Systems Appraisal Feedback Report

**An AQIP Pathway Report Completed In Response to a
Systems Portfolio Submitted by**

LARAMIE COUNTY COMMUNITY COLLEGE

February 23, 2015

The Higher Learning Commission
A Commission of the North Central Association

Contents

V. Quality of the Systems Portfolio

I. Reflective Overview

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulates its understanding of mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categoriesg]TETy1 0 0 1 157.1 607.06 Tm[ )]TET EMC /

is more systematic and aligned. The result of this has been the creation of a new continuous improvement model at the College focusing on leadership, planning, resource allocation, operational structure, inclusiveness, and assessment.

5. **Knowledge Management & Resource Stewardship**:

III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the

are described in Appendix A. Through use of the maturity stages and its analysis of   reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here,   all Process, Results, and Improvement items included in the   Systems Portfolio. Appendix B is structured according to the New Systems Portfolio Structure and AQIP Categories document which is available   The summary feedback below, and the detailed feedback offered in Appendix B, is based only

Category Three: Valuing Employees

Respect for people and a willingness to invest in them are two principles of high-performing organizations. LCCC has implemented processes related to hiring, started a New Employee Orientation, created a Center for Teaching and Learning and a New Faculty Learning program, and hired a professional-development specialist. Yet it is unclear what evidence led to these changes and how they were necessarily in the best interest of the College and its employees.

LCCC has an opportunity to strengthen its evaluation and recognition of employees. Most hiring and performance review processes are consistent with industry standards, but its evaluation efforts suggest a more reactive approach. There appears to be an absence of clear processes and results, suggesting that this category could be a higher priority at the College. In addition, across Category 3, the College might benefit from the development of internal targets and external benchmarks, along with the establishment of baseline data for future comparisons. LCCC is commended for taking a hard look at its recent efforts and recognizing that significant work lies ahead.

Category Four: Planning and Leading

The College has initiated a number of process and organizational initiatives related to Planning and Leading, demonstrating its dedication to continuous quality improvement. The adoption of the Noel-Levitz Employee Satisfaction Survey will provide comparative data from peer institutions and lessen the reliance on internal comparisons. However, the College has an opportunity to add measures to evaluate the effectiveness of its processes and to analyze them. Throughout this category, it was apparent that the LCCC needed to address formative and summative evaluation processes. The College is complimented for its efforts that have begun and is urged to continue the intensification of its efforts in order to rise to a higher level of process maturity. It is commended for its redesign of its budgetary processes, its implementation of a strategic plan, and its attention to communication.

Although LCCC did describe the policies and which parties were involved in the initiatives, the descriptions could benefit from additional details about how the initiatives were executed and how the results were evaluated. Additionally, the College could benefit from an increased emphasis upon the role of campus leadership and its plans for Planning and Leading initiatives when facing the departure of key personnel.

Category Five: Knowledge Management & Resource Stewardship

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results to determine the next steps. The College needs to exercise the institutional discipline and leadership that will

appears to have strengths in this area and with a more complete presentation of results in the future, this criterion will show stronger evidence of being met.

V. Quality of the

APPENDIX A

Stages in Systems Maturity: *Processes*

Reacting	Systematic	Aligned	Integrated

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remain relevant and aligned with student, workplace, and societal needs

program review and program self-evaluation to ensure

	licensure or certification exams. There is an opportunity to establish outcome measures relevant across all programs and/or examining measures over time.

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1I3. Based on 1R3, what improvements have been implemented or will be implemented in the next 1   3 years.

Evaluation of Improvement Efforts
The College has planned a variety of improvements over the next few years. Policies and procedures will be developed and implemented, clear academic pathways will be established, and program articulation agreements will be established. One improvement that will be of critical importance is the implementation of the surveying tool to query internal and external stakeholders and to develop external benchmarks. An opportunity exists to establish specific improvement plans addressing the interpretation of its results that include external benchmarks.

1P4. *Academic Program Quality* focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue	LCCC has a **systematic** process for determining and communicating the preparation required of students for curricula, programs, and courses. Utilizing three levels for entry, the College in coordination, with the other community colleges in the state, determines entry requirements.
Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs	The LCCC uses the ASC and its program review process to ensure a **systematic** process that maintains quality and stability of all academic programs. The process also includes feedback from businesses and advisory committees. It is unclear if this feedback mechanism is a formal or informal assessment, and the process for how material is communicated to and used by others is less clear.
Awarding prior learning and transfer credits	LCCC has a **systematic**, detailed procedure for awarding transfer credit and credit for prior learning, accepting credit from accredited institutions, evaluating credits earned at international institutions, and evaluating experience. While prior learning was not addressed, it is assumed that Administrative Procedure 3.18P outlines this process.
Selecting, implementing, and maintaining specialized accreditation(s)	While process elements are described (such as external stakeholder involvement, resource allocation, and director oversight), a clear process for specialized accreditations is not provided. Systematic rather than **reacting** processes could ensure key goals and strategies are met and improve coordination and communication among units.
Assessing the level of outcomes attainment by graduates at all levels	LCCC assesses student outcomes data through the analysis of passing rates on certification examinations and licensure exams, employer survey results, transfer data, and alumni surveys. The attainment. To move from this **reacting** phase, it may be beneficial for LCCC to explore the benefits and ways to assess the overall performance of its graduates generally across the College.
Selecting the tools/methods/instruments used to assess program rigor across all modalities	LCCC has a **systematic** process for ensuring program rigor across all modalities. Course and program standards are determined through faculty collaboration, documentation in the MCOR, and reviews by the ASC. It is critically important that an evaluation plan be established for the new program review process and for evaluating the effectiveness of selected measures.
Other identified processes	

1R4 What are the results for determining the quality of academic programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	LCCC provides limited results to address academic quality across all program, modalities, and locations. For example, results are provided for the common assessment used in SPAN 1010. The results are summarized rather than segmented by modality or location. To move from a **systematic** stage, LCCC has an opportunity to develop processes to ensure that the information collected is used campus-wide in decision-making and to develop measures that would facilitate benchmarking the performance of its programs against peer institutions.
Summary results of measures (including tables and figures when possible)	Data are aggregated and presented with historical trends, but there is no formalized system described for encouraging any commonalities in rubrics or scoring systems used across programs, making comparisons of summary data difficult. Additionally, Figure 1R4-2 illustrates widely varying results when compared over time that need to include much more detail and explanation to be interpreted properly. This use of results illustrates **systematic** level of maturity. ts for more KPIs than the matriculation rate.
Comparison of results with internal targets and external benchmarks	LCCC appears to have recent improvements in its comparison of n opportunity to present additional comparative results beyond the matriculation rate. The KPIs have the potential of generating a lot of data, and an opportunity exists to establish processes to analyze, interpret, and use these data. The College is at the precipice of moving from this **reacting** phase to a systematic one.
Interpretation of results and insights gained	LCCC has made efforts in data collection and archival. The College acknowledges that it is in a capacity-building phase for program quality analysis, placing it at the **reacting** stage interpretation of its program analysis is that some programs are effective and others have room for improvement. The College has an opportunity to draw more specific conclusions that would lead to more actionable initiatives and specific improvements. Given the complexity of the system, LCCC may need to pay attention to how results are analyzed and presented to internal and external stakeholders across its units.

1I4. Based on 1R4, what improvements have been implemented or will be implemented in the next 1   3 years.

Evaluation of Improvement Efforts
In the 2014 2015 year, the College will implement a revised program review process that will be designed to encourage the alignment and integration of needs across campus and with external entities. The SLA subcommittee is refining institutional assessment plans to ensure alignment among the new program review, assessment plans, and methods. To help all stakeholders to understand the new processes, logic models or process maps could help in communicating these important quality goals. An opportunity exists to add internal targets and external benchmarks.

1P5. *Academic Student Support* focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying underprepared and at-risk students, and determining their academic support needs	LCCC has a **systematic** process for identifying at-risk students and determining their needs that relies on placement results and self-reported student characteristics. Opportunities exist to establish a process for defining what at-risk means at LCCC, determining what strategies for improvements, and sharing these strategies across units.
Deploying academic support services to help students select and successfully complete courses and programs	LCCC employs a holistic advising approach where students work with a single advisor who is able to reinforce connections between the students and academic support services. LCCC offers the Student Success Center, a writing and communications center, the Math Lab, and a tutoring center. Online tutoring is offered through SmartThinking. All services are voluntary and no systematic process is apparent, indicating a **reacting** process. Opportunity exists to implement an evaluation protocol for all academic support services to identify how . This could be done to determine unmet needs or gaps in services offered as well as mandating advising, orientation, and tutoring to students who are not college ready.
Ensuring faculty are available for student inquiry	LCCC requires each faculty member to maintain office hours, to share that information through course syllabi, and to issue mid-course grades. To move from this **systematic** approach, opportunities include having faculty post e-office hours on the learning management platform or other media and offering students the ability to evaluate faculty on the effectiveness of those office hours (i.e. available times, faculty availability through other mechanisms, etc.).

retention, persistence and program completion	retention, persistence, and completion. However, processes for determining targets, how to improve upon them, and how the data are employed to set further improvements are not well defined, making this a **reacting** process.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services	The C by the numbers of students served and grades; the library assess usage and preferred media; while the Holistic Advising area is developing a comprehensive assessment plan with learning outcomes and accountability. However, processes by which instruments are selected or how they are evaluated for effectiveness are not clearly defined, placing the College at the **reacting** level.
Other identified processes	

1R5 What are the results for determining the quality of academic support services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	LCCC relies on a limited number of indirect measures to assess its academic support services, including developmental course placement and course success. This indicates a **reacting** level of maturity. Given the importance of academic support services in the current climate of increased accountability, LCCC could benefit from broader and deeper examination of academic support services data, including using more direct measures related to specific services. An opportunity to improve exists by identifying outcome measures that align to support services goals, and formalizing the process for examining and using that data.

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educational offerings and services	groups. The **systematic** processes for doing so include surveys, focus groups, published data, and meetings. An opportunity exists for the College to develop an explicit set of criteria (a rubric, perhaps) for determining if a potential student group is substantial enough for its educational offerings. The process could be evaluated periodically to ensure alignment with key goals, strategies, and lessons learned.
Meeting changing student needs	The College has a **systematic** process for students to communicate their needs to the institution and for the institution to communicate its responsiveness to the student body. Student advisory boards were created to gain input on key services. Further, the Board of Trustees created a Student Trustee position to lend a voice in College leadership. To increase the maturity of these processes, the College could demonstrate that lessons learned from student voices are coordinated across the institution to meet institutional goals and strategies.

Identifying and supporting
student subgroups with
distinctive needs (e.g.,
seniors, commuters,
distance learners, military

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	engagement in a partnership. LCCC has an opportunity to describe the criteria that would suggest that a stakeholder group would be considered a key stakeholder.
Meeting the changing needs of key stakeholders	LCCC uses an **aligned** process for meeting the changing needs of stakeholders that includes assessment, planning, budgeting, and deployment. This purposeful planning for activities responds to the identified needs of stakeholders. Furthermore, the process is

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	preparation, workforce development, and community development.
Building and maintaining relationships with partners	Building and maintaining relationships through active engagement on community boards and advisory committees helps the College and its partners **align** their relationships for the betterment of the College, its students, and the community.
Selecting tools/methods/instruments to assess partnership effectiveness	LCCC notes that the tools selected to assess partnership effectiveness varies with the type of partnership. It appears to have a **systematic** process for selecting the tool, based on the partner. To strengthen the maturity, efforts to coordinate and communicate among institutional units and partners may be beneficial in addition to creating a common tool for partner identification.
Evaluating the degree to which collaborations and partnerships are effective	The College employs a **systematic** process of formative and summative evaluation to determine the effectiveness of the collaborations. The data provided through these processes is derived from strategic plan measures, additional input from governmental agencies, and other educational sources.
Other identified processes	

2R5. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	LCCC tracks outcomes and measures in a **systematic** way. A variety of indicators are used, including the KPIs and institutional report card. It is in the process of identifying more formative, strategy specific measures that determine effective partnerships. The College has an opportunity to identify some common measures of performance with a view to comparative evaluations of future results.
Summary results of measures (including tables and figures when possible)	KPIs and the report card allow LCCC to provide summary results to institutional stakeholders. However, it is unclear if results are shared with partners for their input on continuous improvement efforts. Partnership involvement could increase the maturity level from **reacting** to systematic.
Comparison of results with internal targets and external benchmarks	The College has established a KPI system for comparison of internal targets and uses statewide reports for external benchmarks. LCCC did not provide actual data which represents a **reacting** process for gathering and comparing targets and benchmarks.
Interpretation of results and insights gained	Although not reported in the summary of results, LCCC indicates that concurrent and dual enrollment has declined, warranting further investigation. To support a systematic rather than a **reacting** level of maturity, LCCC could also report which institutional units were involved in the determination and how these units might collaborate on improvements

AQIP Category Three

Ensuring the acquisition of sufficient numbers of staff to provide student support services

It is unclear how LCCC ensures that

Process	Team Comments on Process Maturity and Improvement
Designing performance evaluation systems for all employees	LCCC notes that it uses Administrative Policy 4150 to guide annual evaluations of all benefited employees. However, processes for designing performance evaluation systems are not described, placing this in the **reacting** stage. It is unclear who is responsible for this overall process and how changes are made to it. Additionally, the College has an opportunity to develop a process for evaluating employees who do not receive benefits.
Soliciting input from and communicating expectations to faculty, staff, and administrators	LCCC is committed to a **systematic** pattern of shared governance. The College Council was created to represent all College entities and to solicit input. Additionally, the College offers regular town hall meetings. For individuals, the performance evaluation process allows for dialogue between the employee and supervisor. LCCC appears to have several opportunities, including the use of surveys and other mechanisms to allow employees to anonymously provide input, regularly scheduled ways for broader communication with more employees, and the development of an evaluation component.
Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services	LCCC is currently making changes to its Performance Management Policy. The College is soliciting feedback as it redesigns the evaluation system to include annual goals to contribute to strategic and operational objectives. An opportunity exists to move beyond the **reacting** stage by developing explicit, predictable processes to achieve efficiencies and make progress on institutional goals.
Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators	LCCC **systematically** evaluates all benefitted employees under Administrative Policy 4150 and commonly accepted practices. Annually, deans observe and consult with faculty. In addition, deans review student evaluations each semester, and faculty establish annual performance goals submitted to and assessed by the deans. Opportunities exist to clarify how adjunct faculty are evaluated, to develop a performance evaluation process for non-benefitted employees, and to share lessons learned and integrate evaluations with institutional goals and employee recognition for administration, faculty, and staff.
Establishing employee recognition, compensation, and benefit systems to promote retention and high performance	LCCC describes a partially **systematic** process to establish employee recognition, compensation, and benefit systems. Compensation for faculty and classified staff is determined with a systematic column and step scale**.** Market-based pay ranges are used to calculate salaries, which are influenced by experience and

	engagement. However, the College does not make clear how it addresses employee satisfaction beyond these standard practices. To move from this **reacting** stage, there may be an opportunity for LCCC to analyze what its employees value (through anonymous surveys or other methods) and then align results with benefits.

institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	LCCC acknowledges that outcomes and measures related to the effectiveness of the new HR employee evaluation processes have not been established. Thus, this results component is at the **reacting** stage of maturity. The College has an opportunity to establish specific, objective, and quantifiable measures of its performance for evaluating and recognizing its employees, including employee satisfaction input.
Summary results of measures (including tables and figures when possible)	LCCC reports no results and is therefore at a **reacting** level.
Comparison of results with internal targets and external benchmarks	LCCC reports no results and is therefore **reacting**.
Interpretation of results and insights gained	LCCC acknowledges that it has significant work to do in order to

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes	LCCC states that the CTL coordinates faculty development but does not fully describe the processes that it uses, indicating a **systematic** stage of maturity. The College has an opportunity to describe how the College determines development priorities, how candidates are selected, how development resources are allocated, how faculty development is implemented, and how
Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)	LCCC uses meetings, internal training, and participation at external training to increase skills and knowledge of its student support staff. Training appears to be on a voluntary basis. An opportunity exists to move from this **reacting** stage by describing how the College determines development priorities, how candidates are selected, how resources are allocated, and how processes are evaluated.
Aligning employee professional development activities with institutional objectives	Earlier LCCC described numerous professional development opportunities for faculty and staff, including both internal and external training. Yet the response here appears to only address external training requests. While these requests must be linked to strategic goals, it is unclear how other professional development activities address institutional goals. An opportunity exists to move from this **reacting** stage by designing processes to align the described professional-development programming with institutional objectives.

3R3. What are the results for determining if employees are assisted and supported in their professional development?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	LCCC uses the Campus Climate Survey to track satisfaction with professional development. Other measures are listed, however, it is unclear which tools are used. An opportunity exists to move from the **reacting** phase by developing outcomes and tools that track participation, satisfaction, learning, and implementation as well as needs assessments.
Summary results of measures (including tables and figures when possible)	LCCC reports that 63% of employees either agree or strongly agree that they are satisfied with the professional development opportunities. In light of the other measures, mentioned above that LCCC tracks, it is not clear why it does not present more results. An opportunity exists to move from this **reacting** stage by reporting and analyzing trend data for employee satisfaction and other measures.
Comparison of results with internal targets and external benchmarks	Although LCCC maintains an expectation that 80% of employees will agree or strongly agree with their satisfaction related to professional development opportunities, no other internal targets or external benchmarks were provided. The process is **reacting** in that limited internal comparisons are drawn and no external targets are identified.
Interpretation of results and insights gained	There is no discussion of how this information is interpreted or used in the decision-making process at LCCC, indicating a **reacting** stage of maturity.

3I3. Based on 3R3, what improvements have been implemented or will be implemented in the next 1   3 years.

Evaluation of Improvement Efforts

LCCC is striving to create a culture of employee development and has many projects in place.

	directly to KPIs. The Budget Resource Allocation Committee also requires justification rationale for new resource allocations.

ission, vision,
and values?

	team members with other external stakeholders participating in the environmental scanning process. However, it is unclear how the information is gathered from the external stakeholders and how data collection supports engagement. An assessment and revision of the strategic planning process would assist in moving LCCC from the **systematic** stage of maturity.
Aligning operations with the values	The College employs a process to **align** operations with the vision, and values. Through nine functional indicators, the College is able to assess how well the institution is meeting its mission, vision, and values. The overall process mission, vision, and values.
Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency	LCCC **systematically** employs the College Council, the consultative feedback process, and strategic planning to involve a broad range of constituents. The consultative feedback process enables the campus-wide distribution of policies and procedures and enables the collection of feedback through a campus portal. However, the institution did not elaborate on its processes to align the effectiveness of evaluating the implemented procedures.
Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats	The College employs a **systematic** eleven-step strategic planning process that includes environmental scanning and identification of issues. A SWOT analysis provided valuable input on the effectiveness of the newly formed goals and strategies. The College has a great opportunity to develop a process for revising its strategic plan during the years between major planning efforts.
Creating and implementing strategies and action plans that maximize current resources and meet future needs	The College employs a **systematic** process for creating and implementing strategies and action plans. Through usage of a culminates in the development of broad over-arching goals. However, more attention could be devoted to the process of implementing strategies and action plans and to the evaluation process to determine the effectiveness of the adopted procedures.
Other identified processes	

operational plans?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	LCCC conducted a **reacting** strategic planning process that resulted in the revamping of its mission, vision, and values. It employed a SWOT analysis to evaluate the effectiveness of its newly developed goals and strategies. LCCC has the opportunity to more effectively analyze the results achieved in its review processes.
Summary results of measures (including tables and figures when possible)	The College employed a **reacting** process to determine the successes and opportunities provided by its review of operational plans and its four broad over-arching goals. The results were calculated through the use of a scoring rubric that produced a ranking of the strategies. It would benefit from a more detailed analysis of its summarized results.
Comparison of results with internal targets and external benchmarks	LCCC has not reported any comparative data with internal targets or external benchmarks. The described **reacting** processes cite the development and implementation of its strategic plan, but

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	processes are evaluated for effectiveness.
Collaborating across all units to ensure the maintenance of high academic standards	The College abides by a **reacting** process to promote collaboration. The ASC maintains high academic standards that lead to student success consistent with institutional mission. However, aside from mentioning subcommittees and a joint cademic standards is not described. LCCC has the opportunity to more adequately describe its processes for collaboration along with its rationale for the joint chairmanship.
Providing effective leadership to all institutional stakeholders	The College conducts a **reacting** process to provide leadership to

about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents	providing public access to appropriate college information. The College abides by a **systematic** process, employing a wide variety of media resources to communicate information about its programs, requirements, faculty, staff, costs, control, and accreditation status. Additionally, EaglesEye is utilized to post centralized, readily available data.
Other identified processes	

4R4. What are the results for ensuring institutional integrity?

Results	Evaluation of Results and Systems Improvement

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Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The **systematic** data policy that LCCC has implemented is important to the Col because this data is incorporated into various analyses and evaluations throughout the College such as rubrics, KPI analysis, development of strategic priorities, and budgeting. However, it is unclear if there are any specific measures along which LCCC can evaluate success in determining how data, information, and performance results are used in decision-making at all levels and in all parts of the institution, beyond the use of institutional KPI data. There is an opportunity to improve the maturity level of this use of data by institutionally committing to the development and

Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.	LCCC recognizes that the institution is moving from a **reacting** process to a more systematic process by aligning budgeting to strategic priorities management processes include an acquisition procedure to support the maintenance of physical and technological infrastructure. An emphasis on use of campus feedback for decision-making will propel the College to more of a systematic state.
Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs.	The College utilizes a **systematic** budget process that assigns resources to projects that achieve organizational goals and ensure that educational goals are met. Alignment is determined in light of impact on mission, strategic plan, and performance indicators, using a rubric that favors educational purposes. However, the process for developing and setting these operational goals aligned with the institutional mission is still unclear, representing an opportunity to improve the maturity level of this process.

Allocating and
assigning resources to
achieve organizational

Maintaining a technological infrastructure that is reliable, secure and user-friendly.	**systematic** process to includes training and roll-out of new software, security tracking, standardized equipment and software platforms, and regular ITS audits to ensure up-to-date hardware and software. The College has instituted a policy that requires that all equipment and technology purchases must be approved by the ITS office before purchasing. It also utilizes a computer replacement policy that ensures that no computer is more than 5 years old. An opportunity exists to improve the maturity level of this process by developing more ITS processes that specifically address whether infrastructure is reliable, secure, and user friendly.
Maintaining a physical infrastructure that is reliable, secure and user-friendly.	LCCC has developed a **systematic** maintenance process using a work order management and preventative maintenance system. It also maintains a Campus Master Plan that incorporates the campus building condition index and an annual review, which are used to prioritize projects and to update the deferred maintenance schedule. The College has made substantial improvements recently to the process for maintaining physical infrastructure, but there is an opportunity to improve the maturity level of this process by more regularly, and in a pre-determined way, scheduling the maintenance of its physical plant.
Managing risks to ensure operational stability, including emergency preparedness.	LCCC employs a **systematic** process of risk management. The C cross-representative Risk Management Committee is responsible for communicating compliance requirements, evaluating risks and loss, addressing emergency and safety concerns, and developing policies to avoid claims, accidents, and losses. The College has also undertaken an audit of its insurance coverages to ensure that it is adequately protected from all possible incidents. However, it is unclear if this was a one-time event or a regular institutional process. Although it does appear that the work in this area is a collection of stand-alone efforts, rather than an integrated risk management system. An opportunity exists to develop an ov risks more comprehensively.

Other identified processes

| and external benchmarks | Index score is in the above review zone by HLC Annual Institutional Update standards. It is also above average for all ITS Resource categories compared to other Wyoming Community Colleges, and, at average for total IT personnel assigned to support desktops and servers. In general, ITS statewide survey results comparing LCCC to its peers in the WCCC system |

Projects, Quality
Check-Up, and
Strategy Forums.

operations. Ensuring the institution learns from its experiences with CQI initiatives.	

APPENDIX C
Criteria for Accreditation & Core Component
Evidence Screening

2. The mission document or documents are current and explain the extent of the the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose. 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.	are academic preparation, transfer preparation, workforce development, and community development. Together they represent the areas of the College and indicate how the Mission is leading each in the same direction. Overall, students. It recognizes that, as an open access institution, its students come from various backgrounds and, once they become students at the College, LCCC is committed to helping all and transforming lives.	
1.C. The institution understands the relationship between its mission and the diversity of society. 1. The institution addresses its role in a multicultural society. processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.	LCCC identifies six student sub-groups and ten external stakeholder groups along with the many ways that it determines the needs of each. It has adopted institutional learning outcomes, including Human Culture, to more appropriately address its role in a multicultural society. The College has implemented efforts that include a prescribed placement process to ensure that all students are treated equally and has employed bilingual instructors in order to diversify its faculty. It has developed a comprehensive peer review process to measure performance and improvements using feedback from advisory boards, accreditation results, and KPI progress in order to assess whether its programs are meeting stakeholder needs.	☒ Strong, Clear, and well presented ☐Adequate, but could be improved ☐Unclear or incomplete
Criteria 1.D. The demonstrates commitment to the public good. 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the	LCCC communicates its mission, vision, and values through its primary and most visible communication channels that include Board policy, LCCC website, strategic plan, catalog, and every email sent by cabinet members. It draws attention to the importance of its mission, vision, and values by emphasizing their linkage to the major realms of its work, namely academic preparation, transfer preparation, workforce development, and community development. The	☐Strong, Clear, and well presented ☒ Adequate, but could be improved ☐Unclear or incomplete

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regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

information about its programs, requirements, faculty, staff, costs, control, and accreditations to its constituents.

could be improved

☐Unclear or incomplete

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1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, postbaccalaureate, post-graduate, and certificate programs.

3. T
program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Commission. Preparatory requirements for entry to college-level work are determined collaboratively among the community colleges in the State of Wyoming. Other requirements are determined by the faculty based on curriculum mapping, course and program competencies, articulation agreements, and input from accreditors, advisory boards, subject-matter experts, and employers. Requirements are

oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

5. Instructors are

and contribute to the
educational experience
of its students.

ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

3. The institution uses the information gained from assessment to improve student learning.

processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs. 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data. processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)		

	modification of programs, curricula, and student	
constituencies including its governing board, administration, faculty, staff, and students   in the

2. The governing board is knowledgeable about the institution; it provides oversight for the

academic policies and practices and meets its legal and fiduciary responsibilities.

3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort. | processes are supported by its belief in shared governance, which is shown in the membership and responsibilities of the College Council. In addition, consultative feedback and strategic planning processes involve internal and external stakeholders. | |

5.C. The institution engages in systematic and integrated planning.

   1. The institution allocates its resources in alignment with its mission and priorities.

   2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

   3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

   4. The institution plans on the basis of a sound

A strategic planning team leads the planning process that takes place every 5 to 7 years. This

understanding of its
current capacity.
Institutional plans
anticipate the possible
impact of fluctuations in

of revenue, such as
enrollment, the