Laramie County Community College

AQIP

Systems Portfolio

2010

LARAMIE COUNTY
COMMUNITY COLLEGE
AQIP

Systems Portfolio Table of Contents

Systems Portfolio Introduction and Overview

Introduction

Laramie County Community College (LCCC) is a public, two-year comprehensive community college serving two counties with one main campus in Laramie County (26 buildings on 271 acres), a branch campus in Albany County (one building on ten acres), and two outreach centers in Laramie County (Pine Bluffs and FE Warren AFB), governed by an elected seven-member board of trustees. The service area of Laramie County and Albany County represents seven percent of the state's square acreage and approximately 23 percent of the state's population.

Established in 1968, LCCC recently celebrated 40 years of service to the community. The first classes were offered in Cheyenne in 1968, in Laramie in 1978, in Pine Bluffs in 1978, and at FE Warren AFB in 1975. The most recent additions to the facilities were the new residence hall (opened Fall 2006), the Albany County Campus (January 2007), the Health Sciences Building and the auxiliary physical plant (both in January 2009). Finally, the cafeteria and dining facilities are undergoing expansion, with the project to be completed in fall 2010.

The College has enjoyed a high level of community support throughout its history. Since voters created the College on May 21, 1968, all of the ballot issues (including bond issues and mill levies) put before Laramie County voters have passed. Community support has also been exhibited through donations to the LCCC Foundation.

Student learning is the primary focus of the College. LCCC offers both credit and non-credit courses in both transfer and workforce development areas, as well as life enrichment. Students may earn degrees (AA, AS, or AAS) in 66 programs and certificates in 24 programs; in all, 20 programs may be completed completely online. LCCC also offers ABE/GED courses through the Adult Career and Education System (ACES), serving 1,112 in 2008-2009. Furthermore, the College has dynamic Campus Living and Learning programs, including recently expanded residence hall facilities.

Enrollment has grown from 808 students in the first semester of operation to over 5,000 in the Fall 2009 semester; over the same period, FTE enrollment has grown from 599 to 3,737. In the past five years, headcount enrollment has grown by 22% while FTE enrollment has grown by 26%. Online enrollment now makes up approximately 17% of the College's FTE enrollment. (See Figure 1 and Tables 1 and 2)

Figure 1: Laramie County Community College Annualized[1] Enrollment History
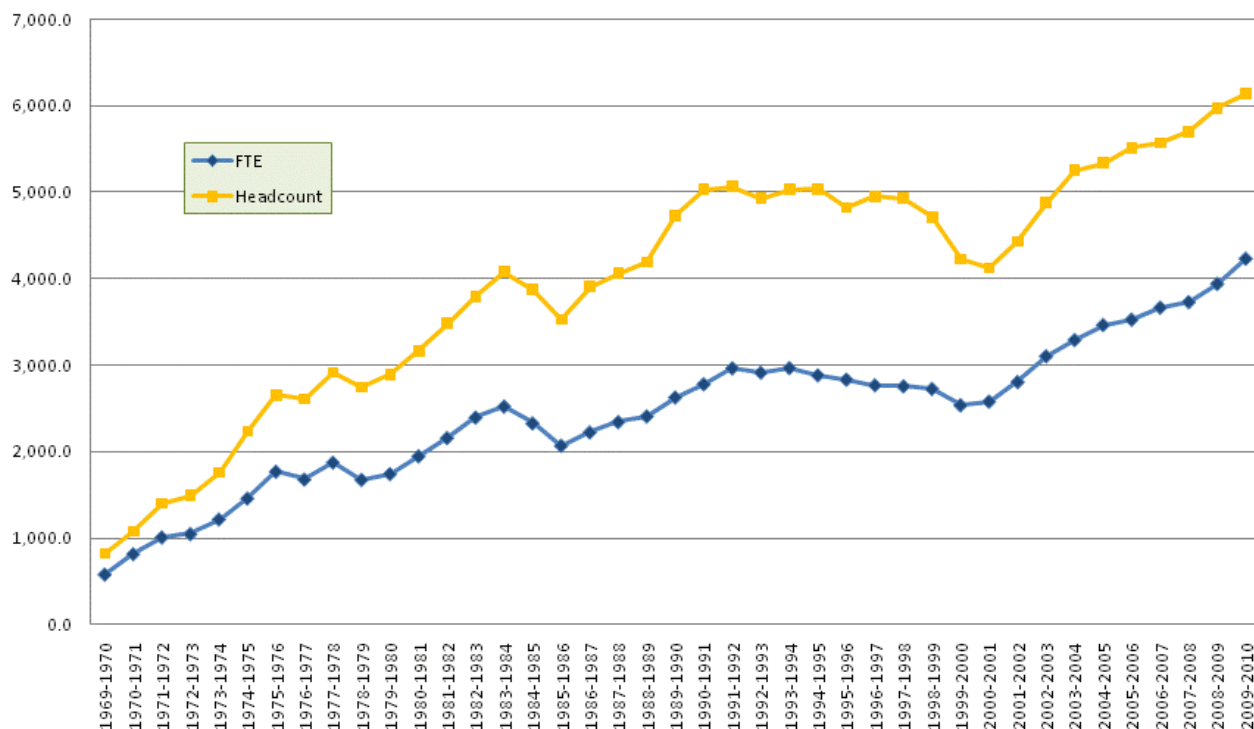
[1] Annualized: (summer+fall+spring)/2
* For enrollment reporting purposes, the academic year includes the summer, fall, and spring semesters.

Source: System Enrollment Reports
Prepared by: LCCC IR Office, AB, 06/17/2010

Table 1: Annualized[1] Headcount[2] Enrollment by Location or Delivery Method, 2004-2005 to 2009-2010

Location/Delivery Method	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	1-year change	5-year change
Albany County Campus	994	1,088	1,265	1,244	1,272	1,343	5.58%	35.11%
Cheyenne Campus	3,133	3,341	3,147	3,206	3,259	3,455	6.00%	10.28%
High School Campuses	335	417	525	541	581	576	-0.86%	72.05%
Distance Learning Courses	1,173	1,471	1,689	1,927	1,854	1,947	5.02%	65.94%
Other Outreach Sites	414	368	298	272	294	293	-0.34%	-29.26%
Unduplicated Total	**5,017**	**5,487**	**5,573**	**5,701**	**5,970**	**6,134**	**2.75%**	**22.28%**

Notes:
[1] For reporting purposes, the academic year includes the summer, fall, and spring semesters. Annualized enrollment = (summer + fall + spring)/2.
[2] Headcounts are unduplicated by location. However, since some students take classes at more than one location, total headcounts are duplicated counts.

Data Source: Colleague Records
Prepared by: LCCC IR Office, AMM, July 2010

Table 2: Annualized[1] FTE[2] Enrollments by Location or Delivery Method, 2004-2005 to 2009-2010

Location/Delivery Method	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	1-year change	5-year change
Albany County Campus	489.02	522.84	594.62	630.21	714.34	730.21	2.22%	49.32%
Cheyenne Campus	2,196.78	2,226.74	2,206.52	2,212.37	2,274.67	2,494.0	9.64%	13.53%
High School Campuses	63.54	120.58	152.72	150.83	166.91	182.1	9.09%	186.56%
Distance Learning Courses	490.24	539.63	612.79	652.96	694.21	731.1	5.31%	49.13%
Other Outreach Sites	126.08	104.98	87.00	79.88	91.33	92.7	1.46%	-26.50%
Total[3]	**3,365.66**	**3,514.77**	**3,653.64**	**3,726.25**	**3,941.46**	**4,230.0**	**7.32%**	**25.68%**

Notes:
[1] For reporting purposes, the academic year includes the summer, fall, and spring semesters. Annualized enrollment = (summer + fall + spring)/2.
[2] Full-time Equivalent (FTE) enrollment for each semester = (total student credits)/12.
[3] The total of the annualized FTE for all different locations/delivery methods may differ slightly from the total FTE reported in the annual enrollment report due to rounding.

Data Source: Colleague Records
Prepared by: LCCC IR Office, AMM, July 2010

The governing board of LCCC consists of seven trustees elected from Laramie County with a non-voting representative selected from the Albany County Campus Advisory Council. The Board operates under a Policy Governance model.   LCCC is one of seven community colleges in Wyoming that are coordinated by and funded in part through the Wyoming Community College Commission (WCCC). In 1997, the Board adopted the following mission, values, and vision statements.

Mission Statement: Laramie County Community College is a dynamic learning center that promotes social and economic prosperity for the individual and the community.

Values Statement: The people who teach, learn, and work at Laramie County Community College have shaped the core values which have directed our mission and achievements. We recommit to these values to guide our decisions and behaviors as we seek to meet the changing needs, aspirations, and goals of the campus and the community. These values are:
- Educational excellence
- Integrity
- Respect
- Community

Vision Statement: Laramie County Community College is a comprehensive community college that provides educational opportunities for citizens of its service area by:
- providing technical/vocational education
- preparing students for four-year colleges
- providing developmental and basic skills education
- providing continuing education and community service programs
- providing a skilled labor force
- making the educational opportunities affordable
- providing academic support services for its students
- providing a variety of learning environments

> We also enhance access to and utilization of advanced technologies for citizens of its service area by:
> - providing an alternative to the traditional classroom
> - providing state-of-the art training

Historically, LCCC's strategic plans were not data-informed or objectively measureable. Recent versions (1998 and 2003) were visioning documents that did not support the development of measurable outcomes or performance indicators. In 2008, the College began the process of developing a performance-based strategic plan. Adopted by the Board of Trustees on November 19, 2009, the plan has five strategic directions, which are listed below.

1. Maximize learning opportunities that foster student success
2. Engage the community through collaborations that are mutually beneficial
3. Ensure institutional effectiveness
4. Manage resources to support a dynamic organization
5. Strengthen the College through increased collaboration and communication

With the adoption of *Strategic Plan 2010 - 2015*, the institution initiated in spring 2010 the process of developing performance-based objectives for all departments and programs. This process will foster the development of a culture of evidence-based continuous improvement.

O1

LCCC's goals for student learning and for shaping an academic climate are defined by the College's mission, values, and vision statements (see introduction to this portfolio). With the adoption of the Strategic Plan in November 2009, each division within the College will be drafting operational plans which align with the Strategic Plan. The Strategic Plan and those operational plans embed quality improvement efforts for shaping the academic climate. General education student learning core abilities (outcomes) were developed during 2005-2006 (process described below). Under the current model, the primary mission of the general education component is to produce graduates who

- **L**earn responsibly by actively expanding their knowledge and skills;
- **C**ommunicate effectively through a variety of methods and media;
- **C**ritically think, using problem-solving strategies and creative methods; and
- **C**ollaborate and build community with others by interacting in a diverse, complex, and global environment.

The College offers 66 degree programs (AA, AS, and AAS) and 24 certificate programs. Twenty of these programs are available entirely online. Other key credit programs include general education and developmental education. The division of Workforce and Community Development offers career and technical education, professional development training, life enrichment courses, and concurrent and dual enrollment opportunities. LCCC also offers a program in ABE/GED and ESOL programs.

Educational systems, services, and technologies that directly support these instructional programs include:

- The library, which provides access to many print and electronic resources for student research as well as instruction on access and use of these resources;
- Cultural programming, such as the speaker series, theatre productions, concerts, recitals, and art gallery shows;

- Integrated technology services (ITS), which provides and maintains SMART classrooms, AV services, computer labs, and support for distance education programs;
- Student services, such as advising, counseling, admissions (including orientation), student records, and financial aid;
- Career pathway development (the process of building a template for the completion of a specific career program of study, including how to remediate any deficits that may hinder completion), career pathway coaching (the process of helping students complete the program), and internship opportunities;
- Campus Living and Learning programs, including residence life and student life activities;
- Business services (facilities); and
- Instructional services such as the Student Success Center, SAGE TRiO, and Disability Resource Center.

Faculty, staff, and administrators have embraced the use of technology to enhance the classroom experience and as a tool in providing services to students and other stakeholders. As a result, the College was named the #1 Tech-Savvy Community College in the nation for mid-size community colleges, according to the 2007, 2008, and 2009 Digital Community College survey.

O2

As a **comprehensive** community college, LCCC provides for the diverse learning needs of students and the community. In addition to instructional programs, LCCC has identified key organizational services that are critical to this vision. These are cultural programs and community development, promotion of lifelong learning, and civic engagement.

LCCC provides *cultural programs and community development* through events and activities such as the following.
- Cultural development activities include thirteen Cultural Series (e.g., Bank of the West Music Series, Gerald and Jessie Chambers Speakers Series, Esther & John Clay Watercolor Workshop, Union Pacific Business Series & Industry). Additional cultural development events are held in the art gallery, playhouse, concerts (CSO and other community groups), and the Ludden Library Diversity Program.
- Economic and workforce development activities include actively working with business and industry, as well as community economic development groups (Chambers of Commerce, Business Council, Cheyenne LEADS, Leadership Cheyenne, Leadership Wyoming, the Wyoming Department of Workforce Services, etc.), to identify and develop training, and support for new and existing businesses within the community as well as community events. Activities also include working with alumni, students, and businesses for entrepreneur education, career pathway exploration and career coaching, job placement and career support. Open enrollment and customized classes are offered in a responsive turn-around time.
- Conference services include facilities and support for community and other educational organizations (Boy Scouts, Vita Tax Services, Wyoming Latina Youth Conference, churches, Bar Association, school districts, youth organizations, University of Wyoming, Wyoming Business Council, Blood Drives, Health Fairs, etc.).
- The Career Center provides an opportunity for employers to recruit student and community workers for employment through career fairs. An online job posting is available for local and regional employers and for alumni, student, or graduate job seekers. In addition, the Center

and the newly opened "Hub@LCCC" provide career pathway assessment and exploration, job-seeking skills, and training on how to be successful in the workplace for community and college members.

LCCC *promotes lifelong learning* through the following services and activities, which also serve to augment academic programs.

- Actively participating in PK-20 related programs, such as SAGE TRiO, GEAR UP, high school programs, Partnership Diploma program, University of Wyoming (UW) outreach, and a growing number of articulation agreements with other higher education institutions. (See Category 9).
- Career pathway development in partnership with the Wyoming Department of Education, the Wyoming Department of Workforce Services, and business and industry. This includes the Hub@LCCC, opened in May 2010, which provides career pathway exploration and coaching to students and community members.
- Athletic programs. LCCC emphasizes the student in student-athlete to help the athletes accomplish long-term educational goals. (See Category 2 Results.)
- Basic skill development for job seekers such as assessing for the Wyoming Career Readiness Certificate and job skills professionalism in partnership with the Wyoming Department of Workforce Services.
- Life Enrichment classes for personal development, ranging from the SEEK program (Summer Enrichment Education for Kids) through Elder Hostel.
- Adult Career and Education Center (ACES), which offers ESL (noncredit) and ABE/GED/ASE programs.
- Foundation support of opportunities to enhance programs, address unmet needs and other distinctive objectives through employee mini grants, scholarships and student grants, international student support for recruitment and retention, and faculty and staff development.
- Child development activities and care for college and community members through an onsite facility.

LCCC's *civic engagement* activities provide opportunities for the College community to engage with broader community through:

- Strong college-wide participation in service learning. The service learning program combines civic engagement with educational development. Additionally, students are engaged through membership in clubs and organizations.
- Athletic team events, which promote community interest and support.
- An active Public Relations department, which provides communication (including a public master events calendar) to internal and external audiences about upcoming events, activities and the accomplishments of LCCC through news releases, radio and television talk shows, commercials, and printed advertisements, as well as the website.

O3

LCCC's key stakeholders are students (current and prospective) and their support networks, the community at large (business, government, and other higher education institutions), as well as internal groups (faculty, staff, and donors). The College's adopted Strategic Plan addresses the needs of these stakeholder groups.

Table O3: Needs and Expectations of Stakeholder Groups

Stakeholder Group	Needs and Expectations
Students and their support networks	• Accessibility, i.e. the amelioration of all barriers • Flexible scheduling • A relevant education, including access to and instruction in the use of information and current technologies • Adequate support • High quality, including excellent service • A wide range of opportunities for intellectual and personal growth • Good classroom experiences with qualified, accessible teachers and a focus on student learning • Student success and safety.
Recipients of students	• A timely response in meeting emerging workforce needs • Partner both proactively and responsively in economic development • Statutory compliance • Accreditation • Collaboration with other agencies • Skilled graduates who are prepared for their next undertaking
Community at large	• Accountability • Life enrichment and professional development opportunities • Cultural events • A timely response in meeting emerging community needs • Community services • Statutory compliance • Accreditation • Collaboration with other agencies
Internal stakeholders	• Positive work environment, including a sense that they are valued and their ideas are respected • Inclusion and transparency in decision making • Prompt and clear communication • Professional development opportunities, including job training as needed • Interdivisional/interdepartmental cooperation • Accountability and integrity (including compliance with policies and procedures)

LCCC's primary competitors are the University of Wyoming, Colorado State University, the University of Northern Colorado, Regis University, and Chadron State College, as well as other regional community colleges, most significantly Front Range Community College, Western Nebraska Community College, and Casper College. In addition to these regional institutions of higher education, LCCC experiences competition from the growing availability of online education, for-profit training programs, and the workplace.

O4

Table O4 below shows the number of college employees by classification and status for fall 2004 and fall 2009. The number of full-time employees has grown by approximately 23% and the number of part-time employees has grown by 45%. Among full-time employees, the greatest growth occurred in the number of staff positions. For part-time employees, the number of faculty positions grew the most. At the same time, overall headcount enrollment grew by 12% while full-time equivalent (FTE) enrollment grew by 18%.

Table O4: LCCC Employees by Job Classification and Status

Job Classification	Full-time			Part-time		
	Fall 2004	Fall 2009	Change	Fall 2004	Fall 2009	Change
Faculty	88	91	3	176	273	97
Administrators	21	26*	5	0	0	–
Professional Staff	56	88*	32	12	59	47
Educational Services Staff	99	121	22	99	85	-14
Total	**264**	**326**		**287**	**417**	

*Includes six staff and one administrator who had teaching duties as part of their job descriptions.
Source: IPEDS HR Survey, 2005 and 2009

In April 2004, the Board of Trustees adopted a policy governance model. Under this framework, the Board has one employee, the College President, who has responsibility for recruiting, selecting, employing, and terminating all other employees. The College's organizational structure is shown in Figure O4 on the following page.

Additionally, the College human resources pool consists of many uncompensated or "volunteer" contributors such as the Board of Trustees, advisory boards, the LCCC Foundation Board, and participants in various ad hoc activities. A third major area of human resources is comprised of student employees who support operations in many areas of the College. Finally, in addition to these human resources, the College contracts for some support services. See Category 6, Supporting Organizational Operations, for more information.

Position descriptions and personnel evaluations help to align practices with leadership decisions. However, not every position has a description and not all employees are evaluated annually. The recently completed Performance Management System Action Project has made recommendations addressing these issues.

Figure O4: LCCC Fall 2009 Organizational Chart
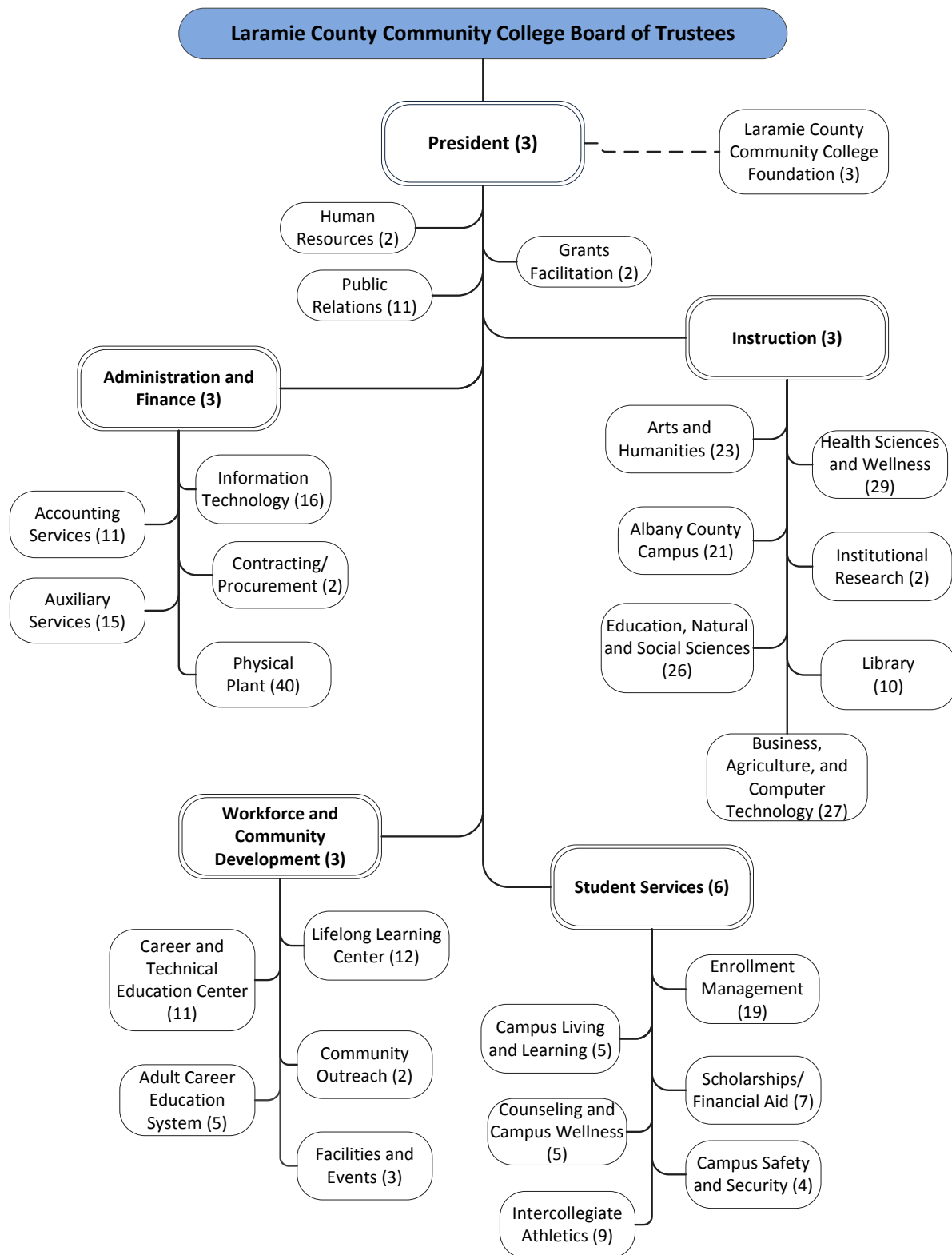
O5

The Board of Trustees and the President (or their designees) maintain communication with the Wyoming Community College Commission, the State of Wyoming, and applicable accrediting agencies to ensure that the College is meeting the requirements of oversight entities. The College's Strategic Plan is aligned with the *Wyoming Community College Commission Statewide Strategic Plan* (http://legisweb.state.wy.us/ReportsDue/2009/649.pdf).

The elected Board of Trustees develops and approves the mission, vision, and values statements. The Board selects a President who is directed to oversee the development, implementation, and continuous improvement of processes, policies, and human resources in support of the College's mission and vision. The Board also monitors these activities through a series of regular reports, described in the Policy Governance manual.

LCCC endorses the values of educational excellence, integrity, respect, and community. In 1998, the consultative feedback process was established to align decision making and communication with these values. As LCCC has implemented AQIP and continuous improvement practices and principles, the College has focused on improving this alignment. These efforts began with the August 2009 Climate Survey, which generated the Leading and Communicating Action Project charged with defining issues and making recommendations for improvement. The data indicated a significant level of perceived distrust in communication and decision-making. That project lead to the initiation of two more action projects (college-wide College Council and Define Organizational Structures and Processes) and several quick fixes.

O6

LCCC is a publicly-funded comprehensive community college. The operating budget is based on three main sources of revenue: state appropriations, local appropriations, and tuition and fees. The Strategic Plan includes Strategic Direction 4 – Manage resources to support a dynamic organization.

The College's key administrative support goal within this framework is to provide the services, facilities and equipment needed by various stakeholder groups to achieve their respective objectives. LCCC provides a network of systems designed to support the institutional mission, vision, and values. These support systems are aligned with the College's mission, vision, and values through the recent implementation of the newly adopted Strategic Plan (See Table O6). In the most recent budget cycle, all units of the College, including these support services, developed operational plans, which included goals and objectives, and budgets that were also aligned with the institution's strategic plan.

Numerous offices exist to provide support addressing administrative and student support needs. Table O6 presents examples of these functions, organized by stakeholder group served.

Table O6: Support Services and Facilities by Stakeholder Groups Served

Stakeholders Served	Services	Facilities and Equipment
Students *Strategic Direction 1*	Admissions Advising Career Center Counseling Financial Aid International Student Services Recruitment Registration Student Life Testing Tutoring Accounts Receivable/Cashiering	Disability Resource Center Educational Equipment PE Facilities Residence Hall SMART Classrooms Student Computer Labs Student Support Center Classroom/Lab Space = 131,400 ft^2 Arena (including stalls) = 85,000 ft^2
Community at Large *Strategic Direction 2*	Life Enrichment Courses Workforce Development Training Center for Secondary Students	Center for Conferences and Institutes Training Center
Internal Groups *Strategic Directions 3, 4, 5*	Accounting Administrative Professional Academy Budget Office Center for Learning Technologies Grants Human Resources Institutional Research Leadership Academy Payroll Purchasing/Contracts	Educational Equipment PE Facilities
All Groups	Audio/Visual Services Bookstore Career Pathway Hub@LCCC Childcare Center Foundation Grounds Integrated Technology Services Library Physical Plant Maintenance Public Relations Safety and Security	Arena AV Equipment Cafeteria Total Space (Cheyenne Campus and ACC) = 650,000 ft^2

O7

Laramie County Community College selects and collects data and information to support decisions affecting student learning, institutional objectives, and continuous improvement. The College collects data for tracking daily operations and program evaluation in response to accreditation and other stakeholders. Data collection is driven by the reporting requirements of various internal and external audiences and regulations.

Internal audiences include the Board of Trustees, College administration, faculty, and student services personnel. In the mid-1990s, the College established an Institutional Research (IR) office to meet its research and data collection needs. The IR office works with the various programs, departments, and divisions to provide support for design and collection of data. The IR staff works to provide standardized data collection and reporting to facilitate data-enhanced decision making in a culture of continuous improvement (Strategic Goal 3, Ensure Institutional Effectiveness).

External audiences include agencies such as the State of Wyoming, Wyoming Community College Commission (WCCC), National Center for Educational Statistics, various grant providers, and both institutional and program specific accrediting bodies. Regulatory requirements include federal mandates, financial aid rules, human resources guidelines, the ADA, homeland security regulations, and the Cleary Act, among others.

The College uses Datatel's Colleague as its primary administrative database and student information system. In addition, as a part of efforts to enhance the classroom experience and to provide services to students and other stakeholders, LCCC has adopted EaglesEye (Campus Cruiser) as a Colleague portal and ANGEL as the online course management system. One challenge encountered in this area is integrating and supporting these systems.

Several departments maintain "shadow" databases. These contain information that is important in reporting on institutional effectiveness. These reports are produced through regularly scheduled and ad hoc requests. Coordinating these shadow databases is another challenge the College faces.

O8

At the core of the College's mission is the belief that LCCC is a dynamic participant in maintaining and developing the well-being of individuals and the community at large. This belief is evident in the mission, values, and vision statements presented in the introduction. Recent enrollment growth functions as both a challenge and opportunity in the face of funding and resource constraints.

The College is committed to support the state interests defined in the *Wyoming Community College Commission Statewide Strategic Plan* (October 2009). Related to these, LCCC has established five strategic directions:
1. Maximize learning opportunities that foster student success,
2. Engage the community through collaborations that are mutually beneficial,
3. Ensure institutional effectiveness,
4. Manage resources to support a dynamic organization, and
5. Strengthen the College through increased communication and collaboration.

Key constraints include statutory limitations as well as requirements of state agencies and accrediting bodies. However, the major constraint is the College's funding stream. LCCC has statutory constraints on local appropriations; the Board of Trustees has the authority to levy property taxes only in Laramie County, although the College operates a branch campus in Albany County. Another funding constraint is that tuition is set by the Wyoming Community College Commission.

Key challenges include ongoing funding limitations, enrollment growth, and limited capacity for growth in some areas (including human resource capacity). The formula for distributing state funds to the seven community colleges has been in flux for several years. In addition, the recent economic downturn has resulted in increasing demands on these limited resources. Another challenge is the large proportion of relatively new employees at the College. Fifty-three percent (53%) have been at the College less than five years (due to retirements and program expansions). Finally, a lack of adequate or consistent transparency in decision making and planning processes (see Category 5) is a challenge.

Key opportunities include increasing demand for programs and services, including developmental, academic/transfer, career/technical, and workforce development programs. The College is situated at the cross-road of two major interstate highways within an hour's drive of four major universities. The growing relationship between LCCC's Albany County Campus and the University of Wyoming in particular presents another growth opportunity. The national economic downturn has had a much more subdued impact on the State of Wyoming in general and southeastern Wyoming in particular. The College participates in efforts with community development agencies to support economic growth, including bringing new business and industry into the area. This provides increased recruitment opportunities, especially for health programs, and a wider range of career and transfer options for students. Finally the high percentage of new employees, with a high level of energy and enthusiasm, presents opportunities.

O9

LCCC maintains collaborative relationships designed to support all aspects of college functions with a variety of internal and external groups, as summarized below. The annual *Partnership Report* describes these in more detail and is available at http://www.lccc.wy.edu/about/statistics/partnerships.

- Feeder institutions, such as local school districts
- University of Wyoming
- Other state and regional higher educational institutions
- State agencies such as the Wyoming Department of Workforce Services, Wyoming Department of Education and the Wyoming Business Council
- Local and regional businesses and industries
- Community development partners, including the Arts Council and the Cultural Series
- Program advisory councils
- Wyoming Community College Commission and other state agencies
- Service learning partners, both external (local businesses and agencies) and internal (faculty and student groups)
- Internal collaborations such as the Quality Council, the Educational Services Staff Council, and other standing and ad hoc cross-functional teams

Category One: Helping Students Learn

Processes

1P1

LCCC has established four core abilities (general education outcomes) for all students pursuing degrees. Under the current model, the primary mission of the general education component is to produce graduates who

- **L**earn responsibly by actively expanding their knowledge and skills;
- **C**ommunicate effectively through a variety of methods and media;
- **C**ritically think, using problem-solving strategies and creative methods; and
- **C**ollaborate and build community with others by interacting in a diverse, complex, and global environment.

The Student Learning Assessment Committee (SLAC) led the charge to determine these shared objectives for the general education core. SLAC is a cross-functional team with the following representation:

1. One representative from each of the following areas, selected by the area from the faculty or professional staff with teaching responsibilities:
   a. Albany County Campus
   b. Arts and Humanities
   c. Business, Agriculture, and Technology
   d. Health Sciences and Wellness
   e. Education, Natural, and Social Sciences
   f. Workforce and Community Development
2. One faculty member from the Library
3. One dean
4. One Student Services representative
5. Faculty Assessment Coordinator
6. Vice President of Instruction (ex officio)
7. Manager of Institutional Research (ex officio)
8. Secretary, Instructional Services (ex officio)

LCCC's original general education outcomes were written by a faculty team in the mid 1990's in response to the Higher Learning Commission's requirement of all colleges for a plan to assess student learning. This original model consisted of six general competencies, each of which has several objectives (a total of 27 objectives). During the March 2005 focused visit, the team indicated this was too many objectives and recommended they be revised. As a result the SLAC began the process to create the current objectives. The development process included several rounds of submitting drafts to the faculty as a whole, as well as the Learning Leadership Team ([LLT] consisting of the VP of Instruction [VPI], the deans, and the library director), for feedback. This feedback was reviewed and incorporated into the model. The current model was formally presented at an all-college in-service in January 2006. The SLAC has created a student learning assessment plan, which includes the creation of measures for each of the core abilities (see 1R1, 1R2, and 1I1) and a schedule for reviewing the objectives.

1P2

As part of the program development and approval process, faculty establish program learning outcomes. The process for determining these outcomes and the parties involved in setting them varies by program. Typically, outcomes are based on the requirements of accrediting bodies (or associated certification exams), standards of professional organizations, and the needs of transfer institutions (particularly the University of Wyoming). Input is solicited from faculty, division deans, and program advisory committees (when applicable) that include members of the local community. For example, Workforce and Community Development's (WCD) workforce/professional development programs are often developed in partnership with a specific business and customized to its needs. The College recognizes an opportunity to develop an institution-wide procedure for reviewing and revising specific program learning outcomes.

1P3

Proposed new credit programs undergo an extensive review process. The first step of the program development process is to conduct a needs assessment to determine viability and sustainability of the proposed program. The formal program proposal includes
- Expected student learning outcomes and the assessment of student learning and completer follow-up;
- Required courses (existing and new);
- Faculty, staff , resource, and budget implications;
- Input from and coordination with citizens, business and industry, K-12 education and higher education;
- Projected demand in Wyoming and the nation for five years from the proposed implementation date (career/technical programs);
- Available program and course articulations with likely transfer institutions in the region (particularly for transfer AA and AS programs); and
- Student recruitment and program marketing strategies.

Once a program is approved by the College, it is submitted for approval to the Wyoming Community College Commission (WCCC). WCCC review criteria include alignment with state interests as outlined in the state strategic plan and integration with the Wyoming community college system. New courses follow a similar process, except they do not go to the WCCC for approval. The College's Strategic Plan will necessitate review of these processes.

Noncredit offerings (professional/workforce development programs and life enrichment courses) are generally designed based on stakeholder needs and demands. WCD representatives meet one-on-one with employers to ensure class objectives and outcomes will facilitate student learning. Life Enrichment staff monitor enrollment trends and expressed interest when developing course offerings.

1P4

Student learning goals, career needs, and the employment market can vary. The College employs several different practices to design responsive academic programming.
- Academic program reviews, conducted every five years, include an assessment of how well a program is meeting the needs of its stakeholders (including students, the community, and the

College), strategies for strengthening the program, and recommendations for continuous improvement.

- Articulation agreements with four-year institutions are maintained to assist students whose learning goal is to transfer. Within the state the seven community colleges and the University of Wyoming have regular discipline articulation meetings.
- Many programs, including all career and technical programs, have advisory committees with representation from the College, business and industry, and students. These groups assist with curriculum review and identification of community needs and serve as liaisons between the programs and various stakeholder groups.
- The Center for Lifelong Learning under Workforce and Community Development monitors labor market trends and works with regional employers to identify and address changing needs in the workplace.
- The new program approval process (described in 1P3) includes labor market information and alignment with state interests.

1P5

The College does not currently have a documented institution-wide process for determining the preparation required of students for programs or courses. LCCC relies on faculty experience and expertise, transfer requirements, industry standards, and accreditation requirements to recommend prerequisites at three levels: individual courses, sequences of courses, and programs with closed admissions (i.e., additional admissions requirements).   The College has initiated an action project to review and modify, as necessary, all course prerequisites. One outcome of the project will be documented criteria for determining prerequisites. The project will also provide baseline data for future prerequisite review and modification.

There is a uniform, institution-wide process for approval of course prerequisites. Proposed prerequisite requirements for new courses or changes in prerequisites for existing courses are reviewed by the dean of that area, the Learning Leadership Team (LLT), which consists of the Vice President of Instruction and the deans, and the Academic Standards Committee (ASC). If the ASC approves the proposed requirements, these are sent back to the LLT for final approval.

Several mechanisms are used to determine the level of student preparation. These include evidence-based data such as ACT, COMPASS or Nursing Entrance Exam scores, minimum grades in specific courses, and appropriate preparation taken from other programs, past experience, or accepted standard sequences from similar programs.

1P6

These requirements are actively presented to current and prospective students at several stages in the educational process. At the broadest level, communication of required preparation starts with the recruiting and admissions process which can begin as early as junior high school. LCCC has information on popular social networking sites such as Facebook and Twitter. Course prerequisites and degree requirements are published in the College catalog, available in CDs and online. Information about curriculum offerings and programs of study is also available on the College's website. On a face-to-face level, members of the Admissions Team work with faculty members to distribute information about

programs. Admission representatives and various faculty also travel to attend college fairs locally and across the region.

Prior to enrollment, LCCC has several processes to communicate with prospective students. The Disability Resource Center (DRC) attends Individualized Education Plan meetings for identified students planning to enroll at LCCC. The Gear-Up program works with college-bound students to develop a plan of study while in junior high to meet future goals. College and high school advisors work together through the new Perkins Career Pathways.   Additionally, students in the concurrent/dual enrollment programs receive this information.

At the time of enrollment, this communication continues through the advising process, newly revised as a result of one of LCCC's first action projects. During the initial advising conversation, advisors review degree programs for students' declared majors and explain the functions of the catalog to the students. Some degree programs have "checklist" sheets to facilitate monitoring of progress toward their degree.

Continuing students have access to a computerized degree audit feature, which allows them to formally monitor their progress towards fulfilling graduation requirements. Each student with a declared major has a program advisor to assist in communication.

The College's administrative database is designed to limit entry into courses for which the prerequisites have not been met. However, the recent expansion of online registration has resulted in the identification of gaps in this process, resulting in students registering for courses for which they do not have the prerequisites. This issue is under review but has yet to be resolved.

1P7

Students at LCCC are empowered to select their preferred course of study. LCCC provides several mechanisms to assist them in their program selection. Entering students meet with Advising Center staff. Once they have expressed interest in a specific program, students are assigned an advisor who is familiar with that field of study. The Kuder Career Planning System, which helps students identify programs of study that match their needs, interests, and abilities, is available in the Career Center, the Advising Center, and the Center for Secondary Students (as well as to the community at large through the Hub@LCCC).

1P8

LCCC is an open admissions institution. However, many students come to LCCC unprepared for the rigors of college-level courses. Published LCCC policy requires all entering students unless otherwise exempted to undergo basic skills assessment in the areas of reading, writing, and mathematics prior to their initial class registration at LCCC. LCCC uses scores from either the ACT or the COMPASS Academic Skills Assessment to place students into appropriate developmental or college-level courses.

Developmental courses are offered to help students remediate their skill deficits before entering a college-level course for which they are not prepared. Table 1P8 shows the percentage of entering students placing below college-level in mathematics, reading, and writing for the past three years. The College offers late-start developmental math courses to allow students to 'drop-back' if they are encountering difficulties in their current course. The College is also piloting a competency-based

developmental writing course that assists students in identifying and addressing the exact competencies they lack. The pilot course is an open-entry, open-exit course allowing students to exit upon mastery of the competencies required for college-level courses. Late-starting college-level English courses are available to these students.

Table 1P8: Percent of Entering Students Placing Below College Level[1]

	Mathematics	Reading	Writing
Fall 2007	71.6%	15.9%	26.3%
Fall 2008	70.7%	14.9%	24.0%
Fall 2009	72.4%	15.8%	27.0%

[1]Of those having placement scores.
Source: Colleague Records

In addition to developmental courses, LCCC provides services the Adult Career and Education System (ACES), a program designed to help students develop the skills necessary for continued education or meaningful employment through combined training in academics, communication skills, and basic computer skills. Classes offered include:

- Adult Basic Education (ABE) – ABE is provided for students who want to upgrade their basic reading, writing, and math skills.
- Generalized Educational Development (GED) – Classes are offered to help prepare students to complete the GED tests.
- Adult Secondary Education (ASE) – Classes are offered in reading, math and writing on an individualized basis for students who already have their high school diploma or GED but want to improve their basic skills to upgrade their employment opportunities or to pursue further education.
- Literacy – Individualized instruction is provided to adult students who are functioning below the 4th grade reading level and math level.
- English for Speakers of Other Languages (ESOL) – Opportunities are provided in this program for students to reach their language goals, such as understanding, speaking, reading and writing the English language.

Additionally, LCCC offers many services to assist underprepared students. The Student Success Center offers tutoring services (face-to-face, online through Smarthinking.com, and computer-assisted) to help students overcome specific course-related deficits that hinder their success. The tutoring labs are College and Reading Learning Assistance (CRLA) certified, which requires LCCC to provide ten hours of training to tutors each year. Tutors who complete ten hours of training and 25 hours of tutoring are eligible for CRLA Level 1 certification. Eighteen (18) of 29 tutors have this certification. Finally, the Ludden Library helps students learn to use library resources and instructors are available to work individually with students.

1P9

LCCC does not currently employ a mandatory screening process to assist students to identify their preferred learning styles. Students enrolled in the Freshman Seminar course complete a learning style inventory and the topic is discussed in the class.   Participating students develop and learn to apply their own personal successful learning strategies.   The Freshman Seminar course is a required course for entering students receiving institutional scholarships and encouraged for all other entering students.

Additionally, in an effort to assist students who do not take the Freshman Seminar, the Student Success Center offers a variety of learning styles workshops throughout the semester. Faculty are encouraged to deliver instruction using a variety of teaching styles so that multiple learning styles are addressed. Table 1P9 shows Community College Faculty Survey of Student Engagement (CCFSSE) results on the use of class time.

Table 1P9: CCFSSE Results – what percent of class time is spent on the following activities?

Percent of Class Time	Lecture	Teacher-Led Discussion	Teacher-Student Shared Responsibility	Student Computer Use	Small Group Activities	Student Presentations	In-Class Writing	Hands-On Practice
0%	0%	5%	22%	67%	19%	40%	59%	29%
1 to 9%	26%	31%	38%	16%	28%	33%	33%	22%
10 to 19%	16%	26%	13%	5%	22%	16%	2%	9%
20 to 29%	10%	17%	11%	9%	12%	5%	2%	7%
30 to 39%	12%	10%	13%	0%	10%	5%	2%	9%
40 to 49%	5%	3%	2%	2%	2%	0%	0%	7%
50 to 74%	21%	3%	2%	0%	5%	2%	3%	9%
75 to 100%	10%	3%	0%	2%	2%	0%	0%	29%

Source: Community College Faculty Survey of Student Engagement, Spring 2009 Results

1P10

The College offers a variety of services and programs to address the special needs of different student groups.

- The Disability Resource Center (DRC) provides services and adaptive technology to students with documented disabilities.
- The campus is ADA compliant.
- The International Student Office offers programs and services for international students.
- The Transitional Services Office offers programs and services for single parents, displaced homemakers, and other at-risk populations.
- The SAGE TRiO program supports first-generation, low income students.
- Residential Living and Learning offers services and activities for residence hall students.
- Individuals 60 and older have the privilege of enrolling for credit classes at a cost of $10 per credit hour.
- The College offers a wide-range of course delivery systems to meet the needs of student subgroups, commuters, etc. (See 1P12.)

The Campus Living and Learning program, together with the Counseling and Student Wellness and the Advising Center, offers activities and workshops, such as stress management, grieving loss support group, and the Health Education and Resource Team (HEART).

While many services are in place, there is not a systematic process to identify emerging needs or assess the effectiveness of existing programs and services.

1P11

The College uses several mechanisms to define, document, and communicate expectations for effective teaching and learning. These mechanisms include the following:
- Program review process;
- New faculty mentoring program;
- Faculty professional development, including in-service activities;
- Guidelines and training for concurrent enrollment faculty;
- Student learning assessment (general education core abilities and program-level competencies);
- Faculty evaluation and faculty position descriptions (currently in revision);
- Utilization of WIDS (Worldwide Instructional Design System) for instructional planning;
- Individual department professional development and meetings;
- Adjunct faculty orientation and the adjunct faculty handbook; and
- College catalog and student handbook.

1P12

The College employs a diverse range of efforts to an efficient and effective course delivery system. These include the following.
- Course scheduling
  - Full semester and short sessions (five to eight weeks) within the semester (See Table 1P12.1)
  - Alternating face-to-face and online offerings
  - Alternating day and evening offerings
  - Interim sessions
  - Summer sessions
  - Late start classes
  - Intensive weekend classes
  - Customized training based upon business needs
- Delivery methods and technologies (See Table 1P12.2)
  - Hybrid offerings (online shells [ANGEL] are created for each credit course)
  - Online courses
  - Telecourses
  - Compressed video
  - SMART or technology-enhanced classrooms (90% of Cheyenne campus classrooms, 97% of Albany County Campus, 33% of Eastern Laramie County, and 50% at FE Warren AFB)
  - Concurrent enrollment
- Campuses and outreach centers (See Table 1P12.2)
  - Albany County Campus
  - Eastern Laramie County Outreach Center
  - FE Warren AFB Outreach Center
- Other
  - Articulation meetings

- o Student feedback
- o Standardized syllabus format

Table 1P12.1 Less Than Full Semester Offerings by Location/Delivery Method

Location/Delivery Method	2007-2008			2008-2009		
	# of Sections	% of Sections	Duplicated Enrollment	# of Sections	% of Sections	Duplicated Enrollment
Albany County Campus	63	11.6%	660	115	15.7%	1,592
Cheyenne Campus	327	60.2%	3,550	462	63.1%	6,268
Business Training	2	0.4%	7	12	1.6%	78
Eastern Laramie County	5	0.9%	37	6	0.8%	54
F.E. Warren AFB	37	6.8%	399	38	5.2%	502
Other Cheyenne Sites	2	0.4%	15	3	0.4%	47
Distance Offerings						
Compressed Video	10	1.8%	62	10	1.4%	109
Online Classes	97	17.9%	1,222	86	11.7%	1,485
Totals	**534**		**5,952**	**732**		**10,135**

Source: Colleague Records
Prepared by: LCCC IR Office, AMM, 09/15/2009

Table 1P12.2 Offerings by Location/Delivery Method

Location/Delivery Method	2007-2008			2008-2009		
	# of Sections	% of Sections	Duplicated Enrollment	# of Sections	% of Sections	Duplicated Enrollment
Albany County Campus	308	13.4%	3,764	320	14.5%	4,874
Cheyenne Campus	1,361	61.0%	16,402	1,346	61.0%	19,257
Business Training	22	1.0%	199	28	1.3%	192
Eastern Laramie County	10	0.5%	76	10	0.5%	78
F.E. Warren AFB	47	2.1%	495	44	2.0%	573
Other Cheyenne sites	3	0.1%	21	5	0.2%	63
University of Wyoming	33	1.5%	688	31	1.4%	766
Distance Offerings						
Compressed Video	22	1.0%	155	20	0.9%	184
Online Classes	298	13.4%	5,230	291	13.2%	5,674
Telecourse	3	0.1%	30	3	0.1%	66
Concurrent Enrollment						
Burns High School				2	0.1%	21
Central High School	42	1.9%	608	35	1.6%	576
East High School	40	1.8%	526	34	1.5%	579
Laramie High School	14	0.6%	183	14	0.6%	216
Pine Bluffs High School	17	0.5%	92	12	0.5%	49
Riverton High School	5	0.2%	33	3	0.1%	16
Rock River High School				1	0.0%	2
Triumph High School				4	0.2%	46
Whiting High School	6	0.3%	18	3	0.1%	9
Totals	**2,231**		**28,520**	**2,206**		**33,241**

Source: Colleague Records
Prepared by: LCCC IR Office, AMM, 09/15/2009

While LCCC employs several mechanisms for course delivery, there is not currently a system in place to assess the effectiveness of these efforts. As the College implements the [Strategic Plan](#), assessment processes in this area will be developed.

1P13

The College utilizes several methods to ensure programs and courses are up to date and effective. Outside accrediting agencies provide input for curricula and programs. Many of these programs also have advisory committees which provide input from future employers (people who use the knowledge, skills, and abilities of LCCC students).

Internally, the College has a formal program review process to assess the health and effectiveness of programs of study. The process is an intensive review that includes history, goals, enrollment, curriculum review, full and part-time faculty, assessment of student learning, student feedback, and program operations. Programs are reviewed on a five-year cycle by program faculty, LLT, President's Cabinet, and the Board of Trustees. This review process has worked well for academic programs; LCCC is implementing a similar process for learner support areas.

Another internal process is assessment of student learning in the core abilities (see 1P1). Rubrics have been developed by faculty teams for each of the four core abilities; these will be fully implemented by the end of the 2010-2011 academic year. Other measures include the ETS Proficiency Profile (formerly known as the Measure of Academic Proficiency and Progress [MAPP]), completed by all students applying for graduation with a degree, and the Community College Survey of Student Engagement (CCSSE).   The CCSSE results are also shared with faculty to assist in developing optimal active and engaged learning environments.

Additionally, the College supports professional development for faculty to assist them in staying current in their fields and teaching trends. This support includes travel to workshops/conferences and sabbatical leave. Faculty members identify professional development goals as part of the annual evaluation process.

1P14

There are three routes that could result in the decision to terminate a program: a financial crisis, the regular program review process, or the interim program review. During a financial crisis, programs may be discontinued based on criteria established for that specific situation.

All programs undergo a regularly scheduled program review. Each program review includes an examination of the viability of courses, including history and enrollment, as well as plans for modification or discontinuation of those courses. The review leads to a plan for improving the program's processes and outcomes and a recommendation that the program be:

   a.   Expanded or augmented with additional resources,
   b.   Continued in its present form and at its current resource level,
   c.   Changed in form or direction,
   d.   Strengthened and reviewed earlier than the regular review cycle,

   e. Consolidated with other programs
   f. Phased out.

This recommendation, along with an appropriate plan of action, is presented to the Learning Leadership Team (LLT) by program faculty. The program review is formally presented to the Board of Trustees following final review by the President's Cabinet.

In addition, the College has an interim program review that is used to monitor the progress of a program that is still in a developmental phase, provide an update or additional details on issues or initiatives on which a department is working, address a specific area of concern, or when enrollment data warrants.

When a program is being terminated, enrolled students are allowed to complete the program, transfer credits to a similar program or, if that is not feasible because of a financial crisis, arrangements are made with an institution having a similar program to facilitate student transfer.

1P15

While the College has several subsystems in place to determine and address student and faculty needs in specific areas, there is not currently an overarching, coordinated process to address this issue. During the fall 2009 semester, the College initiated a climate survey/focus survey process. Although the initial effort was focused on Category 5 – Leading and Communicating, the process is being expanded through the use of the Noel-Levitz College Employee Satisfaction Survey. These results, when available, will assist LCCC in determining faculty needs in these areas.

Existing subsystems for determining student and faculty needs include mandatory assessment and placement testing of entering students (see 1P8), the financial aid and scholarship application process, and regular surveys of faculty by the library and ITS (Integrated Technology Systems). In addition, the Student Success Center tracks requests for tutoring in specific courses to align staffing with student needs.

Existing subsystems for addressing student and faculty needs include those presented in Table 1P15 below.

Table 1P15: Programs, Services, and Activities to Address Student and Faculty Needs

For Students		For Faculty
• Disability Resource Center • Tutoring services in the Student Success Center • Testing • Counseling • Advising • Library • Science labs	• Orientation and Freshman Seminar • Foreign language lab • Career Center • SAGE TRiO • Transitional Services • Website survey questions • Computer labs	• Leadership Academy • ITS Help Desk • In-house technical workshops • Professional development opportunities such as conferences and workshops • In-service activities • SLAC core ability rubric training • Center for Learning Technologies

1P16

Campus Living and Learning (CL&L) is the area of campus that coordinates co-curricular activities. In 2010-2011, CL&L will develop an operational plan with objectives that are linked to the Strategic Plan and the four core abilities. The College recognizes the opportunity to strengthen the alignment of co-curricular goals and curricular learning objectives.

1P17

Student attainment of learning and development objectives is determined using both aggregate and student-specific methods. The aggregate method is the ETS Proficiency Profile (formerly known as the MAPP), which provides data on graduates' attainment of LCCC's core abilities. Student-specific methods include the review of student records at two levels. The program advisor reviews for completion of program-specific course requirements and the degree audit process reviews for completion of general education requirements. Some programs have capstone courses in which students are assessed to determine if they have met program learning expectations.

After students have completed their studies at LCCC, information is gathered by examining licensure pass rates, certifications, and employer survey results. The College also analyzes GPA data about LCCC students who transfer to the University of Wyoming (UW).

1P18

The system for assessing student learning has two key components: core ability (general education) assessment and program assessment. The College's Student Learning Assessment Committee (SLAC) has developed guidelines and provides reporting forms to address the student attainment of the core abilities. With the development and final implementation of core ability assessment rubrics (see 1P13) in conjunction with the College's Strategic Plan, the emphasis of SLAC activities is shifting to program-level assessment of student learning. While there is a standard reporting process for program-level assessment, this has been inconsistently implemented. In 2010-2011, the SLAC, under the direction of LLT, will focus on working with faculty of those programs undergoing scheduled program review to systematically develop learning outcomes, identify and implement appropriate measures, and document their results.

Results

1R1

LCCC regularly collects several measures of student learning and development. These include the following.

- Core ability measures such as the MAPP (see 1R2)
- Community College Survey of Student Engagement (CCSSE)
- Fall-to-fall persistence rates
- Graduation and transfer rates
- Course retention rates (by location/department/delivery)
- Student success rates (by location/department/delivery)

- Licensure/certification exam pass rates
- GPA after transfer to UW
- Graduate survey data
- Locally developed core ability rubric data (being piloted in 2010-2011)

1R2

As noted above, LCCC has established four core abilities. The annual Student Learning Assessment Report results assessment results in detail; these results are summarized below.

Learn Responsibly has two measures based upon CCSSE results. Overall, sophomore responses were at or above the national percentage for all desirable student behaviors listed (Measure #1.) However, in the undesirable behaviors category (Measure #2), LCCC students scored below the national percentage for skipping class, but just slightly above the national average for students coming to class unprepared.

Table 1R2.1 CCSSE Results for Learn Responsibly

		2007 CCSSE Results				2009 CCSSE Results			
	Response	**FR**	**SO**	**All LCCC**	**Nat'l Cohort**	**FR**	**SO**	**All LCCC**	**Nat'l Cohort**
Desirable Behaviors									
1 – 4c About how often have you **prepared two or more drafts** of a paper before turning it in?	often	32.2%	30.3%	31.5%	29.5%	29.3%	28.2%	28.8%	29.5%
	very often	26.3%	23.8%	25.3%	19.5%	19.0%	21.3%	19.9%	19.2%
	total	58.4%	54.1%	56.8%	49.0%	48.3%	49.5%	48.7%	48.7%
	n	*320*	*185*	*505*	*306,692*	*441*	*287*	*728*	*396,648*
2 – 12i How much has your experience at this college contributed to your development in **learning effectively on your own**?	quite a bit	41.1%	42.3%	41.6%	40.6%	42.1%	41.8%	42.0%	40.5%
	very much	23.9%	27.5%	25.2%	27.0%	21.3%	34.4%	26.5%	28.3%
	total	65.0%	69.8%	66.8%	67.6%	63.4%	76.2%	68.5%	68.8%
	n	*314*	*189*	*503*	*306,692*	*437*	*285*	*722*	*391,359*
3 – 12j How much has your experience at this college contributed to your development in **understanding yourself**?	quite a bit	29.2%	36.5%	31.9%	31.3%	28.3%	31.5%	29.6%	31.5%
	very much	17.1%	18.0%	17.5%	21.2%	13.7%	25.2%	18.2%	22.5%
	total	46.3%	54.5%	49.4%	53.5%	42.0%	56.7%	47.8%	54.0%
	n	*315*	*189*	*504*	*306,692*	*438*	*286*	*724*	*390,866*
4 – 12l How much has your experience at this college contributed to your development in **developing a personal code of ethics**	quite a bit	28.0%	27.0%	27.6%	26.0%	22.7%	25.1%	23.6%	26.8%
	very much	9.9%	12.7%	10.9%	15.4%	10.3%	20.9%	14.5%	16.6%
	total	37.9%	39.7%	38.6%	41.4%	33.0%	46.0%	38.1%	43.4%
	n	*314*	*189*	*504*	*306,692*	*437*	*287*	*724*	*390,751*
Undesirable Behaviors									
1 – 4e About how often have you **come to class unprepared**?	often	9.8%	10.2%	10.0%	10.6%	9.4%	12.5%	10.6%	9.9%
	very often	6.0%	6.5%	6.2%	3.9%	4.6%	3.8%	4.3%	3.6%
	total	15.8%	16.7%	16.1%	14.5%	14.0%	16.3%	14.9%	13.5%
	n	*316*	*186*	*502*	*306,692*	*437*	*289*	*726*	*396,049*
2 – 4u About how often have you **skipped class**?	often	7.9%	5.8%	7.1%	4.3%	3.9%	5.2%	4.4%	11.7%
	very often	3.8%	4.2%	4.0%	1.9%	2.3%	2.4%	2.3%	4.2%
	total	11.7%	10.1%	11.1%	6.2%	6.2%	7.6%	6.7%	15.9%
	n	*317*	*189*	*506*	*306,692*	*440*	*288*	*728*	*395,496*

Source: Student Learning Assessment Report, Eighth Edition, October 2009

The assessment of *Communicate Effectively* is becoming more robust with the faculty-developed rubrics for both oral and written communication. Baseline data was collected during the spring 2009 semester; this data needs to be provided to faculty for benchmarking purposes. In addition, as a result of the pilot,

the oral communications rubric was revised to overcome the measurement issues noted in the Presentation Aids and Question and Answer elements. The other measures for this core ability were the 2009 results of the CCSSE and locally-added questions for graduating students completing the Measure of Academic Progress and Proficiency (MAPP) examination. Overall, LCCC student percentages were at or above the desired benchmarks. Of particular note is students' strong agreement with LCCC's contribution to their skills in using computers and information technology; their level of agreement was noticeably above the national average. For continuous improvement purposes, the College needs to ensure that adequate training occurs and that data continues to be collected for both faculty- developed rubrics. An additional measure to be considered is the use of employer data. Although this data is an indirect measure, it can be used to triangulate the other assessment results for this core ability.

Table 1R2.2 CCSSE Results for Communicate Effectively

		2007 CCSSE Results				2009 CCSSE Results			
	Response	**FR**	**SO**	**All LCCC**	**Nat'l Cohort**	**FR**	**SO**	**All LCCC**	**Nat'l Cohort**
1 – 12c How much has your experience at this college contributed to your development in **writing clearly and effectively?**	Quite a bit	40.2%	48.1%	43.2%	37.7%	37.8%	46.7%	41.3%	37.8%
	Very much	13.9%	22.2%	17.0%	20.9%	13.7%	26.1%	18.6%	21.8%
	Total	54.1%	70.4%	60.2%	58.6%	51.5%	72.8%	59.9%	59.6%
	N	*316*	*189*	*505*	*306,692*	*437*	*287*	*724*	*391,538*
2 – 12d How much has your experience at this college contributed to your development in **speaking clearly and effectively?**	Quite a bit	38.0%	39.7%	38.6%	35.0%	36.0%	39.9%	37.5%	35.2%
	Very much	10.8%	23.3%	15.4%	19.1%	10.1%	27.6%	17.0%	20.2%
	Total	48.7%	63.0%	54.1%	54.1%	46.1%	67.5%	54.5%	55.4%
	N	*316*	*189*	*505*	*306,692*	*436*	*286*	*722*	*391,391*
3 – 12g How much has your experience at this college contributed to your development in **using computers and information technology?**	Quite a bit	36.2%	40.7%	37.9%	32.4%	37.2%	38.7%	37.8%	32.9%
	Very much	22.9%	31.2%	26.0%	25.5%	26.6%	36.2%	30.4%	26.7%
	Total	59.0%	72.0%	63.9%	57.9%	63.8%	74.9%	68.2%	59.6%
	N	*315*	*189*	*504*	*306,692*	*436*	*287*	*723*	*391,011*

Source: Student Learning Assessment Report, Eighth Edition, October 2009

Of all of the core abilities, ***Critically Think*** contains the greatest variety of direct and indirect measures. The direct measure of this core ability is the Measure of Academic Proficiency and Progress (MAPP). These results revealed that all Reading/Critical Thinking and Mathematics Proficiency scores, along with the other content sub-scores in Humanities, Social Sciences and Natural Sciences were at or exceeded the national percentage for 2008-09 graduates. In addition, the 2009 results of the CCSSE, and the locally-added questions for the MAPP examination showed that LCCC graduates and/or sophomore students scored at or above the desired benchmarks. Although LCCC freshman scored below the national cohort for thinking critically and solving numerical problems, all three areas showed the desired "value-added" improvement in scores from freshman to sophomore level students. As a whole, LCCC met all of the benchmarks set for this category, but to further enhance the assessment of this outcome, the rubric for this core ability needs to be piloted and results integrated into the plan, employer feedback should be explored, and the need for a common research-oriented rubric needs to be considered.

Table 1R2.3 CCSSE Results for Critically Think

| | **Response** | **2007 CCSSE Results** | | | | **2009 CCSSE Results** | | | |
		FR	**SO**	**All LCCC**	**Nat'l Cohort**	**FR**	**SO**	**All LCCC**	**Nat'l Cohort**
1 – 4d About how often have you **worked on a paper or project that required integrating ideas or information from various sources?**	Quite a bit	43.1%	41.9%	42.7%	36.7%	40.1%	34.3%	37.8%	37.2%
	Very much	25.8%	36.6%	29.8%	22.3%	28.1%	42.9%	34.0%	23.0%
	Total	68.9%	78.5%	72.4%	59.0%	68.2%	77.2%	71.8%	60.2%
	N	*318*	*186*	*504*	*306,692*	*441*	*289*	*730*	*396,896*
2 – 12e How much has your experience at this college contributed to your development in **thinking critically and analytically?**	Quite a bit	44.8%	48.1%	46.0%	41.5%	40.5%	41.1%	40.7%	41.8%
	Very much	18.7%	29.1%	22.6%	25.0%	22.7%	34.5%	27.3%	26.6%
	Total	63.5%	77.2%	68.7%	66.5%	63.2%	75.6%	68.0%	68.4%
	N	*315*	*189*	*504*	*306,692*	*437*	*287*	*724*	*391,256*
3 – 12f How much has your experience at this college contributed to your development in **solving numerical problems?**	Quite a bit	33.9%	47.6%	39.0%	33.6%	32.3%	37.3%	34.3%	33.7%
	Very much	18.8%	15.3%	17.5%	19.9%	14.9%	26.8%	19.6%	20.9%
	Total	52.7%	63.0%	56.6%	53.5%	47.2%	64.1%	53.9%	54.6%
	N	*313*	*189*	*502*	*306,692*	*437*	*287*	*724*	*390,877*

Source: Student Learning Assessment Report, Eighth Edition, October 2009
LCCC IR Office, AMM, 09/13/2010

Table 1R2.4 MAPP Results for Critically Think

		2006-2007 Graduates	**2007-2008 Graduates**	**2008-2009 Graduates**	**Nat'l Cohort**
1 – Reading Proficiency	Level 1	69%	66%	67%	61%
	Level 2	40%	40%	36%	28%
	Level 3 (Critical Thinking)	9%	7%	3%	3%
2 – Mathematics Proficiency	Level 1	48%	53%	50%	46%
	Level 2	22%	26%	22%	20%
	Level 3	6%	7%	7%	4%
3 – Percentage Skills Sub-scores	Critical Thinking	112.54	111.81	111.30	110.2
	Reading	118.96	118.51	118.00	117.6
4 – Percentage Content Sub-scores	Humanities	115.65	115.45	114.98	113.9
	Social Sciences	114.16	113.20	113.25	112.7
	Natural Sciences	115.66	115.38	114.73	114.3
	N	*329*	*476*	*390*	*52,569*

Source: Student Learning Assessment Report, Eighth Edition, October 2009
LCCC IR Office, AMM, 09/13/2010

At the time of this report, virtually all of the data for ***Collaborate*** stems from the 2007 and 2009 results of the CCSSE, and three locally-added questions to the MAPP for the Spring 2009 cohort. Overall, sophomores and graduates met the desired benchmarks with the exception of understanding people of other backgrounds for the CCSSE, and teamwork for the MAPP.

Table 1R2.5 CCSSE Results for Collaborate

	Response	2007 CCSSE Results				2009 CCSSE Results			
		FR	SO	All LCCC	Nat'l Cohort	FR	SO	All LCCC	Nat'l Cohort
1 – 4f About how often have you **worked with other students on projects during class?**	often	33.2%	41.0%	36.1%	32.2%	36.5%	42.7%	39.0%	32.7%
	very often	13.3%	19.1%	15.5%	13.4%	12.2%	19.4%	15.1%	13.7%
	total	46.5%	60.1%	51.6%	45.8%	48.7%	62.1%	54.1%	46.4%
	n	316	188	504	306,692	436	288	724	395,534
2 – 4g About how often have you **worked with classmates outside of class to prepare class assignments?**	often	19.9%	32.8%	24.8%	15.0%	16.7%	25.8%	20.3%	15.8%
	very often	4.7%	9.0%	6.3%	5.8%	6.7%	15.0%	10.0%	6.1%
	total	24.7%	41.8%	31.1%	20.8%	23.4%	40.8%	30.3%	21.9%
	n	316	189	505	306,692	436	287	723	396,737
3 – 4i About how often have you **participated in a community-based project as part of a regular class?**	often	5.1%	9.1%	6.6%	4.3%	6.3%	14.3%	9.5%	4.7%
	very often	1.3%	2.7%	1.8%	1.9%	2.3%	7.7%	4.4%	2.0%
	total	6.3%	11.8%	8.4%	6.2%	8.6%	22.0%	13.9%	6.7%
	n	315	187	502	306,692	441	286	727	395,949
4 – 4s About how often have you had serious **conversations with students of a different race or ethnicity** than your own?	often	21.9%	22.5%	22.1%	23.6%	23.9%	24.7%	24.2%	23.8%
	very often	19.1%	25.7%	21.5%	18.1%	17.5%	19.2%	18.2%	18.9%
	total	41.1%	48.1%	43.7%	41.7%	41.4%	43.9%	42.4%	42.7%
	n	319	187	506	306,692	440	287	727	397,319
5 – 4t About how often have you had serious **conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values?**	often	25.2%	29.1%	26.6%	23.5%	27.3%	31.5%	28.9%	23.7%
	very often	24.2%	25.9%	24.9%	16.3%	18.9%	18.2%	18.6%	17.0%
	total	49.4%	55.0%	51.5%	39.8%	46.2%	49.7%	47.5%	40.7%
	n	318	189	507	306,692	440	286	726	396,902
6 – 12h How much has your experience at this college contributed to your development in **working effectively with others**?	quite a bit	39.5%	48.7%	42.9%	36.5%	35.8%	43.2%	38.8%	36.9%
	very much	16.6%	21.2%	18.3%	21.5%	18.7%	27.2%	22.1%	22.9%
	total	56.1%	69.8%	61.2%	58.0%	54.5%	70.4%	60.9%	59.8%
	n	314	189	503	306,692	438	287	725	391,385
7 – 12k How much has your experience at this college contributed to your development in **understanding people of other racial and ethnic backgrounds?**	quite a bit	28.7%	25.5%	27.5%	26.0%	21.1%	23.3%	22.0%	26.6%
	very much	9.9%	10.6%	10.2%	15.9%	6.7%	18.5%	11.3%	16.7%
	total	38.5%	36.2%	37.6%	41.9%	27.8%	41.8%	33.3%	43.3%
	n	314	188	502	306,692	436	287	723	390,638
8 – 12l How much has your experience at this college contributed to your development in **developing a personal code of values and ethics?**	quite a bit	28.0%	27.0%	27.6%	26.0%	22.7%	25.1%	23.6%	26.8%
	very much	9.9%	12.7%	10.9%	15.4%	10.3%	20.9%	14.5%	16.6%
	total	37.9%	39.7%	38.6%	41.4%	33.0%	46.0%	38.1%	43.4%
	n	314	189	504	306,692	437	287	724	390,751
9 – 12m How much has your experience at this college contributed to your development in **contributing to the welfare of your community?**	quite a bit	17.2%	22.9%	19.3%	17.6%	16.8%	25.2%	20.1%	18.5%
	very much	7.3%	6.9%	7.2%	8.9%	7.8%	13.3%	10.0%	9.7%
	total	24.5%	29.8%	26.5%	26.5%	24.6%	38.5%	30.1%	28.2%
	n	314	188	502	306,692	434	286	720	390,073

Source: Student Learning Assessment Report, Eighth Edition, October 2009
LCCC IR Office, AMM, 09/13/2010

Additional student development measures are presented in Tables 1R2.6 – 1R2.8 below.

Table 1R2.6 Fall-to-Fall Persistence of New Students

	LCCC	All Wyoming CCs
Fall 2004 to Fall 2005	50.0%	56.9%
Fall 2005 to Fall 2006	56.5%	54.8%
Fall 2006 to Fall 2007	52.3%	54.4%
Fall 2007 to Fall 2008	52.7%	55.0%
Fall 2008 to Fall 2009	55.2%	57.5%

Sources: Colleague Records, WCCC 2008-2009 Core Indicator Report

Because of the close proximity, LCCC generally experiences a higher percentage of pre-graduation transfers to the University of Wyoming than the other community colleges in the state.

Table 1R2.7 Percent of First-time, Full-time, Degree- or Certificate-Seeking Students Graduating or Transferring within Three Years

	Graduation Rate		Transfer Rate	
	LCCC	All Wyoming CCs	LCCC	All Wyoming CCs
Fall 2001 Cohort (through Summer 2004)	20.9%	29.4%	23.9%	21.7%
Fall 2002 Cohort (through Summer 2005)	13.9%	31.4%	24.9%	24.3%
Fall 2003 Cohort (through Summer 2006)	22.7%	31.6%	26.5%	20.1%
Fall 2004 Cohort (through Summer 2007)	17.1%	32.1%	43.2%	25.3%
Fall 2005 Cohort (through Summer 2008)	25.3%	31.5%	24.9%	24.3%
Fall 2006 Cohort (through Summer 2009)	17.3%	not available	28.4%	not available

Sources: IPEDS Data Center
Prepared by LCCC IR Office, AMM, 09/08/2010

Table 1R2.8 Course Retention and Student Success Rates

Semester	Retention Rate	Success Rate[1]
04/SU	87.9%	77.3%
04/FA	82.7%	68.7%
05/SP	83.7%	70.0%
05/SU	85.2%	74.0%
05/FA	82.9%	67.7%
06/SP	89.8%	74.5%
06/SU	91.2%	81.9%
06/FA	89.0%	71.6%
07/SP	87.8%	71.0%
07/SU	85.9%	73.0%
07/FA	83.0%	65.7%
08/SP	85.2%	69.0%
08/SU	86.6%	71.8%
08/FA	87.3%	68.7%
09/SP	84.5%	68.6%

[1] *Success rate = (number of students earning A, B, C, or S)/(number of students enrolled)*
Source: Colleague Records

1R3

As noted in 1P18, program-level assessment of student learning has been inconsistently implemented. In 2010-2011, the SLAC, under the direction of LLT, will focus on working with faculty of those programs undergoing scheduled program review to systematically develop learning outcomes, identify and implement appropriate measures, and document their results.

1R4

As indicated in 1R2 above, LCCC experiences a higher percentage of pre-graduation transfers to UW than the other community colleges in the state. In Tables 1R4.1 and 1R4.2 below, it is evident that those students transferring fewer than 60 credit hours do not perform as well as those transferring at least 60 hours. It should be noted that the data received from UW indicates hours transferred rather than degrees completed. However, those students transferring at least 60 hours include those who have earned the required hours to earn an associate degree (64).

Table 1R4.1 UW Fall GPA Transferring at Least 60 Hours (the equivalent of having completed an associate's degree)

	LCCC		Wyoming CC Transfers		All Transfers		All UW Students	
	n	Average GPA	n	Average GPA	n	Average GPA	n	Average GPA
Fall 2006	54	2.773	272	2.934	405	2.894	3,644	3.023
Fall 2007	78	3.024	359	3.066	498	3.028	3,594	3.045
Fall 2008	78	2.870	389	2.925	554	2.900	3,492	3.063

Source: UW Office of Institutional Analysis

Table 1R4.2 UW Fall GPA Transferring Fewer Than 60 Hours

	LCCC		Wyoming CC Transfers		All Transfers		All UW Students	
	n	Average GPA	n	Average GPA	n	Average GPA	n	Average GPA
Fall 2006	77	2.769	253	2.844	543	2.797	5,824	2.814
Fall 2007	46	2.368	190	2.400	431	2.523	5,898	2.762
Fall 2008	53	2.337	194	2.319	430	2.411	6,111	2.770

Source: UW Office of Institutional Analysis

Table 1R4.3 Graduates of Allied Health Programs
Success on Licensure/Certification Exams (First Attempt)

	2004-05	2005-06	2006-07	2007-08	2008-09
Dental Hygiene					
National Board Dental Hygiene Examination[1]	73%	94%	93%	100%	94%
Nursing					
NCLEX-PN (Practical Nurse)[2]	98%	98%	80%	98%	97%
NCLEX-RN (Registered Nurse) [2]	83%	96%	100%	92%	93%
Radiography					
American Registry of Radiologic Technology[3]	94%	89%	100%	100%	100%
Surgical Technology					
National Board for Surgical Technology and Surgical Assisting[4]	n/a	n/a	67%	100%	100%

[1] As of 10/16/2009, results had been received for 17 of the 18 students who graduated from the Dental Hygiene program in Spring 2009. Sixteen passed the exam on the first attempt. The 17th student was successful on the second attempt. The 18th graduate attempted the exam in September, 2009, but that result had not been received by the time of this report.
[2] Results for 2008-09 do not include spring graduates of the Nursing programs.
[3] At the time of this report, one graduate from the Radiography had not yet attempted the licensure exam.
[4] Two of three students in the first Surgical Technology graduating class. The third student was later successful.

Source: Licensure Boards, Program Directors

1R5

Table 1R5.1 Percent of First-time, Full-time, Degree- or Certificate-Seeking Students Graduating or Transferring within Three Years

	Cohort Size		Graduation Rate		Transfer Rate	
	Passed Freshman Seminar	Did Not Pass Freshman Seminar[1]	Passed Freshman Seminar	Did Not Pass Freshman Seminar[1]	Passed Freshman Seminar	Did Not Pass Freshman Seminar[1]
Fall 2005 Cohort (through Summer 2008)	97	241	43.3%	12.0%	20.6%	22.4%
Fall 2006 Cohort (through Summer 2009)	136	265	25.7%	8.3%	46.3%	29.4%

[1]*Including those who did not enroll in the Freshman Seminar.*
Sources: IPEDS Data Center, Colleague Records

Table 1R5.2 Performance Results for the SAGE TRiO Program

PERFORMANCE OJECTIVES	GOAL #	GOAL %	ACTUAL #	ACTUAL %
Total number of students served 2008-09	160	100%	160	100%
Eligibility criteria:				
a. Low income and first generation	a. 107	66%	a.115	72%
b. Low income only	b.	N/A	b. 14	9%
c. First generation only	c.	N/A	c. 42	26%
d. Disabled only	d.	N/A	d. 1	1%
e. Disabled and low income	e.	N/A	e. 2	1%

Project Performance Outcomes (total # served 2008-09):
    a. Persistence
    b. Good Academic Standing
    c. Graduation/Transfer
	N/A (determined by cohort year numbers; see below)		a. 107
			 b. 136
			 c. 34
				67%
				 85%
				 21%

Project Performance Outcomes (by cohort year)				
2006-07 Cohort: (3rd of 3 year objective)	**73 students**			
a. Persistence into second year	a. 47	65%	a. 60	82%
b. Persistence of a. into third year	b. 24	50%	b. 41	87%
c. Good Academic Standing	c. 51	70%	c. 58	73%
d. Graduation (by 2008-2009)	d. 26	35%	d. 23	32%
e. Transfer (by 2009-2009)	e. 21	30%	e. 24	33%
2007-08 Cohort: (2nd of 3 year objective)	**54 students**			
a. Persistence into second year	a. 35	65%	a. 43	80%
b. Persistence of a. into third year	b. 27	50%	b. 38	109%
c. Good Academic Standing	c. 38	70%	c. 37	69%
d. Graduation (by 2009-2010)	d. 19	35%	d. 6	10%
e. Transfer (by 2009-2010)	e. 16	30%	e. 13	24%
2008-09 Cohort: (1st of 3 year objective)	**70 students**			
a. Persistence into second year	a. 46	65%	a. 68	97%
b. Persistence of a. into third year	b. 23	50%	b. N/A	
c. Good Academic Standing	c. 49	70%	c. 60	86%
d. Graduation (by 2010-2011)	d. 25	35%	d. 0	0%
e. Transfer (by 2010-2011)	e. 21	30%	e. 6	9%

Source: SAGE TRiO Annual Report, November 2009

Table 1R5.3 Student Success Center Tutoring Requests

	2006-2007	2007-2008	2008-2009	2009-2010
Tutoring Requests	684	855	1,681	2,078
Smarthinking.com Usage (hours)	52	127	163	375

Source: System for Student Success Annual Report, July 2010

Table 1R5.4 Use of Library and Library Services

Use of Collection	2007-2008	2008-2009	2009-2010
Total Item Circulation	14,015	13,039	13,648
Serial Database Searches	169,986	318,770	433,883
F-Text Articles Retrieved	140,866	238,171	470,879
Library Website Visits	143,096	150,031	NA
Use of Services	**2007-2008**	**2008-2009**	**2009-2010**
Reference Questions	4,123	4,319	4,728
Library Gate Counts – Fall Semester	4,417	28,869*	NA
Library Gate Counts – Spring Semester	5,147	31,131*	31,176
Library Cards Issued	952	758	870
Interlibrary Loan – Lending	988	1,460	1,454
Interlibrary Loan – Borrowing	470	706	484
Library Instruction	**2007-2008**	**2008-2009**	**2009-2010**
Library Instruction/Classroom Sessions	90	99	112
Total Number Students Attending	945	1,327	2,229

*Library changed the method of collecting gate count data. The 2007-2008 count was taken during a designated time period (3 weeks) in the middle of each semester. A counter was borrowed every semester from Wyoming State Library. The library has since purchased and installed a permanent gate counter. Weekly readings are logged and maintained. Problems with staff recordings and the installation of a new counter provided inaccurate readings for fall 2009.
Source: Ludden Library

See 6R2 for data on the library collection.

1R6

See 1R2 and 1R4 above.

Improvements

1I1

One of LCCC's first action projects was to develop recommendations to improve the advising process. This team developed a model for creating an Advising Center. These recommendations are being implemented as resources permit. Another action project is to review and modify, as necessary, course prerequisites. Part of this team's work, ongoing at the time of this writing, is to develop criteria to assist faculty in establishing prerequisites. (See 1P5)

As described above (1P8), the College has piloted an open-entry/open-exit developmental writing course to assist students remediate their skills more quickly. Additionally, LCCC is investigating models to improve student success in developmental reading and is pursuing a grant to redesign the developmental math sequence.

Finally, a recent improvement is the development and implementation of LCCC's process to assess student learning in the four core abilities. This process, including a data collection cycle, was developed by faculty teams, the SLAC, and division deans over a three year period. Faculty-developed rubrics have been phased in, with the final rubrics to be piloted in fall 2010.

1I2

LCCC is developing a culture of data-enhanced decision making and continuous improvement. Several action projects completed or in progress, have contributed to efforts in this area. Initial action project selection (Advising) was identified as one of the Provocative Propositions at the beginning of LCCC's AQIP efforts (February 2007). As various stages of the action projects are completed, campus input is solicited and used to refine the focus of the action project or identify the next action project. The College is currently in the third phase of the prerequisite review project. This dynamic process supports a responsive continuous improvement effort. An example of LCCC's developing culture of continuous improvement is that the LLT has initiated efforts to address the pre-graduation transfer issues identified in 1R2 and 1R4 above.

Additionally, as discussed in 1P1 above, SLAC has been a standing operational committee since the early 1990s. This cross-functional team is responsible for developing, maintaining, evaluating, and modifying major elements of the student learning assessment process. SLAC has developed an annually updated "Where are we going?" plan to help the select specific processes to improve. The most recent steps of this plan that have been implemented include the development of common rubrics for assessing student learning in the core abilities and a rotation cycle for assessment data collection.

Category Two: Accomplishing Other Distinctive Objectives

Processes

2P1

The programs identified in the overview are integrated into the College's organizational structure and processes. Each vice president has responsibility for a portion of these programs and works within his/her area of responsibility and at President's Cabinet to provide leadership to design and operate these programs. Each area is responsible for day-to-day operations to meet College goals and objectives established by relevant decision making bodies.

A recently implemented example is the service learning program. Based upon input gathered at a professional conference, a faculty member, with support of the Grants Office, sought and obtained an AACC grant to explore the viability of, and develop as appropriate, a service learning program at LCCC. The program model was designed to include instruction, student services, and residence life and was implemented in 2006-2007 with 54 students, three faculty, and 14 community organizations participating. During the course of the grant, the program met each of its annual operational growth goals. By the time the grant ended (June 30, 2009), program participation had grown to include 658 students, 29 faculty, and 51 community organizations. The College recognized that this program was both viable and contributed to civic engagement (see O2). Therefore, LCCC has committed resources to fully fund and expand the program.

Another example of how key non-instructional processes are designed and operated is in the Workforce and Community Development (WCD) division. WCD maintains on an ongoing basis several processes for supporting economic development. These include
- Program-specific advisory committee meetings
- Curriculum integration/career pathway development meetings,
- Processes for business and organizational visits that include needs analysis,
- Processes for hosting industry focus groups.

2P2

The College solicits input and feedback from its external stakeholders through focus groups, advisory committees, surveys, and informal feedback. The primary process for determining LCCC's major non-instructional objectives for external stakeholders is the use of community forums. Most significantly, these forums were employed to gather input during the creation of *Vision 2020* and the College's Strategic Plan. Additional objectives are developed in response to internal and external opportunities and needs as they arise. With the recent adoption of the Strategic Plan, ongoing activities have been linked to the College's strategic directions (see 2R1 and 2R2 below). New activities will be linked in a similar manner.

2P3

Communication with external and internal stakeholders regarding expectations related to the non-instructional objectives relies on a multi-faceted approach. There are formal and informal

communication mechanisms in place for each of the following groups: the Board of Trustees, the Foundation, the Wyoming Community College Commission, state and local government agencies, advisory committees, the general public, athletic collegiate bodies (external governing bodies with standards) as well as the campus community. Examples of formal mechanisms include regularly scheduled meetings, monitoring reports, the Strategic Plan, direct mailings, public relations, advertising, cultivating relationships and partnerships, and face-to-face, Board of Trustee and advisory committee expectation handbooks, and other publications.

2P4

While the College currently does not have a specific college-wide process in place to assess effectiveness or appropriateness of its distinctive non-instructional objectives, this will be addressed through implementation of the Strategic Plan. However, most of the identified areas require evaluations for each of their activities. These evaluations, along with informal feedback determine the effectiveness of the activities, events and programs. Individual areas have developed their own benchmarks and evaluate according to their outcomes. Adjustments are made as needed.

2P5

Faculty and staff needs are identified when the objectives are developed and again each year through the internal budgeting process. Requests to fill vacancies, new positions, and reassignments originate with each division or department. These needs are determined by the department or divisional goals and objectives which, in turn, are based on the College's Strategic Plan (currently Vision 2020, with a new plan under development). These requests are forwarded to the appropriate vice president, who prioritizes them and brings them to the President's Cabinet. At President's Cabinet, the requests from all the vice presidents are prioritized according to funding, institutional resources, and overall needs of the college.

2P6

Divisions and departments gather information and set goals and priorities to support instruction based on input from advisory boards, accreditation bodies, student evaluations, faculty and staff. Performance evaluations also incorporate employee goals and contribute information. These sources of information are then incorporated into the college's budgeting process for funding equipment and staffing needs. More informal processes are used for other types of objectives. Feedback from external stakeholders is also a driving force in readjusting objectives and processes. However, in regards to the development of its new Strategic Plan, which includes identification of other distinctive objectives, the college has actively solicited input from employees.

Results

2R1, 2R2

The major non-instructional objectives are described in the introduction (question O2). The newly adopted Strategic Plan 2010-2015 incorporates these objectives and has established a system for regularly monitoring progress reports. Tables 2R1-2R2.1 – 2R1-2R2.3 show the Strategic Plan reference, measures, and results for each Objective.

Table 2R1-2R2.1: Objective 1 – Cultural Programs and Community Development

Area	Strategic Plan Goal Number	2R1: Measures	2R2: Performance Results
Cultural Development	2.5	Number of Events and Attendance	See Table 2R2a.
Economic and Workforce Development	2.1	• State Workforce Development Activities Report • Year-Ends Report • Number of offerings • Class evaluations	• See Table 2R2b for WFD Activities trends • Approximately 20 new classes or workshops are offered each year • In 2010 (to date), respondents have, on average, agreed or strongly agreed on quality on all items on the class evaluations
Conference Services	2.3	• Number of Groups • Number of Activities • Number of Participants • Space utilization	Over a five year period, there has been a • 20% increase in the number of community groups served, • 40% increase in the number of activities scheduled, and • 17% increase in the number of participants
Career Center	2.7	• Number of students using Kuder career assessment and exploration services • Number and type of Career Center student contacts • Student employment (applications and hires) • Number of attendees and employers in career fairs	• In 2009-2010, 207 students used the Kuder system, up from 102 in 2008-2009 • See Table 2R2c for Career Center statistics

Table 2R2a: Estimated Attendance at Cultural Events, 2007-2008 to 2009-2010

Type of Event	2007 – 2008		2008 – 2009		2009 – 2010	
	Fall	Spring	Fall	Spring	Fall	Spring
Art Exhibits	1,100	1,318	1,900	800	850	1,050
Creative Writing	40	50		50	165	105
Foundation Events	75		500	688		433
Music	4,014	2,788	3,950	2,610	4,035	3,955
Student Workshops	32	245			85	
Theatre and Dance	1,807	804	2,100	575	1,128	350
Total	**7,068**	**5,205**	**8,450**	**4,723**	**6,263**	**5,893**

Source: Arts and Humanities Division

Table 2R2b: Total Enrollment in WFD Offerings

Type of Offering	2006-07	2007-08	2008-09
Credit Workforce Development Courses	467	761	1,189
Noncredit Workforce Development Courses	1,700	2,472	4,118
Industry-specific Customized Training	1,077	1,459	2,520
Workforce Development Courses Offered in Partnership with External Agencies	1,705	1,706	2,052

Note: Offerings may be counted in more than one category
Source:

Table 2R2c: Career Center Statistics[1]

Student Contacts	2007-08	2008-09	2009-10	1 yr % Change	2 yr % Change
Major/Career Research	239	117	350	199.1%	46.4%
Resumes	144	75	87	16.0%	-39.6%
Employment	116	111	285	156.8%	145.7%
Career Counseling/Coaching	84	14	50	257.1%	-40.5%
General Questions	25	65	150	130.8%	500.0%
Total Contacts	**608**	**382**	**922**	**141.4%**	**51.6%**
Student Employment					
Total Applications	276	354	395	11.6%	43.1%
Total Hires	204	296	268	-9.5%	31.4%
Career Fair Participation[2]					
Attendees	600-800	300-400	500+		
Employers	171	76	58		

[1] During the calendar year 2009, the Career Center underwent several changes, including changes in location and personnel, which adversely impacted usage.
[2] No Career Fairs were held in calendar year 2009.
Source: Career Center Annual Report, August 2010

Table 2R1-2R2.2: Objective 2 – Promote Lifelong Learning

Area	Strategic Plan Goal Number	2R1: Measures	2R2: Performance Results
PK-20 Programs	2.7	• Participation in programs	See Table 2R2d
Career Pathway Development	2.7	• Career Pathway Development Templates • Students served in the Hub@LCCC (Career Pathway Exploration and Coaching)	• In 2010, approximately 80 new Career Pathway templates were completely developed • From May 15 – July 30, 2010, approximately 200 clients were served in the Hub
Athletics Program	1.6	GPAs of student athletes compared to the general LCCC student body GPA	Average GPA of 2009-2010 student athletes was 2.91; for the general student body, the average GPA was 2.89. See Table 2R2e for trend data
Life Enrichment	2.3	• Number and type of offerings • Participation	See Table 2R2f

Table 2R1-2R2.2: Objective 2 – Promote Lifelong Learning

Area	Strategic Plan Goal Number	2R1: Measures	2R2: Performance Results
ESL (noncredit) ABE/GED/ASE	2.7	• Hours of service • Enrollment • Hours attended • Completion of level	See Tables 2R2g and 2R2h.
Foundation Support	2.2	• Number of donors • Dollars raised • Employee giving percentages • Dollars distributed • Number receiving funds	In the last five years, the foundation has had a(n): • 194% increase in donors • 67% increase in dollars • 94% increase in employee giving
Child Development Center	2.4	• Nutrition block grant outcomes • Number of children served	Due to administrative shifts and accreditation efforts, trend data are not available

Table 2R2d: Participation in PK-20 Programs

	2007-2008	2008-2009	2009-2010
Concurrent/Dual Enrollment	1,113	1,184	1,197
Partnership Diploma Program	45	49	52
GEAR UP Summer Programs[1]			
SOAR – High School Summer Academy	171	196	136
Junior High School Summer Leadership Academy	45	39	23

[1]GEAR UP has experienced changes in personnel and funding which may have contributed to the declining participation in summer programs.

Source: High School Programs Records

Table 2R2e: Average GPA of Athletes

	2007-2008			2008-2009			2009-2010		
	FA	SP	Ann.	FA	SP	Ann.	FA	SP	Ann.
Basketball	2.29	2.20	2.24	2.48	2.20	2.36	2.91	2.52	2.70
Men's Soccer	2.55	2.47	2.51	2.75	3.00	2.88	2.87	3.07	2.95
Rodeo	2.60	2.85	2.71	2.82	2.83	2.82	2.92	3.01	2.98
Women's Soccer	2.38	2.75	2.56	2.57	2.62	2.60	2.76	3.05	2.89
Volleyball	2.81	2.24	2.52	3.05	2.79	2.92	3.13	3.11	3.12
Equine Show	3.11	3.18	3.18	3.26	2.87	3.08	3.03	3.39	3.17
All Athletes	2.65	2.68	2.67	2.85	2.75	2.80	2.93	3.04	2.98
LCCC	N/A	2.55	N/A	2.72	2.59	2.54	2.68	N/A	2.91

Source: LCCC Athletics Department

Table 2R2f: Total Enrollment in Life Enrichment Classes

Course Category	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Arts, Crafts and Hobbies	370	248	277	216	165
Camps	154	212	66	99	140
Children's Art and Activities	102	22		111	
Computer	164	81	74	75	74
Conferences and Workshops					83
Dance	226	295	285	236	256
Dog Training	172	99	151	12	129
Driver Training	155	94	120	149	121
Eastern Laramie County	72	123	136	167	76
Ed2Go (various online courses)		70	84	43	66
Elder Hostel		136	312		113
Health, Wellness and Safety	202	181	115	107	238
Horsemanship	78	56	55	55	70
Language	47	69	56	15	23
Miscellaneous Personal Interest	82	37	90	94	143
Personal Financial Information	25	14	118	253	90
Summer Educational Experiences for Kids (SEEK)	440	562	558	614	921
Swimming -- Adult	473	584	598	522	501
Swimming -- Children	48	81	65	54	54
Teacher Training		40		129	
Vendor Workshops (Frontier Days)	47	54	40	67	67
Totals	**2,857**	**3,058**	**3,200**	**3,018**	**3,330**

Source: Colleague Records

Table 2R2g: Students Served by ACES

Program Year	Hours Open per Week	Hours Open per Year	Number of students		Student Contact Hours	
			All	NRS	All	NRS
2006-2007	51	2,100	945	501	20,513	18,143
2007-2008	38	1,585	982	477	26,833	24,332
2008-2009	38	1,675	1,112	580	35,010	28,889
2009-2010	38	1,540	Not available	Not available	Not available	Not available

Source: Adult Career and Education System (ACES) Annual Report, 2009-2010

Table 2R2h: 2008 - 2009 ABE/GED/ESOL Program Data

	LCCC			Wyoming		
Level	Enrolled	Hours Attended	Completed Level	Enrolled	Hours Attended	Completed Level
ABE Beginning Literacy	17	611.86	6	37	1,228.03	19
ABE Beginning Education	82	4,729.39	34	234	11,173.67	102
ABE Intermediate Low	116	5,402.33	54	440	19,877.01	236
ABE Intermediate High	197	10,980.66	102	746	30,018.35	424
ASE Low	81	2,091.45	40	375	8,823.48	229
ASE High	91	3,141.91	59	422	9,437.46	317
ESL Beginning Literacy	49	2,721.56	12	297	12,776.43	100
ESL Low Beginning	12	866.39	5	58	2,877.16	31
ESL High Beginning	8	375.79	3	73	3,967.88	35
ESL Intermediate Low	17	1,255.02	13	68	3,907.79	40

Table 2R2h: 2008 - 2009 ABE/GED/ESOL Program Data

Level	LCCC			Wyoming		
	Enrolled	Hours Attended	Completed Level	Enrolled	Hours Attended	Completed Level
ESL Intermediate High	24	1,891.22	7	91	5,086.66	33
ESL Advanced	7	1,018.78	4	36	1,959.53	13
TOTAL	**701**	**35,086.36**	**339**	**2,877**	**111,133.45**	**1,579**

Source: Adult Career and Education System (ACES) Annual Report, 2009-2010

Table 2R1-2R2.3: Objective 3 – Civic Engagement

Area	Strategic Plan Goal Number	2R1: Measures	2R2: Performance Results
Service Learning	1.6 2.4	• Number of service hours • Number of student, programs, faculty • Number of partners	The program has grown in the last three years to include: • athletics program • scholarship programs • over a third of faculty members (38 in 2009-2010) See Table 2R2i for trend data
Athletic Teams	1.6	• Number of home events	See Table 2R2j

Table 2R2i: Growth of Service Learning Program

Academic Year	Number of Students Participating	Number of Service Hours	Number of Organizations Receiving Service	Number of Faculty Integrating Service Learning
2006-2007	54	936	14	3
2007-2008	350	2196	46	15
2008-2009	658	13,136	51	29

Source: Service Learning Program Coordinator

Table 2R2j: Number of Home Games Events[1]

	2008-2009	2009-2010
Basketball	12	13
Volleyball	9	9
Women's Soccer	9	6
Men's Soccer	6	5
Horse Shows	2	1
Rodeos	1	1
Total	**39**	**35**

[1]Includes single games, multiple game events like volleyball tournaments, and multi-day events.
Source: LCCC Athletics Department

2R3

Currently, benchmarks have not been developed for the measures listed above. Based on Strategic Goals 3.1, "Create and implement both institutional and department assessment/effectiveness plans" and 3.3, "Foster cultural change to adopt continuous improvement principles college-wide", the development of comparative benchmarks is in progress.

2R4

These results help the College achieve Strategic Direction 2, "Engage the community through collaborations that are mutually beneficial."

All the services and activities provided for community members and professional organizations strengthen relationships and provide mutually beneficial partnerships and community service. This is evidenced by the steady increase in the number of community partnerships, community member participants, service hours, utilization of facilities, and attendance of activities (see tables above). As an example, enrollments in workforce training programs are often statewide due to partnerships between LCCC, state agencies and the other six Wyoming community colleges. When workforce training was first offered in the 2002-2003 academic year, there were approximately 200 enrollments (duplicated) in two key training initiatives. In 2009-2010, there were approximately 3,000 enrollments (duplicated) in over 300 training initiatives.

Improvements

2I1, 2I2

While the College collects a variety of quantitative data, to date, there has been limited use of setting targets or benchmarks to improve performance. The adoption of the new strategic and operational plans is serving to increase the systematic use of performance results for improvement. The Foundation, Service Learning coordinator, the Library, Athletics, Conferences and Events, Career Center, Children's Discovery Center, and Workforce and Community Development have established some formal mechanisms to track the success of their programs. Some measurements are reported and analyzed systematically at the institutional level. Four areas annually report to the Board of Trustees, the Foundation, and/or college administration and other outside governing agencies. In addition, some of the areas have received grant funding which requires annual reporting. The Children's Discovery Center reports outcomes to the NAYEC for accreditation and licensing authorities.

LCCC recognizes an opportunity for improvement in this area and has initiated an action project to identify and develop institutional benchmarks as a first step.

Category Three: Understanding Students' and Other Stakeholders' Needs

Processes

3P1

Laramie County Community College regularly identifies the changing needs of students by soliciting feedback through a variety of sources.

- Media scans and informal observations by Admissions staff to identify changes in culture, society and the way that students communicate.
- Input from career program advisory committees to identify emerging needs and to determine how well the College is meeting those needs.
- Graduate and employer surveys also provide data to identify the changing needs of the students and workforce.
- Community College Survey of Student Engagement (CCSSE), done every other year, provides information on students' engagement in their learning.
- Student Services staff participate regularly in professional development opportunities to stay abreast of new literature and best practices that inform us with regard to regional and national changing needs of students.
- Workforce & Community Development staff use surveys, after-class evaluation, focus groups, one-on-one needs analysis, and networking opportunities.
- Periodic program reviews include examination of enrollment patterns and satisfaction data.
- Division deans monitor enrollment patterns to make course scheduling adjustments as needed.
- Needs assessments are conducted when new degree or certificate program is in development.
- Learning technology committee conducts student surveys each semester to monitor looks a student technology needs. (The committee has a broad campus representation including a student from the Associated Student Government.)
- Ludden Library conducts user surveys to determine student need for various types and levels of services.

In addition, input is anecdotally gathered in such areas as faculty-student interactions, requests from the community, and comments about scheduling and delivery. Student Services staff members also actively solicit input from the Associated Student Government (ASG) board, student club advisors and residence hall staff with regard to emerging or changing student needs.

This information is then brought back to the College and shared with peers, Directors, VPs and President's Cabinet. Recommendations for implementation are then developed based on local need. New or changed programs, processes or services that are implemented are done so through a strategic planning committee, campus conversation and consultative process.

The College has established strategic goals relative to its commitment to student success (Strategic Direction 1 "Maximize Learning Opportunities that Foster Student Success"). Additionally, LCCC is developing data-informed program review and operational planning processes as part of implementing the Strategic Plan. Specifically, implementation of Strategic Direction 3 "Ensure Institutional

Effectiveness" will lead to systematic assessment plans for all areas of the campus. These plans will include processes for identifying and addressing changing student needs.

3P2

The College has a wide-range of elements to build and maintain relationships with continuing students. These generally fall into two categories: student support and student engagement. In the student support category are the Student Success Center, SAGE-TRiO, the Disability Resource Center, and the freshman seminar. Student engagement includes faculty relationships with students, student participation in public forums (such as BOT meetings and Campus Conversations), ASG participation in the College community, student participation on College committees, CAB activities, and athletic team events. Additionally, LCCC has purposefully designed spaces to encourage student-faculty interaction outside the classroom.

Relationship building starts at the prospect level on an individual basis between the prospective student and the admissions representative. Many forms of communication are used, including, but not limited to, college fairs, high school visits, town visits, phone communications (including texting), email, instant messaging and social media (Facebook, Twitter, etc). The student is guided through the admissions process during this time. Summer orientation programs for incoming students help the student maintain relationships with the admissions representatives and encourage new relationships with other students, faculty and staff. During the orientation program, students have an opportunity to connect with their advisors and learn about other relationship building opportunities such as Campus Activities Board (CAB) activities, Associated Student Government (ASG), various student groups, athletics, and student employment.

In special student populations, there are additional relationship building measures in place. These include Residence Life activities, international student services, Transitional Services for nontraditional students, and the Children's Discovery Center (CDC). In instances where areas within the College are working directly with secondary students and preparing them for post-secondary education, relationship building opportunities are created through internal programs.

Relationship building processes have been greatly impacted by the AQIP process. The College's Strategic Plan and the recently completed action project on advising have resulted in ongoing restructuring of how relationships with students are built and maintained. Specifically, the action project recommended strengthening the relationship building in advising and transferring that relationship to faculty earlier in the student's academic career. These recommendations are currently in the implementation stage.

3P3

LCCC recognizes the need for process improvements in how the changing needs of key stakeholder groups are analyzed. The current process includes reviewing and analyzing feedback from program advisory council members and participation and leadership in community organizations (e.g. Rotary, Kiwanis, Chamber of Commerce, Cheyenne LEADS). Involving community members in our strategic planning has been another means of analyzing the changing needs of our key stakeholder groups.

3P4

As described in O3, LCCC has identified three key stakeholder groups, in addition to our students: recipients of students, the community at large and internal stakeholders. The College uses a variety of mechanisms to build and maintain relationships with these groups.

Relationships with transfer institutions are built through the development of articulation agreements and maintained through articulation meetings. Additionally, LCCC is an active participant with the University of Wyoming and the other six community colleges in several state initiatives, such as the current development of a statewide longitudinal data system. See Category 9 for information on how LCCC analyzes and meets the needs of and builds and maintains relationships with other higher education stakeholders.

Workforce and Community Development (WCD) builds and maintains relationships with key stakeholders via a number of settings. WCD regularly attends Greater Cheyenne Chamber of Commerce events and works with Cheyenne Leads (the local economic development group) to host new businesses considering relocating to Cheyenne. Additionally, WCD is a member of the Southeast Wyoming Workforce Alliance, meets regularly with the Wyoming Department Workforce Services, and participates in quarterly meetings with other Wyoming community college workforce offices. These meetings have resulted in the identification of statewide training opportunities and the development of programming to meet those needs. One example is the formation of joint partnership projects such as the youth training and employment project scheduled for summer 2010. More formally, the WCD uses workforce analysis data available from the Wyoming Department of Employment to identify workforce training needs.

As an elected body, the Board of Trustees represents the community at large. In this capacity, individual Board members belong to a host of community and state organizations, many of which are key stakeholders. Additionally, Board members attend many of campus forums and committee meetings.

Another example of how the College builds and maintains relationships with community stakeholders is the LCCC Cultural Committee, which meets on a regular basis throughout each academic year to select events for the upcoming season (the next academic year). This committee selects events to complement other cultural events in the community and schedules events to avoid conflicts.

Internal relationships are built and maintained through division/department meetings and cross-functional teams that foster collaboration as well as campus-wide meetings and dialog sessions. It is at the organizational level that LCCC falters in providing structural support for productive relationships. LCCC has initiated a regular climate survey process to learn about the changing needs and concerns of internal stakeholders. This process consists of a global survey conducted at the beginning of the academic year, followed by a focused survey at mid-year. The data will be used to inform future action projects. During the first year of this process (2009-2010), the global survey identified concerns regarding leading and communicating, which lead to an action project and a focused survey in January 2010. The project resulted in a set of recommendations and two additional action projects: College-wide College Council and Define Organizational Structures and Processes. Additionally, President's Cabinet and the Quality Council are considering other opportunities for building stronger relationships throughout the College community. For example, President's Cabinet has begun to hold regularly scheduled President's Cabinet Campus Conversations on the fourth Tuesday of every month.

3P5

College strategic directions and priorities related to new or increased student/stakeholder targets are generally based on descriptive statistics related to current and emerging enrollment, population and economic trends, academic program reviews, and expressed community and industry needs. Additional information is collected anecdotally through participation in professional organizations and conferences and by the Admissions team during site visits. Most of these processes occur at the department level. The College recognizes the opportunity to develop a more systematic institutional approach to targeting new stakeholder groups.

3P6

There are procedures in place to address grievances (informal and formal) of students and employees. Students receive information about these procedures through the Student Handbook, which is posted online (handbook) and referred to in every syllabus. Such grievances are handled on a case-by-case basis; appropriate actions and how those actions are communicated are outlined in procedure. Formal student complaints are logged in the offices of the Vice Presidents of Instruction or Student Services, whichever is applicable, along with notes regarding steps taken to resolve the concerns. This includes communication to the student about how the complaint was handled. These logs are reviewed as needed. Institutionally, informal complaints are not logged or analyzed at this time; these are handled at the department level.

In addition, anonymous student questionnaires are administered in at least two classes for every instructor (full-time or adjunct) each calendar year. Feedback, comments, and complaints are solicited at the time of administration. The results of the questionnaires are given to the instructor after final grades have been turned in at the end of each semester and the deans also review the results. There is no mechanism to collect and analyze complaints received through this process.

An online feedback form is available to the public. Finally, a Process Improvement Form (PIF) has been created and is available to all stakeholder groups. Information from the PIFs will be analyzed by the Quality Council and appropriate adjustments will be made to ineffective processes.

Results

3R1

Table 3R1: Stakeholder Satisfaction Measures

Stakeholder	Measure	Frequency
Graduates	• Graduate Survey • Health programs exit interview	• 6 months after graduation • Upon graduation
Current students	• CCSSE • Student Questionnaire • WCD After Class Evaluation • Formal student complaint patterns	• Every other spring • Selected courses each semester • Completion of every program • Annually
Employees	• Climate Survey • Follow-up Focus Survey	• Fall semester • Spring semester
Employers	• Employer Survey (program specific)	• 6 months after graduation

In addition, the admissions team monitors anecdotal feedback from high school counselors, parents and the community through face-to-face contacts and social networking. Other sources of anecdotal feedback include Board of Trustees public comment sessions, focus groups conducted semi-annually by WCD, and articulation meetings.

3R2

On the graduate survey, students indicated high levels of satisfaction with LCCC services--89% of students responding indicated that they were satisfied or very satisfied with more than half of the 17 services that they were asked to rate. Students indicated the lowest level of satisfaction, 65.5% and 59.8% respectively, with job placement and food service. Overall, as shown in Table 3R2.1 below, the majority of the students (94 and 95% respectively) agreed or strongly agreed with statements indicating "I'm glad that I attended LCCC" and "I would recommend LCCC to my family and friends." For more information, see the most recent graduate survey report.

Table 3R2.1 – Graduate Survey Results 2006-2007 to 2008-2009
Percent of Respondents Agreeing or Strongly Agreeing with the Statement

	2006-07	2007-08	2008-09
I'm glad that I attended LCCC	89.22%	88.44%	94.85%
LCCC is a friendly place	88.12%	88.44%	88.24%
I would recommend LCCC to my family and friends	86.27%	86.39%	94.12%
If I had to start over, I would choose LCCC	82.35%	77.55%	80.88%
I accomplished my community college educational goals when I graduated from LCCC	81.37%	80.27%	91.18%
My experiences at LCCC improved my quality of life	84.31%	80.27%	91.91%

Source: 2008-2009 Graduate Survey Report, March 2010
LCCC IR Office, AMM, 08/23/2010

CCSSE results in Table 3R2.2 also show that students are generally satisfied with most LCCC Services.

Table 3R2.2 CCSSE Results – Satisfaction with Services
Percent of Respondents Very Satisfied or Somewhat Satisfied

	LCCC	Other WY CCs	Medium Colleges	Total 2009 Cohort
Academic advising/planning	88.65%	92.90%	89.08%	88.62%
Career counseling	72.85%	80.33%	78.57%	78.51%
Job placement assistance	56.29%	72.33%	66.35%	66.21%
Peer or other tutoring	84.68%	85.10%	82.32%	82.73%
Skill labs (writing, math, etc.)	84.93%	90.98%	88.47%	88.62%
Child care	50.00%	60.59%	58.41%	58.69%
Financial aid advising	77.42%	87.07%	82.45%	82.01%
Computer lab	96.79%	95.04%	94.25%	94.19%
Student organizations	82.04%	84.02%	77.33%	77.48%
Transfer credit assistance	75.73%	80.90%	78.39%	78.14%
Services to students with disabilities	71.11%	74.78%	72.79%	72.83%

Source: 2009 CCSSE Results
LCCC IR Office, AMM, 08/23/2010

3R3

CCSSE provides data on student engagement in several categories. Table 3R3.1 shows the most recent (2009) student engagement results for all LCCC students as well as state and national comparison groups. Table 3R3.2 shows LCCC results broken out for full- and part-time students as well as for students who have completed fewer than 30 hours and 30 hours or more.

Table 3R3.1: CCSSE Results – LCCC and Comparison Groups

	LCCC	Other WY CCs	Medium Colleges	Total 2009 Cohort
Active and Collaborative Learning	52.2	51.0	49.9	50.0
Student Effort	49.6	49.1	49.9	50.0
Academic Challenge	49.8	48.2	49.9	50.0
Student-Faculty Interaction	52.9	53.1	50.1	50.0
Support for Learners	46.6	50.9	49.9	50.0

Source: 2009 CCSSE Results
LCCC IR Office, AMM, 08/23/2010

Table 3R3.2: CCSSE Results – LCCC Subgroups

	Full-time	Part-time	0 to 29 credits	30+ credits
Active and Collaborative Learning	62.8	45.4	47.4	59.9
Student Effort	58.5	44.0	47.9	52.6
Academic Challenge	60.4	43.0	46.7	54.6
Student-Faculty Interaction	63.5	46.1	49.5	58.3
Support for Learners	53.3	42.3	44.4	49.8

Source: 2009 CCSSE Results
LCCC IR Office, AMM, 08/23/2010

3R4, 3R5

Regarding external stakeholders, several areas routinely collect and systematically analyze performance results at the program level. LCCC recognizes an opportunity to develop a systematic, institutional process to collect and analyze external stakeholder satisfaction information.

Regarding internal stakeholders (employees), LCCC has initiated a climate survey/focus survey process to collect results for satisfaction and building relationships. In fall 2009, the College administered a climate survey during an all-college meeting to determine where the next action projects should be focused. The survey consisted of a series of statements to which employees were asked to indicate their level of agreement. Approximately 70% of employees responded. As presented in Table 3R4 below, the stronger the disagreement, the greater the opportunity for the College.

Table 3R4: Fall 2009 Climate Survey Results

Statement about LCCC	Agree or Strongly Agree	Neutral	Disagree or Strongly Disagree
1. Communication between employees (faculty and staff) and the administration is two-way.	36%	22%	42%
2. Communication within my own work area is two-way.	70%	13%	17%
3. Administrators clearly explain the process and rationale used in decision making.	23%	24%	53%
4. At LCCC, there is a climate of trust among faculty, staff, and administrators.	20%	22%	58%
5. Input from employees is considered in the decision-making process.	26%	28%	46%
6. Taking part in the decision-making process is important to me.	78%	17%	5%
7. I have the opportunity to participate in the decision-making process.	40%	27%	33%
8. I participate in the decision-making process.	42%	35%	23%
9. There is a climate in which different opinions are welcomed and respected.	30%	25%	44%
10. The college is focused on helping students succeed.	75%	13%	12%
11. My job helps students to succeed.	86%	12%	3%
12. I am engaged in the AQIP process.	44%	27%	29%
13. The AQIP process has had a positive impact on the college.	32%	48%	20%
14. I have been given the opportunity to participate in the AQIP process.	70%	20%	11%
15. I have participated in the AQIP process.	63%	19%	18%
16. The college understands and meets the needs of the community.	67%	22%	12%
17. The college maintains good relationships with the community.	67%	19%	13%
18. The college encourages teamwork across divisions and departments.	49%	23%	28%
19. I feel comfortable speaking out on issues affecting the college.	27%	26%	47%
20. I help provide solutions to issues affecting the college.	50%	34%	15%
21. The college values the work I do.	54%	24%	22%
22. The college is supportive of professional development for all employees.	60%	19%	22%
23. I have the opportunity to participate in the training I need to do my job effectively.	63%	20%	18%
24. I participate in the training I need to do my job effectively.	80%	15%	5%
25. The college makes data-informed decisions.	32%	43%	25%
26. The college has the processes in place to support data-informed decision making.	34%	50%	16%
27. The college has broad-based involvement in its planning processes.	27%	42%	31%
28. The college provides an environment where learning can thrive.	74%	14%	12%
29. The college is responsive to the concerns of employees.	29%	27%	44%
30. Morale and job satisfaction are high.	17%	27%	57%
31. Overall, the college is effective in meeting its mission.	54%	31%	15%
32. I believe the college is headed in the right direction.	45%	29%	26%
33. Something worthwhile will be done with the results of this survey.	35%	33%	32%

Source: Fall 2009 LCCC Climate Survey

3R6

On the CCSSE, students indicated levels of engagement similar to the national cohort, the cohort of similarly sized colleges, and the cohort of Wyoming community colleges. There were few significant differences. See Table 3R2.1 and Table 3R3.1. LCCC recognizes that an opportunity to expand the use of comparison data and has initiated an action project to develop dashboard indicators with appropriate benchmarks.

The Wyoming Community College Commission annual Core Indicator Report includes graduate survey data, which indicates that LCCC's results are generally lower than those of the state as a whole. See Table 3R6.1 for the most recent available comparison data (2007-2008 graduates).

Table 3R6.1: 2007-2008 Graduate Survey Results – LCCC Compared with All Wyoming CCs
Percent of Respondents Agreeing or Strongly Agreeing with the Statement

	LCCC	All WY CCs
I'm glad that I attended (THIS COLLEGE).	88.4%	75.1%
(THIS COLLEGE) is a friendly place.	88.4%	96.6%
I would recommend (THIS COLLEGE) to my family and friends.	86.4%	92.4%
If I had to start over, I would choose (THIS COLLEGE).	77.6%	88.0%
I accomplished my community college educational goals when I graduated from (THIS COLLEGE).	80.3%	71.0%
My experiences at (THIS COLLEGE) improved my quality of life.	80.3%	90.3%

Source: 2008-2009 WCCC Core Indicator Report, May 2010
LCCC IR Office, AMM, 08/23/2010

Improvements

3I1

The implementation of the climate survey and the follow-up focus survey is one recent improvement in this category. A direct result of the climate survey was the Leading and Communicating Action Project that identified areas in which to improve processes. Two of these areas are currently the focus of action projects: College-Wide College Council and Define Organizational Structures and Processes. Another result of the climate survey/focus survey process was the initiation of campus conversations, held monthly by the President's Cabinet. Finally, the benchmarking action project will provide input into this category.

As a result of observation of students' preferred communication mediums, LCCC recently expanded the scope of its online interactions by using more Web functionality and social media. The College is continuing to make these systems more systematic and comprehensive by working through social media to bring more positive LCCC news to students.

Student use of advising and career services was identified in the CCSSE data as well as in Conversation Day as an area in need of improvement. To that end, the College initiated the Advising Action Project which resulted in recommendations for a comprehensive advising system at LCCC. These recommendations are being implemented incrementally as budget limitations permit.

As a result of what has been learned across the country since the incident at Virginia Tech. and in response to what LCCC learned about its own areas of vulnerability, the institution looked to find a system that could help better manage referrals and secure the confidentiality of related records. LCCC recently decided to purchase Maxient, a software tool that will provide a mechanism to appropriately share information with those who need to know about students of concern in a timely manner. The implementation of this software will make processes for tracking and analyzing this information more systematic and comprehensive, as well as more confidential.

In an effort to better understand the needs of residence hall students, the College has decided to begin annual administration the Association of College and University Housing Officers-International/Educational Benchmarking, Inc. Resident Assessment survey, commencing in 2010-2011.

In an effort to facilitate the collection of feedback, the WCD Center for Lifelong Learning (CLL) recently began using Survey Monkey to send out surveys to better understand the need of stakeholders. Building on this, the College has acquired Snap, a survey software package that can be managed in-house, and will be expanding this concept to survey all stakeholder groups. The CLL also recently began hosting industry-related focus groups to determine needs. Finally, the College uses feedback from career program advisory boards to improve programs and meet the needs of the industry.

3I2

As part of the AQIP process, the College is constantly scanning to analyze which projects can have the most impact for process improvement. Additionally, the Strategic Plan includes an objective to "Foster cultural change to adopt continuous improvement principles college wide" (Strategic Initiative 3.3). LCCC recognizes the opportunity to apply across the institution strategies and processes that are currently effectively functioning in pockets across campus.

Category Four: Valuing People

Processes

4P1

The process for identifying minimum and preferred qualifications for full-time employees is outlined in the College's formal operating procedures. According to Procedure 4100 (Recruitment, Hiring and Types of Appointment), the dean and the administrator over the position recommend the minimum qualifications to the President and the director of human resources who make the final decision. The determination of preferred qualifications used in advertising vacant positions is made through the joint efforts of the dean, administrator over the position, and screening committee in consultation with the director of human resources. Additionally, HLC guidelines and industry specific standards, as well as requirements of the University of Wyoming (our primary transfer institution) are incorporated in this process as appropriate. Finally, HR recommends that administrators and supervisors consider the College's official Values Statement as a framework for identifying desired employee values.

It should be noted that the processes and procedures described above address full-time employees only. The recently completed Performance Management Action Project recommended that adjuncts and non-benefitted part-time staff be included in the performance management system as it is implemented. Additionally, the action project recommended the creation of competency-based job descriptions for all employees based on a template and process created by the HR office. Furthermore, the action project recommended that these job descriptions be develop in fall 2010 in anticipation of a compensation study budgeted for 2010-2011.

4P2

Procedure 4100 describes the essential elements of the hiring process. These include: 1) how and where ads are placed; 2) the role screening committee members play; 3) application materials review; 4) required telephone and in-person interviews; 5) reference checks/calls to previous employers; 6) a requirement to provide official college transcripts for all degrees listed on the resume; and 7) employment eligibility checks. It is common practice to include behavioral questions to address values and ethics in interviews and require candidates to present their qualifications through teaching demonstrations or skills tests, as applicable.

Notably, LCCC increases the likelihood that new employees have the required credentials, skills and values by emphasizing the role of the screening committee. Employment applications are initially screened by the HR office to identify individuals who meet the minimum qualifications required for the position. The pool of candidates that meet the minimum qualifications are then reviewed by the screening committee whose role is to identify finalists based on credentials but not make the final hiring decision. Although consensus is the goal, upper level administrators (dean or vice president) make hiring recommendations to the President who makes the final hiring decision.

4P3

The hiring supervisor works with HR to create an advertisement that includes both minimum and preferred qualifications. (See 4P1 above) The position is then posted online and advertised on a local, regional, or national basis, as appropriate.

Applications are processed through the HR office, which forwards the completed applications meeting minimum requirements to the hiring supervisor/screening committee. The hiring supervisor/screening committee ranks the applications based on the preferred qualifications. They also establish interview questions (including as appropriate skill demonstrations) and reference check questions to be used. The hiring manager/selection committee then interviews and checks references for the top candidates and forwards a recommendation to the appropriate vice president and the President, who may also conduct interviews to verify candidates' credentials, skills, and values. The President has final hiring authority.

College-wide inducements for employee retention include benefits and longevity recognition (including salary increases as budgets allow), sabbatical leave, and employee recognition events. Other non-monetary rewards include training, in-service, professional development, and educational benefits. (See Procedure 4400 Classification and Compensation, Procedure 4760 Educational Benefits, Procedure 6552 Cross-Training Program, and Procedure 6555 PLUS (Professional Development Leave for Upgrading Salaries). Also, a Leadership Academy was initiated in 2008 to facilitate development of leadership skills in current and potential administrators and managers; any employee who wishes to advance to leadership positions may participate. In addition, there are processes for specific employee groups.
- New faculty members participate in a mentoring program during their first three years of employment.
- Full-time faculty members are eligible for continuing contract after three years of service.
- The student services area conducts regular in-services and team building activities.
- Annual professional development opportunities for administrative assistants (the "secretarial retreat") and educational services staff (sponsored by the Educational Services Staff Council).
- Faculty and administrators have travel and professional development funds.

4P4

While there exist College-wide processes to inform new employees about job functions and basic operational procedures (payroll, FERPA, campus printing, etc.), LCCC's history, mission, values, and Strategic Plan are minimally addressed. The Performance Management Action Project recommended that the orientation process be significantly revised, including the development of effectiveness measures. An action project has been initiated to do this.

4P5

To plan for changes in personnel, the HR Office monitors retirement eligibility of all employees to identify potential vacancies. As soon as an employee identifies his/her intention to resign or retire, the appropriate vice president reviews the anticipated vacancy with the work area and determines whether to fill the vacancy, modify or create a new position, or leave the position unfilled. These recommendations are then forwarded to President's Cabinet for approval.

4P6

LCCC does not currently systematically design work processes and activities. With the implementation of the Strategic Plan, departments are developing operational plans, linked to the strategic goals and to the budget, which will contribute to organizational productivity (see Category 8). Regarding employee satisfaction, the College-initiated annual climate and focus surveys in 2009-2010 (see Category 3).

4P7

While LCCC does not have an institutional code of ethics, Procedure 4130 identifies behaviors that will result in possible cause for disciplinary action. Employee contracts and status forms include a statement that employees will abide by College policies and procedures, as well as the values statement. There are no mechanisms to formally monitor employees' ethical practices.

Traditionally, new employees have been briefed on ethical practices during new employee orientation, which includes sexual harassment training and a review of FERPA guidelines. As a result of the Performance Management Action Project mentioned above, the Orientation Action Team is developing a more comprehensive orientation process.

4P8

Training needs are determined at the departmental unit/group level and are generally based upon short-term goals. Annual evaluations and student feedback help identify some training needs. As appropriate, individual professional current license or certification and program accreditation standards also determine training needs. While individual activities are intended to help the overall movement toward effective organizational-wide efforts, there are no specific metrics showing effectiveness or an identified, overarching process tracking. The College recently finished the first phase of its Performance Management Action Project, which includes recommendations for a process for determining appropriate training needs.

4P9

There are a variety of activities in which employees may participate. The College reinforces professional development and training by providing opportunities and funding for conference participation and in-house workshops. Most in-house training is optional, but mandatory in-service sessions are done once per semester.

While a specific overarching system for monitoring such activities, or the employees who participate, has not been implemented, the Professional Development Action Team survey found that sixty-nine percent (69%) of the supervisors interviewed required employees to report or share how the activities helped in their professional development and position at the College.

4P10

Position descriptions and personnel evaluations help to align practices with leadership decisions. However, existing practices for the personnel evaluation system have been identified as being inconsistently applied throughout the College. The recently completed Performance Management System Action Project has made recommendations addressing these issues.

4P11

The College provides several mechanisms for employee recognition. These include
- President's Cabinet's Recognition of Excellence luncheon in the fall and spring semesters to honor employees who go above and beyond the call of duty.
- Annual Faculty Excellence Award presented at commencement to an outstanding full-time faculty member from each division.
- Annual Employee Recognition Reception at which employees are recognized for their length of service, held at the end of each academic year.
- Adjunct Instructor of the Year to recognize outstanding service by an adjunct from each division.

As appropriate, outstanding employees are nominated for state, regional, and national awards (for example, Wyoming Association of Community College Trustees, Wyoming Distance Education Consortium, and National Institute for Staff and Organizational Development). Employee accomplishments are regularly publicized both internally and externally. Regular press releases to the media highlight College activities and successes to the general public.

LCCC recognizes an opportunity to develop a process to ensure that employee recognition, reward, compensation, and benefit systems align with institutional objectives for both instructional and non-instructional programs and services and to measure their effectiveness.

4P12

Through the Vital Focus survey (spring 2007) and related conversations, it was identified that the College did not have a formal system to address this question. In response to this finding, LCCC initiated the Climate Survey/Focus Survey process (described in 3P4) during the academic year 2009-2010. Quality Council analysis of these results led to the initiation of several action projects. The anticipated annual administration of these surveys will create trend data necessary for evaluating the effectiveness of the action teams' efforts and maintaining a process of continuous improvement.

4P13

To promote employee satisfaction, the College provides competitive salaries within the region, strong benefits, professional development support, and, to varying degrees, opportunities for advancement. LCCC has initiated a climate survey/focus survey process to assess employee satisfaction with these efforts.

To provide for employee and student safety and well-being, the College has a Safety and Security department with 12 officers (four full-time and eight part-time) who have been hired to maintain security on campus. All stakeholders can view the campus crime statistics . The College has an Emergency/Crisis Response Plan, which includes a text messaging system to alert students and LCCC employees of a variety of situations that may arise on campus as well as the placement of emergency phones in every classroom. Furthermore, the College has established the Campus Assessment, Response and Evaluation (CARE) Team, which collects and assesses concerns about persons of interest from the campus community, develops and implements strategies to address those concerns, and monitors the effect of those strategies. In addition, the College offers counseling services to students and employees, and a wellness program for employees.

Results

4R1

Prior to initiating AQIP, LCCC did not regularly or systematically collect or analyze data relevant to this area. As mentioned above, the College has initiated the climate survey/focus survey process to collect this information annually.

In addition, informal efforts such as open forums have been initiated. These forums, held on the fourth Tuesday of each month, provide opportunities for all staff and faculty to raise concerns or issues. The President has been meeting with each division/department on campus to improve communication and holds informal luncheons with employees. LCCC recognizes that an opportunity exists to develop systematic measures of effectiveness for these activities.

4R2

Because the College has just initiated a formal process to measure valuing people, no performance results are available at this time.

4R3

The College recently adopted a new Strategic Plan. During the spring 2010 semester, each department/division developed operational plans linked to this strategic plan and to the budget. Annual reports on the status of the activities in these operational plans will provide evidence to answer this item beginning in 2011.

Annual personnel evaluations include a review of individuals' progress on the previous year's goals and identification of performance goals for the next year. However, existing practices for the personnel evaluation system have been identified as being inconsistently applied throughout the College. The recently completed Performance Management System Action Project has made recommendations addressing these issues.

Indirect evidence is provided through measures such as
- graduates' success on the national tests required for licensure or certification, as appropriate,
- continuing accreditation by the HLC and program-specific accrediting agencies, and
- an unqualified financial audit each year.

4R4

Currently, the College does not have a formal process of comparing the performance of its processes for Valuing People to other education organizations or organizations outside of higher education. On an informal basis, LCCC communicates with the six other community colleges in Wyoming about similar concerns.

Improvements

4I1

One of LCCC's first action projects was analyzing the existing process of professional development as it related to job performance. The action team created an inventory of existing policies, procedures, practices and resource allocations both formal and informal. They conducted an analysis of the findings to identify opportunities for improvement, and barriers and inconsistencies in the professional development process. From this team's findings, the Performance Management Action Project was developed. This team created a framework and an action plan for a performance management system that includes the LCCC philosophy and definition for performance management. The implementation of this system will lead to more systematic and comprehensive processes and performance results for this category. The current phase of this implementation is the New Employee Orientation Action Project, initiated in May 2010.

Examples of specific program improvements are found in the area of safety and well being. In order to enhance the work of the CARE Team, the College has initiated the purchase of a software tool (Maxiant) to assist in managing safety risks across campus. Workforce & Community Development piloted a wellness challenge for its area in 2010 which included several workshops on health and wellness. Once this pilot program is evaluated, results and best practices will be shared college-wide.

4I2

The Quality Council (QC) was formed after LCCC was accepted into AQIP. It is a cross-functional team consisting of President's Cabinet, the deans, a member of the LCCC Education Association, a member of the Educational Services Staff Council, three long-term members (including the grants coordinator and the institutional research manager), six rotating members, and two members of the Board of Trustees. This group meets regularly and is charged with organizing and overseeing LCCC's program for continuous quality improvement (CQI), its ongoing accreditation through participation in the AQIP, and institutional effectiveness, which are guided by the College's Strategic Plan. In this capacity, the QC has initiated several action projects (see above) designed to improve and set targets for improvement in Valuing People.

Category Five: Leading and Communicating

Processes

5P1

The current version of the <u>mission statement</u> was adopted by the Board of Trustees in November 1997. At the same time, the Board adopted the College's current (and first recorded) <u>values statement</u>, which was developed by a committee comprised of faculty and staff during the process of building the "Strategic Plan 1998-2003."

The College has recognized that it has an opportunity to review and update the institution's mission, values, and visions statements in a more systematic manner. At its January 2010 planning session, the Board of Trustees determined that they would review the mission, values, and vision statements at each annual planning session.

5P2

In November 2009, the Board of Trustees adopted a *Laramie County Community College Strategic Plan 2010-2015*. This plan identified strategic directions and goals that are aligned with the College's missions, vision, and values, and was the foundation for the most recent budget setting cycle. During this cycle, budget requests at all levels of the institution were tied directly to the strategic directions. Units developed operational plans with goals and objectives that were to be linked to specific goals in the Strategic Plan. However, this is a brand new process and as such documentation of the process is still under development.

5P3

The development of the College's Strategic Plan included the use of focus groups to gather community input on stakeholder needs. This input was incorporated into the strategic goals and directions, including goals to develop more systematic processes to assess the needs and expectations of these groups and to incorporate these into future direction and goal setting. One of the first steps in achieving these goals was the budgeting process described in 5P2. As these efforts proceed, existing unit-level activities will be integrated into an institution-wide system.

Existing unit-level activities include the academic program review process, through which faculty and deans examine student success. In addition, many programs, including every Career and Technical Program, have advisory committees to review curriculum and objectives and provide input on stakeholder needs. Also, the Center for Lifelong Learning assesses business and community needs through surveys and uses these results in planning.

5P4

Laramie County Community College (LCCC) does not have a systematic process in place to survey future opportunities, but relies on a wide range of efforts to gather information. Prior to the adoption of the new Strategic Plan, these efforts were carried out at the department/program level without consistent

linkage to institutional goals. With the recently adopted Strategic Plan, an opportunity exists for the institution to develop more systematic efforts in this area.

5P5

Current practices include teams, task forces, groups and committees, both standing and ad hoc, are formed to make recommendations (such as screening committees, the textbook selection committee, and the diversity committee) or to carry out specific assignments (operating groups such as the Academic Standards Committee, Student Learning Assessment Committee, and the Learning Leadership Team). Sometimes groups that began as recommending bodies (such as the Enrollment Management Advisory Council) are transformed into operating bodies charged with implementing their recommendations. All such recommendations are subject to administrative approval at the appropriate level (Board of Trustees, President's Cabinet, Learning Leadership Team [LLT], Deans, etc.). In addition, feedback and input are gathered through in-service meetings, round tables, and consultative feedback processes, as well as the newly initiated Budget Advisory Committee and Campus Conversations.

While there are many structures in place, assessment efforts completed as a part of the AQIP process have clearly identified gaps and dissatisfaction with the decision-making processes at LCCC. As referenced in 3P3-3P4 above, the results on the annual climate survey identified concerns in the campus community in the arena of leading and communicating. The Quality Council has since initiated two action projects to address these concerns: College-wide College Council and Define Organizational Structures and Processes.

5P6

Currently data, information, and performance results are used in decision-making processes. The College recognizes the opportunity to strengthen the use of data to inform these processes and make them more robust. The third goal of the Strategic Plan is to ensure institutional effectiveness, including the development and implementation of assessment plans for all areas of the College. As mentioned above (see 5P2), initial efforts in this area were made in the most recent budgeting cycle.

Current practices include data used in decisions regarding
- admissions office recruiting efforts,
- academic program reviews,
- requests for new positions,
- course scheduling,
- building expansion and renovation,
- course and program curriculum and delivery, and
- new program proposals.

5P7

Information sharing between and among LCCC's levels occurs through electronic and print media and in small and large group meetings. In May 2009, the College adopted an e-mail procedure stating that e-mail is the official means of communicating official, immediate, institutional information. In addition, minutes of meetings are posted on the College's intranet. The President's Cabinet meets weekly, after which bullet points from the meetings are sent out to the campus community. In-service meetings are

scheduled each semester to discuss campus activities and issues. The President meets with faculty and staff groups each semester. The majority of teams and departments meet at least monthly.

It is important to note that information sharing is not the same as communication. As previously identified, LCCC has recognized that there do not exist adequate consensus building and ownership building interactive communication channels between and among the levels of the College and has made this an ongoing focus of the AQIP process. Current related action projects are the College-wide College Council and Define Organizational Structures and Processes. Furthermore, the President's Cabinet has initiated Campus Conversations to provide a forum for informal interaction.

5P8

At the beginning of each semester, the College President presents the state of the College and his priorities for the year. LCCC has recognized that presentation of information does not necessarily develop a shared vision or a deeper understanding of these characteristics. As mentioned elsewhere in this portfolio, LCCC has clearly identified this as a part of the AQIP process. The College recognizes that it has an outstanding opportunity to further address this area.

5P9

LCCC established the Leadership Academy in January 2008. The Academy has the goal and function of developing and strengthening leadership skills among the administrators and other interested employees. To date, the President's Cabinet, Deans and several directors have completed the Academy. Courses include employment law, policies and procedures, hiring practices, communication, conflict resolution, coaching, managing performance, quality improvement and motivation. This Academy will continue to develop current and future leaders on campus.

In addition to the Academy, there are several other opportunities for leadership development. The Human Resources Department is developing a supervisory training program to help guide managers and supervisors. College-wide involvement in AQIP processes is encouraged through participation in Action Project teams and the Quality Council. Employees are also encouraged to participate and accept leadership positions in a multitude of activities such as ad hoc and standing committees and teams and professional development organizations. Furthermore, the College supports employee participation in external leadership development programs such as Leadership Cheyenne and Leadership Wyoming.

5P10

Emergency presidential succession is addressed in the *Policy Governance Manual* and states, "In order to protect the Board from sudden loss of president services, the President shall not fail to ensure that at least three (3) other members of the management team are sufficiently familiar with Board and President issues and processes to take over with reasonable proficiency as an interim successor." In the event that vice presidents or deans leave the College, the President assigns interim individuals to fill the role until the new employee is hired. The Performance Management System Action Team identified the need for LCCC to develop institution-wide succession planning processes.

Results

5R1

The College initiated an annual climate survey and follow-up focus survey process in the fall 2009, as discussed elsewhere in this portfolio. The climate survey addressed such issues as leadership and communicating throughout the entire college.

5R2

In fall 2009, the College administered a climate survey during an all-college meeting to determine where the next action projects should be focused. The survey consisted of a series of statements to which employees were asked to indicate their level of agreement. Approximately 70% of employees responded. Through an analysis of the results (see Table 5R2), the College identified the strongest opportunities for improvement in this category.   As presented in the table below, the stronger the disagreement, the greater the opportunity for the College. As indicated elsewhere, these results have had a substantial impact on the institution. The institutional response is ongoing. See 5I1 below for more information.

Table 5R2: Fall 2009 Climate Survey Results for Leading and Communicating

Statement about LCCC	Agree or Strongly Agree	Neutral	Disagree or Strongly Disagree
At LCCC, there is a climate of trust among faculty, staff, and administrators.	20%	22%	58%
Morale and job satisfaction are high.	17%	27%	57%
Administrators clearly explain the process and rationale used in decision making.	23%	24%	53%
I feel comfortable speaking out on issues affecting the college.	27%	26%	47%
Input from employees is considered in the decision-making process.	26%	28%	46%
There is a climate in which different opinions are welcomed and respected.	30%	25%	44%
Communication between employees (faculty and staff) and the administration is two-way.	36%	22%	42%
I have the opportunity to participate in the decision-making process.	40%	27%	33%
The college has broad-based involvement in its planning processes.	27%	42%	31%
I believe the college is headed in the right direction.	45%	29%	26%
I participate in the decision-making process.	42%	35%	23%
Communication within my own work area is two-way.	70%	13%	17%
I help provide solutions to issues affecting the college.	50%	34%	15%
Taking part in the decision-making process is important to me.	78%	17%	5%

5R3

Currently LCCC does not have comparison data for performance results in this category. The College will be implementing the Noel-Levitz College Employee Satisfaction Survey in fall 2010 to address this issue.

Improvements

5I1, 5I2

Issues related to Category 5, Leading and Communicating, have been a recurring concern to the institution since the last comprehensive self-study (1999). The ongoing processes associated with AQIP have fostered the development of a culture of continuous improvement and enabled the College to finally gain some traction in addressing these issues.

The fall 2009 Climate Survey highlighted the categories (4 and 5) in which the greatest opportunities lay. Subsequently, the College established the Leading and Communicating Action Team, which was charged to drill down into the Climate Survey results to better understand the issues and to recommend action projects. This lead to the Focused Survey in January 2010; the results of this survey were used to recommend several action projects and quick fixes. Two of the action project projects, College-wide College Council and Define Organizational Structures and Processes, have been initiated in this category. Additional, less formal efforts (quick fixes) include employee lunches with the President, fireside chats with President's Cabinet, and the electronic distribution of President's Council bullets. Finally, the climate survey/focused survey process will be ongoing.

Another improvement was the initiation of the Leadership Academy (see Category 4) to strengthen the development of leadership across the College. The College has also initiated a benchmarking action project (see Category 7), which will strengthen effectiveness in all categories. Efforts in this area are further aided by the recent adoption of the Strategic Plan. The impetus for developing this plan is also a manifestation of the growing culture of continuous improvement.

Category Six: Supporting Institutional Operations

Processes

6P1

Student and other stakeholder support service needs are determined broadly by institutional mission and values. In addition, the College's Strategic Plan, developed through conversations with the various stakeholder groups, provides overarching direction. Furthermore, the budgeting process, which is tied to the Strategic Plan, provides a conduit for the identification of needs.

Historically, LCCC has used a variety of approaches to identify specific stakeholder support service needs. Some areas, such as Federal financial aid, are guided by statutory and regulatory requirements. Student scholarships are awarded on criteria established by the state, institution, and/or donor requirements. Enrollment Management monitors student needs through inquiries, suggestions, and complaints. The maintenance and IT offices determine needed upgrades of service through periodic inspections and scheduled maintenance requirements. In addition, both IT and maintenance examine customer requests and feedback through work orders, complaints, security reports, and other customer observations. The Children's Discovery Center, food services, student services, and the bookstore use individual requests, informal surveys, and discussion groups to identify service needs.

While LCCC has sought to meet the changing needs of students and other stakeholders through the methods outlined above, it has become apparent that a more systematic approach is necessary to ensure that the diverse needs of all students and stakeholder groups are understood and addressed as appropriate.

6P2

Administrative support service needs are also determined broadly by institutional mission and values, with the recently adopted Strategic Plan provided overarching direction. The College has recognized the need for a more systematic approach in this area as well. Beginning with the development of the 2010-2011 budget, LCCC implemented a process linking operational plans and budget requests to the Strategic Plan. Also, in fall 2009, the College initiated an employee climate survey/focus survey process. In fall 2010, the locally developed climate survey will be replaced with the Noel-Levitz College Employee Satisfaction Survey, which will provide data to more systematically identify employee support service needs.

Historically, LCCC has used a number of formal and informal mechanisms for determining support services needs of faculty, staff, and administrators. Need identification discussions occur during work area meetings, either regularly scheduled or ad hoc. In addition, several offices use customer feedback surveys, faculty/staff wish-lists, and other forms to determine new or additional service needs. Feedback on support service needs is also gathered during individual performance evaluation meetings.

6P3

LCCC has demonstrated responsiveness to physical safety and security needs as they arise. Examples include the following: 1) development of an emergency response plan; 2) implementation of an emergency alert system utilizing EaglesEye (the College's official student electronic communication system) and text messaging; 3) establishment of a Campus Assessment, Response and Evaluation (CARE) Team for internal identification of potential safety and security concerns; 4) installation of security cameras in key locations in response to vandalism on campus; 5) installation of emergency phones in all classrooms on the two main campuses; 6) annual publication and distribution of crisis communication cards; (7) monthly fire drills; and (8) training opportunities for security officers.

The College has recently purchased Maxient, software to enable a more systematic and confidential referral system for the CARE Team regarding individuals of concern, including the identification of behavioral patterns that might otherwise have gone unnoticed.

The College has received funding through the U.S. Department of Education's Emergency Management for Higher Education Program and is currently in process of developing an Emergency Operations Plan, which will address all four phases of emergency management – prevention/mitigation, preparedness, response, and recovery. The implementation of this plan will encompass campus-wide training activities; the assignment of emergency management roles and responsibilities to designated personnel; and the implementation of the approved emergency management structure involving campus personnel and partnerships with numerous other agencies.

6P4

All of the services listed in Table O6 (see Overview) have coordinators, managers, or directors who oversee day-to-day operations. Institutionally, services and processes are also reviewed and managed through several cross-functional forums at multiple levels (i.e., deans and directors, Colleague Users' Group, enrollment management, Learning Leadership Team [LLT], and President's Cabinet), which include student service staff, directors, faculty, academic deans, administrative personnel and senior level managers. These forums encourage dialogue, recognize challenges and successes, evaluate roles and responsibilities, and connect student service and administrative practitioners with other college constituencies to assess the construction and delivery of services and processes.

Administrative support services collect data through work requests, Colleague, and state and national data and survey systems. The data are evaluated by the staff for costs, responsiveness, completion, appropriate staffing, financial needs and safety concerns. This analysis provides meaningful management reporting of operational data that reflect the current and future strategic position of the College and serves as the basis for recommendations made to the Board of Trustees regarding tuition and fees, salaries, and operations and reserves.

6P5

The College uses multiple mechanisms to distribute information at several levels. Board agendas and minutes are published electronically, as are Quality Council minutes. After every meeting, President's Cabinet sends a bulleted summary of agenda items, discussion, and decision making to the entire college community via email. LLT minutes, Academic Standards Committee minutes, and

SLAC minutes are distributed by email. President's Cabinet also provides informal once a month Campus Conversations, open to the whole College. At these Campus Conversations, there is generally an update from a specific program area and a question and answer forum.

In addition, support processes are documented within specific functional areas but are not systematically shared with the wider college community. The administrative support services staff collects and analyzes data through a variety of mechanisms on a wide range of campus functions. The College's internal and external audit functions provide recommendations and evaluation of the college's financial condition, policies, processes and procedures to ensure best practices and compliance with generally accepted accounting principles and federal, state and local regulations. These analyses provide the basis for recommendations made to the Board of Trustees regarding tuition and fees, salaries, and operations and reserves. Similarly, student services areas receive weekly "Division News" via e-mail that provides notice of staffing, policy, program, operational and/or procedural changes. This communication also includes recognition and encouragement to staff and/or teams that have demonstrated exemplary service or innovation. The Student Services division news is also shared with President's Cabinet.

Although there are multiple mechanisms for information distribution as described above, the 2009-2010 climate survey/follow-up survey process revealed limited employee understanding of College functioning. They appeared to attribute this to poor communication and transparency. In response, the College has initiated the Campus Conversations (described above), as well as two action projects: College-wide College Council and Define Organizational Structures and Processes. Items included in the expansion of the climate survey/follow-up survey process will provide data to begin analyzing how information that employees receive is used for innovation and empowerment.

Results

6R1

Measures of student, administrative, and organizational support service processes are collected and analyzed at the department level. Examples are described below.

Student support services primarily measure the numbers of students accessing services. For example, in the Admissions and Records area, usage rates are regularly tracked for registration methods, enrollment services, degree verification, official transcript requests, and advising. The Disability Resource Center (DRC) tracks the number of students served. The Health Education program staff tracks reasons for student visits. The Financial Aid office regularly analyzes monthly fund distribution to compare with previous years' student need and to identify changing patterns. Tracking of financial aid award packaging turn-around time is compared to industry standards for acceptable limits. Satisfaction with these services is measured through the annual report of the Graduate Survey and the biannual Community College Survey of Student Engagement (CCSSE).

General library statistics and data are obtained and reviewed on an annual basis. Indicators used to determine whether the library is meeting the needs of students include:
- Size of the collection (print, serials, media, electronic databases, e-books, and electronic serial subscriptions)
- Use of the collection (circulation of print and audiovisual materials, database searches, full-text articles retrieved, library website visits)

- Use of services (reference questions, gate count, library cards issued, interlibrary loan lending and borrowing)
- Library Instruction (Number of sessions and number of students attending)

The IT department uses Track-It from Numara Software to track service calls, to track trends and identify long-term problems, to balance the workload between technicians, and as a reference for historical needs. The Facilities and Events office uses facilities usage reports and revenue reports to monitor services. The software used by Plant Maintenance to track work orders does not allow for data analysis; that office is investigating new software to better serve this purpose. Internal and external audit functions provide an evaluation of the college's financial condition, policies, processes and procedures.

The expansion of the climate survey/follow-up survey process will provide more college-wide data on student, administrative, and organizational support service processes.

6R2

As is evident in Figure 1 in the introduction, LCCC continues to experience steady growth. In addition, the rate of growth has increased as a function, in part, of the recent economic downturn. Subsequently, the usage rate measures (6R1) also show increases. One such example is the number of FAFSA applications received and processed by the Financial Aid Office (Table 6R2.1). Similarly, the Library has shown increased demand (Table 6R2.2 and Table 1R5.4), as has the DRC (Table 6R2.3).

Table 6R2.1: Cumulative Number of FAFSA's Received for the Academic Year, by Month

	2007-08	2008-09	2009-10	2010-11
January	97	134	156	203
February	447	581	725	721
March	931	1112	1474	1693
April	1383	1762	2189	2568
May	1663	2098	2576	3098
June	2022	2411	2996	3550
July	2417	2845	3539	4132

Source: LCCC Financial Aid Office
Prepared by: LCCC IR Office, AMM, 09/14/;201

Table 6R2.2 Size of Library Collection

	2007-2008	2008-2009	2009-2010
Volumes Held	55,031	54,582[1]	N/A
e-Book Volumes Held	42,941	42,854	57,302[2]
Serials Print Subscriptions Held	193	183[3]	N/A
Electronic Subscriptions Held	32,486	24,260	29,539
Total Media Titles Held	3,749	3,921	N/A
Total Database Subscriptions	80	95	186[4]
Electronic Serial Databases	72	86	104

[1]Volumes Held – Library collection size is static due to space limitations.
[2]State legislated funds to community colleges have increased the library's ability to purchase electronic resources.
[3]The number of serial subscriptions has been reduced each year due to budget constraints.
[4]The Wyoming State Library purchased 50+ Gale/Cengage databases for a one year trial. Additional databases were purchased with state legislated funds.
Source: LCCC Ludden Library

Table 6R2.3 Disability Resource Center Students Served

2006-2007	2007-2008	2008-2009	2009-2010
74	99	110	121

Source: LCCC Disability Resource Center

In order to establish a better understanding of the impact of this growth on the effectiveness of services, LCCC uses student satisfaction data from the Graduate Survey (Table 6R2.4). This table is sorted by degree of dissatisfaction of services to better identify areas for improvement. Student satisfaction data is also available through CCSSE (Table 6R2.5).

Table 6R2.4 Graduate Survey Results

Service or Office	Satisfied or Very Satisfied	Dissatisfied or Very Dissatisfied	Did Not Use/No Response
Library	86.0%	2.9%	11.0%
Student Organizations	44.8%	3.0%	52.2%
Cultural Programs	38.9%	3.6%	57.3%
Business Office	69.1%	3.7%	27.2%
Student Activities	56.7%	3.7%	39.8%
Student Housing	19.9%	3.7%	76.5%
Student Government	36.8%	4.4%	58.8%
Tutoring	39.7%	5.2%	55.2%
Intramural Athletics	23.6%	5.2%	71.2%
Admissions	88.9%	6.6%	4.4%
Student Leisure Areas/Student Center	56.7%	6.6%	36.8%
Registration and Records	90.5%	9.5%	0.0%
Academic Advising	78.7%	10.3%	11.1%
Job Placement	18.4%	11.1%	70.5%
Financial Aid	59.6%	19.1%	21.4%
Bookstore	70.6%	24.2%	5.1%
Food Service	42.7%	28.7%	28.7%

Source: 2009-2009 Graduate Survey Report, April 2010

Table 6R2.5 CCSSE Results – Use of, Satisfaction with, and Importance of Services

	(1) Frequency of Use				(2) Satisfaction				(3) Importance		
	Often	Some-times	Rarely/ Never	Don't Know/N.A.	Very	Some-what	Not at all	N.A.	Very	Some-what	Not at all
Academic advising/ planning	12	42	34	13	29	41	9	21	54	29	17
Career counseling	3	20	52	26	14	24	13	48	41	30	29
Job placement assistance[1]	1	4	47	48	5	11	12	72	32	26	42
Peer or other tutoring	8	16	46	30	17	20	7	55	38	26	36
Skill labs (writing, math, etc.)[1]	7	11	44	38	11	22	7	60	32	29	38
Child care	2	2	37	59	4	6	9	80	25	16	59
Financial aid advising	15	28	33	24	23	27	15	35	61	15	24
Computer lab	34	30	22	14	50	25	4	21	64	18	17
Student organizations	4	11	42	42	7	21	8	63	19	37	44
Transfer credit assistance	6	23	33	38	17	20	11	52	53	17	30
Services to students with disabilities	2	3	29	65	5	9	5	81	42	14	44

1 Results in **bold** are significantly different from the comparison groups of medium-sized community colleges and Wyoming community colleges. See 6R5.
Source: CCSSE Results, Spring 2009
Prepared by: LCCC IR Office, AMM, 09/14/2010

6R3

Financial and performance results are reported yearly through the annual audit and budgeting processes. Each year has resulted in an unqualified audit. There are no systematically analyzed performance results available for other administrative support service processes at this time.

6R4

As mentioned previously, LCCC continues to experience growth in a time of economic downturn. The results of the monitoring processes in this category, in conjunction with similar processes across campus, are used in planning responses to the increased demand with limited resources. For example, usage data were examined to determine which areas would have new positions during the most recent budgeting cycle. Similarly, these data are used in course scheduling, program planning, and workload adjustments.

6R5

Comparison data are available for CCSSE results (Table 6R2.5). The most recent results show LCCC is significantly below the cohorts of Wyoming community colleges and medium-sized community colleges on frequency of use of job placement services and frequency of use, satisfaction with, and importance of skill labs.

Improvements

6I1

Multiple improvements have resulted from efforts to monitor services related to this category. Examples include moving to E-registration, implementation of the Nelnet online payment service for students, a new position in the Financial Aid office, the implementation of a revised advising system as the result of one of the College's first action projects (see Category 1), the increased emphasis on electronic library resources, and the renovation and expansion of the cafeteria and food services. Additionally, the budgeting process now aligns funding priorities to the Strategic Plan. Finally, the College has begun review and revision of all policies and procedures (Strategic Direction 3.2).

LCCC recognizes that there is an opportunity to develop more systematic and comprehensive monitoring processes for this category.

6I2

As mentioned previously, LCCC is moving to more fully integrate CQI principles into its processes since being accepted into AQIP. The developing culture of continuous improvement has, for example, contributed to the linking of the budget process to the Strategic Plan. The Quality Council (QC) (see 4I2) will be integral in addressing the opportunity identified in 6I1.

Category Seven: Measuring Effectiveness

Processes

7P1, 7P2

LCCC selects, manages, and uses information and data based on accreditation requirements, federal reporting requirements, state reporting requirements, Board of Trustees reporting requirements, key performance indicators related to strategic goals, program-specific requirements for program accreditation, and program level goals. Typical distribution methods used are internal emails of summary results, posting to the college website, posting to EaglesEye, posting to a shared drive, or holding focus group sessions to share results with interested individuals. Examples of regularly reported data are outlined in Table 7P1-7P2 below.

Historically, decisions related to selecting, managing, and distributing data and performance information have been based on tradition and availability of data. As the institutional culture of continuous improvement evolves, the IR office is working with the QC to develop processes for regular review of how data is managed. This involves converting from a retrospective review to a forward-looking trend analysis to strengthen data-enhanced decision making.

Table 7P1-7P2 Selection, Management, and Distribution of Data and Performance Information

Data/Performance Information	Selection	Management	Distribution
Student learning outcomes assessment – Core Abilities (general education)	Selected by SLAC with input from faculty and LLT	SLAC, IR	Annual report posted on EaglesEye
Student learning outcomes assessment – program specific outcomes	Selected by program faculty	Program faculty	Annual report posted on EaglesEye
Program Management/Review Data	Selected by LLT with input from IR	IR, deans	• Annually posted to shared drive for deans • Reported to LLT, PC, BOT as part of program review process
Ends Statements Reports	Selected by President with input from VPs and IR in response to reporting requirements of policy governance model	IR, Student Services	Five annual reports to BOT
CCSSE	Selected by Wyoming community colleges to support state reporting requirements	IR	Biannual forums, reporting to college community
Benchmark Indicators	Currently under development by action team and QC		

Table 7P1-7P2 Selection, Management, and Distribution of Data and Performance Information

Data/Performance Information	Selection	Management	Distribution
NCCBP	Implemented to support and provide data for continuous improvement	IR	Annual online report beginning fall 2010
Enrollment Reports	Selected to meet state reporting and internal monitoring requirements	IR, Enrollment Management	• End of semester reporting online • Monitoring registration by internal email to President's Cabinet (PC)
Financial Reports	Reporting and auditing requirements and for internal monitoring	Administration and Finance	Monthly reports to budget managers, PC, and BOT
Licensure/Certification pass rates	Data reported for those programs requiring licensure/certification for employment	Health program directors	Annual reporting to state, BOT
Employee Climate Survey/Focus Survey	Initiated by QC to monitor campus climate	QC	Report distributed by email to college community
Graduate Survey	Selected to meet state reporting and internal monitoring requirements	IR	Annual report published online
External Program Accreditation/Approval	Accrediting/Approving Agency	Program directors and managers	Catalog, press releases, and advisory committees
UW Transfer Student Report	Data provided by UW Office of Institutional Analysis	IR, VPI	Internal reports
IPEDS Survey Data	National Center for Educational Statistics	IR	Internal reports

7P3

Historically, as noted above, department and unit needs related to the collection, storage, and accessibility of institutional data and performance information have been determined on the basis of tradition, availability of data, and ad hoc initiatives. As the institution further evolves its culture of continuous improvement, these disparate activities will be integrated into a more systematic approach.

The collection, storage, and accessibility of student data is performed according to state statute and using records management guidelines of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Family Educational Rights and Privacy Act (FERPA) and industry related professional best practices. Employees of the College are assigned access to student data within the administrative database (Datatel Colleague) in accordance with job duties. Security class levels within Colleague are determined by the College's systems administrator. Training and printed information on FERPA are provided annually to staff.

7P4

LCCC analyzes performance data at the institutional level in the following ways:
- The Board of Trustees (BOT) follows a policy governance model, and has a regular, annualized slate of monitoring reports, seventeen in total, which are spread throughout the calendar year.

- The Wyoming Community College Commission requires reporting in alignment with the AACC core indicators. That report is also prepared and submitted annually.
- The Student Learning Assessment Committee collects, analyzes and reports data on student learning outcomes as part of the College's assessment plan and report.
- The College participates in CCSSE data collection every 2 years, and now has data from two cycles.
- Historically, campus climate surveys have been conducted on a crisis-driven ad hoc basis. As a result of the developing culture of continuous improvement, the College initiated a process of a general climate survey (fall semester) and follow-up focus survey (spring semester) in August 2009.
- Final and point-to-point enrollment reports are generated regularly. Point-to-point reports are distributed internally, and final reports are submitted each semester to the Wyoming Community College Commission.
- Dashboard Performance Indicators are being developed by an action team at the time of this writing.

While all of these activities occur and data are collected, analyzed and reported, the process of sharing and interpretation is less systematic. Monitoring reports submitted to the BOT are available to all staff, and to the public, via the College's website. WCCC reports are available upon request to the IR office. CCSSE results and survey results are posted via email, and forum sessions are offered to members of the campus community to come together to discuss the results.

7P5

Historically, needs and priorities for comparative data and information have been determined by regulatory requirements or on an ad hoc basis. As discussed above, LCCC is transitioning to a culture of continuous improvement. As this process moves forward, the College will be aligning existing data sources with its strategic directions to provide comparative information to support decision making.

Within the organization, departments may identify needs for comparative data, such as conducting needs assessment studies for potential new programs, or locating workforce data both in Wyoming and nationally. Departments work with the IR office to take advantage of its resources, and criteria are created on a case-by-case basis. The IR office does its best to identify priorities for projects based upon institutional needs, if necessary as identified by President's Cabinet.

7P6

After the recent adoption of the [Strategic Plan](), departments and units created operational plans for the 2010-2011 academic year. These plans have objectives and measures tied to the College's strategic directions. Each area will report on the status of its objectives annually. As this process is fully implemented, the data and information gathered will inform the budgeting process. Finally, to complete the process loop, the data and information gathered will be included in the development of future operational plans and strategic plans.

In addition to the annual cycle described above, academic programs of study complete a five-year program review cycle. The data and information used in this cycle has been standardized by the LLT, in conjunction with the IR office. LLT also establishes the program review criteria, which are being aligned with the academic plan and the Strategic Plan.   The criteria and data elements are reviewed annually.

The program review is presented to the LLT, President's Cabinet, and the Board of Trustees. A similar process has implemented for selected instructional support areas. Finally, the Strategic Plan calls for the development and implementation of assessment/effectiveness plans for all departments (Goal 3.1).

7P7

All data and information systems at LCCC – Colleague, EaglesEye, ANGEL, network drives, shared drives, and email – are password protected. Further, the ITS department backs up all information on the network drives on a daily basis; Colleague is backed up on a daily basis as well. Taped back-ups of Colleague are stored in vaults both on campus (daily) and off campus (monthly). ITS monitors access to password protected systems, and access is limited to the functionality needed by job function. Permanent student records (transcripts) are maintained in both electronic and non-electronic formats and are stored in vaults on- and off-campus.

Individual departments are responsible for creating data entry timelines and accuracy checking systems to ensure their work meets the institution's needs. The IR office and Enrollment Management division are developing a systematic "data scrubbing" process to ensure that data entry errors are identified and corrected in a timely manner.

Results

7R1

The College is moving forward in its efforts to regularly collect and analyze its performance and effectiveness.

The IR Office currently generates data related to enrollment, teaching loads, cost center breakdowns, etc. to the campus deans for inclusion in academic program reviews. Individual departments and divisions have used data generated from these sources to measure effectiveness through program evaluation. Another example is the New Student Profile generated by the IR Office for admissions planning efforts. However, these processes are internal and tied to specific departmental goals and not to institution-wide strategic goals. With the creation of a recent Action Project that will look at the development and use of institution benchmarks, it is anticipated that this effort will help the College to identify benchmarks, both internal and external, against which the results can be measured.

The College has also recently been working on identifying measures of institutional effectiveness, which are driven, in part, by the College's system for information and knowledge management – in terms of using data available where possible to assess institutional performance.

7R2

While the College participates in a number of data-gathering initiatives, there is no formal process in place to assess the effectiveness of the data gathering and use in meeting the College's mission and goals. The College has recently completed two projects that should contribute to improvement in this area. First, the College developed a Strategic Plan (adopted November 2009) which will be used to formulate data-enhanced decisions on program development, redesign, and budget. Second, the IR office has included within its operation plan for 2010-2011 a goal to develop a systematic approach to

data gathering, use, storage, and distribution. It is anticipated that these efforts, and others, will generate the evidence needed to fulfill this measure.

7R3

As mentioned previously, the College has no formal evaluation process. This makes it difficult to compare results to other institutions and organizations. LCCC anticipates that the efforts already developed (see items 1 and 2 in 7R2) along with additional actions projects resulting from this AQIP process will allow us to conduct meaningful comparisons. The Benchmark Action Project should provide comparisons of effectiveness against other institutions.

Improvements

7I1

As stated previously (see Table 7P1-7P2), the College, via an action project, has begun work in identifying core measures of institutional effectiveness, which will form that basis of a new institutional dashboard. That project, when completed, will be a significant step forward in the College's ability to systematically assess its effectiveness.

At the program level, the Learning Leadership Team (VP and Deans) has worked with the IR office to refine that data elements collected and analyzed as part of the program review process. They have strengthened the data elements supporting review of retention data, which is receiving additional emphasis in program review. Further, the Student Learning Assessment Committee continues to move forward in systematizing the collection of student learning outcomes data, based on the core abilities, which will be incorporated into institutional measurements of effectiveness.

7I2

Much of the work in selecting processes for improvement is currently channeled through either President's Cabinet or Quality Council. The Fall 2009 climate survey and the Spring 2010 focus survey yielded results that indicated a significant lack of knowledge on campus about what these two groups do, and further, concern about administration's inclusion of appropriate staff in the decision making process. Those concerns have formed the basis for two new action projects, with the goal of improving communication, decision making, culture and processes at the College. The College's evolving culture of continuous improvement will strengthen the identification of processes to improve and the setting of targets for improved performance results.
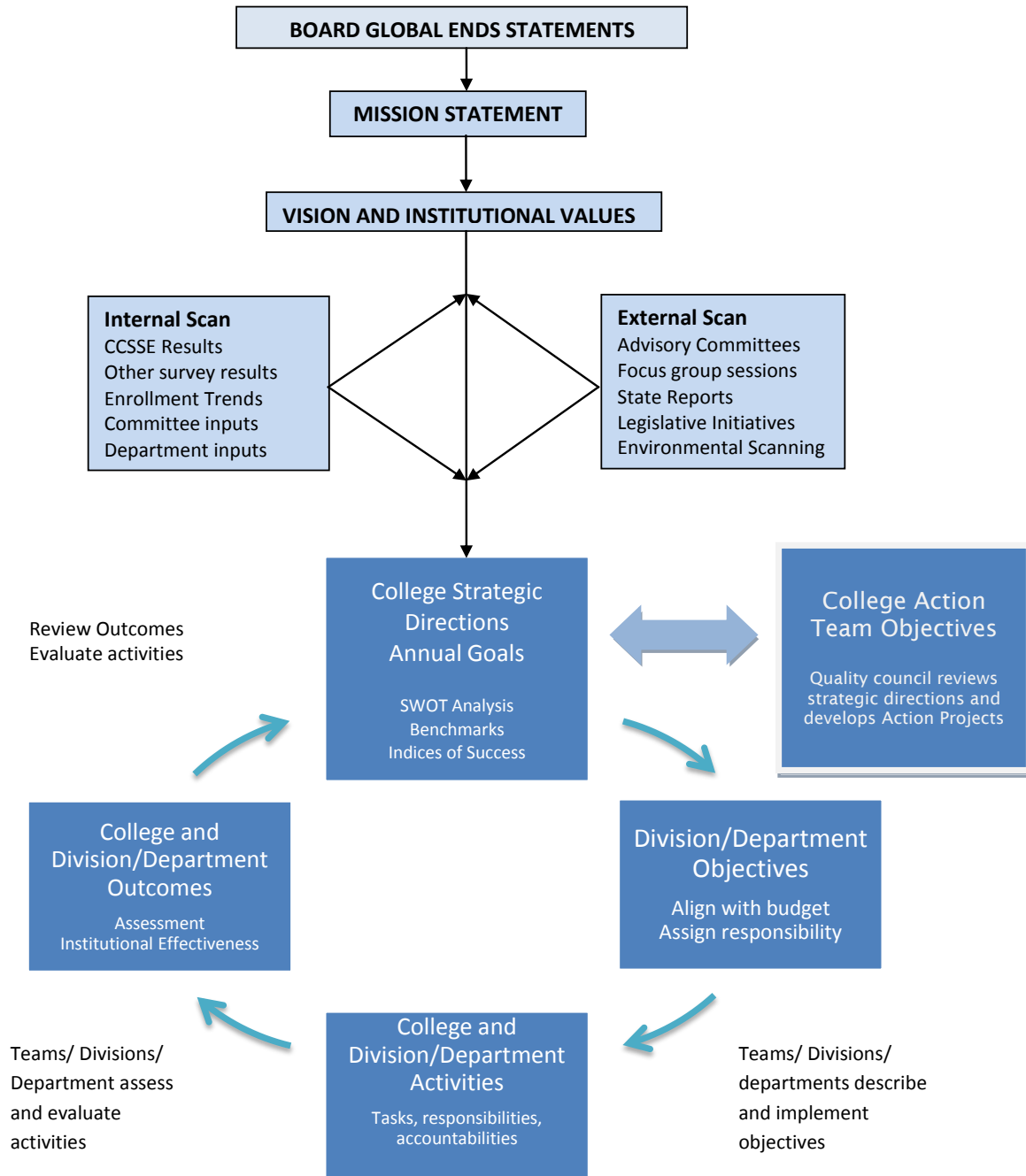
Category Eight: Planning Continuous Improvement

Processes

8P1

The College is still in the beginning stages of developing its culture of continuous improvement. In the past, efforts were made at long-tem strategic planning. However, those efforts were never able to rise to the level of establishing an ongoing system of data-informed continuous improvement. Following the 1999 comprehensive HLC site visit, LCCC developed a planning document in 2002 entitled *Vision 2020*. It was briefly used to assist in setting organizational priorities. However, *Vision 2020* was intended to be a visioning document rather than a strategic plan. Subsequently, following LCCC's entry into the AQIP process, a team was formed to revisit the strategic plan. This team initially attempted to revise the *Vision 2020* document; however, this effort was suspended in favor of development of a new strategic plan. A new plan was ultimately developed, with input from the college community and external stakeholders, and adopted by the Board of Trustees in 2009.

As seen in Figure 8P1 on the following page, the new planning process began with the Board's Global Ends Statements and the mission and vision of the College. The College gathered internal and external data (including the *Wyoming Community College Commission Statewide Strategic Plan* [see Table 8P1] and feedback from stakeholders) about strengths, weaknesses, opportunities and threats and used that information to develop strategic directions and goals for 2010-2015. The Board identified preliminary progress report due dates for all goal statements. In early 2010, following an all-staff in-service training on planning, all College departments developed both objectives (i.e. operational plans) and budget requests for 2010-2011 in alignment the Strategic Plan. Now that the plan is in place, annual planning will be conducted during the fall semester (including a review of the previous year's plan[s]) and the budgeting process will follow in the spring. Finally, a process will be developed for annual review of progress toward achievement of area operational plans.

Figure 8P1: LCCC's Strategic Planning Model

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┌─────────────────────────────────────┐
│   BOARD GLOBAL ENDS STATEMENTS       │
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                  │
                  ▼
        ┌──────────────────┐
        │ MISSION STATEMENT │
        └──────────────────┘
                  │
                  ▼
    ┌────────────────────────────────────┐
    │ VISION AND INSTITUTIONAL VALUES     │
    └────────────────────────────────────┘
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Internal Scan
CCSSE Results
Other survey results
Enrollment Trends
Committee inputs
Department inputs

External Scan
Advisory Committees
Focus group sessions
State Reports
Legislative Initiatives
Environmental Scanning

College Strategic Directions Annual Goals

SWOT Analysis
Benchmarks
Indices of Success

College Action Team Objectives

Quality council reviews strategic directions and develops Action Projects

Review Outcomes
Evaluate activities

College and Division/Department Outcomes

Assessment
Institutional Effectiveness

Division/Department Objectives

Align with budget
Assign responsibility

College and Division/Department Activities

Tasks, responsibilities, accountabilities

Teams/ Divisions/ Department assess and evaluate activities

Teams/ Divisions/ departments describe and implement objectives

Table 8P1: Crosswalk of Wyoming Community College Commission Strategic Goals, LCCC Global Ends Statements, and LCCC Strategic Directions

WCCC Strategic Goals	LCCC Global Ends Statements	LCCC Strategic Directions
Student Access & Success	▪ Students achieve learning goals ▪ Student life enhances learning, civic development and sense of community	❖ Maximize learning opportunities that foster student success (1.1, 1.2, 1,3, 1,4, 1.5, 1.6, 1.8) ❖ Engage the community through collaborations that are mutually beneficial (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7) ❖ Manage resources to support a dynamic organization (4.6) ❖ Ensure Institutional effectiveness (3.4)
Quality Programs	▪ LCCC's programs are exemplary	❖ Maximize learning opportunities that foster student success (1.3, 1.4, 1.5, 1.8) ❖ Engage the community through collaborations that are mutually beneficial (2.1, 2.2, 2.3, 2.4, 2.5, 2.7)
Distance Learning		❖ Maximize learning opportunities that foster student success (1.1, 1.2, 1.3, 1.4, 1.5) ❖ Engage the community through collaborations that are mutually beneficial (2.1, 2.3, 2.7)
Alignment of programs & workforce opportunities	▪ Employers needs for skilled workforce are met	❖ Maximize learning opportunities that foster student success (1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8) ❖ Engage the community through collaborations that are mutually beneficial (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7) ❖ Ensure institutional effectiveness (3.4)
Partnerships	▪ Laramie County's needs are met	❖ Maximize learning opportunities that foster student success (1.4, 1.5, 1.6, 1.8) ❖ Engage the community through collaborations that are mutually beneficial (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)
Coordination & Collaboration		❖ Maximize learning opportunities that foster student success (1.2, 1.4, 1,5, 1.6) ❖ Engage the community through collaborations that are mutually beneficial (2.1, 2.2, 2.4, 2.5, 2.6, 2.7) ❖ Ensure institutional effectiveness (3.1, 3.2, 3.3, 3.4) ❖ Manage resources to support a dynamic organization (4.3) ❖ Strengthen the College through increased collaboration and communication. (5.1, 5.2, 5.3)
Adequate resources		❖ Maximize learning opportunities that foster student success (1.7) ❖ Manage resources to support a dynamic organization (4.1, 4.2, 4.3, 4.4, 4.5, 4.6)
System of Continuous Improvement		❖ Maximize learning opportunities that foster student success (1.1, 1.2, 1.3, 1.4, 1.5) ❖ Engage the community through collaborations that are mutually beneficial (2.3 2.6, 2.7) ❖ Ensure institutional effectiveness (3.1, 3.2, 3.3, 3.4) ❖ Strengthen the College through increased collaboration and communication. (5.1, 5.2, 5.3) ❖ Manage resources to support a dynamic organization (4.2, 4.3) ❖ Strengthen the College through increased collaboration and communication (5.2)

Source: LCCC Strategic Plan, November 2009

8P2

The process of developing long- and short-term strategies is described in 8P1 above. Long-term strategies were formulated in the development of the five 5-year strategic directions, each of which has a set of goals to be achieved. Annual area operational objectives are developed based on these long-term strategies and are reviewed as a part of the annual planning and budgeting process. As described above, this process was initiated in early 2010 and the College has yet to complete the first cycle. Because this is a new process, the College is still working to refine it and assure it is working as designed.

8P3

Traditionally LCCC has operated an informal and decentralized planning process in which individual departments have developed and implemented plans without benefit of specific stated College priorities. Recognition of the ineffectiveness of this style of planning was a primary reason for the development of the new planning process.

In the deployment of the new planning process, each department developed annual objectives and is charged with developing action plans to support achievement of those objectives. Periodic review of these objectives and progress toward their achievement is to be undertaken by the appropriate vice president, in consultation with his/her respective leadership team. It is then the role of vice presidents and President, via President's Cabinet, to review plans and progress with an eye toward the big picture, and to ensure that the objectives build towards the achievement of organizational strategies and goals. Because this process is in development, LCCC is still fine tuning effectiveness measures, processes, deadlines and responsibilities to ensure this review functions as designed.

8P4

As stated previously, coordination and alignment of planning is a new initiative for the College. The College is working to formalize the planning process to assure that planning moves up and down the College's hierarchy. Furthermore, LCCC is developing and implementing integrative mechanisms that will assist in aligning plans across department and unit lines and levels.

8P5

As stated in 8P1 above, the College is still in the beginning stages of developing its culture of continuous improvement. Traditionally, there has been no coordinated effort to define objectives, select measures, and set performance targets on a college-wide basis. An action team has been formed to develop college-wide benchmarks, which will assist the College in developing organizational objectives, measures, and targets,

With the implementation of the Strategic Plan, objectives are defined, measures are selected, and performance targets are set at the departmental level as part of the operational planning process. There is a need to provide more oversight for this process, so that the College can achieve alignment across the organization and help integrate individual departmental plans into a coherent whole.

8P6

Under the new planning process (see 8P1 – 8P4), budget managers submit budget requests that link specific requests to the Strategic Plan. As the process is refined, budget requests will be aligned with specific departmental objectives, which are in turn aligned with the Strategic Plan. The vice presidents, with their respective leadership teams, put forward prioritized budget requests aligned with the College's strategic directions and goals. The President's Cabinet reviews all budget requests and, in light of fiscal resources and organizational priorities, develops funding recommendations to the Board, which approves the annual budget each July.

8P7

LCCC Board policy requires conservative fiscal approaches to mitigate financial risk; the Board receives multiple monitoring reports on financial matters annually. The strategic planning process (see Figure 8P1) includes internal and external scans to identify strengths, weaknesses, opportunities and threats. As the planning process becomes more fully implemented, these scans will occur on a more regular basis, in a more formal manner.

8P8

The College supports professional development by sending faculty and staff to training to bring new skill sets back to the College. Additionally, there are internal development opportunities such as a mentoring program for new faculty (implemented in 2003) and the Leadership Academy (2007) for current and future leaders as a way to encourage continuous improvement. Other opportunities include college-wide in-service training and focus workshops addressing current issues, as well as training in online instruction and instructional design. Beginning in fall 2010, the College is implementing faculty development days to be offered each semester.   However, there is not currently an institution-wide system to coordinate these efforts or measure their effectiveness. Refer to Category 4 for more information on professional development activities.

Results

8R1

Traditionally, LCCC's strategic planning has not been systematic and has not included identification of effectiveness measures. With the implementation of the new institutional planning process, effectiveness will be measured by evaluating area operational plans on the basis of the criteria to be established. In addition, the College is implementing the Noel-Levitz College Employee Satisfaction Survey in fall 2010. This survey includes items on employee perceptions of the planning processes. Finally, the program review process includes a discussion of planning processes, effective for the academic year 2010-2011.

8R2

The Board receives regular monitoring reports, including reports on the five Global Ends Statements, required by the policy governance model to monitor performance of the President and, indirectly, organizational functions. The Board uses this information to systematically monitor performance results. With the implementation of the College's Strategic Plan, the Board will receive regular progress reports

on each goal in the plan. (See Table 8R3) Additionally, the College has initiated an action project to develop a set of dashboard indicators and benchmarks.

8R3

Projected and targets for the next three years and in the form of the five strategic directions and related goals outlined in Table 8R3.

Table 8R3: Strategic Directions and Goals with Reporting Schedule

1. Maximize learning opportunities that foster student success	Progress Report Due:
1.1 Create and implement a student success program to improve student retention.	July, 2010
1.2 Restructure scheduling and delivery options to expand student access to learning.	January, 2012
1.3 Integrate framework for assessment of courses, core abilities and programs that leads to continuous improvement.	January, 2011
1.4 Create/revise programming that is responsive to both student and community needs.	Continuous, reporting every six months
1.5 Enhance quality in academic coursework to facilitate student learning necessary for building a well-educated citizenry.	Continuous, reporting every six months
1.6 Expand living learning options to support student engagement, enrichment and service outside of the classroom.	Annual
1.7 Conduct environmental assessment of campus for design that facilitates learning (wayfaring, aesthetics, comfort, etc.).	Master plan, July, 2012
1.8 Create centers of excellence for current and emerging technologies.	December, 2010
2. Engage the community through collaborations that are mutually beneficial	Progress Report Due:
2.1 Create new partnerships with businesses and industries to provide workforce training and development.	Semi-annually, beginning July, 2010
2.2 Expand partnerships with businesses and community agencies to facilitate learning and leverage resources.	Semi-annually, beginning July, 2010
2.3 Expand personal interest and community education programs, including conference services, to meet the diverse needs of the community.	Semi-annually, beginning July, 2010
2.4 Extend community connections through outreach and service activities.	Semi-annually, beginning July, 2010
2.5 Expand cultural enrichment opportunities and partnerships.	Semi-annually, beginning July, 2010
2.6 Extend role as community partner in attracting new business to the region.	Semi-annually, beginning July, 2010
2.7 Expand PK-20 relationships and processes to facilitate academic, career and technical curriculum integration that supports career pathway development.	Semi-annually, beginning July, 2010
3. Ensure institutional effectiveness	Progress Report Due:
3.1 Create and implement both institutional and department assessment/effectiveness plans.	January, 2011
3.2 Revise and document institutional policies and procedures.	July, 2010
3.3 Foster cultural change to adopt continuous improvement principles College wide.	July, 2010 and ongoing
3.4 Create/enhance technological systems to make access to College information easy and efficient for College community and beyond.	July, 2010 and ongoing

Table 8R3: Strategic Directions and Goals with Reporting Schedule

4. Manage resources to support a dynamic organization	Progress Report Due:
4.1 Increase College capacity to serve through planned physical facility growth.	January, 2012 and ongoing
4.2 Realign College systems and resources to meet capacity as needs change.	July, 2011 and ongoing
4.3 Identify and implement cost efficiencies and streamline processes to improve service and capacity.	July, 2010 and annually
4.4 Actively pursue additional sources of funding to facilitate growth.	July 2010, and ongoing
4.5 Develop and implement an integrated planning and budgeting process.	July, 2010
4.6 Recruit and retain a diverse student, faculty and staff population.	December, 2010
5. Strengthen the College through increased collaboration and communication.	Progress Report Due:
5.1 Create and implement a performance management system for all employees that increases employee accountability while simultaneously increasing employees' sense of being valued.	July, 2012
5.2 Establish cross-campus structures that foster increased collaboration and communication.	January, 2011 and annually
5.3 Establish professional development and mentoring programs for all employees.	July, 2013

Source: LCCC Strategic Plan, November 2009

8R4

Currently, no comparison data for the performance of LCCC's processes for Planning Continuous Improvement are available. With the implementation of the Noel-Levitz College Employee Satisfaction Survey in fall 2010 (see 8R1), the College will begin to receive national comparison data on employee perceptions of the planning processes. Furthermore, the recently initiated action project to develop dashboard indicators will include the identification of appropriate benchmarks (i.e., measures being used by institutions similar to LCCC) to use as comparators.

8R5

Because the planning process is so new, this question cannot be answered at this time.

Improvements

8I1

The new Strategic Plan and operational planning model, approved and implemented in late 2009, is a major step forward for the College as related to this category. Further, the College used a modified zero based budgeting process in development of the budget for the 2010-2011 fiscal year, which facilitated both realignment of the budget in support of current initiatives, as well as a beginning connection between planning and budgeting efforts

Further, the Quality Council, charged with oversight for the continuous improvement process at LCCC, has participated in several learning sessions in the last year targeted at training in continuous improvement methods, and several of these methods have been employed by action teams. In this

way, the College is continuing to train faculty and staff in both understanding of, and use of, continuous improvement methods.

8I2

As has been stated in other categories, LCCC is developing a culture of data-enhanced decision making and continuous improvement. Several activities completed or in progress, have contributed to efforts in this area. LCCC completed a learning college assessment and implemented a climate survey/focus survey process in the last two years; these results have been used to identify areas in which improvements can be made. Subsequently, two action projects, one related to the formation of a college council and the other to define organizational structures and processes, have been initiated.

Category Nine: Building Collaborative Relationships

Processes

9P1, 9P2, 9P3

LCCC creates, prioritizes, and builds collaborative relationships in all areas based upon the College's mission statement and Strategic Plan. The College's Strategic Plan includes Strategic Direction 2 (Engage the community through collaborations that are mutually beneficial) and Strategic Direction 5 (Strengthen the College through increased collaboration and communication). In addition, the teams responsible for each area connect with their target groups to identify the needs of the institutions and the educational needs of the students. Tables 9P1 – 9P3 identify key organizations with which the College has collaborative relationships and strategies used for building and monitoring those relationships.

Table 9P1: Relationships with Organizations from Which LCCC Receives Students

Relationships with	Built through	Monitored by
Local schools and school districts	- LCSD#1, LCSD#2, and ACSD#1 advisory boards - Admissions and Recruiting team efforts - High School programs (Gear Up, Pathways, and concurrent/dual enrollment)	- Annual freshman profile data - High school program review - Annual grant reports - Concurrent/dual enrollment annual summary - High school penetration rates
Business community, agencies, and community organizations	- WCD Community Liaison Team - Program advisory committees - Networking - Southeast Wyoming Workforce Alliance	- Program review process - Workforce development activity summary - Systematically solicited feedback - Retention of partners

Table 9P2: Relationships with Organizations that Depend on the Supply of LCCC Students

Relationships with	Built through	Monitored by
Postsecondary Institutions	- Articulation agreements - State-wide articulation meetings	- UW transfer data - Graduate survey - Number of students who transfer
Business community	- WCD Community Liaison Team - Program advisory committees - Placement of graduates - Internships	Follow-up graduate and employer surveys

Table 9P3: Relationships with Organizations that Provide Services to LCCC Students

Relationships with	Built through	Monitored by
Instructional support services		
Service learning	• Service Learning Advisory Council	• Number student participants • Number of hours • Number of faculty • Number of community partners • Number of activities
Clinical sites	• Formal agreements • Regular clinical instructor meetings	• Number of sites • Number of student participants • Clinical instructor satisfaction surveys
Student support services		
Bookstore	• Contractual agreement	• Number served • Number of activities
Food Services	• Contractual agreement • Food Service Committee	• Number served • Number of activities
Foundation	• Contractual agreement • LCCC Foundation Board	• Annual Foundation report • Matching the Spirit reports
Cheyenne Transit Program	• Cheyenne Transit Board membership	• Number of tokens received
Health care services *Being initiated 2010-2011.*	• Contractual agreement	• *Assessment to be determined by contract*

9P4

The College's philosophy is to create a working relationship that fosters partnership, evaluation and support. As mentioned above, the mission statement and Strategic Plan guide the creation, prioritization, and development of collaborative relationships with organizations that supply materials and services to the College. LCCC has an established purchasing policy, which is compliant with local, state and federal guidelines. The purchasing policy drives how the organization purchases materials and services. Needed materials and services are determined by the College. There are several options to purchasing materials and service, i.e. formal or informal quotes, bids, and RFP's. A "supplier/vendor/ contractor handbook" is given to all organizations that supply materials and services to LCCC.

An example of how the College creates, prioritizes, and builds relationships with organizations that provide services to LCCC are the adoption of a new learning management system (LMS) in fall 2009. There were several changes and challenges with the prior LMS that created a need for a new LMS. An RFP was issued. After reviewing submitted RFP's, LCCC invited several companies to showcase their products on campus at an all campus meeting. A distance learning committee consisting of faculty and IT staff was formed to closely examine the products, presentations and pricing. This committee selected two finalists. The two systems were showcased to students and faculty and feedback was solicited. A system was selected based not only on campus feedback, but how the vendor satisfied the RFP. The relationship with the LMS provider continues through contact with designated on-campus system administrators who relay issues to the company and communicate solutions to system users.

Another example is the College's relationship with Sodexo, the food service provider. During recent contract renegotiations, input was gathered from the Food Service Committee and survey data to identify and begin addressing concerns from the College community.

9P5

As indicated above, LCCC creates, prioritizes, and builds collaborative relationships in all areas based upon the College's mission statement and Strategic Plan. Tables 9P5 identifies key relationships with the education associations, external agencies, consortia partners, and the general community and strategies used for building and monitoring those relationships.

Table 9P5: Relationships with Education Associations, External Agencies, Consortia Partners, and the General Community

Relationships with	Built through	Monitored by
Education Associations	• Regularly scheduled meetings • Participation in activities	
External Agencies	• WCCC consultation process	
Consortia Partners	• Participation in consortia activities	
General Community	• Life enrichment courses • Participation in community groups	• Enrollments and offerings
Accrediting Bodies	• Program directors • Participation in accreditation processes	• Self-studies • Accreditation results

9P6

Many individual departments, especially those with Advisory Committees, have established processes in place to monitor creation and effectiveness of such relationships. The College is working to increase effectiveness of its career and technical education program advisory committees through professional development activities sponsored by the Perkins grant. LCCC has recognized, as a function of developing AQIP related efforts, an opportunity to develop a systematic process to monitor formal and informal internal and external relationships, including initial need identification, formalization, maintenance, and as appropriate, termination.

9P7

There exist several mechanisms at LCCC to facilitate communication and relationships across campus. However, there is no system-wide mechanism in place to monitor the effectiveness of these efforts or to assure integration and communication across these relationships. The College recognizes this as an opportunity for improvement. Two recently initiated Leading and Communicating Action Projects, College-wide College Council and Defining Organizational Structures and Processes, are expected to strengthen this area as well.

Results

9R1

While there are mechanisms in place to monitor some relationships (see Tables 9P1 – 9P3 and 9P5 above), there is not a systematic process to collect and analyze measures of building collaborative relationships. The Strategic Plan includes Strategic Direction 2 (Engage the community through collaborations that are mutually beneficial) and Strategic Direction 5 (Strengthen the College through increased collaboration and communication), which will lead to the development and implementation of such a process.

9R2

Examples of performance results which can be incorporated into a systematic process to measure building collaborative relationships are shown in Tables 9R2.1 – 9R2.5 below.

Table 9R2.1 Clinical Sites for Health Occupations Programs

	Programs	Sites	Students
2004-2005	4	31	233
2005-2006	4	38	262
2006-2007	5	60	375
2007-2008	6	68	365
2008-2009	8	107	497

Source: *Partnership Report*, 2009

Table 9R2.1: High School Penetration Rates – Percent of High School Graduates Enrolling at LCCC in the Fall Term after Graduation

High School Graduation Year	Laramie County Penetration	Albany County High Penetration	Combined Penetration
2005	30.8%	14.7%	27.3%
2006	33.6%	18.5%	30.1%
2007	34.6%	21.1%	31.3%
2008	42.8%	19.9%	37.6%
2009	37.2%	23.0%	34.0%

Source: Colleague and School Districts' Records

Table 9R2.3: Participation in Concurrent/Dual Enrollment Programs

	2006 – 2007	2007 – 2008	2008 – 2009
Total participation[1]	1,105 students 4,899 credits	1,113 students 4,656 credits	1,184 students 4,875 credits
Academic/transfer courses[1]	413 students 2,773 credits	334 students 2,272 credits	419 students 2,669 credits
Career/technical courses[1]	725 students 2,082 credits	870 students 2,322 credits	815 students 2,146 credits
Remedial courses (on LCCC campus)[1]	11 students 44 credits	13 students 62 credits	14 students 60 credits
Courses on LCCC campuses	187 students 884 credits	171 students 866 credits	184 students 864 credits
Courses taken by participants	120 courses: • 68 academic/transfer • 45 career/technical • 7 remedial (at LCCC)	127 courses: • 73 academic/ transfer • 49 career/ technical • 5 remedial (at LCCC)	105 courses: • 69 academic/ transfer • 30 career/technical • 6 remedial (at LCCC)
Enrolled at LCCC in fall semester after high school graduation[2,3]	186 students Average concurrent credits earned = 6.02	189 students Average concurrent credits earned = 6.32	216 students Average concurrent credits earned = 5.40

Table 9R2.3: Participation in Concurrent/Dual Enrollment Programs

	2006 – 2007	2007 – 2008	2008 – 2009
Participation by Albany County School District 1 students	157 students 976 credits	170 students 868 credits	186 students 1,011 credits
Participation by Laramie County School District 1 students	876 students 3,464 credits	888 students 3,293 credits	925 students 3,065 credits
Participation by Laramie County School District 2 students	49 students 310 credits	48 students 324 credits	48 students 330 credits
Participation by other students	23 students 149 credits	29 students 190 credits	25 students 144 credits

[1] Students may enroll in more than one type of course. The sum of the numbers of students in academic/transfer courses, career/technical courses, and remedial courses will be more than the total number of students.
[2] Average concurrent enrollment credits earned during students' last three years in high school prior to graduation.
[3] There are some students in the concurrent enrollment database who cannot be tracked to matriculation at LCCC because they do not have Colleague IDs. This occurs more frequently with older records than with more recent records.

Source: High School Programs Access Database, Colleague Records

Table 9R2.4: Enrollment in Workforce Development Classes Offered in Partnership with External Agencies

Partnership Description	2006-2007	2007-2008	2008-2009
Chamber of Commerce	20	16	54
Department of Workforce Services (DWS)	218	744	158
Other Higher-Educational Entity	211	186	132
Public School System (K-12)	133	30	440
Small Business Administration	0	0	697
State Agency (other than DWS)	109	274	279
University of Wyoming	0	50	0
Private Business	112	306	11
Other Partnerships	902	100	281
Total (duplicated)	1,705	1,706	2,052

Source: Annual Workforce Development Activity Report
Prepared by: LCCC IR Office, AMM, 09/15/2010

Table 9R2.5: Total Enrollment in Life Enrichment Classes

Course Category	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Arts, Crafts and Hobbies	370	248	277	216	165
Camps	154	212	66	99	140
Children's Art and Activities	102	22		111	
Computer	164	81	74	75	74
Conferences and Workshops					83
Dance	226	295	285	236	256
Dog Training	172	99	151	12	129
Driver Training	155	94	120	149	121
Eastern Laramie County	72	123	136	167	76
Ed2Go (various online courses)		70	84	43	66
Elder Hostel		136	312		113
Health, Wellness and Safety	202	181	115	107	238
Horsemanship	78	56	55	55	70
Language	47	69	56	15	23
Miscellaneous Personal Interest	82	37	90	94	143
Personal Financial Information	25	14	118	253	90
S.E.E.K. (Summer Educational Experiences for Kids)	440	562	558	614	921
Swimming -- Adult	473	584	598	522	501
Swimming -- Children	48	81	65	54	54
Teacher Training		40		129	
Vendor Workshops (Frontier Days)	47	54	40	67	67
Total (duplicated)	2,857	3,058	3,200	3,018	3,330

Source: Colleague Records
LCCC IR Office, AMM, 01/12/2010

9R3

Examples of comparison data which can be incorporated into a systematic process to measure building collaborative relationships are shown in Table 9R2.4 above and Tables 1R4.1 and 1R4.2 (data on students who transfer to UW).

Improvements

9I1

The College does not have recent improvements in this category to report at this time.

9I2

Much of the work in selecting processes for improvement is currently channeled through either President's Cabinet or Quality Council. The Strategic Plan includes Strategic Direction 2 (Engage the community through collaborations that are mutually beneficial) and Strategic Direction 5 (Strengthen the College through increased collaboration and communication). Pursuing these strategic directions will further the development of culture and infrastructure to assist in selecting specific processes to improve and in setting targets for improved performance results. In addition, two recently initiated Action Projects, College-wide College Council and Defining Organizational Structures and Processes, will strengthen this area as well.