) | Determine level of review percent for operating requests (Feb) | Discuss priorities and make funding recommendations to President based on decision making criteria and goals and CC recommendation (Mid-Mar) |
| Submit Board Operational Budget request to Pres. (Jan/Feb) | Feedback to requestor regarding requests (Dec/Jan) | Determine process to rank/score requests-positions, operating > % and one-time based on criteria/goals (Feb) | |
| Feedback to President at Board Study Session (Apr) | Submit recommendations to appropriate Vice President/President's Cabinet member (Jan/Feb) | Discuss recommendations (Feb/Mar) | Feedback to schools/department heads (Mid-Mar) |
| Provide feedback and directives on first reading to President (May) | Feedback to CCM. (Apr) | Prioritize/rank budget requests based on criteria (Feb/Mar) | Vice President feedback and discussion with schools/departments (Apr) |
| Provide feedback and directives on second reading to President (June) | Feedback to CCM. (May) | Submit rankings to Budget Office (Feb/Mar) | Vice President feedback and discussion with schools/departments (May) |
| Approve budget (July) | Feedback to CCM. (July) | Feedback to constituents (Feb/Mar) / Feedback to constituents (Apr) / Feedback to constituents (May) / Feedback to constituents (June) | Vice President feedback and discussion with schools/departments (June & July) |

Figure 5P2- 1

## Monitoring financial position and adjusting budgets (5.A.5)

The process of monitoring the financial position and adjusting budgets has multiple approaches at LCCC. After the Board of Trustees' approval of the budget, the Budget Office facilitates recording the approved budget into each cost center and notifying the cost center managers. The Budget office monitors the activity and frequently distributes feedback throughout the system, notifying the cost center managers of any issues. The disaggregated structure provides cost center managers with responsibility for over-expenditures or for requesting additional budget spending authority through their Vice President. To support the process' disaggregated cost-center decision making and management, the Budget Office develops data/information and distributes them as a monthly account availability report to all budget managers with percentage of annual budget committed. The Administration and Finance Services division also produces monthly reports including investment balances, cash balances and revenue to expenses on a monthly basis, for distribution among upper administrators and the Board of Trustees (Vice-President of

Administration and Finance Services serves on the President's Cabinet and attends all Trustee meetings) (5.A.5).  The initial budget and any budget amendments are approved by the Board of Trustees.

To regulate the distribution of spending authority, LCCC Administration and Finance Services Division maintains a signature manual that lists all individuals who, by position description or delegation, have been given authority to sign payment documents, access encumbered funds, or charge expenses on college accounts. Authority to approve budget expenses is based upon the type of purchase and the dollar amount involved and is applied in accordance with the LCCC Signature Authority procedure. Supervisory oversight includes monitoring of budgets for units within the reporting chain.

The Accounting Office uses a system of Internal Control that audits all payments made against budgeted spending authority for compliance with LCCC policy and procedure and state and federal rules and regulations.  The Procurement Office reviews and processes all requisitions greater than $2,500 for budgetary compliance before executing a purchase order.  Administration and Finance Services has an annual meeting with the Board of Trustees to present the report of the annual audit.

## *Maintaining a technological infrastructure that is reliable, secure, and user-friendly*

The ITS staff members use an optimization process to maintain and continuously improve the College's technology infrastructure.  For example, instead of purchasing a new campus portal, ITS recently led an effort to re-implement the existing software solution.  For feedback on design, it used a committee with broad campus representation to re-implement the existing software for easier navigation, better usability, and improved information sharing among campus and services for students.  One re-implementation goal was to create the virtual office experience for clients, simulating a face-to-face office visit.  ITS implemented user-friendly training resources for office personnel, so they can keep their office information current.  End-user training was also provided to optimize the portal experience.

LCCC has adopted standardized equipment and software platforms to reinforce infrastructure integrity.  In addition, ITS requires all equipment and technology purchases, regardless of funding source, to be submitted through the ITS approval process for sustaining compatibility and for ensuring adequate capacity to provide support.

Regular ITS audits ensure that no computer system used by LCCC student population is over five years old, and most of our computers are less than three years old.  Classrooms and labs needing robust machines have these replaced more frequently, while the older machines are placed in less resource intensive spaces.  The entire campus backbone wiring system was recently upgraded to the most current technology.

## *Maintaining a physical infrastructure that is reliable, secure, and user-friendly*

Over the past four years, LCCC has worked to develop a systematic approach for maintaining physical infrastructure.  For the last year the physical plant has used a recently purchased (2013) cloud-based corrective work order management and preventive maintenance system.  The system enables the College to manage the work orders from request to completion and develop reports on performance.  The preventive maintenance system schedules inspections and tracks vehicles, equipment, and buildings monthly, quarterly, semiannually and annually.

LCCC maintains a Campus Master Plan which incorporates the campus building condition index.  It was assessed and updated in 2011.  An annual review prioritizes projects and updates the deferred maintenance schedule. The state of Wyoming provides annual major maintenance funding, and this figure is used, along with the deferred maintenance schedule, to establish priority projects each year. Information from LCCC's ADA Committee and HR department is also used to determine physical infrastructure needs.

The College uses ad hoc reviews as targeted feedback opportunities for sustaining and improving physical infrastructure.  LCCC recently contracted with a third party to receive a broad campus OSHA review. OSHA reviews can be requested through the state of Wyoming but are usually more limited in scope and provide the campus with less ability to build suggestions into long-term strategic planning. Safety areas affecting students (machine shops and labs) were prioritized, and the campus was assessed in three phases: review and report, area discussion of findings, and development of a plan.  Most issues could be addressed by behavioral changes (e.g. more diligent labeling and inventory control); those that required resources beyond area capacity or addressed cross-campus issues (e.g. centralized database for Safety Data Sheets) were approved for funding through the Risk Management Committee budget.

*Managing risks to ensure operational stability, including emergency preparedness*
The College has begun to build capacity for process development for this activity.  Following the model used by LCCC for the ADA committee and examples of best practices in Higher Education (particularly the work by EthicsPoint), LCCC has formed a risk management committee with representatives from Academic Affairs, Athletics, Campus Safety, Conferences and Institutes, Finance and Administration, Human Resources, Information Technology, Procurement and Contracting, Student Affairs, Research and Grants, and Residence Life.

The primary responsibility of this group is to communicate the needs of the compliance officers within each area, prioritize projects and to serve as an informational resource group.  The Committee has developed and implemented the LCCC Risk Management Policy and Procedure (5.3 and 5.3P) and is in the final review stages of Hazardous Communication Program (Workplace Chemical Safety) Policy and Procedure and the campus risk management manual and accompanying materials.

The College is exposed to various risks of loss related to torts, theft of, damage to, and destruction of assets, errors and omissions, injuries to employees, and natural disasters. During the year ended June 30, 2013, the College contracted with various insurance companies for property insurance (including boiler and machinery), general liability insurance, professional insurance, vehicle insurance, natural disaster insurance, and insurance on the dental hygiene clinic. The coverage under each type of insurance policy varies in amounts and deductibles. The College did not experience significant settlements exceeding insurance coverage in the past three fiscal years and had no significant reductions in coverage from the prior year.

A significant operational management of risk on campus is delegated to LCCC's Campus Safety and Security Department (CSS), which manages the campus emergency plan and provides the following campus safety activities: text alerts for students and employees for emergencies or bad weather; emergency call boxes around campus; safety escorts for people walking to their vehicles or across campus (as requested); surveillance cameras in buildings; electronic access to residence halls only via key card (currently being expanded to additional campus buildings); safety officers working 24/7; emergency procedures flip chart in every office (911 protocol, fire, bomb threats, intruders, hazardous materials, etc.); and crisis communications plan.

Procedures for emergency preparedness are articulated in the 2013 *Emergency Response Plan.*  It contains the procedures for methods of warning, checklists for hazard identification, threat responses, and steps for returning to normal operations.  Emergency response messaging capacity is regularly reviewed and updated.  For example, a 2014 campus committee evaluated the current processes for providing emergency notification in the case of severe weather, campus closures, and criminal activities.  Message coverage and notification times were analyzed for continuous improvement.  Strategically placed digital message signs add to emergency messaging capacity across campus when they are controlled centrally.

LCCC includes visual monitoring within its risk management process.  It regularly expands its capacity to monitor campus activity as a deterrent for criminal activity but also to strengthen campus safety with

reduced response time for incidents.  LCCC recently established a Central Communication Center, which allows the officers to monitor all cameras across campus.  ITS expanded the Institution's storage capacity for the video surveillance systems to ensure that every camera has at least thirty days of retention.  LCCC will be installing an additional thirty cameras to provide expanded surveillance.

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

#### *Outcomes/measures tracked and tools utilized*
The College uses a system of internal control (checks and balances) to monitor all budgetary, expenditure and revenue activity within the financial system.  This activity is audited annually by an independent auditor.  This audit includes an A-133 audit for federal compliance with major federal programs.  The Budget Process Advisory Committee and the Budget Resource Allocation Committee review the decision-making rubrics and processes, providing feedback each year as a continuous improvement feature of the budget process to develop information on results.  The Composite Financial Index (CFI) ratios are prepared with data from the financial statements.  These ratios will be compared to peer institutions and reported to the Board of Trustees.

The College also uses ad hoc reviews as targeted feedback opportunities.  LCCC recently contracted with a third party to receive a broad campus OSHA review. The Risk Management Committee approved funding to implement the improvements identified.

The ITS process for effectively maintaining LCCC's technology infrastructure includes development of feedback methods that help staff identify infrastructure and resource weaknesses that require strengthening.  For instance, ITS performed an audit of its SmartNet contract (Cisco maintenance program).  This audit process, performed by ITS staff members and the third party vendor Information Systems Consulting (ISC), enabled LCCC to recover funds that were being charged for equipment we no longer owned or no longer had in service.  Similarly, ITS annually audits its hardware and software resources in campus classrooms and labs to ensure currency of technology.

Additionally, ITS annually polls (e-mail questionnaire to all faculty) the campus community to gather input about the specific classroom needs for a successful learning experience for our students.  ITS also manages the College's help desk system utilizing students as tier one technicians.  Using the ITS call ticketing system (Track-It), issues are logged and assigned as necessary to the appropriate ITS individuals.  See Figure 5P3-3 for activity data.  To gather feedback on client experiences, ITS sends follow-up surveys that reveal performance strengths and weaknesses.  Related to its technology vendors, ITS maintains records on vendor performance through regular reports provided by vendors and LCCC evaluation of service to inform renewals.

#### *Summary results of measures (include tables and figures when possible)*
For the last fiscal year, the College's physical infrastructure work order management system generated a report showing that 3,518 work orders were received with 3,380 of these being completed, and 138 being carried over for a 96 percent completion rate.

In 2011, the Board of Trustees hired the College Brain Trust (CBT) as its consultant to assess LCCC's organizational structure.  The Board identified goals that the College seeks to support through an effective organizational structure. These goals were the basis of the CBT review and subsequent recommendations regarding organizational structure.  The goals include: 1. Enhance organizational effectiveness, 2. Improve the use of resources, 3. Provide flexibility to manage changing environments, 4. Improve accountability for student success, 5. Enhance communications and collaboration, and 6. Enhance employee effectiveness, accountability and training.  Responses to organizational effectiveness and use of resources appear in improvements below.  See 1P2 for a description of the new LCCC program review

process that makes programs accountable for student success, especially KPIs related to program completion.  Progress for employee effectiveness and training is described in Category Three with updates on collaboration in 2P5 and communication in 4P3.

During a time of declining enrollment, the College increased instructional expenditures, scholarships and student services and reduced academic support expenditures.  This reflects the strategic priorities listed in the LCCC 2013-2020 Strategic Plan (see Figure 5R3-1).

| Figure 5R3-1: Expenditures by Program | | | |
|---|---|---|---|
| 2013-2014 | | 2014-2015 | |
| Instruction $17,850,641 | 40.89% | Instruction $19,646,757 | 41.29% |
| Public Service $382,164 | 0.88% | Public Service $321,461 | 0.68% |
| Academic Support $5,986,398 | 13.71% | Academic Support $5,850,109 | 12.29% |
| Total Instructional Programs $24,219,203 | 55.48% | Total Instructional Programs $25,818,327 | 54.26% |
| Student Services $3,740,274 | 8.57% | Student Services $4,178,599 | 8.78% |
| Institutional Support $7,462,854 | 17.10% | Institutional Support $8,539,754 | 17.95% |
| Plant Operations $6,605,326 | 15.13% | Plant Operations $7,185,537 | 15.10% |
| Scholarships $1,626,860 | 3.72% | Scholarships $1,864,650 | 3.91% |
| Total Expenditures by Program $43,654,517 | 100.00% | Total Expenditures by Program $47,586,867 | 100.00% |

Figure 5R3-1

LCCCs help desk uses a software program to track tickets submitted by students and employees of the College.  The data below shows the number of issues submitted "OPEN" to the help desk during the semesters of the years indicated; the number of successfully resolved tickets "CLOSED" are also included in the data.  To gage customer satisfaction for the service they receive in resolving their issues, ITS sends a follow up survey to all "CLOSED" tickets that are not password reset requests (see Figure 5R3-2).

| Figure 5R3-2: LCCC Call Center Tickets OPENED/CLOSED by Semester | | | |
|---|---|---|---|
| | 2012 | 2013 | 2014* |
| | OPEN/CLOSED | OPEN/CLOSED | OPEN/CLOSED |
| Spring Semester | 1665/1614 | 1882/1890 | 1784/1816 |
| Summer Semester | 552/530 | 468/457 | 580/547 |
| Fall Semester | 2085/2092 | 1855/1841 | 1199/1203* |
| *Fall 2014 Incomplete data | | | |

Figure 5R3-2

| Figure 5R3-3: Excerpt from Help desk Survey August 2014: Requestor Faculty Member | | |
|---|---|---|
| Question | Response | Date Completed |
| Was the technician professional? | 1 - Very Professional | 8/28/2014 3:43:17PM |
| Was the technician courteous? | 1 - Very Courteous | 8/28/2014 3:43:17PM |
| Was your technician knowledgeable about the service(s)/product(s)? | 1 - Very Knowledgeable | 8/28/2014 3:43:17PM |
| Did the technician communicate effectively? | Yes | 8/28/2014 3:43:17PM |
| Comments: | John did a great job. He has the patience and knowledge to be a very effective IT. I am glad we have him at LCCC. | 8/28/2014 3:43:17PM |
| Was the help desk person professional and courteous? | 1 - Very Professional and Courteous | 8/28/2014 3:43:17PM |

Figure 5R3-3

*Comparison of results with internal targets and external benchmarks*
As part of the Higher Learning Commission's (HLC) Annual Institutional Data Update, LCCC reports its Composite Financial Index (CFI). For 2012-2013 the FCI was 1.5 and for the previous two years it stood at 1.7 and 1.5 respectively, which fall in the "above review" zone for HLC.

A recent ITS survey of Wyoming community college CIOs revealed LCCC's leadership in adaptation of technology to student learning with smart resource management. The College is moving towards use of virtual desktops and servers to maximize capacity of technology resources (see Figure 5R3-4). The College is performing well above average on all technology resource characteristics except personnel. In addition, LCCC has been recognized as a Top 10 Digital Community College for Technology Innovations by the annual Center for Digital Education survey since 2011. In 2014 LCCC ranked 3rd in the Mid-Size colleges category.

| Figure 5R3-4: ITS Resources at Wyoming Community Colleges | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | CC | CWC | EWC | LCCC | NWC | NWCCD | WWCC | AVG |
| Number of physical computers supported (laptops and desktops): | 2006 | 834 | 680 | 1450 | 1350 | 1302 | 1556 | 1311 |
| Number of virtual desktops supported: | 0 | 0 | 0 | 238 | 150 | 117 | 20 | 75 |
| Number of physical servers supported (including virtual hosts): | 69 | 23 | 6 | 51 | 9 | 8 | 17 | 26 |
| Number of virtual servers supported: | 50 | 31 | 29 | 128 | 81 | 78 | 83 | 69 |
| Total number of IT personnel in your department: | 13 | 11 | 4 | 16 | 8 | 12 | 10 | 11 |
| Total IT personnel assigned to support desktops and servers: | 4 | 5 | 4 | 5 | 5 | 7 | 4 | 5 |

Figure 5R3-4

*Interpretation of results and insights gained*
The 2013 A-133 audit (McGee, Hearne & Paiz, LLP) concluded that LCCC qualified as a low risk auditee with no weaknesses or deficiencies in financial statements. Additional information is provided below.

| Figure 5R3-5: LCCC NET POSITION (June 2013) | | |
|---|---|---|
| Net Type | **FY 2013** | **FY 2012** |
| Invested in Capital Assets, net of related debt | 41,707,297 | 42,888,437 |
| Nonexpendable | 8,060,318 | 6,984,467 |
| Scholarships | 340,916 | 283,742 |
| Capital projects | 2,389,916 | 1,194,105 |
| Unrestricted (Note 11) | 15,862,473 | 13,031,592 |
| Total net position | $68,360,920 | $ 64,382,343 |

Figure 5R3-5

The data in 5R3-5 validates the Institution's initial progress on shifting resource distribution towards instruction. The College increased instructional expenditures, scholarships and student services and reduced academic support expenditures.

LCCC reports relevant financial statements and other information to Standard & Poor's Rating Services to affirm the bond rating each year. This rating is used by investors to determine interest in LCCC bonds.

The rating, or any downward change in the rating, can significantly impact the College's ability to obtain financing for capital projects. Standard and Poor's Ratings Services has affirmed its rating of A+ as of September 29, 2014.

> **5I3**  Based on 5R3, what improvements have been implemented or will be implemented in the next one to three years?

Several improvements are made to the College's physical infrastructure annually, some related directly to the Campus Master Plan. A 2011 assessment developed a listing of building deficiencies and a prioritized schedule. A partial listing of the College's improvements, related and unrelated to the 2011 assessment, appears below.

| Figure 5I3-1: Physical Infrastructure Improvements | |
| --- | --- |
| Physical Infrastructure Improvements Related to the Campus Master Plan 2011 Assessment | |
| The Agriculture Stall Building Reroofed | $250,000 |
| Career Training Building Replace Bay Lighting | $140,000 |
| Business Building Replace RTUs | $250,000 |
| Post Office Replace Lighting | $170,000 |
| Improvements Unrelated to the Campus Master Plan 2011 Assessment | |
| Utility Fire Alarm Upgrade, Ph2 | $325,,000 |
| Library Roof Repair | $300,000 |
| Library Repair/Replace Raised Floor | $100,000 |
| Site Asphalt/Concrete | $75,000 |

Figure 5I3-1

Partly in response to the 2011 College Brain Trust recommendation to improve the use of resources, the College implemented a new budget process in 2013-2014. The Institution also made improvements in organizational structure to emphasize instruction in response to these recommendations (see Figure 5I3-2).

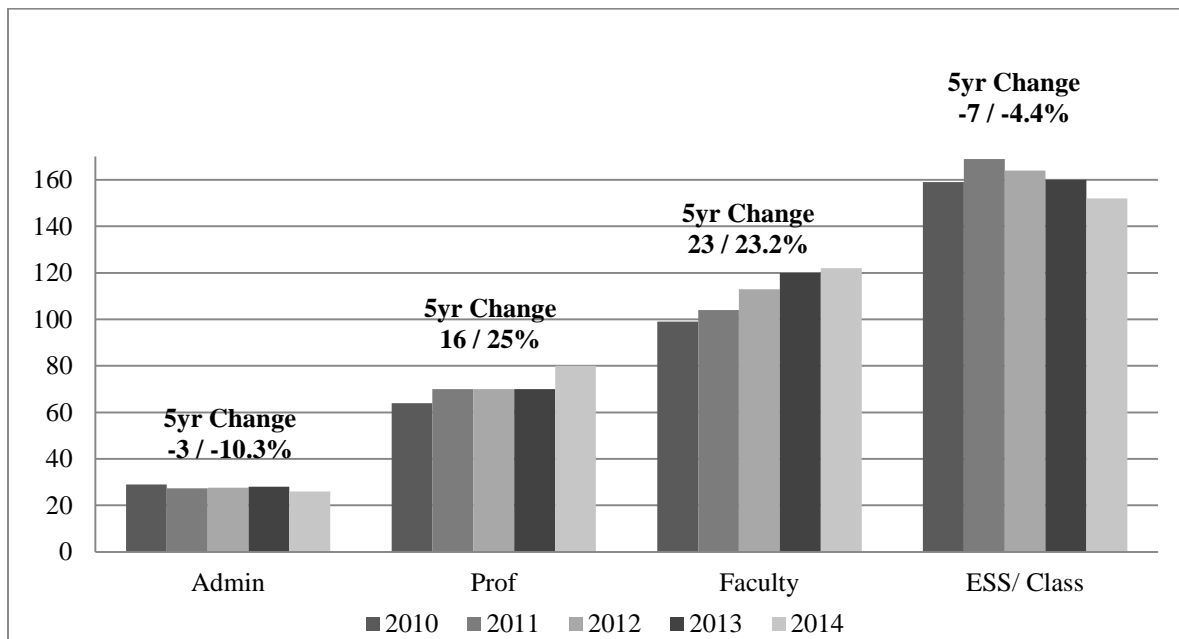**Figure 5I3-2: 5-Year LCCC Positions by Classification FY10 - FY14**



Figure 5I3-2

Additional improvements in organizational structure that respond to College Brain Trust recommendation are listed below:

1. Keep the position of Vice President of Student Services, and conduct a national search to fill it: position filled September 2012.
2. Merge the LCCC Foundation under a new division of Institutional Advancement to include Marketing, Public Relations, Government Relations and Foundation. Create a new position of Vice President of Institutional Advancement; position filled spring 2013.
3. Eliminate the position of Vice President of Instruction; establish the position of Vice President of Academic Affairs. Completed June 1, 2012.
4. Conduct a national search for the position of Vice President of Academic Affairs: position filled February 2013.
5. Eliminated the position of General Counsel (Staff Attorney) in March 2013.
6. Eliminated the International Student Services Coordinator position and assigned responsibility for diversity and multicultural student programming to other areas in March 9, 2012.
7. Began the purposeful investment in new faculty positions with the FY13 budget; over $500,000 invested in full-time faculty lines in FY13 budget.

Future plans include a work plan for broad risk assessment analysis and accompanying deep dive. During the next budget resource allocation process, items to be considered are an increase in the committee budget and the designation of a manger/coordinator for risk management. Responding to student and faculty needs related to the recent explosion of BYOD (Bring Your Own Device), LCCC expanded and is continuing to expand its wireless and wired networks. Responding to the annual audit schedule of findings and questioned costs for the year ending June 30, 2013, the Financial Aid Office improved its processes for tracking federal funding and returning monies.  For added transparency, Administration and Finance plans to place LCCC's annual audit or A133 audit on the LCCC Website in 2014-15.