

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	<ul style="list-style-type: none"> • Graduate Survey • Health programs exit interview 	<ul style="list-style-type: none"> • 6 months after graduation • Upon graduation
Current students	<ul style="list-style-type: none"> • CCSSE • Student Questionnaire • WCD After Class Evaluation • Formal student complaint patterns 	<ul style="list-style-type: none"> • Every other spring • Selected courses each semester • Completion of every program • Annually
Employees	<ul style="list-style-type: none"> • Climate Survey • Follow-up Focus Survey 	<ul style="list-style-type: none"> • Fall semester • Spring semester
Employers	<ul style="list-style-type: none"> • Employer Survey (program specific) 	<ul style="list-style-type: none"> • 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 <u>the opportunity</u> to participate in the decision-making process.	40%	27%	33%
8. I <u>participate</u> 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 <u>the opportunity</u> to participate in the AQIP process.	70%	20%	11%
15. I have <u>participated</u> 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 <u>the opportunity</u> to participate in the training I need to do my job effectively.	63%	20%	18%
24. I <u>participate</u> 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.