



February 18, 2011

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Systems Portfolio

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- LCCC is commended for its initial efforts to develop and implement processes for Valuing People and beginning the efforts to link work with institutional priorities. LCCC's recently completed Action Project has identified several recommendations for improving its performance management system, including development of competency-based position descriptions and expansion of these processes to include adjuncts and non-benefitted part-time staff. Implementing these recommendations may clarify expectations of employees and provide an agreed-upon basis for accountability. As the institution acknowledges, it is aware of needs for Valuing People and moving to implementing efforts for LCCC's continuous improvement. Its efforts to reward and retain employees presents baseline evidence, but LCCC, as part of its AQIP commitment, has an opportunity to be more intentional with efforts to Value People. Its various Action Projects (Performance Management; New Employee Orientation) and its establishment of a Quality Council all present LCCC with the opportunity to gather data and rely on

toward development of systematic processes, plus the identification of rubrics, measures, and benchmarks that may result in improvements to advance the institution. LCCC has relationships that have powerful potential for the future—with the University of Wyoming, the Wyoming Community College Commission, area industry, and school districts. Purposeful, intentional, and ongoing analysis of these relationships can strengthen the institution.

Accreditation issues and Strategic challenges for Laramie County Community College are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress

action on the important broad challenges and opportunities it faces. From these you may

institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Laramie County Community College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Laramie County Community College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

OV1a A comprehensive, public community college founded in 1968, LCCC's service area comprises 23% of Wyoming's population and seven percent of the state's square acreage. LCCC has a 271 acre main campus in Laramie County, a branch campus in Albany County, and outreach centers in Pine Bluffs and Warren Air Force Base.

OV1b The College is governed by an elected seven-member Board of Trustees from Laramie County. The Board also has a non-voting member from LCCC's Albany County Advisory Council. The College is one of seven community colleges coordinated and partly funded by the Wyoming Community College Commission. LCCC has enjoyed a great deal of support from its service area through donations, bond issues, and mil levies.

OV1c Seeking to fulfill its mission (il) 1 (pdea (l) 1 031 (t) 1yn (am) -1 (i) 1 (c) 1 (l) 1(Lear) 1 (nl)1sing) 1 (cent) ·

- OV1e The College launched a 2010-2015 Strategic Plan that identifies five strategic directions: 1) maximize learning opportunities, 2) collaborate with the community, 3) ensure institutional effectiveness, 4) manage resources, and 5) increase collaboration and communication. The College is using this Plan to develop measurable outcomes and stimulate a culture of evidence-based continuous improvement.
- OV2 LCCC's non-instructional goals can be categorized as cultural programs and community development (cultural workshops and speaker series, art exhibits, theater productions, concerts, library programs, economic and workforce development initiatives, career services, conferencing services, and customized training courses); lifelong learning (PK-20 initiatives such as career pathway development and articulation agreements, athletic programs, workforce programming, ACES programming, and child care and child development programming); and civic engagement (athletic team events, service learning, and active PR efforts)..
- OV3a LCCC identifies current and prospective students, their support networks, and the larger community as external stakeholders. Its internal stakeholders are faculty, staff, and donors. The needs of these groups are included in the LCCC Strategic Plan.
- OV3b Primary competitors for LCCC include universities, several regional community colleges, and online, for-profit providers.
- OV4a The increase in the percentage of full-time employees (23%) closely mirrors the FTE growth experienced by LCCC in the most recent five year period, while part-time employees have increased by 45%. Current employees include 326 full-time (91 faculty, 26 administrators, 88 professional staff, and 121 Educational Services staff); 417 part-time (273 adjunct, 59 professional staff, and 85 Educational Services staff). Volunteers are also important contributors to the operation of the College.
- OV4b

Leading and Communicating, a College Council Action Project, and Defining
Organizational Structures and Processes Action Project.

OV5b

The College's Strategic
Plan is aligned with that of the Wyoming Community College Commission.

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted,

assessment and placement through benchmarking and longitudinal monitoring may improve patterns of learning success. LCCC has embarked on an Action Project to document clear criteria for determining prerequisites, which may help the institution take a systems approach to setting and monitoring these prerequisites.

- 1P6a S LCCC communicates program requirements to prospective and current students through a variety of mechanisms that begin as early as junior high and continue with advising opportunities and computerized programs for degree audit.
- 1P6b O While there are numerous points at which students have access to information about program requirements, LCCC provides no information about how intentional and pro-active the methods are, nor how evidence is used to inform the communication process. Development of a feedback loop for communication methods may ensure that students receive the message.
- 1P7 S LCCC empowers students to select a course of study by providing access to advisors and electronic resources such as the Kuder Career Planning System.
- 1P8 S To assist the growing population of underprepared students, LCCC offers a variety of services and programs, including late-start developmental math courses to allow students to “drop back” and a pilot competency-based developmental writing course. LCCC also offers ABE, GED, ESOL, and ASE programs and tutoring services.
- 1P9 O LCCC acknowledges that it does not have a systematic process to determine students’ different learning styles, although the Freshman Seminar and Student Success Center offer learning style inventory workshops. Implementing a systematic process may provide LCCC the opportunity to help students meet their goals and help the institution improve student satisfaction, retention, and program completion

Disability Resource Center, International Student Office, Transition Services Office, and Campus Living and Learning Systems.

1P10b O There is no evidence that the special needs services provided are part of a systematic process. An integrated college-wide process may help students connect better with the services and provide the institution with an opportunity to assess the effectiveness of these services.

1P11a S

- 112 S LCCC is intentional in its effort to put in place a number of work groups, processes, and inclusive action plans that indicate the institution is in the foundational stage of developing a culture of continuous improvement.
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Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

OV9

involvement and engagement with the institution. Distinctive Objectives are aligned with the College's Strategic Plan.

- 2P2b O LCCC has identified vehicles through which to gain input from external stakeholders about non-

Item	S/O	Comment
3P1a	S	The changing needs of students at LCCC are identified from the feedback of a variety of stakeholders.
3P1b	O	The information collected from stakeholders is largely anecdotal. It is unclear how LCCC synthesizes and analyzes the data collected from its many stakeholders, and it is unclear how it ensures the information goes to the correct decision makers. Clarifying these processes can help to ensure that decision makers understand stakeholder needs in selecting a course of action regarding these needs.
3P2	S	LCCC traditionally built relationships with students from the time students were prospects and continuing through student support and student engagement activities. A recent Action Project on academic advisement has generated a reconsideration of how relationships with students are built and maintained. Recommendations from this Action Plan are currently being implemented.
3P3	O	LCCC recognizes the need to develop a process for determining the changing needs of key stakeholder groups and selecting courses of action with respect to those needs.
3P4	S	LCCC uses a variety of strategies to build and maintain relationships with external key stakeholders (the community college/UW partnership for longitudinal tracking hofaF.72 cm BT m BT 0.0012 Tc 183 0 0m BT 0.0006Tc 1in 6 0 0

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- 4P4 O LCCC recognizes the opportunity to develop a systematic process to employee orientation. This recognition is the evolution of a recent Action Project. Without such a process, the College cannot provide assurance that the strategic objectives of LCCC and its Vision and Mission are being delivered to all new employees in a consistent and standardized fashion. As LCCC addresses and evaluates implemented processes for this opportunity, improvement may occur and assurance achieved.
- 4P5 O Although the College indicates that Human Resources tracks employees who are nearing retirement, the process seems reactive. There does not appear to be a systematic and proactive process in determining changes of personnel. The College's existing Leadership Academy may provide one such vehicle for LCCC's effort.
- 4P6 O LCCC recognizes that it has an opportunity to develop more systematic work processes that align with the needs of its Strategic Plan and expectations for organizational productivity. Having a more systematic approach to work processes helps to ensure employees

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1	O	While the College recognizes that it needs to update its Mission, Vision, and Values Statements, and while the Board has determined that these Statements should be reviewed annually at its annual planning session, there is no indication of progress being made in this regard or how internal and external stakeholders will participate in the process.

- 5P9 S The College has clearly made a commitment to leadership development through both internal and external opportunities. LCCC's Leadership Academy is a positive opportunity to develop future leaders within the organization. The content described is management focused; the College is encouraged to remember that 'management' is a different concept from 'leadership'. This form of succession planning is important, and is also relevant to Category 4.
- 5P10 S The Policy Governance Manual addresses Presidential succession for LCCC for emergency situations. LCCC is encouraged to continue succession planning through its Leadership Academy and other initiatives to sustain institutional momentum.
- 5R1 O While LCCC has launched an instrument for collecting information about leadership and communication, it is unclear what measures leaders use to analyze the effectiveness of these efforts. Clarifying measures and expected outcomes will help communicate a shared vision for performance in critical areas such as leadership, decision-making, and communication.
- 5R2 OO Results of the 2009 Climate Survey indicate significant opportunities to improve communication on campus. Improving communication-related processes, roles, and responsibi

511/2 S Leading and Communicating efforts and opportunities were evident in LCCC's 1999 Self Study. Subsequent efforts to address those needs have resulted in the College's decision to become an AQIP institution, an annual Climate Survey, AQIP Action Projects, the Leadership Academy, and the College's 2010-2015 Strategic Plan. These activities are evidence of LCCC's effort to transform into a culture of continuous improvement.

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

indicate an increase in applications received; acquisition of electronic library databases and e-books has increased; and students served in the Disability Resource Center have increased. LCCC also provides data from graduates about student support services provided by the institution, as well as CCSSE results about importance of and satisfaction with the services.

- 6R3a S As reported, audit findings have noted no issues to be addressed.
- 6R3b OO LCCC indicates that an annual audit takes place, but results for other administrative processes are not provided. Other administrative functions such as Human Resources, Facilities, Operations, and Physical Plant are areas that impact the mission of the College, and should therefore be assessed regularly with regard to performance results. In order for LCCC to become a high-performing organization, implementation of systematic processes for identifying administrative measures and gathering and analyzing results will be necessary.
- 6R4 O The narrative provided lacks sufficient evidence that LCCC is using

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| 7P6 | S | LCCC is developing processes to align department and unit measures, data analysis, and operational plans with the College's strategic objectives. Data gathered from this process will inform budget development. |
| 7P7a | S | LCCC has some processes in place to ensure data is secure and data systems are reliable and accessible by appropriate personnel. |
| 7P7b | O | LCCC is developing processes to ensure data is accurate. Having consistent standards and benchmarks to ensure data integrity and accuracy across the institution may help to ensure data entry errors are identified and corrected in a timely way. |
| 7R1-7R3 | OO | While LCCC has been collecting data related to various functions like enrollment and expenses, it has no identified measures of its information and knowledge management systems. The institution is working to develop a systematic approach to evaluating data collection, use, storage, and distribution, and to compare its performance in these areas against other organizations. Because the College aspires to create a culture of continuous improvement, it may want to ensure it evaluates its information and management systems, to ensure employees have timely, relevant, and accurate data that meets their needs. |
| 7I1a-7I2a | S | LCCC is striving to make improvements in Measuring Effectiveness. Improvements include identifying cores measures of institutional effectiveness that include |

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1a	S	LCCC appears to be making progress toward developing a strategic planning model that incorporates broad stakeholder participation, short- and long-term planning horizons, and information on its current strengths, weaknesses, and opportunities. The model also seeks to align institutional goals with the Global Ends of the Wyoming Community College Commission Statewide Strategic Plan.
8P1b	O	It is unclear how several components within LCCC's strategic planning model function. For example, it is unclear whether the process described was a one-

- 8P4 O LCCC is in the early stages of aligning its planning processes with strategies and action plans across the College. It is unclear what “integrative mechanisms” are being developed to accomplish this alignment. Implementing processes that are systematic and ensure stakeholder involvement may cultivate an evidence-based culture and facilitate LCCC’s realization of several principles of high performing organizations: focus, agility, information, and collaboration.
- 8P5 OO LCCC has an opportunity to define the process through which it is defining objectives, selecting measures, and developing performance targets. Defining these aspects of the planning process can help to ensure shared expectations for performance and provide context for how leaders deploy the College’s limited resources.
- 8P6a S The new planning process links strategy selection and action plans by seeking to align prioritized departmental objectives and accompanying proposed budgeted initiatives with the Strategic Plan.
- 8P6b O While LCCC uses the budgeting process to

- of professional development with institutional priorities and goals will help the institution better meet its objectives and help to deploy resources in a more systematic manner.
- 8R1-8R3 OO Providing relevant data for 8R2 and 8R3 depends on having established clear measures of the effectiveness of the institution's planning processes. It is not evident that LCCC has developed outcome and process measures for its planning processes. Developing these measures is important in determining whether survey instruments, like the Noel-Levitz College Employee Satisfaction Survey, will meet the College's needs. It is also important in determining whether the Board monitoring reports and the Strategic Plan progress reports described in Table 8R3 are useful performance indicators of the College's planning processes.
- 8R4 O Prior to selecting a survey to provide comparative data, LCCC may want to clarify its measures for planning performance. Having relevant measures may ensure the benchmarking activity provides relevant information to guide improvements.
- 8R5 O Evidence is not provided that LCCC's system for Planning Continuous Improvement is effective. The College is in the initial stages of determining how it will measure and evaluate its planning processes.
- 8I1a-8I2a S LCCC's new Strategic Plan, its Quality Council, and the advent of zero-based budgeting are indications of recent improvements made in Planning Continuous Improvement that could help.

Structures and Processes) are anticipated to have utility for LCCC to advance relationship building.

- 9R1 O LCCC does not have a systematic process to collect and analyze measures of its collaborative relationships. Although LCCC has provided several examples of data which can be incorporated into a systematic process to collect and analyze measures related to its internal and external relationships, the data is not aligned with the measures. As an example: performance results for concurrent/dual enrollment programs and