

LAMAR COMMUNITY COLLEGE

We Enrich Lives Through Learning



AQIP Systems Portfolio November 2013

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Institutional Overview

Lamar Community College (LCC) is located on the plains of southeastern Colorado, reaching over 7800 square miles in its service area. The College has a charge to meet the higher educational needs of our surrounding counties, but includes within its “community” the state of Colorado, the nation, and -- through its unique programs, dedicated staff, and picturesque setting -- the world. Our *mission* expresses our core belief: “We enrich lives through learning.” The College counts among its alumni successful businesspersons, ranchers and farmers, educators, professionals, health care providers, entrepreneurs, and others who continue to expand their human potential. Our *vision* is a commitment to “providing the highest quality education in an environment of service excellence.” Our enrollment in FY 2013 is 1,150 unduplicated headcount. Of these, 52.2% are full-time; 47.8% are part-time; 83.4% are Colorado residents. The College has 161 employees: 52 administrative, professional, classified and technical, 42 part-time and hourly, 19 full-time faculty, and 48 adjunct instructors.

As a coeducational, comprehensive, two-year post-secondary institution of higher learning participating in the Colorado Community College System (CCCS), LCC provides:

- Transfer programs qualifying students for admission to baccalaureate-granting colleges and universities;
- Dual-credit offerings in our service area high schools;
- Occupational education qualifying students in technical and applied fields and preparing students to move directly into the workforce;
- Developmental education and GED testing to build students’ basic academic skills and prepare for college-level coursework;
- Online courses through Colorado Community College Online as well as LCC online classes;
- On-campus baccalaureate options through membership in a consortium with the University of Colorado at Colorado Springs;
- Perpetual learning and lifelong development through community engagement; and
- An environment supportive of learners and learning with co-curricular, cultural and athletic events and opportunities for participation.

As a CCCS member, LCC is governed by the State Board of Community Colleges and Occupational Education (SBCCOE), appointed by the Governor of Colorado, which establishes policies and procedures for all community colleges in the System. LCC has an advisory council of local community members to help the College stay connected to the surrounding region. LCC’s Foundation Board serves as the fund raising branch of the College.

The Systems Appraisal Feedback Report we received in January 2010 influenced much of the process maturity development of our last three and a half years. As we studied the review team’s analysis, much of their writing confirmed what we had recognized about ourselves as we wrote our 2009 Systems Portfolio: LCC had areas where processes were well established and systematic, and as a whole our institution operated effectively, but at the same time we lacked in many aspects of gathering, analyzing, and acting on data, and using a process structure to manage our work. We knew our daily functions well; what we didn’t fully understand was the

systematic application of quality practices and processes. The challenge lay in prioritizing areas to improve because there were so many possible directions we could take. Another challenge was the tendency to come away from the intensity of the Portfolio submission and Quality Checkup visit and shift our momentum away from the quality initiatives we desired. As a small institution, we could share information easily and move quickly, but at the same time our size limited our resources, both human and fiscal, to build the process structures of a quality-driven organization.

Since 2009, our Action Projects have been based on the strongest “Opportunity” areas identified in the Feedback Report, especially in the following areas:

- managing our student orientation, advising, and graduate tracking processes more comprehensively (Category 1, Category 3);
- strengthening professional development and new employee orientation (Category 4);
- communicating with students (Category 5);
- building benchmarking practices across the institution (Category 1, Category 7); and
- integrating strategic planning into department level budgeting process (Category 5).

The majority of these action projects have been integrated into campus departments and sustained, which speaks to the legitimacy of the work involved. Of these and earlier action projects, our Institutional Learning Outcomes Assessment cycle and new student orientation processes have brought highly visible improvements to our institution. The most difficult action project task is in benchmarking; we continue to work on ways to bring benchmarking further into our processes, but it has been unwieldy and overwhelming; our current action project has focused on ways to implement benchmarking into instruction departments using the resources of the Colorado Community College System and other already existing sources of data, rather than attempting to build a completely new structure for the entire institution.

In light of the growing national concerns over student loan default rates, we have proactively handled risks by creating new frameworks in our financial aid department: financial literacy seminars for students, more stringent probation and suspension stipulations, and a default prevention task force. As these pieces were designed from scratch, we have infused them with quality improvement methods such as data collection, assessment and process models.

With continued budget limitations and leadership changes, each LCC employee is crucial to our ability to follow the AQIP model – all employees participate in “AQIP Teams” to produce the Systems Portfolio revisions. As LCC moves closer to its second decade as an AQIP institution, we can see the results of using quality improvement and best practices as our guide, and there is no question that our employees have profound knowledge of AQIP philosophies. The second Systems Portfolio process has given us the opportunity to look back on where our improvements have taken place, as well as the areas where we must still move to systematic use of processes and measurements in decision-making. We have struggled to incorporate benchmarking into our methods of analysis, and our measurement processes have not yet reached a level of being fully aligned, so that we risk duplicating work or having gaps in departments’ knowledge. We have become more formalized in quality methods, and we believe we are capable of reaching full integration on a scale that reflects our character and mission.

Category One: Helping Students Learn

Lamar Community College is committed to helping students learn. We have adopted the slogan “Life Changing College,” which exhibits our belief that an education can not only enhance a person’s life but can also effectively change it. We aspire to be a destination location for students both inside and outside of our service area who are seeking to make a better future for themselves. *Helping Students Learn* plays a major role in achieving the aspirations of our institution. Our first institutional goal over the last four years has been, “Growth on a Solid Foundation.” This goal speaks of a desire to grow, but more importantly, expresses our belief that this growth must occur on a solid foundation. Doing an outstanding job of helping students learn is the solid foundation upon which we can grow. For that reason we have worked hard in recent years to align processes that assure that our students receive what they pay for; our Institutional Learning Outcomes Assessment is evidence of our efforts in this area. In areas of student support, our faculty work closely with our learning support and student services departments; all of these areas value each other and collaborate to improve our college for our students. We see ourselves as becoming fully systematic and reaching alignment in some, but not all aspects of this category.

Action Projects reflect this desire. In 2010 we began a suite of tasks that sought to improve our students’ academic pathway from their first day as an LCC student to the day they graduate. To that end, we created a comprehensive orientation, advising and tracking process that would also strengthen Lamar CC’s quality culture and infrastructure. The Action Project, titled “Keeping Pace With Students: From Orientation to Graduation,” involved the following stages:

- 1) Providing students with a more solid, organized, and informed start to their college experience. (Revamped student orientation process)
- 2) Allowing Lamar CC faculty and staff the opportunity to work together to provide an important orientation component to the student educational experience. (New student orientation designed by small group breakout sessions with multiple campus departments)
- 3) Helping students focus on their educational and career goals. (Advising & Tracking Worksheet)
- 4) Helping the college gain the ability to follow up on students after graduation and measure student satisfaction as they graduate. (Graduate survey)

Our current action project is to develop a process for tracking students who leave our institution. Our career and technical programs have a fully integrated and systematic process for tracking students beyond graduation, but we do not currently have a similar process for our transfer students who graduate with Associates of Science or Associates of Arts degrees, and we feel strongly that the true measure of our success as a transfer institution is the entry and persistence of our students at the four-year level. At the end of our action project, we hope to have an institutionalized process in place for tracking all transfer students.

Throughout the narrative for this category you will find evidence of our commitment to improvement. As we make changes in our processes we are aware of the importance of using

measurable outcomes. One example of this is the Developmental Education redesign, which will be evaluated after implementation to understand its effectiveness in improving student success.

We are certain that you will find evidence that we are committed to helping students learn. Our greatest challenge is in benchmarking systematically and in a meaningful array of measures. While many areas require improvement, we have established stable, sustained, systematic processes and are growing more aligned with other departments and processes throughout the institution.

1P1: Our institution works with layers of learning objectives. First, as a member of the Colorado Community College System (CCCS), LCC abides by all the policies established for the state, including course offerings and objectives. We follow the competencies of [Commonly Described Courses](#) and [Guaranteed Transfer](#) coursework as required by the Colorado Commission on Higher Education (CCHE). These competencies are designed by statewide discipline groups and then moved through a process of approval to become CCCS policy.

Second, LCC established its own Institutional Learning Outcomes through a task force of faculty and administrators in the 1990's, and reviewed and updated them in 2009. The learning outcomes described below represent the desired academic results in both transfer and career/technical education coursework at LCC. The term "Institutional" signals that we believe these Outcomes apply to every degree and certificate our college offers, and thus every student who attends LCC will work in these areas of skill and knowledge. Because every degree and certificate includes these outcomes, any student at LCC will be engaged in a full complement of content and abilities that both undergird and transcend specific degrees. The outcomes include both skills and perspectives that one should acquire as the result of a college education. All LCC graduates are expected to have developed competencies in the following areas.

1. **Communication:** Students demonstrate the ability to receive and relay information effectively, utilizing skills in listening, speaking, reading, and writing.
2. **Math:** Students reason mathematically and perform appropriate calculations when required to solve problems requiring a mathematical solution.
3. **Aesthetic responsiveness/craftsmanship:** Students apply various criteria and standards to evaluate craftsmanship and art.
4. **World awareness:** Students demonstrate knowledge of self and others within a historical, social, and global context. Students are able to recognize the human and cultural diversity of the world in which they live and work.
5. **Scientific reasoning:** Students demonstrate knowledge of basic principles of science and the ability to apply the scientific method.

6. **Critical thinking:** Students demonstrate a creative and systematic approach to decision-making and problem-solving.

7. **Interpersonal skills:** Students demonstrate their ability to interact effectively with individuals and within groups.

LCC faculty developed a Statement of Educational Intent that is published in the catalog which explains the faculty's central mission for all students at the college: "Lamar Community College equips students to intellectually and ethically compete for professional and academic advancement in an ever-changing world." In light of this core principle, Learning Outcomes Assessment is managed through a standing faculty committee, which executes the assessment process in alignment with the common objectives stated in our college catalog. The assessment group considers best practices and current trends along with learning objectives to ensure our common learning objectives remain valid institutional goals for students. As we work through our Institutional Assessment cycle, each outcome is analyzed in terms of the data generated from that sample. This process is explained in 1P18. This analysis takes place within a team of faculty and administrators, which can propose changes or additions to the college's Institutional Learning Outcomes. The Academic Review Committee would then approve or deny such proposals. Each course syllabus indicates which Outcomes the course supports, and the [Institutional Learning Outcomes](#) are published in our Catalog each year. Our mission is to enrich lives through learning. When students are successful in these seven learning outcomes, their lives have been expanded in an array of disciplines. Our outcomes are not only academic; they are promoting soft skills such as critical thinking and interpersonal relations, and leading students to greater appreciation of creative work. Our World Awareness outcome is the link to the human and cultural diversity of the world.

1P2: Like our common learning objectives, program learning objectives are both a product of the CCCS requirements and our institutional decisions. For specific program objectives, program faculty, with the help of their respective advisory committees, review learning outcomes for currency and relevance. In the operations planning process, programs articulate their learning objectives as part of their goals. These learning objectives are written to be measurable for ongoing assessment, and are produced through faculty and administrative collaboration. Table 1.1 below shows the correlation between program objectives, actions and measurements for the Emergency Medical Programs:

Table 1.1 LCC Emergency Medical Program Objective Excerpt

Goal 1: Exceed national average pass rate on NREMT exams.

Objective	AQIP Alignment	Action Plan	Metrics	Metric Target	Responsible	Resources Needed	Target Date
1. Assure student achievement of national average or		1. Research NREMT practice exam and propose student fee.	Current rate 83% July 12- Current	79%	B. Sherwood		31-Dec-13

better on National Registry of Emergency Medical Technicians Exam.		2. Accomplish recruitment and retention of highly motivated qualified faculty	Conclude By 9/13		B. Sherwood		1-Aug-13
2. Maintain Program compliance with State of Colorado EMTS Sections		1. Attend yearly EMS educator symposium in Denver sponsored by Colorado EMTS Section	2013 Yes____ No____		B. Sherwood	Professional Development Funding	5/31/2014
		2. Attend yearly EMS state convention.			B. Sherwood	Professional Development Funding	11/15/2013

New programs follow a process governed by the Academic Review Committee (ARC). The process stipulates a *program development team* consisting of a campus educational administrator, counselor, special population coordinator, instructor, advisory committee member, and at least two community members with current occupational experience in the area being developed. New programs must have outcomes and an assessment process for those outcomes in the proposal document. ARC examines this document in its meetings; the individual/department submitting the proposal is required to be at the meeting and must answer specific questions regarding the college’s goals and objectives. The proposal is then accepted, denied or returned for corrections.

1P3: When exploring the possibility of a new program, we go through the following steps:

1. *Advisory Board* – We convene a local committee including administration, faculty, and the community, thus obtaining advice from local business and community leaders as to the training and education needs that exist in the region. This information is used to complete the Program Approval Form. This form shows the integration of factors such as industry trends, program outcomes, and existing curriculum (see Appendix A) which is submitted to the
2. *Academic Review Committee (ARC)*, a college-wide body drawn from faculty, staff and administration. It is chaired by a faculty member, and faculty also have the majority of voting seats. If ARC approves the suggested program, it goes to the
3. *Dean*, who reviews for accuracy, and sends it to the
4. *Vice President of Academic Services*, who, analyzes it in context of the role and mission of the college, and forwards it to the

5. *Executive Planning Team (EPT)*, which reviews it for alignment with the overall budget, checks for duplication with existing programs, affirms its support of strategic goals and needs of region and community, and finally assess whether it furthers the overall CCCS goals and performance measures set for the college. After this has been verified, a new program is examined by
6. *CCCS governing bodies*: the State Faculty Curriculum Committee, State Discipline Chairs, and State Vice Presidents, all of whom approve or reject based on the ramifications of such a new program on the entire CCCS.

A new program must be approved at all six levels in order to be instituted. This process consults all stakeholders, and creates a path of documentation for follow up and analysis.

1P4: Our Institutional Learning Outcomes explained in 1P1 reflect our mission of enriching lives through learning, including the varied and dynamic society in which we live and work – LCC students gain awareness of our complex and diverse world while they engage with different types of students, disciplines and course offerings. The World Awareness Outcome is defined so as to help student acquire cognitive abilities to identify and consider the heterogeneity of the twenty-first century.

LCC uses information and internal processes as described in 1P2 and 1P3 to make informed decisions when designing academic programming. In addition, the College incorporates external inputs for both its transfer and terminal Programs. LCC offers Career and Technical Education (CTE) programming, which is reviewed systematically on a three and five year cycle, as well as Transfer programs (Associate of Arts, Associate of Science, Associate of General Studies), which are defined, reviewed and revised by the Colorado Department of Higher Education, contracted to the CCCS, and delivered by LCC as a member of the CCCS.

Articulation agreements with four-year colleges and universities are key to the success of transfer programs for LCC. The Colorado Commission on Higher Education has established contracts by which students completing an AS or AA degree at a community college within the state may transfer that degree fully to any four-year college or university in Colorado. All credits are guaranteed to transfer, and the student will be able to enroll with junior status if they complete the requirements of the Statewide Guaranteed Transfer Articulation Agreement. LCC also has additional relationships with the University of Colorado–Colorado Springs which are discussed more fully in 1P12.

Programming for terminal degrees is guided at all stages by the program advisory committees. These groups are comprised of local industry leaders and employers who meet semi-annually to ensure that the college stays up-to-date on curriculum issues, industry trends, and the needs of regional employers. Another factor in our process is the Vocational Evaluation Survey (VE 135), which provides information on how well recent graduates in the CTE programs have been prepared for employment. The VE-135 records rates of student completion of the AAS programs, rates of the program graduates finding employment in the field of their degree, graduates' monthly salaries, student perceptions that their degree helped them find employment

in their field of study, and rates of students meeting their educational goals. VE-135 data are used when considering program revisions, redesigns or the creation of new programs. Students who complete Cosmetology, Nursing, Agriculture Production, Business, Information Technology, Horse Training & Management, Construction Trades (including Carpentry, Electronics, Plumbing and Welding), and, going forward, our new Renewable Energy program are/will be tracked both one year and five years out to determine if they are employed in their field of study. In addition, Horse Training & Management (HTM) instructors have a strong network of informal connections to graduates via internship placements, which enable them to track students' success in the industry after they graduate. The Nursing, Cosmetology, Emergency Medical Services (EMS) and Welding programs obtain a great deal of information from graduates' success rate in passing licensure exams and/or obtaining state or national certifications. For example, LCC's Nursing Department revamped its curricula, delivery and assessment methods in response to its students' pass rates on the NCLEX exam. This is discussed in 111.

LCC's certificate and degree plans stipulate that all courses must be taken from the CCCS list of Commonly Described Courses discussed in 1P1. This ensures that students who complete the requirements for graduation have earned their credits with courses that are approved by the CCCS and delivered according to the state defined competencies and outcomes. The [academic affairs](#) section of the LCC Catalog defines the College policies for acceptance of credit for prior learning. The College transfer coordinator has the responsibility to evaluate all students' incoming transcripts and to award equivalent CCCS Commonly Described Course credit based on the catalog descriptions for the transfer credits in question. Lamar Community College will not accept courses taken at institutions that are not accredited by a regional accrediting association. Only courses indicating a grade of C or higher will transfer. The College will accept courses for transfer completed at an accredited college or university or other approved institution within fifteen years before admission to Lamar Community College. Natural science courses, psychology courses, and computer courses must have been completed within the last ten years. The departmental requirements for the various associate degrees or vocational certificates vary considerably, and, therefore, the department head for a particular program determines what courses students must complete to satisfy departmental curriculum requirements. Only credit earned in nontechnical subjects is initially accepted from technical institutes that are accredited by a regional collegiate accrediting association. LCC accepts no credit from technical institutes, business schools, or other post high school institutes that are not members of regional collegiate accrediting associations. The student has the right of appeal to the Academic Review Committee for any decision of non-acceptance of transfer credit. The student must submit this appeal to the Chair of the Committee. The Chair will present documents to the Committee, and the student has the right to attend the appeal.

LCC manages its dual credit/concurrent enrollment courses with the same expectations for outcomes and workload as its campus-based offerings:

- High Schools request approval from the College to teach courses at their campuses.
- The College Dean approves instructor credentials.
- Syllabi are reviewed and approved by the Concurrent Enrollment coordinator.

- Professional development workshops are presented on Guaranteed Transfer rigor.
- Classroom observations take place each semester.
- Student evaluations are collected each semester.
- Dual credit courses are included in Learning Outcomes Assessment cycles.
- Dual credit faculty use same textbooks and syllabi as LCC courses taught on campus to traditional college students.
- LCC faculty serve as resources for dual credit faculty.

LCC's Nursing and Allied Health has achieved accreditation from the National League for Nursing Accrediting Commission (NLNAC). Our Nurse Aide Program is approved by the Board of Nursing and licensed through the Colorado Department of Regulatory Agencies (DORA). Our Cosmetology Department is licensed to deliver its program through the State Barbering and Cosmetology Board of DORA. Our Emergency Medical Services program is certified and regulated by the Colorado Department of Public Health and Environment.

LCC faculty partner annually with colleagues from two-year institutions across the state at the CCCS-sponsored *Two to Two* Conference, as well as with four-year counterparts at the *Two to Four* Conference. During these meetings, faculty discuss course and program content as well as exchanging ideas and best practices for the classroom. Statewide discipline groups are the channel through which any new courses are proposed to the CCCS once they have met approval through the college's internal process, and statewide discipline chairs have authority to approve or reject those courses, consistent with the steps for new program approval outlined above (1P3). Since in most cases LCC has only one full-time faculty member within a discipline, these conferences provide a valuable collaboration with peers and colleagues.

As a member of the Colorado Community College System, LCC has the responsibility to operate within all the state and federal guidelines of the Department of Higher Education, but also can exercise certain autonomy with its programs and student needs. Course prerequisites are stated in each course description in the College Catalog, and the Academic Review Committee (ARC) has authority to establish prerequisite requirements proposed by faculty. This process is discussed in detail in 1P5. In academic programming, a couple of examples illustrate the processes the college has followed. For the last two years, LCC participated in a statewide redesign of the Developmental Education courses. Two representatives from LCC worked with the state level group, as did all the community colleges in the system. As national data indicates the low completion rates for underprepared college students, this Developmental Education Task Force had the objective of improving the pathway to college level math and English courses by building a more effective curriculum sequence to those courses.

The first phase of the process was an 18-month study of best practices from several other states that had also revamped their developmental programming. At the same time, colleges were piloting their own models of developmental education programming using new courses that eliminated duplicated curriculum between courses, and built learning communities between developmental and college-level courses. The Task Force then analyzed all the pilot results from across the state, as well as the presentations from around the country, and recommended

its plan to the Colorado State Board of Community Colleges and Occupational Education, which approved the plan and sent it on for statewide implementation. The second phase of the process produced the specific competencies for each course in the new Developmental curriculum. These new courses began in fall 2013, and the team will meet after one year to study student success and the effectiveness of the new competencies. This effort demonstrates LCC's attention and ongoing actions to ensure course rigor and expectations for student learning within its academic programming.

Another example of our recent efforts in program design is our partnership with Microsoft to create the IT Academy for the state of Colorado. This venture began through a relationship between our President, Microsoft's US Public Sector Group, and the Colorado Community College System. Thousands of jobs in Colorado are not being filled because of a lack of technologically qualified applicants, and LCC acted on the opportunity for Community Colleges to provide the competencies to meet the requirements of many new occupations. Microsoft sought a single liaison for each state (to date five other states besides Colorado have established such a relationship with Microsoft), and LCC has become its formal partner to deliver Microsoft IT training throughout the CCCS system, and further, to Colorado high schools that are also served by Colorado's Community Colleges. Thus, this new programming was designed through a relationship with industry as well as a needs analysis of the job market and forecasted trends in technology requirements, and added value to existing curriculum by offering students the opportunity to add MS Certification to the college credits they earn from LCC. The IT Academy will work with a "Statewide Advisory Committee to guide roll-out, implementation, accountability, and marketing of IT Academy operations and courses. All primary partners will be represented: member Community Colleges, high schools, businesses, and Microsoft Learning. In addition, key stakeholders will be represented, including high school and college district representatives of CIS programming, business programming, business and industry training, high school CTE teaching, and state officials" (Colorado IT Academy Initiative for Colorado Community Colleges, 8/22/12). We envision the IT Academy as a model that can be sustained and replicated at the other community colleges in Colorado, and meet the needs for underfunded technology curriculum at both the high school and community college level.

1P5: Lamar Community College, in compliance with Colorado State Statute C.R.S. 23-1-113.3, requires that all new students demonstrate their basic skill proficiencies in reading, writing, and mathematics. Unless they qualify for an exemption from testing through ACT or SAT scores, new degree-seeking students may not register for classes until they have completed the mandatory assessment and remediation process. Assessment requirements are established by the Colorado Commission on Higher Education and met by college-administered Accuplacer tests. Students are required to complete remediation within their first 30 credit hours.

The ARC (1P3) and Faculty Senate, in conjunction with the Dean of Academic Services, determine which course prerequisites are required, recommended, or may be waived. Decisions are based on subject-area best practices, comments from area experts, and content-sequencing issues. Courses requiring a prescribed sequence will, as determined by the ARC,

have a prerequisite listed at the end of the course description in the catalog. As faculty are the voting majority of ARC, this gives them authority over prerequisite decision-making.

Faculty design requirements to meet the specific demands of the program. One example would be the interview and riding demonstration that are part of the entry requirement for the Horse Training & Management (HTM) Program. Programs that must meet discipline-specific requirements—such as program accreditation, licensing, and industry standards—have varying approaches to ensuring appropriate student preparation. Often program-entry requirements are developed from external standards, as is the case with the Nursing Program, which is subject to the requirements of the CCCS, the Colorado State Board of Nursing, and the National League of Nursing Accreditation (NLNAC).

1P6: Requirements and objectives are communicated to students through our catalog, college website, and individual interaction through program and department heads, faculty, academic advisors and support staff. The college's accreditation status with the North Central Association of the Higher Learning Commission is published on our main web page. Also, as LCC is a member of the Community College System in Colorado, a student may use the System's website to find any course we offer with its standard competencies, course descriptions, prerequisites, and delivery method(s). LCC's tuition rates and fees are published on the website as well. Degree plans are available via our catalog as a resource to outline course requirements for completion of certificates and degrees. Course syllabi must contain outcomes and competencies both for LCC's Institutional Learning Outcomes and the state's competencies.

In Fall 2010 the CCCS implemented a degree-auditing report system called DegreeWorks, which integrates placement test results, transcript, GPA, course information, and degree requirements for more efficient academic advising. Students have full access to DegreeWorks through the LCC Portal. Training for academic advisors has been conducted at the beginning of each semester since Fall 2010 when the program had its initial rollout. Degree Works is located on the student portal, and each academic advisor is expected to inform students of its availability. Our Financial Aid department processes foster clarity, full disclosure and informed decision-making for students: first-time student loan borrowers and all students appealing their Ineligible Status must attend a financial literacy seminar. Academic and financial aid Warning and Ineligible Status trends are closely monitored, and our Default Prevention Team (DPT) takes a holistic approach to student default prevention as a function of student success across campus. DPT membership includes high-level administrators, faculty, student services staff, and a student representative.

Certain programs such as Nursing and Horse Training & Management (HTM) have additional admissions requirements that allow the program faculty to communicate expectations and objectives with prospective and current students. The HTM program conducts personal interviews to ensure that prospective students have the ability to meet the objectives in the program. The Nursing program has rigid admissions requirements that include very specific prerequisites, along with an entrance examination that measures competencies in

communications and mathematics. LCC's general college admission letter states that admission to the college does not guarantee admission to these two particular programs.

As an AQIP Action Project, LCC revamped its new student orientation in 2011. This is discussed more fully in 3P2. Our objective was to give students a stronger introduction to LCC by informing them as fully as possible about the entire college experience and LCC in particular. The changes expanded the amount of information given to students as they began their first semester at LCC, and included breakout sessions with faculty to help students be aware of what is expected of them as college students. The college now conducts two Student Orientations each summer, which are orchestrated by a committee under the leadership of the admissions office.

1P7: LCC's advising processes are proactive – designed to help undecided students find their direction and set goals, as well as inform and guide focused students who know exactly what program or degree they want. Dedicated one on one advising and registration sessions create a bridge between students and their academic and employment goals. While Faculty, Learning Support Services and Academic Services personnel have the responsibility of academic advising per LCC policy, marketing, recruitment, and admissions processes all reach out to potential students by presenting our College as the best place for them to develop their interests and skills into a degree or certificate. Once a student has been accepted for admission to the College, the following interactions take place:

- During the application process, the new student will declare an academic degree choice. Based on that information the prospective student is assigned an academic advisor in the appropriate department. If the student is unsure of an academic degree, then he/she is assigned an advisor for the Associates of General Studies (AGS) program. Certain programs at LCC have additional enrollment requirements. If students are selecting such a program, they are notified by student services that they must contact those departments for their additional enrollment steps.
- Student Services sends each advisor the name(s) that have applied for admissions to the college, and sends a postcard to the student to let them know who their advisor is, and invite them to make an appointment for advising.
- Student Services staff determine whether a student needs placement testing based on his/her incoming ACT, SAT, or Accuplacer scores, or (alternatively) on previous college-level work. If needed, the remediation academic track is explained to the student.
- All students who are undecided or pursuing an AGS are also directed to either the Career Coach or the TRiO Resource Counselor in Learning Support Services, who can provide career and diagnostic testing services, which broaden students' access to job market information and academic and career paths.
- All advising interaction includes explanations of program-specific objectives and outcomes to help students connect a program to its possible transfer and/or career opportunities.

This comprehensive process is designed to assist in placing students into the correct course of study. The flowchart in Appendix B illustrates the advising and career guidance process.

Advisors use an Advising & Tracking Worksheet (Appendix C) to help the institution follow each student advisee as he/she progresses through the LCC system, and which helps to identify career and academic goals. The checklist is broken down into four semesters, and every semester the advisor reaffirms with the student their degree and career choices. Faculty incorporate students' career aspirations and conversations about market trends and opportunities into advising sessions, and the students' responses are captured in the tracking sheets that stay with the students' advising files. Academic Advisors use degree plans to show students the entire framework of their program requirements; advisors in transfer programs also inform students of the relationship between the two-year Associates and four-year Bachelor's degrees.

The college has infrastructure and resources to help students align their career goals with their aptitudes. The Career Counseling Center provides additional advising for uncertain students via the SIGI³ career option system. Students also benefit from the Library, Physical and Life Science labs, and computer resources throughout campus to explore academic and career possibilities.

LCC is also redesigning two courses (Advanced Academic Achievement 101 and 109) to incorporate more elements that help students choose degree and career paths; these are one and three credit courses that can be used for elective credit while giving students dedicated time with instruction in success strategies, goal setting and career choices.

LCC's annual Career Expo introduces students to multiple career options. In 2013 the event was revamped to align with the Colorado Career Clusters and Career testing that is provided via CollegeinColorado.org. The Career Expo invites both service area high school and LCC students to create a personalized profile of career choices compatible with their skills and interests, and then work through the corresponding career clusters at the expo and talk to professionals who represent those fields. This event is discussed in greater detail in Category 3 and 9.

1P8: As explained in 1P5, LCC is regulated by Colorado Statute regarding enrollment criteria. Those students who do not meet the minimum placement scores have access to a range of support services.

1. LCC Student Services admissions and academic advisors identify underprepared students and recommend the following programs and services in their first interactions with students.
2. The Educational Opportunity Center (EOC) is designed for positive impact on postsecondary educational attainment for those who may face barriers to enrollment. Its services include:

- Assistance with admissions and financial aid applications (FAFSA).
 - Referrals to on-campus academic support services.
 - Referral to the GED testing and GED preparation programs.
 - Assistance with scholarship applications.
 - Assistance with financial literacy.
3. LCC provides developmental courses in reading, writing, and math. Our development education courses have undergone extensive redesign over the past year in an effort to improve retention and success. This is discussed in greater detail in 1P4.
 4. LCC offers developmental skills coaching in reading, writing, math and study strategies in the tutoring lab and within the TRiO program. Students may use this free supplemental resource at various levels, based on their assessment recommendations or personal choices. Fully-trained academic tutors also work with college-level students in all subject areas and in building study-skills techniques.
 5. LCC's Learning Support Services provides personal and academic counseling, career assessment, transfer assistance and life-skills counseling to students free of charge. These services complement the academic advising process to facilitate student success in all aspects of college life.
 6. Students can enroll in two courses (Advanced Academic Achievement AAA 101, AAA 109) designed to teach students skills such as time management, note taking, study methods, as well as career testing to help them choose degrees and programs that complement their skills and interests. Students who test into a remedial track are advised to take these courses to augment their developmental coursework and strengthen their foundation before they begin college level classes.
 7. Learning Support Services also encompasses the GED program. If students require further instruction to obtain their GEDs, they are enrolled into the WorkKeys program, a computer-based instruction system that enables students to achieve the competencies required to get their GEDs. WorkKeys incorporates applied learning, job profiles and skill level requirements established by American College Testing and industry partners, and has been proven to produce a much higher GED pass rate.

1P9: LCC has a highly diverse student population, including adult learners, nontraditional, and traditional students, concurrent enrollment high school students and career-displaced individuals. LCC achieves its mission by providing instruction that is effective for the wide range of students who are admitted each semester. Creative, responsive, student-centered instruction is a part of the academic culture at Lamar Community College. Formal faculty evaluation competencies state the importance of teachers' ability to connect with students in multiple ways: "Implementation of strategies to involve students in the learning process and address the needs of diverse learning styles through the use of a variety of teaching modalities, such as cooperative/collaborative activities, problem-based learning, and teaching to multiple intelligences."

Many of our Associate of Applied Science (AAS) degrees have courses that contain both a lecture and a lab component, so that students may have hands-on laboratory experience to deepen their understanding of the concepts taught in lectures. These classes meet the needs of students who are primarily experiential learners and best grasp concepts they have explored in a kinesthetic manner. Research has shown that one factor that greatly increases student satisfaction and retention is the development of a social network among students in a classroom. Lab activities facilitate social bonding and peer instruction, as lab groups often develop into study groups that meet outside of class time. For classes that combine lecture and lab components, the state has determined the organizational requirement of the minimum number of contact hours per credit of lab and the minimum number of contact hours per credit of lecture. These minimum contact hours are adhered to at LCC.

LCC does not mandate formal identification and action regarding learning styles. However, our teachers do consider learning styles within their individual classrooms. A faculty survey, with responses from math, physics, biology, sociology, history, English, nursing, animal sciences, business, dual-credit, and developmental instructors, reveals the following approaches being used in instruction:

- **Auditory.** Auditory tools used included recorded readings and music; student-initiated reading aloud; call/response drills; mnemonic memory training; and traditional lecture emphasizing inductive thinking, critical thinking, close analysis, objective questions, and informed decision-making.
- **Visual.** Visual tools used included student-generated PowerPoint presentations, both group and individual; video documentaries; live demonstrations; and video with graphical interpretation of physical concepts.
- **Experiential.** Experiential tools used included simulations; role-playing; debates; mathematical and linguistic manipulatives; hands-on laboratories; outdoor observations; manipulation and interpretation of charts and graphs; interactive classroom clickers; web exploration; and group participation.

Specific implementation of these three modalities may be exemplified with the following excerpt:

I have brought in sculpture (gargoyles, Chinese flying horses and weather vanes) and have played recordings of a former slave's narrative. To teach spatially, I conduct map-labs in World Regional Geography, in which students create their own study maps combining atlas tracing and free hand application of topographic/atmospheric/climatic features.

In addition, the TRiO program is always available to help students with a particular learning difficulty or to offer help with a variety of classroom issues. The TRiO program offers tutors across a wide array of subject matter as well as counseling for a variety of issues that may hinder learning.

1P10: LCC is cognizant of its rich variety of students; as an open-enrollment institution and as a community college we are available for any type of student who comes to us. One of our Institutional Learning Outcomes is World Awareness (see 1P1). Our website articulates our [philosophy](#) regarding our appreciation of human diversity, and is listed below:

A Unique and Rewarding Education Experience

Diversity among students, faculty, administration and staff is an important measure of quality within academic institutions. At Lamar Community College, we seek to achieve greater diversity and to reflect the variety of our community and our world. LCC strives to develop and foster human diversity in all of our activities, including student recruitment and support, staff recruitment and development, institutional policy, and community relations. In order to achieve this goal, the following objectives have been established.

LCC will expand the admission and employment applicant pool with an emphasis on underrepresented populations.

Lamar Community College supports and encourages educational and employment opportunity for all underrepresented populations. LCC will develop and implement programs and processes that will expand the applicant pool of underrepresented populations. LCC will strive to retain students and employees from underrepresented populations. Lamar Community College recognizes the need to provide retention support services for all students and employees, and specific services for underrepresented populations. LCC will develop and implement retention services acknowledging and acting on the specific needs of underrepresented populations.

LCC will increase graduation and transfer rates of underrepresented students.

Lamar Community College is known for educational quality and high rates of graduation and transfer. LCC will maintain the integrity of all educational programs while developing additional specific educational achievement plans for the underrepresented student. Personal commitment and care of the individual underrepresented student will be emphasized in order to encourage educational achievement.

LCC will develop a campus climate and foster community networks supportive of underrepresented populations.

Lamar Community College in cooperation with the community leaders of Prowers County will develop a network of communication and support to better serve the needs of the underrepresented population on and off campus, with emphasis on cultural sensitivity.

LCC expends considerable energy and resources on the special needs of students. Some of the programs and services by which we do so are listed below.

1. **Students with Disabilities:** It is recognized that in order to maximize opportunities for success, some students must receive benefit for reasonable accommodations in response to documented disabilities. Students who attend LCC must arrange their

accommodations based on their current documentation and request services at least three weeks prior to the time that services are needed. The Special Populations Coordinator is responsible to see that all documentation is current, relevant, and processed within the published time frames.

2. **TRiO:** TRiO is a federal grant program that helps support a cohort of 160 first-generation, low-income, and disabled students. This program is designed to increase student persistence, retention, good academic standing, transfer, and graduation rates, and to provide the support systems that program students otherwise might not have. TRiO students are eligible for first-generation scholarships, and each student receives an educational-needs analysis, retention survey, and personal contact throughout each semester. TRiO students are also eligible to attend transfer trips, transfer fairs, and cultural activities that allow them to make better-informed decisions as they transition from LCC to the next level of education.
3. **Educational Opportunity Center:** The Educational Opportunity Center (EOC), the second TRiO organization on campus, strives to make a positive impact on postsecondary education attainment for those who may face barriers to enrollment. Eligible participants are able to access, at no charge, assistance with the Free Application for Federal Student Aid (FAFSA); scholarship applications; admissions applications; financial literacy; referral to on-campus academic support services; referral to GED, ABE, and ESL programs; and new student academic workshops. The academic application fee is waived for these students.
4. **ASCENT Program:** LCC cooperates with service-area high school seniors in the Accelerating Students through Concurrent Enrollment (ASCENT) program. To be eligible for the program, the student must have completed at least 12 credit hours of concurrent enrollment. Each student can expect up to 30 LCC credits to be paid for by the local school district during the next academic year. At the end of the fifth year, a successful student will receive both a high school diploma and a minimum of 42 credit hours towards a degree or certificate. During the fifth year, the student is enrolled in college-level courses on the LCC campus. This program is supported by Colorado state statute.
5. **High School Concurrent Enrollment:** LCC has a Memorandum Of Understanding with the secondary schools in our service area, operating under the guidelines set by the Concurrent Enrollment Act. This program has provided thousands of students the opportunity to begin their college studies while still in high school. Although many of these courses are taught in the high schools, the course content, quality and rigor are expected to be equal to courses taught on the LCC home campus. Each semester, LCC staff conduct course evaluations and classroom observations. The goals of the program are to increase students' knowledge and skills, to positively influence college preparatory curriculum, to motivate students to attend college, and to increase their likelihood of graduating from a college in a timely manner.

6. **Dropout Recovery Prevention:** We are currently developing a program as a part of the state statute Dropout Recovery Program. This program will allow dropouts and potential dropouts to enroll in degree and certificate programs at community colleges as a pathway to complete their high school diploma. Students may enroll in basic skills courses as necessary, regardless of the student's high school grade level. A student may participate in our dropout recovery program until he/she completes the high school graduation requirements or reaches twenty-one years of age, whichever comes first.
7. **Phi Theta Kappa:** Phi Theta Kappa is an international scholastic honor society among two-year colleges, and LCC recognizes its highest achieving students by sponsoring a Phi Theta Kappa chapter. Its mission is to promote academic excellence, to connect excellent students to more scholarship and transfer opportunities, and to be an active force for service on the college campus.
8. **Nontraditional Students:** The College hosts an Adult Open House each summer to target adult learners who are either currently pursuing or considering a degree. The event is aimed at demonstrating to this population the accessibility of college, and includes information about scholarships for nontraditional students, admissions and financial aid, enrollment processes, campus and community support services, degree program information, and local daycare providers.
9. **Commuter Students:** LCC serves over 7,800 square miles of rural and isolated southeastern Colorado, and many of our students would be unable to attend if they had to drive to our campus each day. We offer online, hybrid, weekly, night and weekend classes to accommodate working adults, parents, and those students who are otherwise completely isolated from higher education opportunity because of their remote location.

1P11: Our College's first words to its faculty establish the importance of excellent instruction: the faculty job description, [faculty handbook](#), and instructional strategic plans all reflect LCC as a teaching college and a learner-centered institution where high caliber education is our most important product. LCC honors the academic freedom of its faculty in accordance with the 1940 "Statement of Principles on Academic Freedom and Tenure," formulated by the American Association of University Professors and the Association of American Universities (revised 1990). Faculty workload is defined by state policy as 75% teaching and class-related work, which demonstrates the value that the state of Colorado places on effective teaching. Expectations are communicated through new faculty orientation, adjunct faculty mentoring, faculty development workshops, faculty evaluations and course observations, all of which are based on metrics of teaching effectiveness. Faculty's primary function is teaching rather than research, as reflected in our mission of enriching lives through learning.

Faculty Senate functions as a venue for discussions of teaching expectations amongst faculty as well as between administration and faculty. LCC's standards of effective teaching and learning are incorporated in student course evaluations. Our catalog publishes the faculty's Statement of Educational Intent and the Institutional Learning Outcomes, which are fully cited in

1P1. Our Institutional Learning Outcomes Assessment process strengthens the link between our expectations and the faculty whose job it is to execute those expectations in the classroom. This is discussed fully in 1P18. As a member college in the Colorado Community College System, our courses, degrees, content criteria and competencies must all align with state-established policies and mandates. These are published and shared in our catalog, degree plans and syllabi. Each course taught uses the competencies created by system-level faculty to ensure that specific classes are congruent with their equivalents at other community colleges across the state. These controls have been discussed in multiple previous questions. Students receive this information in the catalog and on each syllabus. The LCC Catalog also contains the student code of conduct, which defines the college's policy on academic integrity and the policies and processes in cases of academic misconduct in a course (Appendix D).

1P12: Course requirements are governed by the CCCS, as described in 1P2. All LCC courses use the state-defined description, competencies, and outcomes, and these are stated on each course syllabus. Our course design processes and our student expectations are addressed in 1P4. Every LCC course, whether taught on the main campus, in a hybrid setting, fully online or in a dual-enrollment course, is governed by the syllabus, which is archived by the appropriate Dean or Vice President to ensure consistency across all modes of delivery.

Instructional departments (Academic and Career/Technical) build the schedule of course offerings via two interlocking processes. First, the college uses a three-year master plan known as the P-3 for the schedule base each semester. The P-3 ensures that the classes required for our degrees and certificates are rotated properly so that students may complete a 60-credit degree in 4 semesters, likewise for certificates. A schedule projection like the P-3 also allows students to plan beyond one semester and know the priorities they must establish for the courses they need in their degree. The P-3 is published in the catalog each year so that advisors and students can consult it as well as the full semester schedule. Second, the P-3 is augmented semester-by-semester by an ongoing process that is agile and responsive to enrollment data, degree plan requirements, and staffing conditions. Once a semester schedule has aligned with the P-3, the college also considers enrollment patterns from the past semester and year, as well as student success rates. These two processes create a consistent method by which students can plan an entire degree at one time, but also allow the College to react to circumstances and opportunities that arise.

Decisions on how best a course should be delivered are based on the criteria of enrollment patterns, student demographics, and staffing options. Many students at LCC are employed while they earn their degrees; in these circumstances, offering online classes can be of tremendous value in meeting students' scheduling needs. An example of meeting students' scheduling needs is that most on-campus courses are offered in the morning and evening hours. LCC has also embraced the combination lecture/online (hybrid) delivery method to give students even greater flexibility in reaching their educational goals. This is both to assist our student athletes, most of whom practice in the afternoon, and to meet the needs of our nontraditional and employed students. Another such example is that most LCC students are in a demographic that benefits from more intensive contact in core classes such as math. For this

reason, more math classes meet four days per week, and only a few math classes meet twice a week. A harsh reality of higher education is scarcity of faculty resources, and so we must use online courses to provide high quality instruction in certain areas where we do not have dedicated on-campus faculty, so as to be most efficient with our faculty assignments. LCC's general policy is to offer general education classes and a few specialty classes, such as certain agriculture classes, online each semester.

One of the greatest challenges for many LCC students has been the difficulty of continuing their education in a Bachelors program after graduating, without leaving the area. To provide greater opportunity for our non-traditional and local students, LCC participates in a consortium with University of Colorado–Colorado Springs (UCCS) in specific program areas, including, to date, Nursing/Allied Health, Criminal Justice, and Business. The LCC Department of Nursing has championed this relationship and currently has a dual-enrollment arrangement with UCCS, thus encouraging students to further their education and be dually-enrolled in LCC's Associate Degree in Nursing program and UCCS's Bachelor's of Science in Nursing program.

LCC also offers select courses through this partnership via a CISCO room, which allows both currently enrolled LCC students and members of the local community to complete UCCS courses via this technology. An entire specialty course, Nursing 150 ("Care of the Obstetric and Pediatric Client"), was offered by this route in Spring 2012. LCC met student needs by offering this course collaboratively with a Nursing Instructor who specialized in this content area. Besides Nursing, the other programs mentioned above are in the building phases and are working with UCCS to expand their partnerships.

Course competencies also determine the mode of delivery: one example is LCC's Basic Horsemanship course. Students have to demonstrate the abilities of mounting and dismounting a horse, horse grooming, and basic riding skills. These competencies clearly require hands-on work with an animal, and the competencies specify that it be taught as a self-paced lab. This course is offered only on campus, with LCC faculty assessing competencies. At the other end of the spectrum, LCC also offers in addition to classroom instruction, a large interactive program—the new Microsoft IT Academy—which allows students to earn not only college credits in Computer courses, but also Microsoft Industry Certification if they choose.

LCC uses the course management system Desire to Learn (D2L) for web-enhanced and fully online courses. Every LCC course, whether online or face-to-face, has a D2L platform for grade books, syllabi, and any resources the instructor wants to use. D2L is a valuable tool not only for online and hybrid courses but for communicating with students in on-campus courses. All faculty at LCC receive training in D2L management, thus increasing the efficiency and application of the platform. Instructors can record and upload their classroom lectures to D2L. This is especially effective if a student must miss a lecture or is an auditory learner.

1P13: LCC monitors the currency and effectiveness of its curriculum by degree and/or program through a combination of data, faculty expertise, industry input and advisory groups that are program specific. The College also participates in CCCS course and program monitoring

through statewide discipline group meetings that update and revise curriculum for all CCCS courses. As described previously (1P1-1P5), degree plans are managed by processes through the Colorado Department of Higher Ed and the Community College System, and every catalog year LCC updates its degree plans accordingly for complete alignment. For example, in 2010 a CCCS task force with representatives from each college altered the General Education credit requirements for the Associate of Arts and Associate of Science degrees to increase the distinction between the two: AA degrees now require fewer lab science credits and more Social Science, history or Humanities credits, while AS degrees now require more lab science credits and a lab science sequence, and fewer Social Science, history or Humanities credits. Our Registrar and Transfer Counselor are responsible for auditing degrees for completion and accepting transfer credits from other institutions. Transfer students' transcripts are audited and matched with our Common Course Numbering System according to the course description or syllabus if necessary. Dual credit faculty are required to submit their course syllabi to the LCC coordinator, use the same textbook as the LCC campus course, and participate in Institutional Learning Outcomes Assessment.

To understand our effectiveness internally, we use data, including the number of students entering developmental, transfer, elective and/or certificate required courses. The College also tracks the number of students who complete degree and certificate programs. Student course evaluations and other student surveys capture their perceptions of course efficacy. Faculty professional development is funded to improve and sustain instructional currency and effectiveness. Our Institutional Learning Outcomes Assessment analyzes how well students achieve our Learning Outcomes in all courses. To help the developmental programs be as effective as possible, remedial course students are allowed to use an Accuplacer and/or traditional written exam score to demonstrate their mastery at points throughout the course, at which time they may move up in the course sequence if a late start course is available. This speeds their progression towards full college-level coursework. As discussed in 1P4, LCC's Developmental Programs have been completely redesigned through the work of the statewide Developmental Education Task Force.

The Arts & Sciences Department degrees are intended for transfer to four-year colleges, so our currency is managed through articulation agreements and overall transferability of credits. These articulations are generated both from the CCCS level and, in certain cases, directly between LCC and four-year colleges, and give students the assurance that the transfer programs at LCC will be honored at receiving institutions.

Departments offering AAS degrees are required to have advisory committees of professionals in the employment fields that they are preparing students to enter. They are also required to track their students' rates of success after graduation by annually reporting data on the state-mandated Vocational Education-135 (VE-135) form, which is discussed in 1P4. All of the AAS programs at LCC meet these state requirements.

An excellent example of how LCC monitors its program effectiveness and currency is the Agriculture Program. The department has an advisory committee that is made up of local community members and business leaders that are directly employed in agriculture. Members

have experience in production agriculture, equine, business, grain, livestock and various other areas. The Advisory Committee meets twice a year. A general meeting precedes break-out meetings to assess employment opportunities, skills needed, and future plans. In addition to this, the Agriculture Department is also a member of the Colorado Agricultural College Teachers' Association (CACTA). CACTA meets annually to discuss state perceptions of agriculture education and to align programs to make a seamless transition from LCC to universities or the workforce. The Agriculture Department also belongs to the Colorado Vocational Agriculture Teachers' Association (CVATA). Faculty in the Agriculture Department attends a conference each summer to meet with secondary agriculture programs and develop curriculum that aligns with high school and college or technical programs.

The Horse Training & Management and Barrel Horse Training programs also work with the same advisory committee as the Agriculture Department. Renewable energy, historic preservation, and construction trades departments work with a single advisory committee, while Business, Computer Science, Nursing, and the Cosmetology Departments also have active advisory committees, which meet each semester. They all use VE-135 data to track student success after graduation.

1P14: LCC's Transfer programs are designed and authorized by the Colorado Department of Higher Education, and contracted for delivery through the CCCS; LCC does not have authority to change or discontinue these programs or courses. This process is discussed in 1P1, 1P4, and 1P13. All Career/Technical Education programs and their Advisory Boards, when applicable, evaluate curricula and classes to assure that programs remain current and sustainable. CTE programs undergo a five-year review cycle to determine viability. LCC tracks enrollment patterns in both courses and programs and analyzes them for cost/FTE production ratio to determine net gain/loss. When a department recognizes a need for change—adding courses, certificates and degrees; discontinuing courses, certificates and degrees; or altering certificates, courses and degrees—it will submit a proposal to ARC to be reviewed and approved.

ARC reviews each proposal to assure that the proposed changes are consistent with state policy and the goals of the institution, and deny or approve accordingly. The proposal is then submitted to the Dean for approval and then to the Vice-President of Instruction for final approval and dissemination. All programs or course removals are updated in each year's catalog and each semester's schedule, and teach outs protect the students' commitment to any program. This process is described in detail in 1P2.

1P15: LCC uses survey data and usage rates to measure learning support areas, which include library, academic tutoring, resource counseling and advising, and placement centers.

In 2010 a Library Task Force conducted a survey of students regarding their use of the library and opportunities to improve library functions. The library also tracks usage in terms of types of activity, resources checked out, class activities and presentations, and visitor volume. This is an ongoing process. The information from the surveys and usage tracking is a factor in the

process of establishing the library's hours of operations, collections, subscriptions, and services. To help faculty and students make the most use of the library resources, the librarian provides presentations for groups or individual students on accessing library databases, physical collections, interlibrary loan, and legitimate use of internet research.

Every year LCC's Tutor Coordinator administers a Student Satisfaction Survey for those students who use the college's tutoring & testing labs. The survey asks their opinion of existing services as well what changes they would like. The Learning Support Services team also uses internal SWOT analyses and an advisory committee to help gauge the needs of its students and faculty. This department also tracks the subjects and courses with the highest tutoring demand, and evaluates the correlation between students' tutoring time and their academic progress each term. As a result of its survey results, the Library and Learning Support Services have worked with their budgets to add greater weekend service hours for students.

At the end of the 2011-2012 year the college created an internal survey to learn about students' levels of satisfaction in a variety of areas including learning support, counseling, advising and facilities. This survey is designed to capture a two-year cohort. LCC also participated in the Community College Survey of Student Engagement (CCSSE) in 2011. The results of these surveys are discussed in 1R5 and 1R6.

As discussed in 1P7, academic advisors use an Advising & Tracking Worksheet to capture student feedback throughout their career at LCC. The worksheet reminds advisors to inform students about services and opportunities such as transfer counseling, tutoring, career testing and the academic honor society.

In the first phase of advising and placement, students are enrolled into courses on the basis of their Accuplacer, ACT, and/or SAT scores. Students who place into developmental courses are, on the first day of class, administered an additional pre-test, and if an instructor becomes convinced that a student 'under-tested,' he/she is immediately transferred to the next developmental course, or, if appropriate, to a college-level course.

In Learning Support Services, an Early Alert process tracks student progress three times a semester. In the third week of each semester, LSS sends all faculty and advisors an early alert notification in which instructors are asked to submit the names of students who are struggling in their classroom. These problems can consist of study skills, note-taking, test scores, attendance, or other factors that can negatively affect the student. Once students have been identified, an appointment is made with an LSS staff member so that the student can discuss strategies to improve his/her classroom performance. During the sixth week of the semester a mid-term alert is again sent to ascertain the names of students who still require remediation. LSS staff contact all identified students and discuss strategies to assist them; LSS staff then present these strategies to each student to improve his/her classroom performance. The same process takes place once more in the weeks before the final drop date each semester. LSS staff track each student, document their intervention, and compare the student's final grades to the grades achieved when the student was first identified. Another function of the Early Alert

process notifies coaches of their athletes who have been identified so as to help maintain eligibility requirements.

In Fall 2012, LCC began working with Course Signals, an automated early intervention system that warns students who are at risk of underperforming in a course through algorithms interfaced with the D2L course management system. An intuitive stoplight tells students if they are performing well, holding steady, or underperforming, and prompts at-risk students to take action. This software is still in pilot, but when it is operational, the College will be able to use Course Signals reports to track and understand their students' learning from another perspective. Course Signals will improve the data collection potential of the Early Alert process already in place, and provide continuous monitoring for students as well as the student support services of the College.

1P16: While LCC has numerous co-curricular opportunities for our students, we do not follow a formal process to align co-curricular development with our curriculum. Coaches, advisors, faculty, and staff work together to create an environment in which students can excel both in and out of the classroom. Our small size makes us very efficient at coordinating between departments and communicating opportunities to students. Whether in an athletic program, club, or campus activity, LCC strives to be a student-centered institution. Additional programs are added on a continuous basis to address students' educational needs. The following types of co-curricular activities compile the variety of avenues for students to experience and learn outside of the classroom:

Academic Offerings:

- TRIO
- Bi-Annual Living History Encampment
- *Lunch and Learns* are informative sessions held in the library; students and staff are invited to participate, and topics are influenced by current events. A guest speaker presents information.

Clubs:

- Rodeo Club
- Business and Technology Club
- Student Government
- Livestock Judging
- Collegiate Farm Bureau
- Phi Theta Kappa (Beta Eta Gamma Chapter)
- Cosmetiques (club for Cosmetology students)

Community Engagement:

- LCC hosts the Regional Science Fair for service-area high schools. LCC students who are nominated by the science faculty are asked to be volunteers at the event.

- LCC hosts the Colorado High School Activities Association (CHSSA) Regional Championship for volleyball and basketball. LCC students volunteer to run the event.
- Students are encouraged to volunteer for City-Wide Cleanup and Campus Cleanup.

Campus Opportunities:

- Transfer coordinator organizes group visits for LCC students to our strongest receiving institutions in the state. Students can determine the college they are interested in visiting.
- Student activities include Bowling Nights, Movie Nights, comedians, magicians, cookouts, and other such recreation and socializing opportunities.
- Work Study positions
- Student Ambassadors are selected by application or referral; these students lead the new student groups during Orientation, and have also served the Recruiter as campus tour guides through the year.

Athletic Offerings:

- LCC is a member of the National Junior College Athletic Association (NJCAA).
- Intercollegiate sports for men include baseball, basketball, golf, and rodeo.
- Intercollegiate sports for women include basketball, softball, volleyball, and rodeo.
- The Adopt-An-Athlete Program, supported by the Runnin' Lopes Booster Club, works to welcome our athletes to LCC and assist them with a successful transition to college while introducing them to local families and strengthening the relationship between citizens of Lamar and LCC students.
- Coaches work with the College and with the City of Lamar to organize volunteer opportunities for their team.

Table 1.2 shows the relationship between learning outcomes and co-curricular activities:

Table 1.2. Alignment of Co-Curricular Activities with Institutional Learning Outcomes	
Learning Outcomes	Co-Curricular Activities
Communications	Lunch n Learn Business/Technology Club Beta Eta Gamma Chapter of Phi Theta Kappa Student Government Student Ambassadors High School Athletic Events
Math Literacy	Business/Technology Club Regional Science Fair Work Study Positions Student Government High School Athletic Events
Aesthetic Responsiveness/Craftsmanship	Lunch n Learn Livestock Judging Team Frontier History Encampment Cosmetiques

World Awareness	Lunch n Learn Student Government Frontier History Encampment TRiO Cultural Events Transfer Visits to four year colleges via TRiO Beta Eta Gamma Chapter of Phi Theta Kappa
Scientific Reasoning	Livestock Judging Regional Science Fair
Critical Thinking	Livestock Judging Student Government Beta Eta Gamma Chapter of Phi Theta Kappa
Interpersonal Skills	All of the Above

1P17: The primary method by which LCC ensures that its graduates have met learning and development expectations is the successful completion of degree plans with the correct combination of course credits and the minimum cumulative GPA. Our faculty understand that their assessment of students' work is the foundation and core of the education product students earn, and that each course is significant to the students' overall achievement of an LCC certificate or degree. The college uses several mechanisms to monitor the quality of its coursework: Institutional Learning Outcomes Assessment, discussed in 1P18; Faculty Class Observations and Student Course Evaluations; Pass Rate analysis; professional development of faculty; expected competencies and outcomes standardized throughout the state, Guaranteed Transfer Agreements, and LCC's own faculty handbook that specify student workload standards, content and competency criteria, and overall grade calculation requirements in certain cases.

Within certain departments, other controls are also in place. Several CTE programs such as Horse Training & Management, Nursing and Cosmetology use capstone courses to complete the student's certificate or degree, and in the cases of Nursing and Cosmetology, their preparation for licensing exams is also part of the expectations they must meet. Our students' successes in these programs are reflected by their pass rates on such post graduation tests. To assess skills before graduation, all agriculture degree programs -- with the exception of the AGS Agriculture degree -- require an exit internship. The internship requires 540 hours of contact time in a 12-week time period. Both the cooperating party and the student's advisor assess performance.

1P18: LCC faculty were given the responsibility of designing the process for assessing student learning. Two faculty members were appointed to lead a team of volunteer faculty to build a systematic method of measuring and analyzing our student learning outcomes. The faculty decided to continue the college's established set of Institutional Learning Outcomes which are cited in our [catalog](#) and listed in 1P1. The competencies for each outcome were considered and updated, and the team wrote a Statement of Educational Intent to convey its overall desire for all LCC students' learning: *LCC equips students to intellectually and ethically compete for professional and academic advancement in an ever changing world.* In the next phase of the

design, the team decided to use embedded sampling for its assessment tool: it was important that we see our students' real work; our budget limitations made external testing unfeasible; we believed there was greater value in our management of the actual work of assessing than in contracting it to a third party; and we did not want to create additional student requirements for a capstone or portfolio. The design team also established the policy of assessing all courses in all programs, including our dual credit courses. The team then surveyed all faculty to set the sequence of outcomes assessment, and from those results built an ongoing five-semester cycle during which all seven learning outcomes are assessed. Each assessment cycle works as follows: each course syllabus must state which learning outcome(s) it develops. Each semester one or more outcomes are assessed. All LCC faculty are required to collect a common sample of their students' coursework to demonstrate the way in which their students are producing that outcome. All samples are submitted to the office of the Vice President of Academics, from which a random 10% set is selected. All samples are scrubbed of identifying course, instructor or student information. A team of faculty then scores each sample according to a 5-point rubric built to match the competencies underlying each Institutional Learning Outcome stated in the catalog. The results are aggregated and analyzed by the team, which issues a summary statement along with the data, then presents back to all faculty the following semester. The faculty then discuss what the assessment results show and in what ways either the learning outcomes themselves or the courses can be improved and more tightly aligned, and when that outcome cycles next, the changes can be studied for effectiveness. Our Learning Outcomes Assessment process is managed through the Vice President of Academics and executed by faculty.

1R1: Our College uses processes in both Instruction and Learning Support Services (LSS) to track and understand student learning.

Our Instructional Division works with indirect measures such as course pass rates, retention rates and student course evaluations via the IDEA survey, as well as direct measures through our Assessment of Institutional Learning Outcomes as discussed in 1P18. Additional direct measures such as course examinations allow instructors the opportunity to assess their instructional methods and student progress throughout a course. LCC instructors are required to give a final exam in each course. Academic advisors also collect learning and development feedback from students via the Advising/Tracking worksheet discussed in 1P7, but the data is not systematically analyzed at this point. The LCC Developmental Studies Director utilizes the Accuplacer placement test and the final exam to assess all students entering developmental courses at the college. Our Developmental Course pass rates are collected as part of analysis of curriculum and student success. As the Developmental Education curriculum (1P4) is in its first year of implementation, we are in process of gathering baseline data on those courses. Course evaluations are distributed every fall and spring semester, giving every student in every course the opportunity to provide feedback on the instructor, course content, and personal progress. Course evaluations are reviewed by the appropriate Dean and by the Vice President of Academic Services. The results of the evaluations are delivered to the instructors and are used during instructor evaluations. All of these Instructional measures are taken on a semester

to semester basis. Our Institutional Learning Outcomes are measured on a 5-semester cycle, which is discussed in 1P18.

In Learning Support Services, the Early Alert process tracks student progress three times a semester (1P15). The LSS tutoring lab collects data on the services that students require when they avail themselves of the tutoring and testing labs. Data are collected on each group or personal tutoring session. To determine the effectiveness of the tutoring program, LSS staff compare the student's grade prior to the tutoring sessions with his/her final grade.

Once per semester, grade checks are conducted on all ASCENT students. The Concurrent Enrollment/ASCENT coordinator is in charge of contacting these students and advising them of any concerns or deficiencies.

In Spring 2012, LCC completed an action project to collect data from our graduates in the form of an Exit Survey. On the survey we collect the following information:

- Name
- Graduation Term and Year
- Phone number
- Student ID number
- Address
- Do you plan to Transfer? Y or N
- If yes, where have you been accepted?
- Are you entering the workforce? Y or N
- If yes, is it in your field of study? Y or N
- Please rate your overall experience at LCC.
 - Very Satisfied to Very Dissatisfied

1R2: In Fall 2009, LCC launched an Institutional Assessment process, a continuous structure for measuring the learning outcomes identified in our college catalog:

- Communications
- Critical thinking
- Math literacy
- Scientific reasoning
- Aesthetic responsiveness
- World awareness
- Interpersonal skills

The following three tables represent the aggregated results of three semesters' samples.

Table 1.3. Critical Thinking Assessment							
	N/A	poor	below average	average	above average	outstanding	
		1	2	3	4	5	
1. Formulate and identify questions and problems.							
Average including null scores	3.55						
Average excluding null scores	3.77						
2. Identify and analyze arguments.							
Average including null scores					3.30		
Average excluding null scores					4.07		
3. Construct and criticize arguments.							
Average including null scores							3.10
Average excluding null scores							3.51
4. Identify and assess stated and unstated assumptions.							
Average including null scores	3.55						
5. Evaluate the quality of evidence and reasoning, and evaluate the appropriateness of various methods of reasoning and verification.							
Average including null scores					2.77		
6. Apply appropriate technological skills.							
Average including null scores							1.18
Average scores		3.69			3.37		3.33

Table 1.4. Math Literacy Assessment							
	N/A	poor	below average	average	above average	outstanding	
		1	2	3	4	5	
1. Manipulate fractions, decimals, percentages, and ratios/proportions.							
Average	4.0						
2. Solve Equations							
Average					4.14		
3. Translate word problems into mathematical language.							
Average							3.12
4. Interpret graphical data							
5. Apply appropriate technological skills.							
Average		3.43			4.33		

Table 1.5. Scientific Reasoning Assessment					
N/A	poor	below average	average	above average	outstanding
	1	2	3	4	5
1. Observe & record data in a systematic manner.		2. Analyze, interpret, and relate data to scientific theory.		3. Display results and report conclusions.	
Average		3.0		Average	
3.0		Average		3.6	
4. Solve word problems using scientific principles and theories.		5. Apply appropriate technological skills.			
Average		3.0		Average	
3.0		Average		4.0	

In Spring 2010 we began the process by assessing communications. Between Fall 2010 and Fall 2011, the process stalled because of the loss of a key faculty position, uncertainty about whether to include dual-credit coursework, and administrative turnover. In Spring 2012 we resumed by assessing critical thinking, and in Spring 2013 we completed our first full cycle of all seven Institutional Learning Outcomes Assessments. In Fall 2013 faculty are analyzing the cumulative results of the first full cycle of assessment, and in Spring 2014 the sequence will begin again. Table 1.6 projects the next sequence of Institutional Learning Outcomes Assessment:

Table 1.6. Institutional Learning Outcomes Assessment Cycle

Spring 2014	Communications
Fall 2014	Math Literacy/Critical Thinking
Spring 2015	Scientific Reasoning/World Awareness
Fall 2015	Interpersonal Skills/Aesthetic Responsiveness
Spring 2016	Cumulative Analysis

1R3: LCC has not achieved complete articulation of specific program learning objectives that can be measured, and we recognize this as an opportunity for improvement. Establishing program outcomes for each program is the next step in our assessment strategy. Currently, only our Nursing and Allied Health programs have long histories using performance results. Our department strategic plans have begun to incorporate learning objectives, as referenced in Table 1.1 and 1P2. We recognize this as a significant opportunity for integration and alignment across our instructional departments. Our Transfer programs have traditionally followed the Institutional Learning Outcomes and course-specific learning objectives as defined by CCCS course competencies and instructor assessments. CTE programs such as Nursing and Allied Health have been driven by program accreditation competencies. Our Nursing Program results are below:

1. **Nursing.** The nursing program defines its program and student outcomes based on a Systematic Plan of Evaluation that is required by the National League for Nursing Accrediting Commission (NLNAC). The NLNAC mandates tracking of data and program effectiveness according to six standards. Table 1.7 contains excerpts from recent assessments.

Table 1.7. LCC Nursing Program Learning Outcomes		
6.1 The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.		
Expected Level of Achievement:		
<ul style="list-style-type: none"> • All courses are evaluated each semester to determine if student learning outcomes are met. • Program outcomes are evaluated yearly to determine if ELAs are met. • All NLNAC standards and criteria are included on the SPE with measurable ELAs and data collection appropriate for the component being evaluated. 		
Assessment Method(s)	Results of Data Collection and Analysis	Actions for Program Development, Maintenance, or Revision
Course faculty review evaluation methods and student performance on course exams, clinical evaluation tools, and course and faculty evaluations; faculty then perform a comparative analysis of course passing requirements to determine if student learning outcomes are met.	Course assessments reveal that students rate at a 3 or higher with the exception of 1 course in 2010-2011.	Development-Acquiring different faculty to teach theory portion of NUR 150 is planned. A conversation to discuss faculty sharing opportunities is in progress with UCCS.
Comparative analysis of NCLEX pass rates, retention rates, graduate satisfaction, employer satisfaction, and job placement rates.	Effective use of the SPE indicates that program outcomes are being met, with development needed in the area of employer surveys.	Request members of the advisory board to complete surveys at meetings that occur twice each year.
Collect data as per SPE and compare to ELAs for each standard and criterion. Review faculty meeting minutes to ensure all areas are assessed as per SPE calendar.	Evaluation of faculty-developed plan indicates that all NLNAC Standards & Criteria are being assessed with action plans in place, when indicated.	Maintain and revise as indicated by data gathered.

Developmental Pass Rates: Table 1.8 is taken from the CCCS Remedial Course and Completion Rates Report for AY 2011-2012, and shows LCC's pass rates in all three developmental subjects:

Table 1.8. LCC Remedial Course Completion Rates by Subject, AY 2011-2012			
English	Math	Reading	Total
61.5%	62.0%	65.2%	62.1%

IR4: Our AA, AS and AGS degrees are all intended for students who are planning to transfer their Associates Degree to a four year college or university. Table 1.9 measures LCC students who transferred with or without graduating over a three-year period from 2008-2011.

Table 1.9. 2008-2010 transfer cohort analysis		
Success Measures	Counts	Rate
Distinct Headcount Summer 2008-Spring 2011 (Omitting Dual Enrollment)	2,288	
Transfer w/o Graduating	501	22%
Graduate w/o Transfer	215	9%

Graduate AND Transfer	102	4%
Transfer OR Graduate	818	36%
Any Graduate	317	14%
Any Transfer	603	26%

These rates are not comparable to official graduation or transfer rates because this is a separate cohort; it is intended to measure trends, and indicates that LCC has more students who transfer than graduate. In addition to this data, LCC initiated its first graduate survey in Spring 2012. Table 1.10 details 2012 and 2013 data from this survey.

Table 1.10. LCC Graduate Survey 2012-2013

	Number of graduates surveyed	Planning to Transfer	Of those planning to transfer, Accepted at a 4-year institution	Of those planning to transfer, Not Accepted Yet	% Satisfied or very satisfied with Their LCC Experience
2012	57	51.9%	81%	19%	89.5%
2013	84	54.7%	76%	24%	82.2%

Our NCCBP data reflects a 2.86 cumulative GPA for our transfer students as reported to the Colorado Department of Higher Education (1R6, Table 1.18).

Students who complete our Career & Technical Education (CTE) programs -- Cosmetology, Nursing, Agriculture Production, Feedlot Management, Business, Information Technology, and Horse Training & Management programs are tracked at one year and five years to see if they are employed in their field of study. In addition, Horse Training & Management instructors have a strong network of informal connections to graduates via internship placements, which enable them to track students' success in the industry after they graduate. As HTM Exit Interviews verify, virtually 100% of HTM graduates who chose to enter the job market rather than continue their education at a four-year school have placement opportunities. In the absence of a formal alumni office, LCC instructors use their relationships with students to track their success after they leave our campus.

Table 1.11 below, entitled "VE 135 Data 2010-2011 Graduates," displays the data for students completing the CTE programs at LCC in 2010-2011. The table shows that 64% of the completing students were employed for the 6 months following the CTE program and 16 % were continuing their education. The percent of students who completed a licensure exam was 45%, and of those students, 79% were successful in passing their exams the first time.

In addition to the VE 135 and informal tracking, industry exams and certifications are a powerful measure of performance results. Nursing students must pass the Colorado State Board of Nursing National Council for Licensure Exams (NCLEX) test. NCLEX data has been reported for years 2009 through 2012 (see Table 1.13).

Table 1.11. VE135 Data 2010-2011 Graduates (CTE)

Total Number of Completers	Number of Completers contacted	Number of Completers Employed	Number of Number not employed- Continuing education	Number completing Licensure Exams	Number passes Licensure Exams
118	95	76	19	53	42

Nursing Program Outcomes include their preparation for professional nursing positions and their pass rates on the NCLEX licensure exam, as shown in Table 1.12 and Table 1.13.

Table 1.12. LCC Nursing Program Student Role Preparation and NCLEX Pass Rate

Graduates demonstrate achievement of competencies appropriate to role preparation.			
Expected Level of Achievement:			
<ul style="list-style-type: none"> • Graduates rate a 3 or above on an annual student survey that their level of nursing knowledge upon program exit is appropriate. • Employers rate a 3 or above on an annual survey that 100% of program GEO's were shown by graduates they employed. 			
PLAN		IMPLEMENTATION	
Component	Responsible Person(s) Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis
Graduates' perception of achievement of program GEO's translates to appropriate preparation for the role of registered nurse.	Nursing Faculty Upon program exit in May	Review survey data to determine if graduates believe they are prepared for the role of LPN or RN by achieving program student learning outcomes	On a Spring 2010 survey, graduates rated achievement of program outcomes at a 3.6/5 or higher. Graduates also rated their level of nursing knowledge at a 4.19/5.
Employers' perception of achievement of program student learning outcomes translates to appropriate preparation for the role of registered nurse.	Nursing Faculty Yearly in May	Review survey data to determine if employers believe graduates are prepared for the role of LPN or RN by achieving program student learning outcomes.	On Spring 2011 survey, employers rated their perception of student achievement of program outcomes and preparation for the role of registered nurse at a 3.6/5 or higher.
<p>Criterion 6.5.1. The licensure exam pass rates will be at or above the national mean.</p> <p>Criterion 6.5.2 Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, program history.</p> <p>Criterion 6.5.3 Program satisfaction measures (qualitative and quantitative) address graduates and their employers.</p> <p>Criterion 6.5.4 Job placement rates are addressed through quantified measures that reflect program demographics and history.</p>			
Required Program Outcomes	Expected Level of Achievement	Actual Level of Achievement	
Performance on NCLEX	The yearly first time NCLEX pass rate will meet or exceed national mean for A.D.N. program Frequency of assessment: yearly in January	2008: 57.1% 2009: 95.0% 2010: 93.0%	

Table .13. Yearly National Council Licensure Exam LPN & RN Pass Rates for LCC.

Registered Nurse		Licensed Practical Nurse	
2009	95%	2008	100%
2010	92.86%	2009	100%
2011	92.31%	2010	92.86%
2012	84.62%		

The Nursing Program also conducts yearly surveys of its graduates' employers to gauge performance, needed skills and problem-solving abilities in order to make program changes. Table 1.14 presents excerpts from the 2013 Nursing Department survey of employers who hired 2012 Nursing Program graduates:

Table 1.14. 2013 Nursing Department Employer Survey 2012 Cohort

1. Did the graduate.....						
	Not Effective	Somewhat Effective	Effective	Very Effective	Extremely Effective	N/A
assess health care needs of clients and family by collecting data and differentiating between normal and abnormal findings?	0.0% (0)	33.3% (2)	16.7% (1)	33.3% (2)	16.7% (1)	0.0% (0)
integrate evidence-based knowledge into clinical practice, using the nursing process to guide care?	16.7% (1)	16.7% (1)	0.0% (0)	33.3% (2)	33.3% (2)	0.0% (0)
incorporate critical thinking skills in the utilization of the nursing process to provide safe holistic care?	0.0% (0)	33.3% (2)	0.0% (0)	0.0% (0)	66.7% (4)	0.0% (0)
demonstrate an attitude of compassion in serving as caregiver and advocate for clients and their families regardless of the individuals age, ethnicity, creed, religion or health care needs?	16.7% (1)	16.7% (1)	0.0% (0)	33.3% (2)	33.3% (2)	0.0% (0)
use the nursing process to assess and prioritize client care related to physical, psychological, sociocultural, and developmental needs?	0.0% (0)	33.3% (2)	16.7% (1)	16.7% (1)	33.3% (2)	0.0% (0)

1R5: Table 1.15 contains excerpts from the Learning Support Services Tutoring Lab customer satisfaction survey. This survey captures two types of data: (1) The student experience as it relates to the services they received in that semester, and (2) Student opinion regarding new tutoring services and operating hours. This data demonstrates student awareness and perception of the value of academic tutoring at LCC.

Table 1.15. Tutoring Lab Customer Satisfaction 2012

DID YOU KNOW WE OFFER TUTORING SERVICES IN THE BOWMAN BUILDING/ROOM 129 THROUGHOUT THE DAY?		
Answer Options	Response Percent	Response Count
Yes	93.4%	71
No	6.6%	5
<i>answered question</i>		76
<i>skipped question</i>		3

DO YOU THINK TUTORING MIGHT HELP YOU SUCCEED AT LAMAR COMMUNITY COLLEGE?		
Answer Options	Response Percent	Response Count
Yes	87.0%	67
No	13.0%	10
<i>answered question</i>		77
<i>skipped question</i>		2
HOW OFTEN DO YOU UTILIZE THE TUTORING SERVICES AT LAMAR COMMUNITY COLLEGE?		
Answer Options	Response Percent	Response Count
Daily	3.9%	3
Weekly	41.6%	32
Monthly	7.8%	6
Bi-Monthly	6.5%	5
Seldom	15.6%	12
Never	24.7%	19
<i>answered question</i>		77
<i>skipped question</i>		2

LSS also analyzes the results of its early alert processes. Table 1.16 aggregates the participation rate for faculty, the percentage of student responses, and final grade correlations.

Table 1.16. Learning Support Services Alert Summary

Semester	Faculty Reporting/% of all Faculty	Students Identified/%tile of Main Campus Headcount	# of early alert students who utilized the tutoring lab/%	GPA of students who utilized tutoring	GPA of students who did not utilize tutoring
Fall 2012	17/25%	144/31%	61/42%	1.67	1.57
Spring 2013	16/24%	115/25%	31/27%	2.05	1.7

Table 1.17 shows excerpts from the Library Task Force Survey:

Table 1.17. Library Use Survey Fall 2010

The library's hours of operation meet my needs:	82.4%
I use the library occasionally or often:	65.9%
Why do you use the Library? (check all that apply)	Research: 50.5% Computer: 47.2% Quiet Study: 30.7% Reading: 21.9% Study Sessions: 24% Reserve Shelf Materials: 7.6%

1R6. As stated in the Institutional Overview, we recognize our deficiency in benchmarking practices. We are working to meet this opportunity with Action Projects: our first Action Project in Benchmarking was intended to create a cohort matrix and a base of metrics to initiate an institutional benchmarking process, but this project failed to achieve a workable system that could be implemented. Our second Action Project moved to a more realistic scope of building a benchmarking process that would make use of the data that is already being archived by the CCCS as well as national entities such as IPEDS. This Project concluded in the summer of 2013, and we are hopeful that it has produced a working model to be emulated throughout the College. The CCCS sponsored our participation in the National Community College Benchmarking Project (NCCBP) for 2010-2012; NCCBP Benchmarks generated data in Student Persistence, Retention, Developmental Credit Retention and Success, Career Program Completers, Core Academic Skills Courses Retention and Success, Market Penetration, Section Size, Student/Faculty Ratio, Instructional Faculty Load, and Distance Learning Success. Table 1.18 below shows LCC’s strengths (areas in which we ranked in the top 15% among the more than two hundred participating institutions) over three years:

Table 1.18. NCCBP Institutional Strengths 2010-2012

Reporting year: 2012			Reporting year: 2011			Reporting year: 2010		
Student Completion and Transfer			Credit Retention, Success	Developmental Success		Student Completion and Transfer		
Student Performance at Transfer Institutions			Credit Retention, Success, First College-level	Developmental Success		Student Performance at Transfer Institutions		
Credit College-level Retention, Success			Career Completers	Program Success		Credit Student Enrollment		
Credit Retention, Success	Developmental		Retention and Success	Core Academic Skills		Credit College-level Retention, Success		
Retention and Success Academic Skills	Core		Market Students	Penetration:		Credit Developmental Retention, Success		
Institution-wide Credit Grades			Market Community	Penetration:		Credit Developmental Retention, Success, First College-level		
High School Graduates			Average Credit Section Size	Section		Retention and Success Core Academic Skills		
Credit Course Stud/Fac Ratio			Credit Course Ratio	Stud/Fac		Institution-wide Credit Grades		
Instructional Faculty Load			Student Serv Staff Ratio	Student		High School Graduates		
			Recruitment, Admissions, Registration*	Prof		Market Penetration: Students		
						Average Credit Section Size		
						Credit Course Stud/Fac Ratio		
						Instructional Faculty Load		
						Dist Learning Sec and Cred Hrs		

Table 1.19 shows an NCCBP example of our comparative ranking for our transfer students’ performance based on data reported to the Colorado Department of Higher Education.

Table 1.19. Student Performance at Transfer Institutions 2010-2012

Benchmark	National Ranking				
	Reported Value	2012 % Rank	2011 % Rank	2010 % Rank	N
Form 3 Student Performance at Transfer Institutions (Most Recent AY)					
Cumulative First-year GPA	2.86	35%	23%	12%	77
Average First-year Credit Hours	29.37	97%	1%	95%	64
% Enrolled Next Year	63%	20%	26%	18%	83

We also compare ourselves to other institutions within the CCCS system using the Institutional Research for all the member colleges. The summative assessment of our students' ability to move on to future academic or professional opportunities depends on the specific degree. For students who earn an AA, AS, or AGS, the single most important criterion is transfer into a four-year program. Articulation agreements and guaranteed transfer courses help to establish a structure within which LCC graduates can successfully build a two-year degree into a four-year degree. Table 1.20 shows our transfer rates based on reporting we receive from four-year schools in the state of Colorado as compiled by the CCCS. LCC's 2010-2011 cohort had the second highest transfer rate of the thirteen colleges in the system.

Table 1.20. Transfers by Originating College, AY 2010-2011

Originating College	Transfer to 2 yr	Transfer to 4 yr	Total	Transfers as Percent of Total Students	Top Transfer Destination
ACC	87	902	989	10.7%	MSU Denver
CCA	48	843	891	11.7%	MSU Denver
CCD	125	2,577	2,702	20.9%	MSU Denver
CNCC	39	148	187	12.9%	Colorado Mesa
FRCC	284	2,645	2,929	14.6%	CSU
LCC	18	149	167	16.2%	CSU - Pueblo
MCC	32	266	298	15.2%	UNC
NJC	44	264	308	14.2%	UNC
OJC	21	193	214	11.7%	CSU - Pueblo
PCC	75	551	626	9.3%	CSU - Pueblo
PPCC	200	1,353	1,553	10.2%	UCCS
RRCC	74	1,029	1,103	11.3%	MSU Denver
TSJC	28	230	258	13.5%	Adams State
Total	1,075	11,150	12,225	13.3%	MSU Denver

LCC's Developmental Pass Rates (Table 1.21) show how students are succeeding compared to the other twelve community colleges in the CCCS:

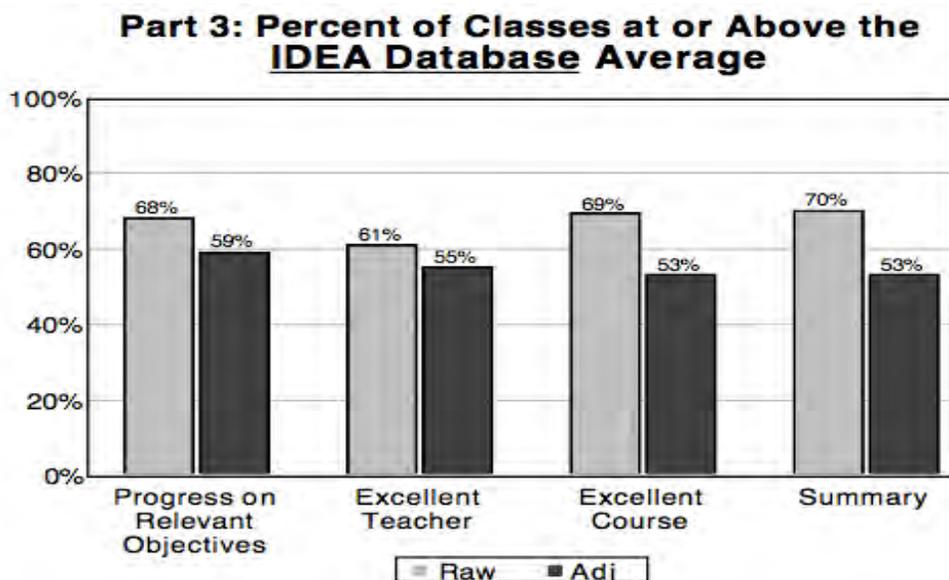
Table 1.21. Remedial Course Completion Rates by Institution and Subject, AY 2011-2012

Institution	English	Math	Reading	Total
ACC	76.1%	77.6%	81.9%	77.9%
CCA	63.6%	72.1%	65.3%	69.0%
CCD	62.8%	57.1%	66.8%	60.4%
CNCC	75.6%	72.2%	85.6%	75.6%
FRCC	73.7%	73.8%	77.5%	74.1%
LCC	61.5%	62.0%	65.2%	62.1%
MCC	71.4%	80.2%	80.3%	78.2%
NJC	68.2%	67.6%	71.1%	68.4%
OJC	72.6%	72.7%	79.0%	73.5%
PCC	71.0%	68.0%	75.7%	70.2%
PPCC	68.0%	61.5%	64.5%	63.6%
RRCC	70.0%	66.8%	73.7%	68.4%
TSJC	78.2%	77.3%	84.0%	78.6%
CCCS	68.5%	66.3%	71.0%	67.6%

Rates are based on the number of students with a passing grade in all remedial levels within a subject area divided by the total number of such students who were assigned a passing or failing grade.

We also see our comparison to other institutions through the IDEA system for course evaluations. In Figure 1.1 below, one of the summary findings is that students perceive our courses are more effective than the national average at meeting objectives as defined by the instructor:

Figure 1.1. IDEA Summary Report on Quality of LCC classes vs. IDEA Average



LCC also participated in the Community College Survey of Student Engagement (CCSSE) in 2011. The following data summarize LCC's benchmarks of highest student engagement in comparison to other institutions in the CCSSE cohort (Figure 1.2, Table 1.22):

Figure 1.2. CCSSE Benchmarks of highest student engagement

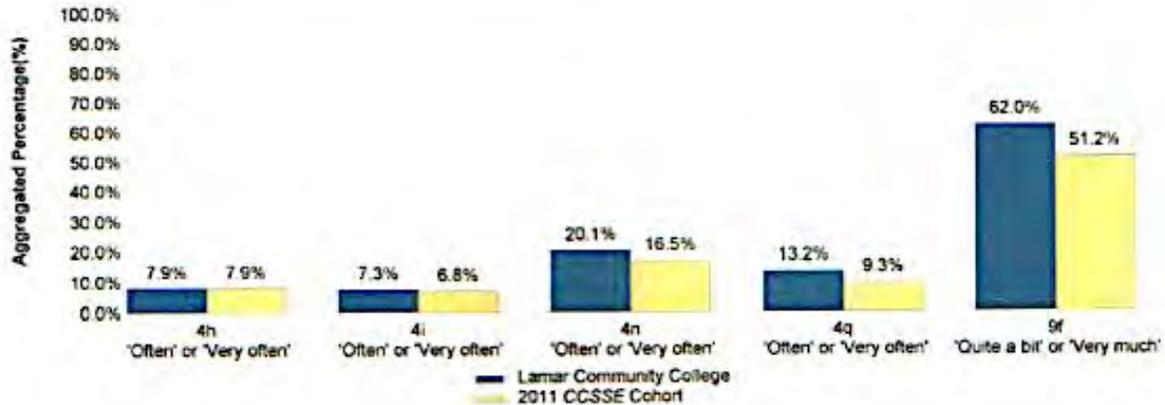


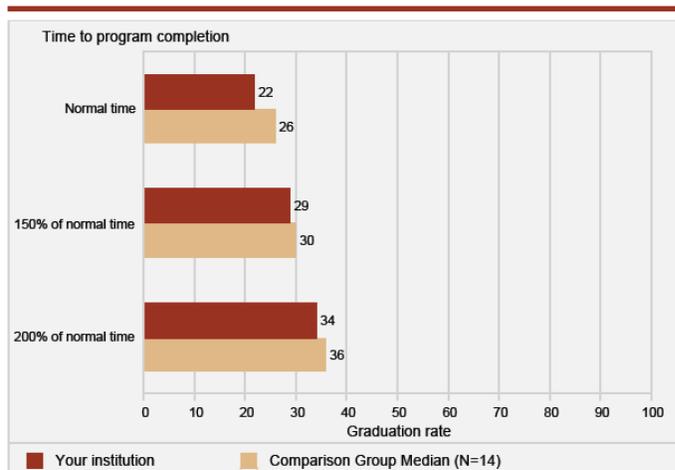
Table 1.22. Correlating Item Descriptions for Figure 1.2

Benchmark	Item Number	Item
Active and Collaborative Learning	4h	Tutored or taught other students (paid or voluntary)
Active and Collaborative Learning	4i	Participated in a community-based project as a part of a regular course
Student-Faculty Interaction	4n	Discussed ideas from your readings or classes with instructors outside of class
Student-Faculty Interaction	4q	Worked with instructors on activities other than coursework
Support for Learners	9f	Providing the financial support you need to afford your education

Our IPEDS data also provides us with benchmarking measures regarding our students' rates of completion within certain time frames (Figure 1.3)

Figure 1.3. Graduation rates within timeframe

Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2007 cohort



NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2012, 200% Graduation Rates component.

111: Our recent improvements have been guided by the Feedback Report we received after our 2009 Systems Portfolio submission. We have completed the design and implementation of our Institutional Learning Outcomes Assessment as discussed in 1P1, 1P11, 1P17, 1P18, and 1R2. We began using IDEA for our Student Course Evaluations in Fall 2011; this enables us to benchmark our results with the national IDEA database. Our Developmental Education Processes have been completely revamped through the statewide task force, as discussed in 1P4. We are delivering updated and expanded technology curriculum through our Microsoft IT Academy as explained in 1P4. Our Academic Review Process Forms were revised to incorporate more intentional planning and research as programming proposals work through our chain of command. With our Action Projects we are becoming more thorough at tracking our graduates and gathering data from academic advising. Our new student orientation, which was overhauled in 2011, has been sustained and expanded. Faculty evaluations and goal setting are making more use of data in terms of retention and pass rates.

Additionally, in 2010 our welding program invested \$47,000 in a simulation lab. This allows our students to see the correct angle and travel-speed on any given welding process. This dynamic environment has the potential to increase student confidence, task competencies, and teacher awareness of student deficiencies. The Title III program is currently implementing a \$72,000 upgrade in technology for STEM programs. The improvements will take place in the Trustees Building and will directly affect the performance of each student in the STEM programs as well as all pre-nursing and science students. The project will be completed in September of 2013. The College has multiple processes in use throughout the departments of Instruction, Student Support, and Student Services. Over the last four years, the work of Action Projects and improved systems approaches discussed in Category Five have created a much higher level of alignment between the various departments. Our progress has also made it clear that certain areas still function below our expectations, so that overall we have not yet become as well coordinated and systematic as we desire.

112: LCC is one of the smallest colleges in Colorado, which makes us very agile; we have a reputation for knowing our students as individuals and embracing the learner-centered concept in which every college employee knows that their job is to help students succeed. We are also immersed in quality improvement models due to the fact that all employees are involved with Action Projects and other AQIP related functions as part of their job duties. Because many of our departments consist of small numbers of people, it is not difficult to make changes in direction or create new processes. Our organizational structure is very flat; every employee works within three or fewer authority levels from the President, and so it is possible to have a thorough understanding of our campus processes even if one's own job is not directly involved. Finally, our alliance with the Colorado Community College System gives us access to the planning and data collection of the entire network of colleges, so we have great opportunities to strengthen our benchmarking and target best practices. Our college goals are discussed at the annual Conversation Day, when we decide what we want to focus on during the upcoming year. Each department then builds its own operations plan based on our institutional goals. All plans are presented to and approved by the Executive Planning Team (EPT) consisting of the College President and Vice Presidents.

Category Two: Accomplishing Other Distinctive Objectives

LCC has selected athletics, economic development, and providing a culture of enrichment as its *Other Distinctive Objectives*. The first two objectives are continuations of our historic and ongoing priorities and commitments, while the last objective is a revision of the previous goal of preserving the regional culture. Of all the three, our athletic programs are highly organized and systematic; their longevity with our institution has come from their proven success and LCC's desire to offer its students greater opportunities. LCC's first collegiate sports began just a few years after the college was founded in 1937. As a member of the National Junior College Athletic Association (NJCAA) and Region IX thereof, our athletic department is accountable to that regulating body and must have systems in place to prove that we are operating within the NJCAA Handbook and Casebook for every sport we offer. Our rodeo team is sanctioned by the National Intercollegiate Rodeo Association (NIRA), and operates within all its guidelines and requirements. As a result, our athletic operations are integrated internally between teams as well as within the larger campus, especially with Instruction and Student Services. LCC athletic programs analyze their performance and set outcomes that can be measured.

In economic development, the picture is less clear. LCC does not have the luxury of a freestanding department solely focused on this objective, and so many processes and actions take place within other departments of the college, or as a function of a certain position in the college. Nonetheless, our role in the CCCS helps us understand our economic contribution on a macro scale, and we approach economic development as a goal to which any department can and should contribute; in this sense we are moving towards greater alignment.

Our final objective of providing a culture of enrichment is the result of analysis and revision over the past year: This objective was proposed to the College in the yearly Communications Survey, and is discussed further in 2P2. We are intent on being more than a utilitarian, detached, commuter college, and this mindset has established LCC as an important piece of the culture and character of southeastern Colorado. However, our maturity in our processes is not consistent. Some of our well established actions in this area are systematic, analytical and integrated with the institution's operations, while in other areas we lack a structure or formal process that can be easily articulated or measured.

LCC celebrated its 75th anniversary in 2012-13. It is clear that we have carved out a significant niche within the communities we serve, and established our value and importance as an institution that benefits the region through athletic programs, economic development, and a culture of enrichment. Throughout its history, LCC has demonstrated its singular commitment to benefitting and enhancing our service area in addition to our educational offerings.

As we have redesigned our processes for the yearly budget cycle and departmental planning, our non-instructional objectives are being aligned to create a framework within which we can begin to understand our efforts in more formalized and less anecdotal methods.

2P1: Processes for designing non-instructional College objectives begin with a dialog between stakeholders and pertinent College personnel to discuss opportunities or improvements. Departments may initiate changes after speaking with constituents and area supervisors. The Executive Planning Team may hear issues that involve additional budget, personnel, or a major shift in procedure. Economic Development and Cultural Enrichment are not designed and operated as independent units; rather, they are integrated into multiple departments as part of *their* operations: College Leadership, Foundation, Instruction and Student Support Services. LCC's key non-instructional processes are designed to serve both students and other stakeholders and reflect the mission statement and vision of the college. Success depends on an open line of communication with the community; therefore, information is also gathered from annual employer surveys, program advisory committees and entities such as the LCC Foundation Board. The Foundation Board is comprised of thirteen members including the LCC president, an executive director who is an employee of the college and regional business and agricultural representatives. The goals of the foundation are to support the college through fund raising and to provide scholarships and funding for capital campaigns. An ad hoc position has been created to allow a member from the College's Advisory Council to meet with the Foundation, thereby creating a liaison relationship between the two support entities.

While Economic Development and Cultural Enrichment are not stand-alone operations, the College does have an Athletic department through which it designs and operates its processes for collegiate sports. Athletics at LCC supports the College's mission of enriching lives through learning and to provide its student-athletes with the skills they need both now and in the future. While our sports programs exist to give our students greater opportunities to develop themselves while they earn their Associates Degree or Certificate, athletics at LCC is also a major component of our community relationship and is part of the culture of the area. The college works with the local school system to share certain practice and competition spaces. The college provides athletic scholarships and recruits locally as well as regionally, thereby providing collegiate educational opportunities that might not have existed otherwise for some students in the area. The athletics department is operated under the leadership of the Athletic Director, and LCC currently has the following collegiate athletics: Men's and Women's Varsity Basketball; Men's JV Basketball; Softball, Volleyball, Baseball, Rodeo, Golf, and Club Soccer. For AY 2012-2013, 166 students participated in athletics, which represents a significant percentage of our full-time resident student population. Our athletes have an opportunity to leverage their community college playing time into a four-year athletic scholarship or, in the case of baseball, to move to the professional level through the Major League Draft. We also value our athletic programs because they create extra-curricular college events that enhance the life of the college for the entire campus and community; it is an activity that enriches not only the participants but also the observers. In addition to our own athletic teams, we make our athletic facilities available as much as possible to maximize their use as a resource for our service area. Community members can join the fitness center to work out independently or take group classes; community youth sports make use of the gymnasium for team practices; regional high school volleyball and basketball playoffs take place at our Wellness Center each year; we offer summer youth sports camps as well as walk-on tryouts for our varsity teams. Our Sports Booster Club works throughout the year to raise money for additional athletic scholarships and

to strengthen the community support and engagement with LCC athletics. One of the functions of the Booster Club is their “adopt-an-athlete” program, which pairs our athletes with a local family who hosts them for meals or special get-togethers to help the athlete have a sense of home away from home, and get to know more members of the local communities. The Booster Club operates as a 501(c)(3) non-profit whose [vision statement](#) is published on the LCC website.

Our second objective, Economic Development, consists of several different tiers. First is the role of the college in the area economy; we are one of the largest employers in Lamar, and represent significant value added to the economic stability of the economy. Second, LCC participates in economic development initiatives throughout the region. The president serves as a director on both PCDI (Powers County Development, Incorporated) and SEBREA (Southeast Business Retention, Expansion, and Attraction) – of which the college was a founding member. The college is also a member of the local Workforce Investment Act board. LCC hosts community forums highlighting important local concerns. Third, the college has invested in certain degree programs because of their economic viability in the area and in today’s job market. The following programs have been implemented based upon community and workforce needs: construction technology, renewable energy technology, barrel racing training, nurse’s aide, executive administrative assistant, and welding. Each of these tiers is distinct, and functions within existing College processes instead of having separate operations. For example, the executive leadership at LCC has determined that part of their role is to participate in community groups and make themselves available in a variety of ways. Our instructional offerings that lead directly to job opportunities are managed through the full academic side of the institution. This type of multi-layered efficiency allows us to pursue different objectives with the same human resources and infrastructure that already exists for our core purposes as a community college.

As with our objective of economic development, our final area of providing a culture of enrichment is designed and operated through multiple processes that are already in place for the central functions of the college. Each type of interaction created is led and managed through a department or individual who holds responsibility because of the relationship his or her job holds with that enrichment: e.g. history faculty manages the living history events; public relations department is the liaison for the speakers’ bureau. Some of the ways in which LCC provides a culture of enrichment for our students and service area include living history events, hosting FFA competitions, 4-H events, Vaqueros Saddle Club, Colorado State High School Rodeo Finals, the Lunch N Learn Series, the [Speakers Bureau](#), Regional Science Fair, and High School Knowledge Bowl competitions. Campus buildings display works of art that depict the regional history, progress, and the future. As a college, LCC appreciates its responsibility and opportunity to act as cultural and intellectual hub for the region in celebrating this area’s rich history and heritage, becoming a center for sharing new ideas and experiences with area citizens, opening classrooms, and actively engaging in our communities.

Athletics operates within the LCC organizational chart, budgeting framework, as well as NJCAA, NIRA, and Title IX rules and regulations. Funding and participation opportunities are very

important, and are often directed and determined by the make-up of the student population. LCC must be able to provide adequate housing for the student athletes, as well as practice and competition facilities that will accommodate the particular sport. When operating athletic programs, LCC works to fund at a level that allows programs to sufficiently operate, as well as compete. Operation dollars are provided that allow for travel, meals, and moderate amounts of clothing and equipment. Programs that choose to purchase additional items are required to plan and coordinate fundraising events. Fund-raising is enhanced with the addition and implementation of the LCC Booster Club. Scholarships provided to athletic programs are moderate, based on the quotas required of each individual program. Coaches must rely on financial aid and other sources of income to stretch the dollars provided. The quotas help ensure FTE for the institution, as well as occupancy within the Todd Burch Residence Hall. This revenue is instrumental in allowing LCC to maintain the athletic programs. The institution has made a considerable effort in investing dollars into the facilities utilized by our athletes. The Wellness Center, a riding arena, two new horse shelters, and Citizens' Field Softball Complex investments are all areas that have been improved to accommodate our athletic programs.

The recent introduction of a new athletic team – Men's Club Soccer – exemplifies the processes LCC follows to design and operate non-instructional programs. This team originated in the College's integrated marketing plan: it was an opportunity to reach a different student population, boost enrollment, enrich campus life and college experiences for our students, add to the diversity of our student population, and tie the College to the service area in a new way. This idea was proposed to the Athletic Department, which conducted a feasibility study and determined that the department could incorporate an additional program within its existing budget, staff and resources framework.

2P2: LCC's President's Council, which includes representatives from both LCC's external and internal stakeholders, oversees LCC's "other distinctive objectives". Internal stakeholders include the president, all vice presidents, all deans, the director of institutional advancement, the controller, two faculty representatives, student representatives, facilities director and the assistant to the president. External stakeholders include a representative from CCCS, a representative of the LCC Advisory Council, and an at-large community member. Determination of the objectives is based on financial resources and the mission and vision of the college. The President's Council also receives input from the entire campus through the annual Communications Survey, which asks if the current non-instructional objectives are still viable and important to the institution. In 2012, one objective was revised from "Preserving Regional Culture" to "Providing a Culture of Enrichment". This revision was submitted to the campus in the Communications Survey, as well as to President's Council. The Communications Survey results endorsed the change, as did President's Council.

2P3: LCC uses many methods to communicate expectations about athletics, economic development and enrichment activities or opportunities. Communication with individuals who work on campus is conducted through all-staff meetings, program advisory committees, and College advisory council meetings. All-campus informational meetings are recorded and posted on the staff portal. Meetings are then followed up with all-staff e-mails and published material.

Outreach to the community is conducted through press releases, articles in the local media, the College's association with city, county and regional stakeholders and the LCC website. The President meets regularly with local government and community groups to share information regarding the other distinctive objects and all information pertinent to the College. LCC also has a representative on the Lamar Chamber of Commerce.

2P4: The President's Council oversees the ongoing assessment of our non-instructional objectives. Factors such as attendance/community feedback and support, budget, resources, and return on investment are critical to sustain the work we do to achieve our non-instructional objectives. Changes to the objectives have been channeled through the Communications Survey sent to all employees, as explained in 2P2.

2P5: The campus has always requested resources, whether human, fiscal, or time, from the Executive Planning Team, which manages the institution's annual budget. Because LCC's other distinctive objectives are coordinated within campus departments rather than standing apart, those activities have been supported through the general budget process. In 2010, LCC revamped and expanded the budget creation cycle and linked it to departmental operations planning. As the budget cycle has become more formalized and global in scope, resources, time allocation, and personnel are integrated into the yearly budgeting process. "*Other distinctive objectives*" is one of the line items in the new budget/operations planning worksheet, and so the planning process for the yearly budget also includes the needs of our non-instructional objectives and operations. This revision came about partly due to the analysis of our current processes in our 2010 Systems Portfolio Feedback Report.

2P6: The Budget and Operational Planning Process is the vehicle for proposing changes based on faculty and staff needs that might impact our other distinctive objectives. Departments now have access to more information regarding their costs to operate, and can render a request or plan that articulates their objectives in terms of needs, costs, and allocation of resources. LCC activities within non-instructional objectives that have a low return on investment have been revised or discontinued. Also, as discussed in 2P2, Communications Survey asked for campus-wide input to either affirm or discontinue the objective of providing a culture of enrichment. This resulted in a rewording but continuation of the objective.

2R1: Athletic Program effectiveness is determined using the following information: the Vice President of Administrative Services/Institutional Research tracks athletic program success through NJCAA and NIRA eligibility reports and the College's internal athletic tracking document, which gathers recognitions and awards for athletic achievement, win/loss records, and post-season record. Teams are ranked through the NJCAA. Coaches monitor their athletes' academic progress throughout each semester via the Early Alert Report discussed in 1P15. Individual coaches track and publish athlete post-graduation placements, but this is not done systematically. Success is measured by the athletic programs' Academic All-American selections each year. Coaches focus on assuring that student-athletes are prepared to transfer to four-year colleges and universities, working toward a 100% placement rate. These rates are reported to and analyzed by the Vice President of Administrative Services. This happens at

different levels depending on the team, and LCC recognizes this is an opportunity to become more comprehensive and systematic. The LCC Athletic Booster Club monitors its fundraising efforts and scholarships awarded. The Athletic Department also generates data for each team’s enrollment to monitor the FTE produced by each roster. Finally, community attendance at athletic events is tracked for gate revenue purposes.

For economic development, The Colorado Community College System now conducts an economic impact analysis for each member college and its service area. This report quantifies the value of LCC’s contribution to the area economy, as well as measures of return on investment for students.

LCC provides a culture of enrichment across a wide spectrum of activities. Currently some activities are tracked; for example, the living history events track attendance and participating school groups. We tabulate the number of community events that are held at LCC facilities through the year. However, there is no formalized process within this objective by which the college systematically measures the full scope of its work in this area. LCC recognizes this is an opportunity to become more process driven and systematic.

2R2: Coaches not only monitor their team GPA for eligibility, but to establish high academic expectations for all LCC athletes as well as athletic performance. Between 2001-2009 LCC Athletics earned 14 Academic All-American awards (the NJCAA changed the wording in 2011 to “Exemplary/Superior/Distinguished Academic Achievements”); from 2010-present our athletes have earned another 14, doubling the total in one third of the time. We have also increased from 10 All-Americans between 2001-2009 to 13 between 2010 and 2013. This reflects a continued pace of achievement and effectiveness for LCC Athletics. Figure 2.1 presents a sample of the NJCAA eligibility reporting data that is regularly monitored for all athletic teams except club sports.

Figure 2.1 LCC NJCAA Eligibility Report excerpt

NATIONAL JUNIOR COLLEGE ATHLETIC ASSOCIATION											
Name of College		High School		Transfer	College Enrollment	Terms Prev Enrolled	Previous Term	Cumulation	Hours current term	Date of Physical	Signature
Athlete Name	High School Graduation	High School	Transfer	College Enrollment	Terms Prev Enrolled	Hours Earned	GPA	Hours Earned	GPA	Seasons	
Lamar Community College Lamar, CO											
										Ending Date of Previous Term	12-07-2012
										Beg Date of Current Term	01-07-2013
										Ending Date of Current Term	04-26-2013
										Date of First Game	02-02-2013
										Form Submit Date	01-30-2013 Orig.
										Term	Spring 2013 - Sem

Table 2.1 shows the 2012 calculation of FTE generated by each team's roster:

Table 2.1. Athletic Quota per Team 2012

Athletic Team	Yearly Quota	Fall Number	Number in Hall (Fall)	Per. To Quota	Spring Number	Number in Hall (Spring)	Year Avg. (Roster)	Over/Under
Men's Baseball	25	36	32	144.00%	33	32	34.50	9.5
Men's Basketball	20	16	16	80.00%	17	17	16.50	-3.5
Men's Golf	8	9	7	112.50%	7	5	8.00	0
Women's Volleyball	15	14	14	93.33%	12	12	13.00	-2
Women's Basketball	18	13	12	72.22%	14	12	13.50	-4.5
Women's Softball	25	27	27	108.00%	23	23	25.00	0
Men's & Women's Rodeo	20	23	11	115.00%	19	9	21.00	1
Livestock Judging	16	2	1	12.50%	1	1	1.50	-14.5
Men's Club Soccer	14	23	8	164.29%		0	11.50	-2.5
Men's JV Basketball	15	25	23	166.67%	18	13	21.50	6.5
Totals	176	188	151		144	124	166	-10

LCC's Booster Club is measured by the number of memberships and scholarships awarded. For the 2012-13 Men's and Women's basketball seasons, 1424 spectators from the community attended over the 22-home game season. This does not include any LCC students, staff or faculty. The 2013 Volleyball team played 7 home games with 332 community members in attendance.

As stated in 2R1, the nature of our objective to provide a culture of enrichment makes it difficult to gather data systematically. Here are some examples of the measures we have collected regularly:

Table 2.2. Frontier History Encampment attendance:

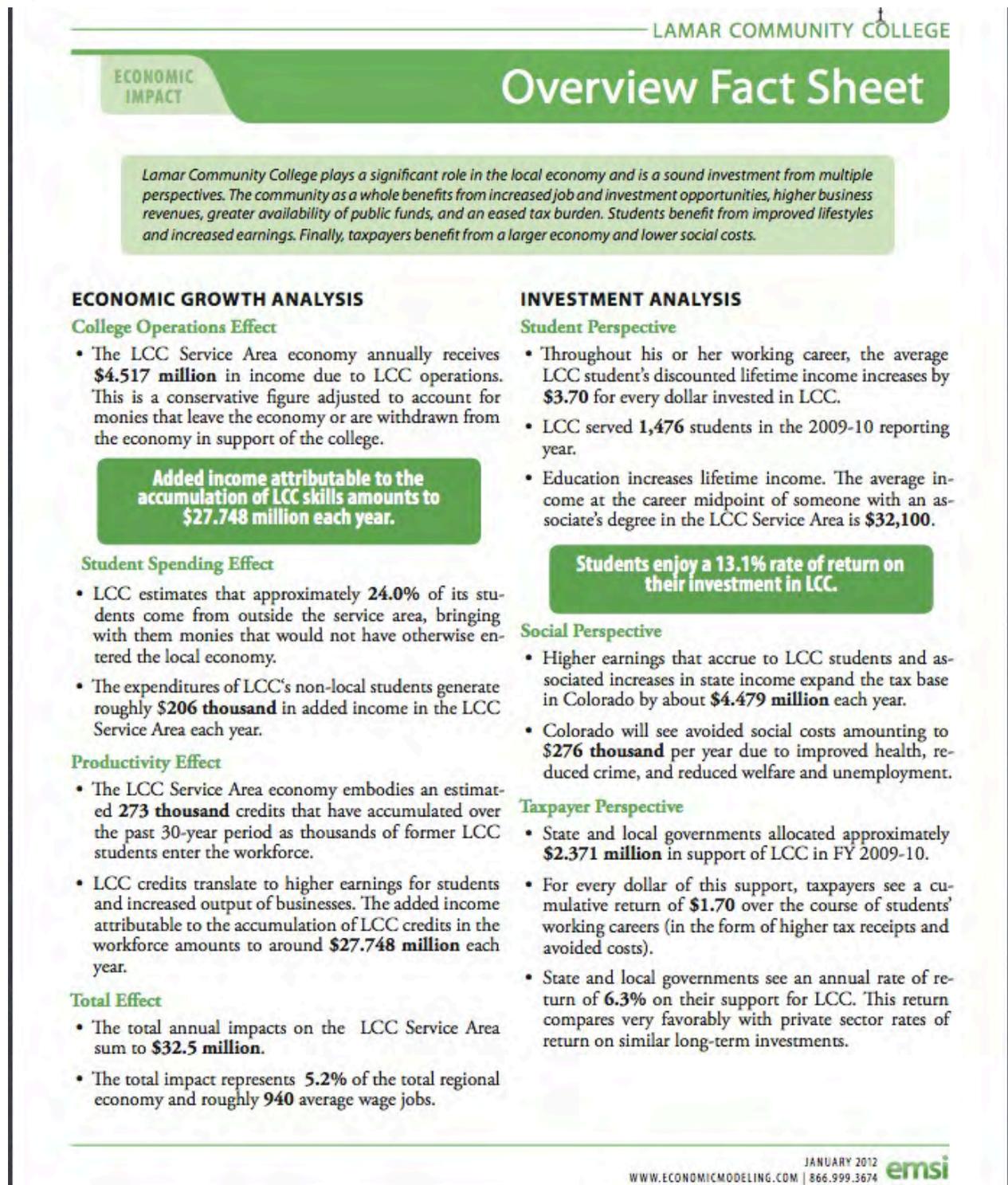
	2009	2011	2013
Visitors	>700	>600	>900
K-12 school groups (total students)	120	300	100

In 2013, LCC is hosting community events on 108 days out of the year. This indicates the quantity; the range of groups is also quite broad – from athletic competitions to workshops and interviews, public meetings and youth groups – the College is truly a resource and a hearth of cultural activity for our region.

Economic Development

Figure 2.2 presents an excerpt from the LCC fact summary in the 2009-2010 independent study, *The Economic Contributions of the Colorado Community College System*, published in 2012.

Figure 2.2 2009-2010 Economic Contributions of LCC



2R3: LCC does not currently have systematic and formalized processes for benchmarking our *Other Distinctive Objectives*. In athletics, our teams are ranked as part of their competition in Region IX of the NJCAA. The CCCS Economic Impact Study provides benchmarking

opportunities for our college in comparison to other community colleges in Colorado. The activities we create to provide a culture of enrichment are unique to our College and our region, and thus are difficult to benchmark. Where applicable, LCC measures itself against other higher education institutions by the involvement with CCCS or through IPEDS data. LCC's participation in the NCCBP showed that we have a high level of community events associated with our institution in comparison with the national data (Table 2.3)

Table 2.3. NCCBP Market Penetration: Community Events	National Ranking	
	2011 % Rank	N
Benchmark		
Form 14B Market Penetration: Community (AY 2009-2010)		
Cultural Activities	12%	102
Public Meetings	92%	89
Sporting Events	79%	95

2R4: Our athletic programs' performance results prove the validity of the student-athlete combination at LCC. For almost its entire history, our college has committed itself to be an institution of higher education that also encourages and promotes collegiate level athletics. Our athletic enrollment and GPA demonstrate that our personnel, whether a teacher or a coach, are able to work together effectively to provide both the venue for the athletic participation but also a successful educational process. Athletes comprise 29% of our student body, excluding our dual credit students. Athletic enrollment has increased in relation to overall student enrollment by approximately 25% over the past three years. The college also benefits by having a more heterogeneous student population. Many of our athletes come from other parts of the country or world, and bring with them different cultural, ethnic, socio-economic, and educational backgrounds. This provides a greater range of student demographics to the campus that benefits all students and brings our world awareness and commitment to diversity to life.

Our athletic programs also represent another facet of community support for the college. LCC creates special game promotions for area schools, and athletes volunteer in area schools and community events to promote visibility and good will between the campus and the community. The Runnin' Lopes Athletic Booster club draws community members to support college athletes and gives our fan base structure and cohesion. Student athletes also add to the economic health of the community by spending their money locally. Local athletes have the opportunity to try out for our varsity teams.

Involvement in the economic development of the region has afforded the college the opportunity to collaborate and network with community organizations and businesses. This has led to LCC being recognized as a valued partner. The CCCS Economic Impact study illustrates the college's impact in the region as well as the impact of its alumni on the local workforce.

Our culture of enrichment is essential to build a true college that feeds the mind, body and spirit. Encouraging our students to learn outside of the classroom and experience the unique attributes of our region are what enhance our dynamic atmosphere and prevent us from

becoming impersonal and disconnected from our students. A college education is holistic, and intellectual enrichment comes from our students' cumulative experiences.

As we provide a culture of enrichment for our students, we also accomplish an important function for our service area: appreciating and honoring our region and our heritage. Our Agricultural, Animal Science and HTM programs draw on rural Colorado's greatest economic asset and provide resources and services to local businesses, farmers and ranchers, while our Renewable Energy program looks to its potential. Hosting community forums and other events facilitates healthy community life and civic engagement, and cultural events such as the Frontier History Encampment, Lunch N Learn events and our Speakers Bureau allow students and community members to increase their understanding and awareness of regional culture, history and current events. All of these activities shape our communities' perception of us, and invite them to use us not only for higher education, but also for a richer existence on any level. In this way we can be the *Life Changing College* for southeastern Colorado.

2I1: As our responses to this category indicate, we see ourselves as reactive in our processes for *Accomplishing Other Distinctive Objectives*. While Athletics has processes that are systematic, they are limited in their scope, and there are opportunities for improvement and increased measurement of outcomes. The college has recently added men's club soccer as well as junior varsity men's basketball. As mentioned in 2R1 and 2R4, an Athletic Booster club is once again an active and integral part of the athletic department. The Athletic department has raised the expectations of athletic and classroom success by working with Learning Support Services to revise the early alert system and by increasing the frequency of study hall sessions for teams. The Booster Club implemented an Adopt-an-Athlete program in the fall of 2012. The program is expected to have a positive impact on the college/community relationship as well as a personal benefit to students. The College recognizes the opportunity to systematically measure and assess these improvements according to their stated outcomes.

In economic development, the implementation of the College's IT Academy (discussed in 1P4), and new CTE programming tailored to current job market trends, are examples of ways in which the primary educational mission of LCC is also amplifying our non-instructional objectives. The CCCS Economic Impact study has benefited LCC by establishing a body of compelling evidence of our fiscal value to our service area. College personnel have participated in Tax Help Colorado for the last two years, and 87 families utilized the College's free tax preparation services in 2012. The College has also offered free entrepreneurship workshops, and LCC was a host site for College Goal Sunday in February to assist anyone in completing the 2013-14 FAFSA. These initiatives have been orchestrated through departmental processes, and their performance results can be measured as they mature.

2I2: As explained in 2P2, LCC uses the annual Communications Survey to assess the viability of our non-instructional objectives, and oversees them through the President's Council and the Budget/Departmental Operations Planning processes, which were integrated in 2010. The processes have been stabilized and formalized, which will make trouble shooting and analysis more effective. Our small size gives us great agility in making changes and communicating

across our institution. LCC employees take pride in our athletics and our role in the communities we serve, so there is true legitimacy in our culture.

Category Three: Understanding Students' and Other Stakeholders' Needs

In our 2009 Feedback Report, multiple elements in this category were identified as needing improvement, notably in measuring the effectiveness of our processes. Since that time, the college has participated in third party measurements as well as implemented internally developed tools to quantify our effectiveness at understanding and meeting our students' and other stakeholders' needs. We have also been more intentional in using the institutional research department of the Colorado Community College System both to measure ourselves as well as compare ourselves to our sister colleges in the system – especially in our retention and graduation rates. Another outcome of the Feedback Report has been to raise faculty and staff awareness of the value of formal and systematic processes to strengthen the work we do to understand students' and stakeholders' needs in all areas of the college. As a small college, LCC is known for its personalized service and the individual relationships students can establish throughout the campus. We believe that we know our students and our stakeholders very well; now we are working to implement processes into the work we already do, and to design ways to measure our students' and other stakeholders' needs in more than anecdote. While we are maturing into data-based decision making in this category, we have not reached fully systematic processes. As we have noted elsewhere, our systems of measurement have existed in certain processes, but our priority is to design comprehensive structures within which we can measure, learn, and grow. Finally, benchmarking continues to be our least developed function.

3P1: LCC identifies the changing needs of our student groups by various processes. Faculty, Student Services staff, the Student Life Coordinator, Learning Support Service staff and others who have direct contact with students continually assess and re-assess students' needs informally through direct interaction. Feedback and input from students is encouraged and emphasized by inviting students to be a part of Student Government and college action project teams.

Based on stakeholder (student) feedback, faculty and staff constantly adjust their strategies and methods of teaching and communicating with students and prospective students by keeping abreast of changes in society and student needs. Table 3.1 maps LCC's structures by which we work to understand our students' needs and respond to them.

Table 3.1. Processes for identifying the changing needs of students			
Processes	Method of Identifying	Purpose	Responsibility
When & how often administered			
Student Life	Student Government	Formal process: students set the agenda for student government. Opportunity to express their needs/concerns	Student Life Coordinator
Ongoing - weekly			

Student Satisfaction Every Semester	Course Evaluations & Satisfaction Survey	Gives students the opportunity to evaluate the course, instructor and college as a whole	Academic Dean
Student Dissatisfaction 3 times yearly: after each semester	Satisfaction Surveys and formal Academic Appeals Process	Students can voice their concerns as well as appeal any academic grievance	Academic Dean and/or Vice President of Academic Services
Transfer Issues Continually	Articulation Agreements with 4 yr. colleges/universities	Identify transfer requirements to 4 yr. colleges/universities	Transfer Coordinator
Advising Continually	Advisor/Advisee	Advisor helps student register for classes. Also meet regularly to evaluate Academic progress	All Full time instructors
Disability Services Continually	Self	To provide support services as needed for individual students	Director of Disability Services
Tutoring Continually	Self, faculty, advisors, coaches, program directors, parents	Provides free additional support for students with extra academic needs or concerns	Learning Support Services
Displaced Workers Continually	Trade Adjustment Assistance Act Grant	Career Coach collaborates with local workforce programs and assists students whose jobs have been eliminated	Career Coach
Graduate Survey (see 1R1) At Graduation	Paper survey administered to all graduating students	Establish contact information, measure students' level of satisfaction with their LCC experience	Student Services/Graduation Committee
HTM Program Exit Interviews Yearly at graduation	Face to face interview with each student & instructor	Evaluate student experience with HTM program, internship, report job prospects after graduation	HTM Faculty

LCC also measures its students' needs as reflected in retention, persistence and graduation rates. IPEDS data forms the core of our analysis, as well as program-specific data generated through the CCCS and Banner System. Current retention and graduation rates are presented in 3R6. Fall to fall and fall to spring retention rates are tracked, and if students withdraw from LCC, the formal checkout forms asks the reason(s) they are choosing to withdraw from college. Faculty course retention rates are calculated and discussed during the yearly employee

evaluation process. In 2013 the President established goals to be reported to the CCCS President (Table 3.2):

Table 3.2. LCC Presidential Goals	
Goal 1: Increase Attainment	
Measure 1: Number of Certificates & Degrees	Measure 2: Transfer Performance
Maintain average at or above 22% of enrollment: produce >186 graduates.	Maintain high of 446 + achieved in 2011.
Design or improve our processes to improve the % and number each year over five years.	Design or improve our processes to improve the number each year over five years.
Goal 2: Improve Student Success	
Measure 3 Remedial Course Completion Rates	Measure 4 Fall-to-Fall retention of full- and part-time students.
The mean average over four years is 58.5% with a high of 60%.	The mean average over the last four years is 41.25%.
Maintain the high of 61% +.	
Design or improve our process to improve the % each year over five years.	Increase to 43% while improving our processes over 5 years to achieve 50%.
Goal 3: Diversify Enrollments and Reduce Attainment Gaps	
Measure 5: Percent of degrees and certificates awarded to minority students compared to all degrees and certificates awarded.	Measure 6: Minority transfer performance measure.
The mean average over the past three years is 19.7%.	The mean average over the last three years is 22.7%.
Increase to 21%.	Increase to 24% while improving our processes over 5 years to increase each year.

Many of the initiatives discussed in other categories are driven by the retention, persistence and completion data we are gathering: developmental education redesign (1P4), communications plan for recruiting and admissions processes (3P2), new student orientation (3P2), and our default prevention team (6I1).

Finally, in 2011 the college used the Community College Survey of Student Engagement (CCSSE), which measures “institutional practices and student behaviors that are highly correlated with student learning and retention” (<http://www.ccsse.org>).

3P2: It is vital to the mission of LCC that students believe in and achieve their goals. In order to assist in that process the college strives to build strong relationships with students.

From the first contacts between LCC and prospective students, our Recruiting and Admissions staff follow a systematic process that establishes multiple “touches” with the prospect: the student receives communication by phone call, e-mail, post cards and letters from admissions, the advisor, current LCC students, admissions staff, recruiter, and, if necessary, program or

athletic representatives. This process was redesigned in the last several months and is targeting increased enrollment by building stronger chains of communications during the crucial window of time when a student is choosing his or her college. This Communications Plan can be viewed in Appendix E.

Additionally, the campus visit process is being refined and expanded to be more user-friendly, efficient, and informative for the student. At the same time, the campus visit allows the student to move further down the path towards full enrollment.

Once a student applies to LCC, new student orientation becomes the vehicle for continuing to strengthen the relationship which has been established. As discussed in Category One, LCC's orientations were redesigned in 2010; this was done as an Action Project and has since continued through the Student Services Department. Although orientation is not mandatory, orientation is highly recommended for all incoming students. As an incentive for attending, the College has added drawings for \$1000 in scholarships along with an LCC bag at check-in and free prizes in sessions.

Student ambassadors play a vital role in the success of orientation. They are nominated by faculty and staff and go through a one-day training. Student ambassadors lead students to each session and answer questions about college life. They also lead the "Get Connected" session, which will be discussed below. Details of the event are communicated to campus faculty and staff during our monthly all-campus meeting and via e-mail.

Scheduled sessions at orientation are led by student ambassadors, faculty, staff, and administrators. Topics that are covered include available student resources (Learning Support Services), safety, student life, community expo, and financial literacy. In addition, students have the option to participate in the following:

- Assessment Testing (if needed) – Students can take the Accuplacer for reading, English and math placements.
- Academic Advising – Upon check-in to the event, students make an advising appointment to meet individually with advisors who assist them with program and course selection.
- Course Registration – Advisors work with students to create a schedule of classes that allow them to work toward graduation requirements. Degree and program expectations are part of this one on one meeting.
- Financial Aid Advising and Payment Plans – Student Services is open for students to discuss funding and payment options with the Financial Aid director and cashier on a one-to-one basis.
- Room Assignments – Students living in the residence hall meet with the Director, preview rooms, and are given room assignments.

- Get Connected – Student ambassadors assist new students in a computer lab setting to make sure they know how to log in to their portal, access their student e-mail, use Degree Works, access online class, look up their grades, and so forth.

Optional sessions in 2013 orientations will demonstrate the use of SIGI³, a package of educational and career planning software. During this time, students will be able to use the software and speak to a career counselor.

For our current students, LCC has many activities in place to build relationships and sustain the trust students place in the College. These activities are listed in Table 3.3. Virtually all of these interactions take place on a daily basis.

Table 3.3. Activities that help build student relationships

Activities	Building Relationships
Faculty/Staff/Administration interaction	Faculty/ staff build relationships with students through small class sizes, involvement with LCC events
Student Government	Students involved with peers, faculty/staff and community
Student Organizations	Students involved with peers, faculty/staff and community. Faculty/staff advisor for each organization; is less formal setting to interact with students.
Work-Study program	Gives faculty/staff opportunity to interact directly with students in a work situation
Athletics	Gives students the opportunity to excel in athletics while building a professional relationship with their coach
Personalized attention	Students receive personal attention from faculty/staff due to small campus and class sizes
Academic Advising	Provides one on one assistance with career and transfer goals
Residence Life	Director and RAs provide students with contacts, interactions and social activities

Not all students are equipped for the behavioral demands and expectations of college. LCC also has a framework to address non-academic issues, providing the personal, career and instructional resources necessary to ensure success through its student support, advising and instructional processes.

3P3: The mission of Lamar Community College is to enrich lives through learning, and we intend benefit to all stakeholders: our students and their families, the communities in our service area, the taxpayers of Colorado, the Community College System to which we belong, our sending and receiving institutions, and our students' future employers. Lamar Community

College involves individuals from local businesses and government offices as representatives on college and program advisory committees and the AQIP action teams. By participating in these meeting discussions, these individuals help identify the changing needs among stakeholders in the community, workforce, and constituencies. Meeting minutes are recorded and any potential decision items are then forwarded to EPT for further action. Also, representatives from the college participate in local chamber of commerce and economic development meetings. LCC also participates in community outreach in the form of: 1) town meetings, 2) the AQIP accreditation process, 3) community groups and committee meetings on campus, 4) recruiting at area high schools and college fairs, 5) regular appearances on local radio programs and articles in the local newspapers, and the campus newsletter *The Pronghorn Pronk*, 6) membership on the Regional Workforce Investment Board (WIB), and 7) membership on local and regional economic development groups (Southeast Colorado Business Retention Expansion and Attraction – SEBREA, Prowers County Development Incorporated (PCDI) The data from community members are communicated to the various departments. For example, the college's entrepreneurship program extends to outlying communities because of requests from the College Advisory Council. LCC's welding curriculum is being redesigned using input from the Program Advisory Council.

LCC employees utilize the input from the key stakeholders groups and select courses of action by taking these needs to: all staff meetings, departmental meetings, Student Government, Executive Planning Team, President's Council and College Advisory Committees. During these meetings stakeholders communicate their needs. In turn, the group will evaluate the stakeholder needs and develop implementation plans. Depending on the area affected, the appropriate personnel meet to evaluate if the intervention has been successful and if the needs of our valued stakeholders were met.

3P4: Lamar Community College builds and maintains relationships with key stakeholders through its credibility and activities that involve our key stakeholders from students to community. For example, our President represents the college by participating in community and county meetings, local social activities, CCCS meetings and state legislation.

Throughout each year, Lamar Community College employees seek to establish new stakeholders and continue to maintain relationships with current stakeholders. Listed below are examples of the variety of interactions between our institution and multiple stakeholders.

- Girls in the Middle – STEM career event for middle school girls
- Sports camps – LCC coaches offer skills building, interaction with local youth
- Hosting various tournaments – collaboration with area high school, state athletics
- Science Fair – Colorado's oldest regional science fair: grade school through high school
- Presidential Scholarships – LCC's most prestigious academic and merit scholarship
- Service Area Scholarships – automatic scholarship for service area students
- Clinical sites/Internships – linking our students with professionals for experiential learning as part of their degree requirements

- FFA Conference – managing multiple sessions/competitions for hundreds of high school FFA students
- Career Expo – event for high school and college students expanding Colorado Career Clusters from CollegeinColorado.org
- Integrated Marketing – reorienting our marketing department to be embedded into each department and tailor that department’s marketing to its specific stakeholders
- Frontier History Encampment – living history, free, interactive cultural event for campus, schools and communities
- Parades/Fairs/Community Events – LCC floats and/or representatives participate to support communities, raise visibility and make individual connections
- Adopt an Athlete Program – matches LCC athletes with local families to give athletes a “home away from home” opportunity, strengthen community ties to college
- Outstanding Alumnus – each year the college honors an alum of the year at its yearly graduate recognition event Antelope Night, as well as at the graduation ceremony
- Chamber of Commerce – LCC representatives serve on local boards and attend economic development meetings
- Program advisory groups – build relationships and provide forum for idea sharing between community members and college leaders; luncheons create a less formal setting for better dialogue
- Concurrent enrollment – LCC coordinates with service area high school counselors to provide classes for college credit to the students who qualify
- Health Care – local health providers (Nurse Practitioner) serve students, staff and community through a satellite location on our campus
- Silver Sneakers – fitness programs for senior citizens available through our Wellness Center
- Fitness Center – community members can join with access to fitness equipment and/or classes for exercise

The institution disseminates information through local radio talk shows, press releases and online at www.lamarcc.edu.

3P5: The College utilizes multiple processes to identify opportunities to reach new student and stakeholder groups. In our CTE departments, the Advisory committees meet regularly (1P3, 1P4, 1P13) and provide industry and market analysis that directs each program. For example, our Horse Training and Management Department has recently added a new certificate: Barrel Horse Training; this addition was driven by the growth in the barrel horse industry and the demand for trainers with this expertise.

LCC also uses its Strategic Planning Process to discern opportunities to reach new students and stakeholders (5P5). Our work to diversify our student enrollment illustrates the processes we employ to target new student groups. One of the College’s goals has been stronger enrollment management, and this in turn led to a Strategic Marketing Plan. As the Strategic Marketing Plan was built, one of the underrepresented demographic groups we identified as an

target for increased enrollment was Hispanic students. Our goal is to grow our Hispanic enrollment to 25%, and we have used specific tactics to achieve that goal. In the last four years we have added club soccer (2P1) as an athletic opportunity and shared a Hispanic recruiter position with UCCS in an effort to reach more of these underrepresented students.

Most recently, LCC has launched a new Online program opportunity in order to reach a greater student population outside our service area. Demographic analysis shows that our service area population has been steadily shrinking over the last decade, and we are working with Colorado Community College Online (CCOnline) as well as our own online course offerings and creating special tuition packages to attract more long distance students.

The following information is used to determine changes in offerings and services:

- National trends
- Input from advisory committees
- Increased or decreased capacity
- Retention rates
- Placement rates
- Decreasing enrollments
- Campus outreach by faculty and staff
- Enrollment strategy from integrated marketing plan
- Demographics to blend campus with community

LCC's mission is simple and lean: we enrich lives through learning. As the above examples illustrate, our initiatives and use of resources are driven by our single focus to serve our students and the educational needs of the public, and to make decisions that are informed by those needs. As a publicly funded, not for profit institution, we are accountable to the taxpayers and the governing bodies of the State of Colorado alone.

3P6: LCC's [Student Grievance Procedure](#) articulates processes for four types of student complaints. The first is a procedure for Academic grievances, which includes grade decisions, course instructor conflicts, transcript decisions, and other related academic issues; students begin with the instructor at question, and have the right to move to successive levels of authority -- Academic Advisor, Dean of Academics, and last the Vice President of Academics -- if they are not satisfied with the outcome of their complaint. Second are administrative grievances. These include outstanding bills, registration problems and other administrative issues. Thirdly, the Affirmative Action grievance procedure for sexual harassment and/or other discrimination complaints is in place. And lastly, LCC has in place an Americans with Disabilities Act (ADA) grievance procedure for any incident that a student believes is a violation of this act.

Each grievance procedure has four steps. The first and second steps allow the student to resolve the complaint informally by discussion of the problem and hopefully resolution with the parties involved. If a resolution cannot be reached, then students can continue on with the third step in the grievance process, which brings a committee into the process to hear the grievance and render a decision. The last step is an appeal process to the vice president of the

appropriate division whose decision is final. Any changes to the processes are noted in college catalog /student handbook and on the college web page.

Currently LCC does not have a formal process to analyze metadata related to its grievance procedures. The college evaluates the process on a case-by-case basis and does not aggregate or analyze the data to establish trends or changes to the process. LCC recognizes this as an opportunity for improvement.

3R1: As shown in Table 3.4, LCC uses the following tools to evaluate student and stakeholder satisfaction:

Table 3.4. Measurement of stakeholder satisfaction at LCC:

Methods/Tools:	Stakeholder:	Outcomes:
CCSSE (Community College Survey of Student Engagement)	Students	Baseline and benchmarking data collected re: registration, placement testing processes, college experience, in class experience, out of class experience, communication.
NCCBP (National Community College Benchmarking Project)	Students, Faculty Staff	State & national benchmarking data collected re: completion/transfer rates, course size/faculty-student ratio, student services staffing, cost/credit hour, departure rate for employees
IDEA Course Evaluations	Student member and supervising Dean	Instructor effectiveness evaluations are reviewed by administration and faculty in yearly employee evaluation
Communication Survey	Faculty/Staff	Longitudinal trends are studied; results are presented back to entire campus
Presidential Evaluation	Faculty/Staff	CCCS receives data on institutional satisfaction with President on aspects of his job performance
Internal Student Satisfaction Survey (see more information below)	Students	Data and anecdotal feedback on student perception of departments listed below; Improved WIFI access in residence halls Addressed food service issues
Tutoring Lab Customer Satisfaction Survey (cited in 1R5, Table 1.14)	Students	Rates of student awareness, needs for tutoring subjects, hours of operation

Graduate Survey (cited in 1R4, Table 1.10)	Graduates	Measures overall satisfaction among graduating students
Nursing Facilities Survey	Students	Assesses potential inadequacies at clinical sites
Employer Survey	CTE Internship Students	Partners, Rates performance of all CTE completing interns
IPEDS	Students	Retention and graduation rates Benchmarked nationally
CCCS Institutional Research	Students	Retention and graduation rates Benchmarked to CCCS colleges

The internally developed student satisfaction survey encompassed questions pertaining to the following categories:

- Student Services/ Recruiting
- Arts and Science Courses
- Career and Tech Ed Courses
- Learning and Support Services/Tutoring
- Information Technology
- Facilities/Grounds/Security
- Library
- Student Activities/Life/Clubs
- Residence Halls/Cafeteria
- Wellness Center
- Bookstore
- Community

3R2: Our 2011 CCSSE data shows that 89.7% of our student were registered for class before the first class session, and 53.3% of students participated in orientation either on on-line, on campus or in a course during their first semester.

Table 3.5 shows aggregated results from the internal student satisfaction survey:

Table 3.5. LCC Internal Student Satisfaction Survey Spring 2012

Student Services/Recruiting	82.5% Positive responses
Arts and Science Courses	81.7% Positive responses
Career and Tech Ed Courses	65.5% Positive responses
Learning Support Services/Tutoring	68% Positive responses
Information Technology	69% Positive responses
Facilities/Grounds/Security	75% Positive responses
Library	84% Positive responses
Student Activities/Life/Clubs	60.3% Positive responses
Residence Halls/Cafeteria	21% Positive responses
Wellness Center	82.6% Positive responses
Community	70.3% Positive responses

Table 3.6 shows an excerpt from LCC's Spring 2013 Institutional Summary from its IDEA Course Evaluations. Data in Part 1 indicates that students rate our courses higher than the expected distribution of ratings, and also higher than the IDEA Database. Part 2 data shows that the overall scores of our classes also proved higher than the IDEA Database in almost every category.

Table 3.6. IDEA Institutional Summary Spring 2013

Section II: Student Ratings of Overall Outcomes – Comparison to IDEA Database

The quality of instruction in this unit is shown as judged by the four overall outcomes. "A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	16%	7%	12%	6%	16%	8%	11%	6%
Higher (56–62)	20%	33%	28%	28%	21%	29%	16%	39%	26%
Similar (45–55)	40%	35%	46%	36%	43%	36%	46%	34%	47%
Lower (38–44)	20%	10%	10%	14%	15%	9%	13%	9%	11%
Much Lower (37 or lower)	10%	5%	8%	9%	14%	9%	15%	6%	9%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation	
This Summary Report	54	52	50	48	53	49	53	50
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5–point Scale								
This Summary Report	4.1	4.0	4.2	4.1	4.1	3.8	4.2	4.0
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5–point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

3R3: As discussed in 3P2, a new Communication Plan for monitoring and strengthening our relationships with students has been implemented over the last several months, although it will not be fully operational until Fall 2013. As of May, 2013, our applicant rate was up by 17% over May 2012.

Since the implementation of our new student orientation process in 2010, participation has grown. Table 3.7 shows the increase.

Table 3.7. LCC New Student Orientation Attendance

Year	July Orientation	August Orientation
2011	n/a	82
2012	79	143
2013	121	134

3R4: The 2009/2010 Communications Survey showed an average score of 3.33 out of 5 for the 28 questions regarding employee satisfaction at LCC. (See Appendix F)

The LCC Climate Survey presents the following data for College employee satisfaction (Figure 3.1):

Figure 3.1. 2012 LCC Climate Survey Employee Satisfaction



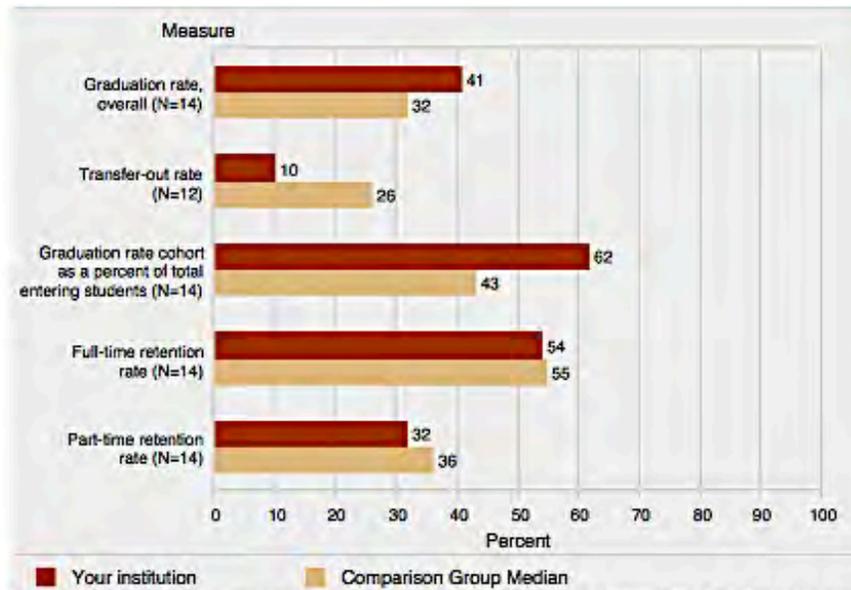
3R5: As shown earlier (3P4), LCC operates on multiple levels with its stakeholders in the community, in our service area schools, and in the businesses that employ our graduates.

Currently, LCC does not have a formalized process for analyzing the performance of its processes for building relationships with key stakeholders. The following information is a sample of the type of data we generate: surveys of participants in events hosted at LCC and usage rates for our publicly available facilities. In November 2012, LCC co-sponsored and hosted a regional professional development opportunity for area teachers: this K-14 Collaborative Communities Conference surveyed the participants, of whom 61% reported that they “gained usable skills and will be able to apply them to my academic or personal life.” Eighty nine percent of respondents also recommended continuing the conference in the future. Our annual “Girls in the Middle” conference for middle school students has measured notable growth in the number of LCC students who volunteer to participate – in one year’s time there was a fifteen-fold increase.

3R6: The institution’s IDEA Evaluations (3R1, 3R2) provide benchmarking data for students’ rankings of LCC courses as compared to the nationwide IDEA Database (see Table 3.6). LCC is moderately higher than the overall IDEA rankings. We also track our graduation rates through the CCCS Institutional Research department. The degree numbers awarded in 2010/2011 was at a five-year high of 213. LCC’s retention rate in fall 2010 was 49.0%. These

rates are measured from fall to fall. This is slightly above the CCCS average of 48.1%. As explained in 3P1, our institution utilizes IPEDS data to track our retention and graduation rates and to set goals for improvement. Figure 3.2 presents IPEDS retention and graduation rates in fall 2011 in contrast to our comparison group median; this shows a substantially higher graduation rate and a similar retention rate to the other higher education institutions we have chosen for comparison.

Figure 3.2. IPEDS Graduation rate and transfer-out rate (2008 cohort); Graduation rate cohort as a percentage of total entering students, and retention rates of first time students (Fall 2011)



NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with a mission to prepare students to transfer are required to report transfers out. Retention rates are measured from the fall of first enrollment to the following fall. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2012, Graduation Rates component and Fall Enrollment component.

LCC's 2011 CCSSE Summary provides benchmarking data for our orientation processes: 43.2% of our students participated in our on-campus orientation compared to 39.6% in the national cohort. Additionally, only 15.8% of LCC students were unaware of our orientation, compared to 21.7% in the national cohort.

311: The Admissions and Recruiting departments have completely redesigned the processes by which LCC reaches and communicates with its potential students (3P2). The Admissions department identified gaps in the steps students took as they explored LCC as a potential college: advisors did not always make contact with their advisees after admission; not every student inquiry was channeled to the recruiting office; there were multiple avenues for students to contact the college, which made it fragmented and somewhat unmanaged. The redesigned process created a streamlined contact process and a systematic funnel of interaction between

LCC and every student who expresses interest in our college. It also shifted the responsibility for advisor communication to a bulk mailing handled through office personnel, recognizing that advisors' time is more effectively spent in advising rather than mailing postcards. Whereas the former process was executed manually via Access files and paper, the new process will create automatic flags for students to be contacted, and use mass mailings, e-mails, and student phone calls, as well as Banner Relationship Management (BRM) software. This Communication Plan (Appendix E) will be fully implemented during the 2013-14 academic year.

Another recent improvement, also deriving from Admissions and Recruiting, has revised the model for campus visits from recruits or prospective students. The former process was not predictable; visits did not always succeed in giving students as much information as they could have given, and students had no way of scheduling a campus visit through the LCC Website. Beginning in Fall 2013, campus visits will include more interaction between the visiting student and various campus departments; students will have the opportunity to visit an LCC class if they choose, and they will be able to complete testing or other registration processes if they wish. This will make our campus visit process much more valuable for our potential students, as well as moving them closer to full commitment as LCC students while they are on our campus.

The College's strategic marketing mentioned in 3P5 has recently been restructured: the creation of a systematic marketing questionnaire given to each department established a process to foster better collaboration between each department and the marketing director. Marketing is in the process of being integrated into College departments rather than functioning only as a separate department. Also, a campus committee created a strategic marketing plan with objectives and strategies. Some of the outcomes of the changes to marketing have been a redesign for the College website, new publicity photos of staff and academic advisors, and linking LCC to Facebook and Twitter pages through the website.

As discussed in several questions in this category, LCC participated in the CCSSE measurement in 2010, and the NCCBP in 2011. We have also moved from course evaluations that were designed internally to the IDEA analytic; this began in Fall 2011. This tool is administered each semester. Student feedback is benchmarked against national norms and input is given to faculty for improvement.

The College Foundation is meeting with area employers to gauge the following criteria: type of business cluster according to the Colorado Career Clusters at CollegeinColorado.org (1P4, 3P7); training needs; type of operations; interest in future partnerships with the College. This information can be used to integrate our external stakeholders' needs with the educational needs of our students and their future employers. The Foundation's work is also discussed in Category Nine.

312: Our institution has recognized its need for systematic measurements to help us understand our students' and stakeholders' needs. While we have always assessed our students' satisfaction in their courses, we have not been as consistent with other areas of students' needs. Because we are a small college, we have a tendency to rely on direct communication

with our students and stakeholders and to make improvements in a like manner. LCC is known as a college with strong personal service from all its departments, and we can leverage this asset to identify those areas in which we can deliver our highest quality of service by using more systematic processes to do our work, and measuring our outcomes to fully know how effective we are. Our flat organizational structure keeps leadership close to the front line duties, and our regular communications helps information move quickly and thoroughly. Adopting more formalized and systematic processes, while continuing our highly individualized and close working partnerships with our students and other stakeholders, has begun to stabilize and sustain our efforts to continually improve the work we do as a college.

Category Four: Valuing People

Category 4, *Valuing People*, is an area in which the College has made improvements. In 2010, the new employee orientation process was restructured. This project was implemented to not only provide employees with the training needed to conduct the duties of their job, but also to ensure that a systematic series of steps was followed for all employees no matter who oriented them to the College. In 2011 and 2012, the new departmental strategic plan process (5P2, 5P5, 8P6) required each department to include its plans for professional development as part of its overall strategic plan. All departmental budgets have line items for professional development. Through an Action Project in fall 2011, the team completed an all campus survey that would give all employees the opportunity to prioritize types of professional development as well as make their own suggestions. The survey became the foundation for the Professional Development activities for the following year AY 2012-2013. In Spring 2012 the survey was administered to the entire campus, and the results were analyzed. The campus response was in three areas: 1. first aid training; 2. Banner student information system software, and the third most-requested areas were in another software application DegreeWorks as well as training for academic advisors.

In response to the survey, a first aid class was offered to campus employees in September 2012, and trainings in Banner, DegreeWorks, and academic advisor policies and procedures were offered as part of the fall 2012 in-service. In 2013 the college used an Action Project to design and implement a survey measuring the effectiveness of the new process for all new full-time positions hired in the last two years. This will then become the final phase of orientation for all new employees to close the feedback loop for human resources. The feedback from the surveys will be used to determine if any changes need to be made to improve the process. These Action Projects were in response to analysis given us in the 2009 Feedback Report to our Systems Portfolio. Additionally, LCC has continued to administer its Communication Survey each year; this is the college's longest running measurement tool and is focused on the opinions, concerns, and priorities of the entire campus. Four years ago, we reported that we had only informal practices for our human resources department; today we have systematic processes in place to introduce new employees to the College and for our professional development. All employees are conscious of their professional development needs and responsibilities, and are tracking them through their yearly performance review. These changes have been integrated into all the departments of the College, and we have also begun to measure ourselves against other institutions, although this is not fully implemented to all our human resources processes. Our priority is to sustain the initiatives we have complete to strengthen our employees in as many ways as we can.

4P1: The Human Resources Office uses standard hiring credential guidelines as determined by State Board to determine appropriate job classification for classified and exempted staff. Working with the hiring supervisors, HR identifies specific credentials, skills, and abilities required to perform job duties.

In collaboration with Academic Deans, HR ensures full-time Career and Tech Education (CTE) and Academic faculty meet HLC Criteria, State of Colorado requirements, CCCS policies, and LCC criteria to determine appropriate credentials for job. Adjunct faculty must meet the same credentialing requirements as full-time. The credentialing requirements are published in the LCC faculty/staff handbook.

4P2: The process begins with the development of a job description and position announcement. Based on the position, the supervisor and/or appropriate administrator establish minimum requirements for education and experience and define them within the position announcement. The Human Resources department creates a committee, which is approved by the President. The supervisor, under the direction of human resources, identifies specific credentials, skills and values that the employee needs to be successful at their job. Through staff and administration qualifications, job descriptions, background checks (conducted by human resources department) and official transcripts the college works to ensure qualified employees are hired. The human resource department works with the State of Colorado system to make certain of criteria for classified staff. Faculty job descriptions are determined by the faculty qualifications policy in the [Faculty Handbook](#).

Selection committee members are diverse to ensure campus-wide representation, and key departments are involved. The goal is a variety of perspectives from the institution, while also ensuring knowledge and understanding of the position for which they are hiring. Prior to reviewing application files, this group determines the criteria they will use to rate the candidates. The criteria must match the information communicated within the position announcement. The committee then reviews application packets and scores them based on the established criteria. These scores determine the top candidates to be interviewed. The selection committee also writes the interview questions, which are approved by the human resources director. The HR Director also provides guidelines including legal questions, personnel regulations and Board policies. Through the interview process, the candidate answers questions that are aimed at addressing their value system as well as targeting skills that fit the position and the College's culture. Most candidates will interview face to face, or through Skype or other distance technology, and also meet with the President as part of their interview process.

Once the interviews are complete, the hiring committee completes reference checks and verifies prior working experience. HR completes a background check, requires an official transcript, and verifies credentials. The committee then meets with the President and makes a recommendation as to their top choice, and the President makes the final decision.

All faculty have a common job description that follows the CCCS Board Policy: faculty are required to establish regular office hours to be available for students each week, manage and participate in Learning Outcomes Assessment processes, and maintain accountability in their coursework via a syllabus with measureable outcomes, timely grading of student work, meeting for all required contact hours for each course, and completing student course evaluations in each course. Faculty are credentialed according to the degree they hold, which follows HLC criteria for faculty qualifications. The College also requires faculty to maintain currency in their

field, and each faculty member establishes goals for professional development in their position. LCC has an average class size of 12, which ensures that faculty are able to establish a vigorous class atmosphere, closely engaged with students and their learning. As explained in 1P4, the Academic Review Committee, whose by-laws require a voting majority of faculty, and which faculty chairs, has authority over curriculum and prerequisites, thereby ensuring that faculty direct the academic standards of the College. Faculty evaluations are discussed in 4P10. College employees whose work involves student support are also expected to perform according to their job description and meet the credentialing requirements that have been established. As with every position at LCC, these roles are supported by professional development and training.

4P3: Recruiting is accomplished through the LCC website, the Community College System, as well as publications including local and national newspapers and higher education websites. Website and industry-specific publications are used when appropriate for faculty and administrative positions.

Once the hiring process (4P2) is finalized, new employees must fill out I-9 forms and pass homeland security checks, and complete a new employee orientation. At the conclusion of the new employee orientation, new hires answer a survey to reflect on the effectiveness of the orientation process.

LCC fosters a healthy and dynamic workplace culture to retain and strengthen new and existing employees; the following examples show non-compensatory benefits for College employees.

- Each full time employee is allowed six credit hours of free tuition at the college.
- Employees receive discounts at the LCC Fitness Center.
- Every year the College honors a full time faculty, an adjunct faculty, a classified employee, and administrator of the year. These awards are chosen by all campus nomination and voting.
- The Colorado College System hosts a faculty, administrator, and classified employee of the year award annually.
- Monthly social gatherings such as Food and Fun, College fundraisers and student events, and Lunch and Learn series provide relationship building between employees beyond their job functions.
- Yearly employee evaluations are opportunities for supervisors to recognize individual accomplishment, effort and growth; the evaluation process emphasizes goal setting and allows each employee to narrate his or her work achievements and plans for professional growth over the coming year (4P10).
- LCC's culture gives opportunity for promotion and growth in positions; new positions are announced to the campus and employees are encouraged to apply if interested; campus governance is broad and there are abundant avenues for employees to join projects and teams beyond their front line duties if they have a special interest in a college activity.
- All College employees come together once a month for the "All Campus Meeting" where information is shared between administration and the campus, departments give updates, new

employees are welcomed, and current events are discussed. The forum is open to any discussion topic if needed.

4P4: Prior to the new full time employee's first day, the supervisor requests a new employee orientation binder from HR. The binder includes a checklist and calendar of activities the new employee will complete during the first four weeks of employment. The supervisor schedules appointments for the new employee to meet with each department. The supervisor personally introduces the new employee to the campus departments and the President. The campus newsletter *Pronghorn Pronk* publishes a picture and write up of the new employee. The binder contains information and guidelines of required functions employees will be required to perform. The college's history and mission are included in the binder, as well as a link to the faculty or staff handbook, which contains all College policies and procedures. The employee tab on the portal contains links to the system president policies and the state board policies. There is also a link to HR policies and processes. LCC's mission and values are published on the website and are publicized throughout the campus; our 75th Anniversary Celebration honored the College's history through multiple events. Employees who have a part time status are given job specific orientations from their immediate supervisor and the human resources department. Employee performance evaluations (4P6) are aligned with LCC's values and mission.

4P5: As LCC looks to its future, our Strategic Growth Plan includes staffing needs. Proposals for new programs must calculate the human resources required, or demonstrate how existing positions can be utilized. The Executive Planning Team and the Human Resource Department track personnel in terms of possible retirement or advancement in position, both of which cause changes. As a small institution, each position is crucial, and any change or vacancy brings analysis of that position's value and possible options for better use of human resources.

Single individuals fill most positions at LCC, and cross training is essential to ensure that employee absences or open positions do not disrupt our processes. Our Student Services department exemplifies this: we have one person in Recruiting, one person in Admissions, and one person as Registrar; each one is able to fill in for the other role if necessary.

4P6: Each position on our campus has a job description that has been written by the supervisor for that position. The job description guides the work of the employee.

When a new employee is hired they go through an orientation process (4P4), which includes training in day-to-day operations that are consistent with all LCC employees, as well as the training necessary for them to carry out their individual duties. During this process, annual goals are developed jointly with the supervisor. These goals are updated yearly during the annual performance review described below.

The work processes for each position are typically defined by the policies and procedures document for the department. For academics these processes are largely found in the college catalog. Necessary processes that are not defined in these collections are developed by the supervisor and employee. College employees have a significant voice when it comes to their

work processes. LCC believes in the importance of employee control over the processes in their work area. Therefore, each department has authority to design its work processes. However, the President's Council functions as a oversight and communications link so that all departmental processes are understood and shared across the campus.

4P7: Colorado's State Board for Community Colleges and Occupational Education (SBCCOE) Policy enforces moral and ethical behavior. Upper administration is required to comply with an additional ethics code due to the nature of their position. The College budgets are examined in a yearly external audit. Employee computer use is monitored at the CCCS level, and all employees are accountable to the information technology [policies and procedures](#) of the CCCS. Due process at the System and Board level ensures that employees are compliant with ethical policies for employment.

All Lamar Community College employees are required to read and agree to the following policies and procedures. These policies are written and published to ensure that employees are made aware of the expectations that Lamar Community College has for them. The College Portal also contains links to all CCCS Policies and Procedures, which apply to all the System institutions.

- Employee Sexual Harassment Complaint Procedure
 - Drug Free Workplace Policy Statement
 - Workplace Violence/Firearms on Campus Executive Order
 - Electronic Communication Policy Statement
 - Workers Compensation Policy Statement
 - Conflict of Interest Policy Statement
 - Affirmative Action Policy Statement
 - Family Educational Rights & Privacy Act (FERPA)
 - General Computer & Information Systems Procedures
 - State Board and CCCS Code of Ethics
- 1) The policies are available to all employees through the Portal – Lopes Access.
 - 2) These policies are reviewed annually at the beginning of each year during staff orientation.
 - 3) Any violations of these policies are placed on file through either a written statement or form and given to either the employee's immediate supervisor or to the Human Resources department.

The College has policies for scholarly and academic integrity for students in the catalog and student handbook; faculty is held to the same standards of intellectual honesty through the standards in the faculty handbook.

4P8: Training needs are determined by comparing strategic plans to objectives and against needed skill sets; defining critical areas of change; individual determination based on self assessment or performance evaluation assessment; professional licensure considerations;

special institutional initiatives, such as assessment, advising, technology, or customer service; new programmatic initiatives; responses to various stakeholder surveys; government regulations; risk management initiatives; software revisions; academic discipline advances; and national or state trends in training. We also conduct an annual professional needs survey of all employees.

Finally, the CCCS can also mandate employee training; the recent implementation of Course Signals (1R1) at the System level has necessitated training in academic and student services departments. This new tool for analytics will immediately change the ways students are informed of their grade status throughout the semester, and in the long term it will make greater data mining possible through the automated collection of information. The College will be able to serve its students more efficiently, and students will have more accurate knowledge of their progress in all their classes, which will contribute to broader success rates. As external requirements are changed such as FERPA or Title IX, Federal or State policies, the College ensures that necessary training is provided.

4P9: The professional development needs survey is given to all employees each year to keep abreast of the needs and wants of the staff and faculty, and the results dictate the professional development offerings for the upcoming year. The Performance Review Process incorporates professional development activities as part of the employee's yearly narrative and self-reflection and goals for the next year. This creates a tandem of professional growth opportunities initiated from the CCCS and from the College leadership, combined with individual professional development that originates with the employee's own concerns and interests.

Monthly on-campus professional development opportunities are offered for faculty and staff, which may include the following:

- Banner Student Records System Training
- Budget Manager Training
- Desire2Learn Course Management System Training
- Degree Works Software Training
- Course Signals Software Training
- First Aid / CPR
- Mental Health Resource Training
- State Purchasing Training
- Fleet Processes Training
- Teleconference Workshops
- Instructional Technology Training
- K-14 Collaborative Community Training
- Academic Advisor Training
- Transfer Advising Training

Professional development activities are key to strengthen and enhance skills needed to be successful on the job. Employees are encouraged to participate in all CCCS training

opportunities. Department-level strategic (operational) planning sets professional development objectives each year. Students in work study positions participate in a student worker boot camp to train students in workforce office skills.

4P10: Full-time faculty, administrators and classified staff receive annual performance reviews. Colorado Community College System provides LCC with standard evaluation forms for all employee classifications, but the process and expectations of the review are customized to reflect the College's mission and values. Evaluations are completed based on the requirements of each classification. These evaluation forms allow the supervisor to evaluate and rate the employee based on their performance. In addition, these evaluations allow employees to establish goals, evaluate themselves and establish professional development needs. The review process provides the supervisor and employee with the opportunity to revisit the College's values and mission at least once a year. The employee is required to write professional goals for the next year and reflect on the success of their goals for the previous year. The written personal development goals are a commitment from the organization to assist the employee to grow in his or her career. Since employees are involved in writing their own goals tied to the College mission, the process enhances both employee satisfaction and organizational productivity. When an employee's job description is updated this is typically a negotiated process. Since goals, deliverables and measurements are negotiated in an effective employee performance evaluation, the employee and the supervisor are committed to achieving them. The culmination of the evaluation process is a conversation between the employee and the supervisor where goals are set and agreed upon by both.

LCC also administers IDEA Student Course Evaluations each semester, in addition to the annual self and supervisor evaluation. This evaluation focuses on student learning and the student's perception of the instructor's effectiveness and the value of the course. At the end of each semester, the results are tabulated and submitted to faculty and supervisors. Annually the Dean of Academic Services or department supervisor conducts a formal classroom observation. During the annual performance review, the student evaluations and classroom observations are tools used to reflect on organizational values and employee satisfaction.

Classified staff is required to identify professional goals on an annual basis. These employees have a mid-year evaluation to review the goals and determine if the employee is on track with the written goals. The goals are required to link to department goals and to the institutional mission and strategic plan.

The College President is evaluated each year through a campus survey administered by the CCCS Human Resources Office; this anonymous survey is sent to all full-time employees and is part of the CCCS Performance Review process for all the Community College Presidents.

All goals in the evaluation process are intended to bridge the departmental goals, the College mission and the Strategic Plan. Departments design and make accommodations for activities that work with the campus goals, and all employees are encouraged to contribute to the College's mission.

4P11: Each year faculty, adjunct faculty, administration, and classified staff is recognized by the selection of an employee of the year from each category. The awards are the highest honors bestowed upon employees at LCC, and are given to employees who set high standards; are student-centered; promote student success; go above and beyond the job description; are involved in College and community activities; exude a positive attitude; and look for solutions and ways to make things better. These characteristics are direct factors in our ability to achieve our vision of providing the highest quality education in an environment of service excellence. Nominations for these awards are accepted from the entire campus, and the individual receiving the most votes from the campus receives the award. This selection process also reinforces the College's culture of empowering all employees to be involved with the objective of recognizing excellence throughout the institution. These employees of the year are then honored at a luncheon with the State Board, CCCS President and College Presidents. LCC displays the employee pictures in Betz Technology Center Atrium throughout the year.

Monetary compensation and benefit system are set by CCCS policy. Over the last year, the State Faculty Advisory Council, the State Board and CCCS President have designed and mandated a plan by which all Community Colleges in the CCCS are required to bring their faculty salaries up to match the national average for community college faculty pay, which is an example of how the compensation processes are seen as a key to meeting our objectives of excellent education for students.

4P12: The Communication Survey (3R1) is the process by which LCC analyzes the motivation issues and concerns of all employees. This tool has been used since 2004 (See Appendix F). Additionally, each year the survey asks separate questions targeting various issues; the most recent Communications Survey focused on three topics: Valuing People and Processes, Staff Training and Communication, and Institutional Effectiveness. The data from this survey is analyzed by College leadership, then shared with President's Council and disseminated to the entire campus. Any concerns discovered in the survey results are discussed at both EPT and President's Council, and then a plan is put in place to address the concerns discovered through this process. For example, the 2011 Communication Survey indicated a level of dissatisfaction among employees with existing channels of information sharing among campus departments and between the leadership and the rest of the College; this led the President to restructure the Strategic Oversight Committee (SOC) into what is now known as the President's Council. President's Council meets more often than the SOC, and each member of the Council represents a department of the campus, acting as a representative and a liaison between their constituents and the Council. President's Council members are to report back to their constituents after each meeting so that the entire campus is aware of weekly events, issues, and decision making throughout the College. Another example of action based on the analysis of this data was the introduction of a monthly social event known as Food 'n Fun which is hosted by a different department each month. Employees enjoy informal fellowship -- eating, playing games, celebrating birthdays, and giving kudos to each other.

CCCS also conducts a biannual employee climate survey to measure employee satisfaction with the work environment.

4P13: The Communications Survey (3P1, 4R12) evaluates employee satisfaction. All employees are encouraged to take the survey and give comments when appropriate. Once the survey is completed the data is analyzed for current employee satisfaction. The survey is then compared to data from past years to determine shifts in satisfaction. The Executive Planning Team reviews the results and makes appropriate adjustments. Employee discounts at the LCC Wellness Center are intended as compensation, but also to encourage employee physical fitness. LCC employees are also able to participate in the annual health fair, which is provided through the CCCS Human Services Department and Anthem Insurance. As with all health fairs, a battery of tests, screenings and flu shots are available at no cost or extremely low cost for all employees and spouses. Additionally, employees can meet with representatives from the Public Employees Retirement Association (PERA), as well as medical, dental and vision insurance providers. All employees who participate in the health fair also receive a one month free pass to the Wellness Center. The LCC health fair also allows employees to build a long-term medical record by providing a three-year set of results.

The College has designed an Emergency and Disaster Plan to ensure everyone's safety and security (6P3). The Director of Facilities Management also communicates periodic e-mail safety tips with information, links to educational Internet sources, and pertinent updates to keep the entire campus abreast of any security concerns or other potential risks to personal safety. All-campus meetings are used as forums for group interaction and raising awareness for protocols in case of emergencies.

4R1: The Communications Survey (3P1, 4R12) is administered every year at the end of the fall semester to all employees. This data has been collected and analyzed since 2004. Employees are evaluated each year through job performance evaluations. Supervisors use the evaluations to evaluate performance and satisfaction, but also as a tool to improve department functions to better meet the needs of all employees. The Professional Development Needs Survey (4P9) provides data regarding campus priorities for future professional development opportunities. In 2008 CCCS began administering an employee climate survey to measure employee satisfaction with the work environment. The survey is conducted every two years. Health fair participation is tracked each year.

4R2: The annual communication satisfaction survey is the primary source of information used to determine key issues related to employee satisfaction. Since 2004 the survey indicated LCC values people and processes by trusting employees to do their work effectively, the core values stress centrality of learning, and encourage employees to collaborate with others on new projects. Staff training and professional development received lower scores in 2010, indicating LCC has a need to develop an effective process to determine training needs and then make certain that employees receive the training and professional development their work requires. AQIP category 4 team developed an employee professional development survey due to the

communication satisfaction survey results. A series of professional development opportunities were developed from the survey results to provide staff training needs.

The 2012 Communications Survey indicates trends of improvement in the following areas (Table 4.1). For specific data, refer to Appendix F.

Table 4.1. Categories of Improving trends in LCC Communications Survey
The institution regularly evaluates the effectiveness of human resource and personnel processes.
The Institution makes certain that employees get the training and professional development their work requires.
Evaluations regularly provide employees with concrete feedback on ways to improve.
The institution's hiring processes make certain the people it employs possess necessary credentials, skills, and values.
The institution seeks out the views of employees on ways to improve operations and performance.
The institution trusts employees to do their work effectively.
Employees are recognized for their contributions and accomplishments.
The institution has effective policies that ensure responsible conduct by employees.
The institution has effective processes to determine the training needs of employees.
Leaders communicate a clear vision for the institution's future.
A clear understanding of the institution's priorities guides employees in their work.
The institution analyzes the effectiveness of its decision-making processes.
Organizational and committee structures support good decision-making.
Leaders ensure that employees have the resources needed to do their work.
Employees get the information they need to perform their jobs effectively.
Communication occurs effectively up, down, and across different units of the organization.
The institution encourages its employees to collaborate with others on new projects.
The institution builds relationships with the institutions and organizations from which its students come.
The institution builds effective relationships among faculty, staff, and administrators.
The institution's key partnerships with other institutions and organizations are well known.
The institution creates and builds relationships with external organizations that provide services to our students.
The faculty and staff feel they are in a partnership with administrators.
Departments work effectively as teams.
The institution balances individual and collective work effectively.

The same survey indicates decreases in the following areas (Table 4.2):

Table 4.2. Categories of declining trends in LCC Communications Survey
The institution's core values stress the centrality of learning.
Leaders empower employees by clearly delegating areas of authority.
The institution meaningfully involves is employees in institutional work.
The institution regularly collects and analyzes measures of effectiveness in building collaborative relationships across departments.
standard error range 0.10-0.14

CCCS conducted a survey of full-time faculty salaries in the system and compared to national salaries for full-time faculty in community colleges; CCCS faculty salaries are 20% below the

national average. Over a five year period, faculty salaries will be increased to meet the national average.

Table 4.3. Health Fair Participation over three years:

2011	2012	2013
>90% of full time employees	>60% of full time employees	>73% of full time employees

4R3: The IDEA Institutional Summary (3R2) demonstrates our students' ratings of our courses in terms of progress on relevant objectives, excellence of teacher and excellence of course. The results of our internal student satisfaction survey (3R2) indicated a majority of positive responses in all but one category. Our Learning Outcomes Assessment data (1R2) shows our effectiveness in meeting our institutional learning objectives for all students. Our graduate survey (1R4) is beginning to collect evidence of our students' perceptions of their overall experience as they graduate from LCC.

Internal measures of efficiency and effectiveness include increased budgetary transparency, more widely distributed accountability, and greater employee involvement in departmental strategic planning and improvement processes. Each department has written a strategic (operations) plan, which includes a budget based on production. Future growth is planned and strategies written to meet the goal.

LCC's participation in the National Community College Benchmark Project in 2011 (3R1) with other colleges from across the United States produces baseline data measurement of graduation rates, persistence rates, and student and employee retention rates.

4R4: Results from the 2011 National Community College Benchmark Project (NCCBP) created a data pool among 280 community colleges. In the comparison of human resources, LCC's departure rate among employees is quite high, while our development/training expenditures per FTE employee was in the middle and lower quartiles for Colorado and the nation respectively (Table 4.4).

Table 4.4 NCCBP Ranking Human Resources						
Form 19A: AY 2009-2010	Reported	% Rank	N	% Rank	N	
Retirements Departures	Value	National		Colorado		
Retirements Rate	1.49%	31%	232	25%	12	
Departures Rate	22.39%	98%	231	83%	12	
Form 20B: FY 2010 Development/Training Expenditures per FTE Employee	\$180	34%	178	50%	8	

As discussed in 4P11 and 4R2, LCC (as well as all CCCS) full-time faculty salaries are 20% below the national average for full-time community college faculty. This is also reflected in the

CCCS Climate Survey results (Table 4.5) comparing employee satisfaction with pay compared to other organizations outside of higher education.

Table 4.5. 2012 CCCS Faculty Job Satisfaction Benchmarks

A comparison between the 2012 CCCS Faculty Climate survey and the National Employee Satisfaction survey conducted by the Society for Human Resources (SHRM) in 2012 indicates that CCCS faculty have a higher degree of satisfaction related to their job, benefits and communication from Senior Management. CCCS employee satisfaction with pay is less than that reported by SHRM.

Category	Percent % Satisfaction	
	SHRM	CCCS
Job	70%	97.7%
Pay	58%	28.2%
Benefits	54%	61%
Job Security	53%	76.5%
Communication from Sr. Management	55%	65.4%

411: In the last four years LCC has initiated several improvements that are targeted, measurable, and can become systematic with continued commitment and leadership. Our employee orientation process was revised and expanded in 2010 becoming more defined and standardized, so that all new employees are receiving consistent training and more comprehensive introduction to our systems, culture and goals. This process was analyzed through an action project surveying all new hires at LCC in the last two years. We have implemented a professional development survey to be administered regularly to determine the priorities and concerns of the College for training and professional growth opportunities.

Participation in the NCCBP has given us a baseline of comparative data from which to target areas to improve in our human resources management. LCC will be systematically raising the average full time faculty salary over the next five years to meet the national average; the CCCS has implemented new performance standards for faculty evaluation to justify faculty salary increases. We have an understanding of systematic processes; we are not where we want to be, but we are becoming more effective at working across departments and measuring our work with definable targets.

412: LCC's culture has always been shaped by its size; being a small institution means that we know our strengths and weaknesses very well, but that we have also seen ourselves as limited in terms of our ability to measure our human resources processes and design systematic methods to improve our workplace and our employees' professional growth. In the last four years the College has been proactive in several areas as noted in 411, and we are now more

intentional in our planning for professional development and growing employees' value to the institution. Department-level strategic (operations) planning includes professional development objectives. As noted in previous sections, we benefit from our position within the CCCS, and LCC has established *valuing people* as one of its core values. In a small organization, success requires *every* employee's contribution, and we intend to use systematic processes and measured outcomes to amplify our employees' excellent work.

Category Five: Leading and Communicating

Four years ago, LCC was transitioning to new leadership after a period of uncertainty within the CCCS. Strategic Planning was not understood at all levels of the College, and many processes existed, but were undefined and isolated in departments. Leadership designed a department level strategic (operations) planning process to be integrated with the yearly budget process, which was a familiar cycle for the College. This Action Project is discussed in 8P6. The alignment between department budget building, institutional strategic planning, and departmental goals allowed the campus to learn a systematic way of planning, setting goals, and measuring outcomes that grew from each department up, rather than being imposed onto departments from administration. This structure has provided a sustainable approach for the campus, and while it is not fully integrated among all departments, the processes have been greatly clarified and stabilized. This illustrates the ways LCC has acted on information and used existing systems to improve operations.

Every year all employees are given a Communications Survey (Appendix F). This survey asks several questions regarding leadership and communication throughout campus. The results of this year's survey indicate improvements have been made in the following areas: training needs and professional development, building and analyzing departmental collaborative relationships, leadership's empowering of employees, and leaders' ensuring employees have resources. The results also indicate the institution continues to do well on the following areas: focus on learning, collaboration on new projects, meaningful employee involvement in college processes, and hiring processes that ensure employees possess necessary credentials, skills and values.

Leading and Communicating requires continuity, and the College is becoming more and more systematic and aligned through consistent and sustained leadership. Our greatest priority is to foster meaningful systems design at all levels of the College through the continued use of strategic (operations) planning processes introduced in 2010.

5P1: Every fall, the President's Council reviews and defines the College's mission and values. This body is made up of the President, Vice Presidents, Academic Dean, Director of Human Resources, Director of Communications, Director of Physical Plant, Athletic Director, Director of IT, Director of Institutional Advancement and two faculty members. Two students and a community member of the LCC Advisory Council also participate on the President's Council. Every employee of the College thus has a representative who can speak for him or her and directly return information from the group. Additionally, Conversation Day (5P2) is also a forum at which all LCC employees reexamine the mission, vision, values and goals. The campus establishes collective priorities and these become the basis of leadership decisions.

5P2: As a publicly funded, not for profit institution, LCC is a member of the "Colorado Community College System, which is governed by a nine-member State Board for Community Colleges and Occupational Education (SBCCOE). The Board is unique in the nation, with responsibility for both secondary and post-secondary career and technical education and community college governance. Members are appointed by the Governor and confirmed by the

State Senate for staggered four-year terms. One community college faculty member and one student representative serve in non-voting capacities for one year each” (<http://www.cccs.edu/SBCCOE/sbccoe.html>). Colorado’s community college [mission](#) is defined by state statute, and articulates the responsibilities its member colleges hold in serving the public good in postsecondary education.

Each year at Conversation Day, all campus employees review vision and value statements. Taking into consideration the outcomes from Conversation Day, adjustments are made to the LCC Strategic Plan. The plans are distributed to each department to review and apply to their strategic (operations) plan. Each department uses the mission, vision and values to design their strategic (operations) plan. Data on FTE performance, student satisfaction, assessment outcomes, and budget line items are also taken into consideration to determine the department’s direction for the next school year. Once goals are set and strategies determined, the department submits to the Executive Planning Team for review prior to final approval. The Executive Planning Team takes into consideration the departmental plans when building the yearly college budget.

When a budget rough draft is complete, EPT reviews the strategic plans to ensure they are appropriate for the mission, vision, and values of the institution. The Colorado Community College System policies and procedures guide and influence LCC’s key planning processes.

The budget is finalized and sent to CCCS for final approval. Throughout each Fiscal Year, budget expenditures are monitored monthly by Executive Planning Team and President’s Council. This “budget to actual” report determines if ongoing adjustments need to be made to ensure department resources are being used according to their operations plans and institutional functions.

LCC’s Executive Planning Team reviews the goals and metrics annually to assess the goal outcomes. Feedback is sent back to the departments. The process starts all over again with the departments reviewing the outcomes and developing new goals to align with the College goals.

5P3: LCC’s relationships with its external stakeholders are explained and discussed in Category Two. Our mission, vision and value statements are published on our [website](#), throughout our campus and in our publications such as our catalog and schedules. Our institutional goals are focused on sustained improvement in enrollment, retention, and graduation while strengthening our College’s foundations. These goals reflect our orientation towards increasing all aspects of educational attainment for all the students we serve – especially those who could be barred from a post secondary certificate or degree because of their location, financial limits, or lack of preparation.

The President’s Council (5P1) functions as a link between all departments of the campus as well as its internal and external stakeholders: its membership represents all of the departments on the LCC campus. The student body is represented on the President’s Council, as is the

service area. The formation of the President's Council has ensured that all voices are included and integrated in the LCC strategic planning process.

5P4: LCC leadership fosters a dynamic but structured approach to target future opportunities through strategic planning specifically using the Plan-Do-Check-Act cycle. LCC holds all-campus Conversation Day (annually) to review and update previous goals and or propose new goals for the college for the next school year (Plan). Departments also follow this cycle with their yearly strategic (operations) plans that are submitted through the annual budget process. If a new initiative is chosen, action plans are written and implemented (Do); at relevant points during the carrying out phase of the action plans assessments are completed (Check). The assessment tool depends on the metric the department has established for itself in its strategic (operations) plan. For example, a department might set a goal of increased retention or pass rates, or increased student participation in its services. Because the College mission and goals (8P1) are explicit and focused on learning and sustained, stable growth, there is a profound understanding throughout the institution of our central *raison d'être*. President's Council and the Executive Planning Team (EPT) receive feedback from assessments as plans are executed throughout the College. The feedback is analyzed, and President's Council provides its input back to the departments for their own analysis and acceptance or reworking of the project to start the continuous process (Act). EPT and President's Council monitor budget and enrollment data continuously throughout the academic year.

5P5: LCC uses its all campus Conversation Day -- which includes all stakeholders: employees, students, Advisory Council, Foundation, - to set goals for the new academic year. The various departments of LCC write strategic (operations) plans to direct their focus and move towards objectives. Departmental goals are aligned with the LCC Strategic Plan, and are submitted for approval through the yearly budget process. Action plans are created to implement departmental strategies. At certain points during the school year, the action plans are systematically assessed to see if they are meeting the metrics that were established for the plan's objectives. Feedback is then given to the President's Council and EPT where it is analyzed. If objectives have been met, departments establish new goals. If objectives are not met, the department will revise their plan and send back through the LCC Strategic Planning process. Departments may alter or abandon their plans if assessment shows the objectives are not valid.

Our organizational structure provides the framework for the decision-making process described above. There are three major areas that make up the organizational structure: Academic Services, Student Services, and Administrative Services. Two Vice Presidents manage these: Vice President of Administrative Services and Institutional Effectiveness, and Vice President of Academic and Student Services. A Dean position works with the VPA/SS to manage day-to-day administration and serve as liaison between faculty/staff and executive leadership.

Within each area there are groups that function on various levels: ongoing department operations, special or cyclical event planning, linkage to community or other external stakeholders, management of institutional processes, and linkage to CCCS. These groups all

have the ability to make recommendations on decisions that are forwarded to the Dean or Vice President and EPT for final decision-making and implementation. Table 5.1 shows the network of working groups within the College's organizational structure. The decision-making process is very fluid, and can be initiated at any level in the organizational structure at LCC. Every opinion is valued and taken into consideration within the system. Ultimately, however, the final say on all decisions at the organizational level lies with the Executive Planning Team.

Table 5.1. Committee Matrix

Ongoing Department Operations	Institutional Processes	Linkage to CCCS	Linkage to External Stakeholders	Special Events & Cyclical Planning
Executive Planning Team	Academic Review	State Board of Community Colleges & Occupational Education	Athletic Booster Club	Orientation
President's Council	Assessment	CCCS Registrar	Lamar Chamber of Commerce	Graduation
Faculty Senate	AQIP Teams	CCCS Financial Aid		Career Expo
Student Services Dept.	Student Government	CCCS VP	Service Area County Commissioners	President's Scholarship
Arts/Sciences Dept.	Hiring	CCCS Student Services		
Career & Technical Ed	Budget	State Faculty Advisory Council (SFAC)	Advisory Council	
Nursing Dept.	Financial Aid Default Prevention	CCCS Concurrent Enrollment	Foundation	
Recruiting/Marketing	IT Academy	CCCS Presidents' Council	CTE Advisory	
Learning Support Services/TRiO	Information Technology	CCCS Grants	SEBREA	
Physical Plant	Communication Plan	CCCS Foundations		
Athletic Department		CCCS Communication		
		SFCC		

5P6: Institutional research has become increasingly important at Lamar Community College over the past four years. Data-based decision-making has become a part of our culture and processes. The College is able to monitor and collect data through its Banner® system, as well as through the CCCS Institutional Research department, which creates a broad range of reports that measure performance results for the goals that have been established. Our institutional goals are 1) strategic growth on a solid foundation and 2) integrated marketing and enrollment management; to track our progress we utilize reports that measure enrollment trends, retention, demographics, budgeting, and cost analysis. These reports allow us to measure performance, as well as provide information for strategic planning and decision making in the future. The redesigned Communication Plan (3P2, 311) is based on the use of data and managing

information more efficiently: it tracks application trends on a weekly basis, and analyzes yield rates throughout the recruiting, admissions and enrollment process. As discussed in Category 2 and in the previous answers in this Category, the College employs a global structure of planning and decision making that starts with Conversation Day and includes all employees as well as its internal and external stakeholders. The Executive Planning Team makes final decisions after considering the contributions from the campus as well as factors from the CCCS, legislative actions, budget forecasts and enrollment trends. As explained in 1P3, our instructional planning process aligns external factors such as employment market trends, demographics and fiscal capacity. Enrollment, retention and graduation rate data are primary factors in continuing or discontinuing programming (1P13, 1P14). President's Council relies on data as it makes recommendations to the campus.

5P7: Communication among the three different organizational areas (Academic Services, Student Services, and Administrative Services) at Lamar Community College begins with the Executive Planning Team. This team is made up of the President, Vice President of Academic Services/Student Services, Vice President of Administrative Services/Institutional Effectiveness, and the Director of Human Resources. This team meets weekly to discuss issues that affect all areas. The President's Council (5P1, 4P12) was formed in 2012 to improve the flow of information and process improvement throughout the campus. Its weekly meeting is a venue for all departments on campus to share information through their representatives, and those representatives then communicate back to their constituents. The committee matrix (5P5) represents the classification and function of groups throughout the College, and communication among the different levels and units occurs within these mixed representative bodies.

Communication at Lamar Community College occurs via three different methods. LCC has a dedicated email server that is utilized by all of our employees. This email link resides on the desktop of each employee's computer and messages can be instantly received. This makes day-to-day communication across campus easy and effective. The server also links us to the CCCS and all the other community colleges within it, so LCC employees are always able to connect to sister colleges and easily locate colleagues throughout the System. Distribution lists and list serves are additional channels of communication and information flow. In addition to email we have a dedicated intercampus voice system. Most employees are available via a four-digit access number on this system. A voice messaging system is built in to the phone system which links to email for effective person-to-person communication. Additionally the website contains a variety of communications -- links to the college catalog, contact information, program offerings, schedules of events, employment opportunities, publications, directions and maps, and interactive admissions procedures -- for employees, students and community members, or any person seeking information on Lamar Community College. All information pertaining to the College can also be found through the Portal -- Lopes Access -- which is a secured site for College students and employees.

5P8: The College mission, vision and value statements (5P2) are publicly available on our website and catalog (<http://www.lamarcc.edu/aboutlcc/index.html>), as well as posted throughout our campus on screens and notice boards. The leadership structure at Lamar Community

College (e.g. President, President's Council, Vice Presidents, Deans and so on) communicates the mission, vision and values to the general staff through manifold media, including verbal, printed, and digital formats. These include all staff information meetings, supervisory meetings, new employee orientation material, emails, and so forth. These communications are accompanied with goals, standards, and expectations – long and short-term objectives are established as a path to accomplishing individual, departmental, and organization goals. Individually, employees will work with supervisors to construct goals that reflect the public mission. These individual goals are molded and informed by departmental goals, each department deriving its goals from a sense of the organizational goals. As employees reach mile markers related to their individual or departmental goals, these achievements are reported to their respective supervisors. When such milestones are large enough in scope, opportunities are provided for those achievements to be reported back to the organization both through regularly established lines of communication and through the use of the media cited above.

5P9: The membership of President's Council is designed to allow input from every department on campus to the leadership of the College. SBCCOE, CCCS representatives and students are also invited to participate in President's Council regarding College strategic planning and operations. A number of personnel processes develop and strengthen employees' leadership abilities, which include professional development, continuing education, and job advancement. These are discussed in Category 4. Employees are encouraged to participate in CCCS task force work, statewide meetings and collaborative work with other institutions both within the System as well as outside it. As explained in 4P6 and 5P5, work processes, decision making and planning are all structured to create opportunities for all employees and internal and external stakeholders to contribute ideas and concerns. The performance review process (4P10) reinforces the College's emphasis on empowering all employees to develop themselves and practice leadership in their job.

The SBCCOE and CCCS policies and procedures establish the oversight for all LCC practices. All of these are publicly available through the Colorado Community College System [website](#). The SBCCOE approves every yearly budget for the College and establishes all fiscal policies such as tuition, fees, and the funding formula for LCC and all System colleges. The CCCS itself operates within a contract with the Colorado State Legislature, which defines performance-funding goals.

The governance of academic planning and decision-making functions through the Academic Review Committee, which is led by faculty and comprised of faculty, staff, and administration. This group's processes are explained in 1P3.

5P10: LCC has a clearly articulated organizational structure and committee network (5P5), job descriptions (4P1) and department policies and procedures (4P6) throughout the institution. These provide a framework that stabilizes the College and conveys our objectives, values and culture throughout inevitable changes in leadership. The systems of the institution are the way the College ensures continuity throughout changes in staffing and leadership. The processes described in this Portfolio are intended to allow individuals to move into new positions and

maintain the College's progress. Presidential succession is managed through the CCCS. For other leadership positions, the college conducts open searches. The goal is to find the best individuals and bring them into clearly defined, established and systematic roles.

5R1: The annual Communication survey (4P12, Appendix F) is conducted to determine employee satisfaction in several areas including leading and communicating. The survey is a way for employees to express satisfaction and concerns, and is administered every year. The biannual CCCS Climate Survey (4P12) includes ratings on employee satisfaction with leadership. LCC's President is evaluated annually by the campus as part of the performance review process for that position.

5R2: Fifteen of the twenty-eight questions in the annual LCC Communication Survey relate to leading and communicating (Table 5.2). Of those questions, the lowest score was 3.07/5 - and the highest was 3.71. The average score was 3.35 out of 5. For more details please see Appendix F.

2009/10	2011	2012	Table 5.2. LCC Communication Survey Trend Data (1-5, 5 being highest)
3.44	3.44	3.59	Leaders communicate a clear vision for the institution's future.
3.32	3.42	3.49	A clear understanding of the institution's priorities guides employees in their work.
3.51	3.50	3.44	Leaders empower employees by clearly delegating areas of authority.
3.16	3.09	3.14	The institution analyzes the effectiveness of its decision-making processes.
3.34	3.31	3.32	Organizational and committee structures support good decision-making.
3.4	3.17	3.37	Leaders ensure that employees have the resources needed to do their work.
3.44	3.17	3.37	Employees get the information they need to perform their jobs effectively.
2.72	2.67	3.10	Communication occurs effectively up, down, and across different units of the organization.
3.66	3.53	3.63	The institution encourages its employees to collaborate with others on new projects.
3.19	3.00	3.15	The institution builds effective relationships among faculty, staff, and administrators.
3.53	3.51	3.47	The institution meaningfully involves its employees in institutional work.
3.09	2.67	3.17	The faculty and staff feel they are in a partnership with administrators.
3.51	3.39	3.71	Departments work effectively as teams.
3.28	3.22	3.28	The institution balances individual and collective work effectively.
2.97	3.17	3.07	The institution regularly collects and analyzes measures of effectiveness in building collaborative relationships across departments.

5R3: Table 5.3 from the 2012 CCCS Climate Survey gives comparison data for the entire system; the last line in the summary chart measures the employees' rating on communication from senior management.

Table 5.3. 2012 CCCS Climate Survey Benchmark Excerpt

A comparison between the 2012 CCCS Faculty Climate survey and the National Employee Satisfaction survey conducted by the Society for Human Resources (SHRM) in 2012 indicates that CCCS faculty have a higher degree of satisfaction related to their job, benefits and communication from Senior Management. CCCS employee satisfaction with pay is less than that reported by SHRM.

Category	Percent % Satisfaction	
	SHRM	CCCS
Job	70%	97.7%
Pay	58%	28.2%
Benefits	54%	61%
Job Security	53%	76.5%
Communication from Sr. Management	55%	65.4%

At LCC, College employees agreed at a much higher rate (74.9% vs. 55%) than the CCCS as a whole that they receive the information they need from senior management.

5I1: Beginning with the 2009 Systems Appraisal Feedback Report for Leading and Communicating, LCC's priority has been building, launching, and following a Strategic Planning process. In 2010 all departments began creating strategic (operations) plans to go along with the yearly budget process (8P1). While it is still being assessed and modified, it has become a part of our infrastructure. The planning is systematic as it follows the school year from planning to implementing to assessing. The process has allowed the college to address leading and communicating gaps from the bottom up, top down and across different units of the organization. All employees are involved in the strategic planning process, from Conversation Day to AQIP Teams to department level.

Another recent improvement has been the shift in leadership and communication from the Strategic Oversight Committee to the President's Council (4P12). This entity was created in response to the 2011 Communication Survey, which indicated the campus communication between leadership and the departments was not effective, and also to signal the shift in process design to the departmental level.

5I2: The leadership of LCC uses principles of high performance organizations as a guide for success: focus, involvement, leadership, learning, people, collaboration, agility, foresight, information and integrity. Following this model creates the behavior that helps the College continue to make progress. The annual Communication Survey is used as the primary source of information to determine key issues related to employee satisfaction and improve processes and systems for leading and communicating. Each year the survey results are analyzed to help set targets for improved performance.

When LCC leadership attended the AQIP Strategy Forum in 2010, they selected professional development as a specific process for improvement. This led to an Action Project in 2011 and the creation of a systematic survey to direct the College's professional development offerings. While the professional development processes are still being modified, a framework now exists by which LCC can set targets and measure outcomes.

The Executive Planning Team's philosophy is to create a sustainable organization capable of addressing current and future need through the strategic planning process. The strategic planning cycle has changed the culture of the College by allowing all employees the opportunity to be heard, and giving every department a tool to express their goals and priorities and map out specific action plans to reach those objectives. These departmental operational plans are aligned with LCC's mission, vision, values and goals. Our institution has a clear focus on its strategic objectives, and our leadership is committed to the innovation and performance necessary to grow and sustain our resources for the future.

Category Six: Supporting Institutional Operations

LCC's vision is to provide the best quality education in an environment of service excellence. In order to do so, LCC's support departments have begun to incorporate continual improvement practices and process analysis as they work in concert with the overall College goals and strategic plan. While the instructional areas of the College have been more familiar with measurement, assessment, and systematic procedures with outcomes and objectives, other areas are learning how to apply these practices to the work they do for the College. Departments such as Marketing, Grants, Financial Aid, Student Services, Business Office, Physical Plant and Facilities, and Information Technology have taken steps to build systems that are repeatable and have specific outcomes and measurable targets. This is a work in progress; as a very small institution, many "processes" are intuitive and managed by a single person, or accomplished through a small committee in one motion rather than being worked through multiple channels and layers of the organization. This can be an asset for us as we continue to take steps to become well integrated and process-driven; we can be nimble and deft if we understand how to apply systems to each department's function. In the last four years we have made tangible changes to our paradigm and practices while staying true to the College's character, values and mission. The College has taken measures to ascertain employee and student perceptions and seek feedback and solutions through information and employee-driven improvements whenever and wherever possible. Specific actions have been instituted in order to better serve student and staff needs. In some departments (Student Services, Financial Aid, Marketing) we are reaching alignment, while in other areas (Grants, Physical Plant & Facilities) we are learning how to build effective processes and systems.

6P1: LCC uses multiple tools to determine potential student needs: test scores, survey data, usage rates and processes targeted to specific subgroups. These are discussed in 1P10 and 1P15. These systems begin with a student's application for admission and Accuplacer testing. Students with low Accuplacer scores receive additional services and interventions through the college's Career Coach. Students with documented special needs must self-identify with LCC's Special Populations Coordinator. Throughout the term, the academic early alert process (1R1) identifies students who need additional interventions, while tutoring, testing, personal and academic counseling and career assessment are available to all students. A teacher, advisor, coach or other individual can also refer students, or they can self-identify at any time.

Learning Support Services sends out a retention survey each semester to all TRiO eligible students. The information is used to determine the academic needs of these students. The survey asks the student to rate their overall satisfaction with LCC and the services provided by the TRiO scholarship program. Students are referred to the TRiO counselor, the transfer coordinator, or the tutor coordinators for further assistance. Results of the survey are recorded for grant purposes.

Category 3 (3P1, 3P3, 3P6, 3R1) also demonstrates the ways in which LCC identifies its stakeholders' (students and others) needs, including support services.

6P2: Identification begins with the strategic goals for the college. Administrative support needs are also determined through the Communication Survey and various committee and department meetings. Budgets are built, incorporating the goals and staffing needs. If the budget cannot meet the needs then additional revenue streams are determined and a prioritization of needs is created. The budget worksheet uses an overhead formula; this is the template by which the funding generated by FTE is allocated to non-instructional departments.

Needs are also identified through the following processes, which integrate all aspects of the campus, including administrative support service needs such as accounting, business office, custodial staff, facilities planning and management, maintenance and risk management. The

1) Facilities Master Plan: the intent of this master plan is to provide a framework to the future facilities development for Lamar Community College. It is driven by the needs of current programs, the vision of the institution, its strategic plan, and partnerships within the community. During the development phase of the plan, campus wide and community in depth interviews were conducted and needs assessments were completed by a documented process. Faculty, staff and administrative support services were instrumental in the development of the master plan. This will provide the foundation to achieve a collegiate atmosphere necessary and indicative of the high quality education provided by Lamar Community College.

2) Performance evaluations: documented performance evaluations are communication tools that ensure the supervisor and their reporting staff members are clear about the requirements of each employee's job. The evaluation also communicates the desired outcomes or outputs needed from each employee's job and defines how they will be measured. During the negotiating or planning phase, the needs of the employee are identified. Each employee has a workload definition, and if additional work is required, this can begin the process of recognizing need for additional administrative support, or a realignment of the existing workload.

3) State mandated directives and program accreditation requirements, such as a 60% minimum administrative assignment for the director of nursing.

6P3: The [Emergency and Disaster Plan](#) was created to ensure everyone's safety and security. As directed in the Faculty Handbook, instructors in each class apprise students of the emergency process. An abbreviated version of the plan is posted in key locations in each building of the campus. LCC employs one full-time security guard for weekends and evenings. During regular business hours LCC relies on the local Police Department and Emergency Services. LCC also has a Core Emergency Response Team (CERT). CERT members are the campus first responders. CERT members have access to emergency kits that contain 2 way radios, batteries, first aid kits and many other essential items needed for a campus emergency. LCC utilizes the Connect-Ed communication system to alert all students and employees in case of an emergency or college closures. This automated notification is sent to any phone provided by employees and students. Information is also available by calling the college closure line where a recorded message provides vital information.

6P4: In 2012 the President's Council was formed to strengthen the communication and interaction between the departments of the College. This body is explained in 5P5 and 5P7, which address decision-making and communication throughout the institution. Each week the

agenda includes open updates from any representative, and discussion of any needed improvements to processes. This group meets bi-weekly, and the minutes are distributed to all employees through their President's Council representative. In this way the College is systematically self-aware on an ongoing basis, and direct collaboration can occur between departments. Supervisors also provide key day-to-day information on support service needs. Any identified needs are taken to the department meetings, and if not dealt with at that level, are presented to the EPT. Supervisors may take the requests or information directly to the appropriate vice president if an urgent need arises.

6P5: President's Council minutes provide documentation of the council's activities to all employees through their respective representative. Each agenda and minutes are posted on the internal server. Employees then have the opportunity to address issues and concerns with their representatives. Employees who wish to be placed on the agenda must submit agenda items to a vice president through their representative one week in advance of the next meeting. Throughout the campus, support departments have policies and procedures that are published on the internal server and/or LCC Portal:

- Processes for special equipment requests such as computers, projectors, video equipment, etc.;
- Processes for requesting facilities reservations such as special meeting rooms or to change a classroom assignment;
- Processes for budget requests or expenses such as purchasing or travel;
- Processes for requesting use of the fleet
- Processes for scheduling special events on College property

These formal systems create a systematic and measurable structure for all employees to use; administrative support departments evaluate their policies to maintain currency with CCCS requirements and to respond to input or requests from the other departments of the College.

6R1: Student support process analysis and measurement is discussed in 1P15. Administrative support processes are measured as part of the annual Communication Survey (4P12, 5R1) as well as the biannual CCCS Climate Survey (5R1). The Student Services department meets on a regular basis to evaluate current process including orientation, retention, and registration goals and strategies. The Communication Plan tracks student contacts, rates of application and rates of enrollment. The College's controller tracks department expenditures on a monthly basis to ensure departments are matching their progress of spending with the progress through the fiscal year. LCC tracks a number of safety metrics in its Annual Security Report, which complies with the 1990 Crime Awareness and Campus Security legislation (Clery Act).

6R2: We have tracked early enrollment as part of our retention efforts, and have implemented new group advising events for our athletic teams. The results of these changes (Table 6.1), increased early registration by 132% percent over the same time period in the previous year.

Term	4/10/12	4/11/12	4/12/12	Date	4/10/2013	4/11/2013	4/12/2013
201320 Resident Headcount	28	35	42	201420 Resident Headcount	64	67	70
201320 Resident FTE	11.2	14.3	17.8	201420 Resident FTE	29.2	30.8	32.3
201320 Non Res Headcount	9	11	11	201420 Non Res Headcount	33	36	41
201320 Non Res FTE	4.0	4.7	4.7	201420 Non Res FTE	16.1	17.4	20.1
201320 Total Headcount	37	46	53	201420 Total Headcount	97	103	111
201320 Total FTE	15.2	19.0	22.5	201420 Total FTE	45.2	48.2	52.4

Likewise, our orientations for new students are tracked to measure the enrollment generated at those events: the August 2011 orientation produced 43.3 FTE; the July and August orientations produced 56.9 FTE in total. For additional Student Support results, refer to 1R5 and 3R2.

6R3: The College's controller tracks department expenditures on a monthly basis to ensure departments are matching their progress of spending with the progress through the fiscal year, but these are not aggregated. LCC's [Annual Security Report](#) tabulates crime statistics for 2010-2012.

6R4: Student support areas of the College work with information in many ways; however, there is no comprehensive process analysis that encompasses all these areas. Some functions are so unique to their department that there is no benefit to be gained by analyzing them outside of their area. Table 6.2 lists examples of the processes LCC uses to improve its services.

	Student Support	Administrative Support	Institutional Support
Instrument	Learning Support Services Survey	Communications Survey	Energy Performance Audit
Finding	Determined highest demand courses	College needed an all-campus committee to aid in communications	Facilities required significant mechanical and electrical modifications
Action	Reallocate tutoring resources	President's Council formed to ensure effective communication to/from all employees	Upgrade mechanical and electrical systems; monitor/verify utility cost and maintenance savings

6R5: While LCC's performance measures are internally developed, the CCCS Climate Survey provides comparison data between LCC and the other community colleges in the system, as well as comparisons to organizations outside higher education. The following example from the 2012 Climate Survey shows the difference between LCC and the entire CCCS:

Overall, I believe that my college is a well-run organization: LCC: 75.5% vs. CCCS: 70%.

6I1: The creation of the President's Council (4P12, 5P1, 6P4, 6P5) has improved the support between all departments of the College by increasing the interaction and regular communication. The function of President's Council is highly systematic because it follows a structure of agenda items and meets consistently through the year, and it is fully comprehensive because all departments and stakeholders of the College are participating. The redesigned Communication Plan (3P2, 3I1, 6R1) being implemented by Student Services is incorporating all phases of contact between LCC and its potential students into a comprehensive and completely systematic process that can be measured and tracked at multiple points. LCC recently completed a comprehensive facilities and infrastructure upgrade of certain HVAC mechanical and electrical systems, designed to improve operating costs, enhance comfort levels, and increase equipment reliability and longevity. This major Physical Plant improvement is based on performance contracting, using the cost savings in utilities to finance the cost of the upgrades. CERT for employee safety and fleet training seminars are also institutional support improvements, as is the College's Portal for students and employees. In the fall 2012 LCC created a Default Prevention Team (DPT) (1P6): a holistic and proactive approach to student default prevention as a function of student success across campus. DPT membership includes high-level administrators, faculty, student services staff, and a student representative, and considers comprehensive measures to address student loan borrowers and how to best assist them from registration to loan repayment.

6I2: LCC is comprised of small departments with few staff to complete the work of the college. In this climate, employees work directly with their co-workers and supervisors to identify areas within their own or parallel areas of responsibility that need improvement. For example, representatives from Student Services, Learning Support Services, Student Life, and Faculty meet yearly to discuss and plan orientation activities. During these discussions, staff members identified the need to improve and expand services to students during orientation. Additional hours of operation and workshops were planned and executed. At follow-up meetings, adjustments were made based on the success of the changes. Across campus, individual departments create short-term tactical plans through their strategic planning (operations) with specific tasks to accomplish overall objectives and strategies. These tasks have associated timelines and measureable outcomes. The EPT Budget Committee recently determined that these plans should be modified from five-year to three-year plans to better respond to changing environments. Departments review and/or modify their plans annually. President's Council is established as a body to bring all departments together and identify processes that could be strengthened.

Category Seven: Measuring Effectiveness

Lamar Community College has embraced strategic (operations) planning for all departments. We link data to the processes outlined on the LCC Strategic Planning Flowchart, fitting the pieces together between departmental strategic (operations) plans, LCC's strategic plan and Colorado Community College System's strategic plan. LCC realizes the importance of measuring effectiveness; one of the most prevalent lessons we took away from our last Systems Portfolio was our pervasive lack of measurement and data to understand the work we do. Our knowledge of our systems was intuitive, anecdotal, and disparate among our departments; we functioned effectively but did not have processes to collect information systematically and use it to make improvements. In the last four years LCC has invested personnel and fiscal resources to build a unit within the College to manage institutional effectiveness. We have formed a data partnership with another community college to enhance our IR capabilities, and we have completed two Action Projects to develop benchmarking practices for the institution. We are using information to generate goals and analyze our processes; we are beginning to compare ourselves to other institutions and using best practices, but we are still working to become systematic in many areas of the College. A comprehensive structure for measuring effectiveness has been more clearly defined through the new Vice President for Institutional Effectiveness and the processes of President's Council, and our infrastructure for information systems has been improved (7I1), but our use of data is still strongest in our Budgeting, Instructional and Student Services Departments.

7P1: The Vice President of Administrative Services and Institutional Effectiveness manages data and performance information for the College. LCC's Strategic Plan and the individual program level strategic plans serve as a guide in this process. Management of data and performance information can also occur within departments and between departments in response to specific requests, using the communication channels explained in 5P7. LCC's institutional dashboard, which includes trend data on student demographics, enrollment, applications, program performance, financial aid, tuition classification from the past five years, is available on the College's intranet.

Lamar Community College has entered into an agreement with Front Range Community College (FRCC) that will assist in the management and distribution of data. Requests for data are sent to the Vice President of Administrative Services and Institutional Effectiveness at LCC. That request is then processed or forwarded to FRCC for assistance. Once completed, the information is distributed appropriately through members of the council, all campus meetings, or all campus e-mails.

7P2: The College's Strategic Plan and program level strategic (operations) planning drives our planning and improvement processes, and each department's goals dictate the type of data needed. Program level strategic (operations) planning follows the process described in 7P1 to request data. Information needs surface in response to both external requirements and department strategic plans. Functioning as an oversight body comprised of department

representatives and external stakeholders, LCC President's Council monitors planning and improvement efforts related to the Vision and Mission of LCC.

Departmental strategic (operations) planning uses the following evidence and information as measurements of performance and as the basis for improvement:

- Recruiting
- Enrollment
- Scheduling
- Workload
- Staffing
- Budget breakdown
- Strategic planning
- Curriculum development

The work of departments may identify additional information needs from each of the following constituencies:

- College Advisory Council
- College Foundation
- Program Advisory Board feedback
- Student feedback
- External/internal stakeholder feedback
- Faculty and staff evaluations
- Course and program evaluations
- CCCS

LCC also meets external reporting requirements including budget, workloads, student success data, ethnic ratios, gender ratios, enrollment data and data regarding non-discriminatory practices, and the President's annual report to the CCCS regarding the college's performance measures of enrollment, diversity, penetration rates, graduation and transfer out rates. These reports include, but are not limited to, Integrated Postsecondary Education Data System (IPEDS), Student Unit Record Data System (SURDS), and the National Center for Educational Statistics. The college also submits reports to CCCS, accrediting agencies on both the institutional and department levels, and to state and federal offices for grant compliance.

7P3: As a member of the CCCS, LCC works with Banner[®] information systems to collect, store, and manage all student information. As explained in 5P6, the College also uses the Institutional Research arm of the CCCS to submit and access data. At the College level, the LCC Portal and Institutional Dashboard (7P1) are where all other information is stored and accessed. Working through President's Council, Departments request information to be included on the Dashboard, which is managed by the Vice President of Administrative Services and Institutional Effectiveness. If an information need is not met by these systems, departments can make requests as explained in 7P1. This process is intended to be decentralized, but guided by the department level strategic (operation) plans.

7P4: LCC President's Council works in collaboration with college departments and is primarily responsible for examining and disseminating data. This is represented in the Strategic Planning flowchart at the Feedback stage (8P1). Members of President's Council are responsible for providing this information to their department. Departmental meetings, committee meetings, and e-mails are all methods of providing the information. Budget data and enrollment statistics are regularly reported and shared with the campus through all these channels. Departmental strategic (operations) planning also incorporates the same feedback during its cycle. The Communication Survey (4P12, 5R1, 5I12) is LCC's tool for internally analyzing its processes. Each year, the results and analysis are shared with the campus through all-campus meetings and the representatives on the President's Council. LCC also generates data such as results from state performance contracts, program reviews, and grant reports. Sharing of this information takes place through monthly campus wide meetings, weekly, bi-monthly, or monthly departmental meetings, and semi-annual program advisory board meetings.

7P5: First, LCC complies with the requirements set by local, state and national agencies to which we report, as well as the metrics established by the Colorado Legislature, the SBCCOE and the CCCS. A comprehensive schedule of LCC Institutional Research Work Reports and Projects is developed for each semester (8R1, Table 8.1). Each month, President's Council reviews the list of work reports and projects that are due the following month. It is the responsibility of the Vice President of Administrative Services and Institutional Effectiveness to ensure that all reports and projects are completed. Work has begun with Front Range Community College Institutional Research to improve the College dashboard to provide comparative data and information for the institution: the departments of the College have been asked to identify their specific data needs for this project. Second, the College participates in broad studies to generate other sources of comparative data: IDEA Course Evaluations for instructional quality and effectiveness, CCCS Climate Survey for human resources, CCSSE for student satisfaction, Integrated Postsecondary Education Data System (IPEDS), Student Unit Record Data System (SURDS), and the National Center for Educational Statistics, all of which track student data such as retention, transfer and graduation statistics. LCC's participation in the National Community College Benchmarking Project provided LCC with a national ranking in a variety of areas. For example, the summary includes an Institutional Strengths Report, highlighting benchmarks for which our institution was above the 85th percentile for all participating institutions. Finally, the Colorado Community College System, Colorado Commission on Higher Education, and other state and federal agencies provide comparative data reports that are available online. All of these comparative measures reflect LCC's use of best practices to shape its priorities for benchmarking. Rather than working individually with our limited institutional research capabilities, the College has chosen to use the vast resources of existing data sets and studies to build formal systems to compare itself to other institutions within and outside higher education. Our processes also help us identify our data needs: for example, Advisory Council and President's Council, can set targets and requirements for measurement and comparison.

7P6: The departmental strategic (operations) plans communicate departmental goals, which align with the College's institutional goals. Each department plan states the metrics it will use to

determine if a goal has been met. Sharing of this information takes place through monthly campus wide meetings, departmental meetings, and semi-annual program advisory board meetings. At the same time, the Institutional Dashboard houses data according to the requests from administrators and EPT; this creates a systematic process of disseminating information and analysis. Therefore, departments create their goals and the associated data to measure their work in alignment with College goals through the formal Strategic Planning process (511), while the leadership of the College also creates links between data analysis at the department level and the institutional level.

7P7: LCC relies upon its Information Technology department for the timeliness, accuracy, and reliability of our information systems and related processes. Both LCC and CCCS policy outline the expectations for employee integrity regarding all information systems and use of data. LCC maintains its own server system to support the end-users of the college, but CCCS maintains the data system and security that houses all student and financial information. LCC is audited on an annual basis by CCCS's official outside auditor as well as audited internally as necessary. All use of LCC-provided information technology resources is subject to monitoring and control by the College, including all data stored, used, transmitted, and displayed on LCC-provided information technology resources.

7R1: LCC does not currently have a formal assessment process to analyze its systems for information and knowledge management. Such a process would entail another layer of analytics for our Portal, our Institutional Research Dashboard, our Institutional Research systems themselves, and the Banner[®] architecture used throughout the CCCS. Our personnel limitations make such analysis unfeasible. However, the following measures are collected and analyzed on a monthly basis at President's Council: Monthly IR projects, detailed enrollment data, and budget to actual. These are directly linked to both the organizational goals and the departmental goals of the College. Other measures of performance are reported and analyzed through Integrated Postsecondary Education Data System (IPEDS), Student Unit Record Data System (SURDS), and the National Center for Educational Statistics. The Institutional Research Dashboard within the LCC Portal allows all departments to access the data their work requires on a continuously updated basis. LCC's Technology Services department utilizes Helpdesk software for support request tracking: this is monitored on a daily basis. It also monitors IT assets and network status, health, performance and logs continuously. Finally, the Department gathers IT feedback from users in various campus surveys.

7R2: As stated in 7P6, the entire campus works to establish the goals of the institution. Goals of departmental strategic plans align with organizational goals. Members of President's Council disseminate information to their departments, and departments provide data back President's Council. This constant communication can assist College leadership in making key decisions.

As shown in 6R2 regarding the improvement in enrollment associated with our revised Orientation events, LCC is generating data that helps measure the change we implement in pursuit of our institutional goals.

LCC's IT Help Desk enables faster resolution of support requests because it is a single point of contact via email and phone for employees\students and is actively monitored by all IT staff, allowing for a first available response. In addition to the real time human resources available, the Help Desk incorporates support request tracking software to log support requests. It also serves as a knowledgebase to assist IT staff in quickly resolving similar issues in the future. Various monitoring software technologies are used to record the performance\status\health\access of information systems on campus, and generate alerts when monitored results fall outside of "optimal" range. Local information systems infrastructure incorporates high availability measures including redundancy and distribution of both hardware and software based services, as well as system and data recovery software technologies, all of which allow for reduced disruption of information technology services and/or data access on campus.

7R3: LCC's *processes* for measuring and documenting institutional and departmental goals are internal and are not compared to other higher education organizations. However, there are a number of measures (Table 7.1) that are compiled on a regular basis and compared to other higher education organizations.

Table 7.1. Benchmarking Institutional Effectiveness		
Tool	Measurement	Cross-Reference within Portfolio Categories
IPEDS	Institutional Characteristics, Pricing & Tuition, Admissions, Completions, Enrollment, Graduation Rates, Student Financial Aid, Finance, Human Resources	1R6 3R3 3R6
NCCBP	Institutional Strength, Weakness, Recommendations	1R4 1R6 2R3 4R4
CCSSE	Student Engagement, Effective Educational Practice	1R6 3R3 3R6
CCSS IR	Biannual Climate Survey: employee satisfaction, perception of institutional effectiveness	4R2 4R4 5R3

7I1: The creation of the Vice President for Institutional Effectiveness in 2010 established a point of contact and responsibility for all data and information collection and management at the College. This position also serves as a link to the Institutional Research department of the CCCS, and to our partner IR resource at Front Range Community College. This new partnership with FRCC has given us the opportunity to obtain reliable data efficiently, and we have benefitted from the expertise of their established practices. Departments are encouraged to utilize FRCC Institutional Research to obtain data that can be used to measure the effectiveness of the goals established within the strategic plans. In addition, LCC has established a process for listing all Institutional Research and special projects that are required for the year (7P5). It communicates the title of the project, date due, person responsible, resources needed, and if completed. These three initiatives have created a high level structure

that has integrated all departments of the College into a single process that can be tracked over time.

Recognizing our inconsistency in our systems of measurement also led to two Action Projects in the last four years. The first Action Project attempted to establish three sets of comparison institutions and a complete set of metrics for each group. This proved too broad and overwhelming to be productive. The second Action Project narrowed the focus to our Instructional Departments, and worked with existing and reputable metrics and measurement tools rather than trying to build one from scratch.

Lastly, our infrastructure for data and information collection and management has been strengthened by the creation of the LCC Portal, the Institutional Dashboard, multiple upgrades to Banner[®] and the implementation of DegreeWorks and CourseSignals software.

712: Continuous improvement is a pivot of LCC's culture and infrastructure. While we have clearly articulated goals and values and an organizational structure that coordinates all departments and encourages collaboration, we have not consistently used data and information analysis to understand our processes and our work. However, we are intent on integrating measurement and benchmarking into our systems; our leadership continues to invest in personnel and tools for analytics, and we are learning how to apply best practices to reach our goal of systematic process measurement and information management in all parts of the College.

Category Eight: Planning Continuous Improvement

As we produced our first Systems Portfolio in 2009, we saw clearly that LCC did not have a systematic or comprehensive planning process. We had clearly stated goals, but the frameworks to accomplish those goals were piecemeal, disconnected, or nonexistent. We knew what we wanted to achieve as an institution, and we all knew the work we did individually, but there was very little to unify our daily work into a fully integrated plan to be executed. Over the last four years we have made progress towards a strategic planning model that joins our overall goals as a College, the goals of the CCCS, and departmental goals in a process that can be mapped, articulated, measured and analyzed (Category 5: 5P2, 5P5, 8P6). We do not see ourselves as completely aligned, but the creation of a structure that can be implemented throughout all our departments is a major accomplishment for us. Our departments are applying more process thinking to the work they do, and learning that continuous improvement is not a separate function in itself but an intrinsic approach that all dynamic organizations naturally pursue. What had existed in certain areas of the college, now is becoming a cultural attribute to which all employees are expected to contribute.

8P1: LCC's planning processes derive from the Mission, Vision and Value Statements.

Mission Statement: *"We enrich lives through learning"*

Vision Statement: *"At Lamar Community College, we are committed to providing the highest quality education in an environment of service excellence"*

Value Statements:

- ❖ Respect – We show consideration and thoughtfulness in relationships with colleagues, students, external stakeholders and community members.
- ❖ Integrity- We strive to acquire and steadfastly adhere to high moral principles, honesty and professional standards.
- ❖ Open Communication – We endeavor to reach levels of communication processes, structures, and networks that guide our college in directions, make decisions, seek future opportunities, and communicate those decisions and actions to our internal and external stakeholders.
- ❖ Valuing People – We respect the commitment to the development of faculty, staff, administrators and students. We strive to develop an understanding of internal and external stakeholders' contributions to the college. We vow to recognize excellence, passion and a fulfillment of academic and professional goals.

Our planning process is a combination of the College's strategic plan and the ongoing development of departmental strategic (operations) plans. These plans are submitted each year with department budget requests. The EPT reviews these strategic plans to ensure they are appropriate for the mission, vision, and values of the institution. CCCS and SBCCOE policies and procedures guide and influence LCC's key planning processes. The creation of Category Eight: Planning Continuous Improvement

this system is a means for the college to set goals, departments to set operational goals to support the college goals, determine predicted outcomes, develop action plans to work the goal strategies, assessment of outcomes and feedback to and from the leaders to ensure College goals are met. Figure 8.1 shows a diagram of our Strategic Planning cycle.

Figure 8.1. LCC Strategic Planning Flowchart



8P2: Annually we hold an all-campus “Conversation Day”, in which all members of the campus review, analyze, and affirm or revise the institutional goals. LCC’s strategic goals are 1) strategic growth on a solid foundation and 2) integrated marketing and enrollment management. These goals are based on LCC’s Mission, Vision, and Value Statements. Once these goals are established, departmental strategic (operations) plans (8P1) articulate short-term and long-term strategies to accomplish the goals.

8P3: LCC has two paths of action: one involves departments creating projects based on their strategic (operations) plan, which are aligned with institutional goals; these types of initiatives are approved by EPT, and executed by small teams or committees of appropriate personnel. For example, an integrated marketing team has designed a new process for each department to adopt, and a student services team led the planning and execution of the new communications plan. Both of these actions directly support the college’s goal of strategic growth. Actions derive ultimately from the ongoing work of improving our processes. Most action plans are intended to make use of existing resources and processes, but new initiatives can also be undertaken if they are in support of the institutional goals. For example, 2013 Conversation Day generated ideas for action plans including a new preview day event for prospective students, compressed and spring start courses in addition to existing course offerings, a leadership academy for area high school students who are also the same type of students we look to for our highest academic scholarship, and a farrier program to augment existing equine programs at the college.

A second path uses our AQIP Team structure. We have taken our Systems Appraisal Feedback Report as a guide to the most effective types of action plans to pursue. All AQIP Teams presented potential action projects to be chosen by the college leadership. For example, in 2010-2011 one Action Project targeted our interaction with students from Orientation and Advising to Graduation and Alumni Relations, and implemented new processes at each stage to strengthen our effectiveness at helping students succeed at LCC. One AQIP Team proposed, planned and implemented this Action Project. This work was aimed at strategic growth on the solid foundation of improving the work we do with students. Other action projects have focused on implementing systematic benchmarking throughout our institution. The Systems Appraisal Feedback Report has been instrumental in our priorities for action plans, under the oversight of the Accreditation Liaison Officer and the EPT.

8P4: The President's Council coordinates the alignment and communication of the college's strategic planning processes and the institution's action plans across our organization's various levels. EPT exercises authority to approve or deny proposed initiatives. The relationship between the institutional and departmental planning processes is illustrated in Figure 8.1 (8P1). President's Council is made up of members from all areas across campus and these members are responsible for alignment and communication of processes, strategies and action plans to their constituents.

8P5: LCC's leadership establishes objectives, measures and performance indicators at the institutional level; departments manage this function for their strategic (operations) plans, which are subject to approval from EPT. President's Council brings all departments together for collaboration on all strategies and action plans, and ensures that information flows between all areas of the campus. All these objectives are driven by the college's institutional goals as well as the goals directed to us by the State Board and System President.

8P6: When the College created a comprehensive Strategic Planning process in 2010, it was married to the existing budget cycle; all department-level strategic (operations) plans are combined with the budget proposal for the following year along with staffing requests, so that departmental planning is never removed from the realities of LCC's human and fiscal resource base. (CC5A -1) The budgets and strategic (operations) plans are submitted to EPT, which unites and balances all departmental budgets and plans into the overall budget. Throughout the fiscal year the College controller monitors each department's expenses in relation to their budget allocation and compares the percentage of the budget remaining to the percentage of the fiscal year remaining. This takes place on a monthly basis, and is reported to President's Council. (CC5A-5)

Budget worksheets require departments to break down their requests for each goal that produces student headcount or FTE: costs to operate, staffing and other expenditures -- a pro forma budget that supports the funding request. This ensures that each budget and therefore the entire budget, is designed in consideration of the fiscal and human resources as well as the physical and technological infrastructure needed for its operations. The people who are closest to the departments are making the first decisions for what must be funded to do their work, while

EPT exercises the ultimate say on budget allocations. The outcome of this comprehensive budgeting process has been that the college's reserves have been strengthened and raised over the last six years to protect the college's fiscal foundation.

Once the final budget for the College has been established, leadership analyzes at the percentage of funding that has been directed to instruction and instructional support versus administrative and student support. When LCC's budget is presented to the SBCCOE for their approval, it includes a separate breakdown of all faculty, administrative and staff percentages. The finance staff at the State level examines the college budget carefully to look at the budget allocation for educational purposes. (CC5A-2,5)

Our mission statement is lean: we enrich lives through learning. Nothing beyond this is considered relevant to the mission. Through our hiring and evaluation processes, job descriptions ensure that employees have the necessary skills and can be trained through professional development processes.

8P7: EPT and President's Council both factor risks as they plan and approve new ventures, while addressing current demands. Given the current budget and projected budget of the institution, the following factors are used in assessing and addressing risk:

- Start-up costs
- Projected revenues
- Projected enrollment
- Longevity/sustainability

In instructional planning, the ARC process requires new proposals to calculate these same factors as part of the justification for a new program (1P2).

8P8: Informed decision making and planning for change are part of LCC's culture, and are enabled by processes for strategic planning, employee evaluation practices, and professional development. Of these three components, the most direct is broad and fundamental employee involvement in the College's planning processes. For example, all staff and faculty participate annually in 1) development of the upcoming year's departmental strategic (operations) plans that outline goals and strategies, resources needed, and actions plans, 2) institutional goal-setting at "Conversation Day" and 3) one of the five AQIP teams for action projects and systems portfolio writing. These opportunities enable all employees to see beyond their daily work, into the bigger picture of the College, both at the micro and macro level.

Employee evaluation processes also enables employee development (4P10). Employees set goals collaboratively with their supervisor that are then part of the yearly evaluation process; thus each employee has the potential to reach greater capabilities to pursue change and achievement of personal objectives while contributing to the College's goals as well.

LCC also offers monthly on-campus professional development opportunities in addition to encouraging participation in all CCCS training opportunities. An annual employee survey is

conducted in order to determine future professional development needs, and trainings are provided when College or CCCS initiatives bring change in process or policy (4P8, 4P9).

8R1: In 2010 LCC instituted a comprehensive Strategic Planning process that expanded department-level outcomes and analysis within the established annual budget cycle; this is explained in 8P6. Each department develops measurable strategies and tactics within their department strategic (operations) plan. An example is shown in 1P2, Table 1.1. It is the responsibility of the department to determine the effectiveness of these strategies and tactics based on the data collected and in conjunction with the strategic planning process. Budget management is also a part of this analysis. During this process, prior year measurements, future plans and future measurable outcomes are analyzed to ensure the department is performing within the parameters of the institutional goals. The College has not yet created a measurement of its new operations planning, but recognizes the opportunity to learn how effective the changes have been.

In addition, LCC has developed a master Institutional Research Report that lists all reports due, the person responsible, resources needed and expected completion date. This comprehensive report is reviewed and updated monthly by President's Council. Table 8.1 is a list of possible reports that are contained within the master Institutional Research Report.

Table 8.1. Report/Department Matrix

Data Collected	Department Collecting/Compiling
Placement Tests Scores	Learning Support Services
Enrollment /FTE Reports	Institutional Research
Course Instructor Evaluations	Instruction & Learning Support Services
Faculty Load Report	Instruction & Student Services
Early Alert Grade Checks	Learning Support Services
Athletic Eligibility Grade Checks	Learning Support Services
Degrees Granted/Graduation Rate	Student Services
VE 135 – Job Placement	Academic Services
IPEDS	Institutional Research
SURDS	Institutional Research
Perkins/TRIO Grant	Academic Services
Dual Credit Enrollment	Academic Services
Budget/Fiscal Data	Administrative Services
BANNER	Colorado Community College System
Program Advisory Committees	Academic Services
GED Completions	Student Services
ESL Enrollments	Student Services
Enrollment Trends	Institutional Research
Demographic Trends	Institutional Research

8R2: LCC views full time enrollment, retention and graduation rates as the key indicators of its success in pursuing its goal of strategic growth: our results over the last four years show sustained production during a period of contraction in the economy and overall decreased College attendance. LCC has not formally measured its organizational processes; it has anecdotal and informal measures based on usage throughout the institution.

The strategic marketing plan and communications plan are both intended to work towards the College's second goal of integrated marketing and enrollment management. Table 8.2 shows the trends in market share for our service area high schools over the last three years:

Table 8.2. Colorado High School Graduates Enrolled as Undergraduate at LCC -- WITHIN 2 YEARS OF HS GRADUATION

High School	AY10 HS Grad	UG at LCC	Pene- tration	AY11 Grad	HS	UG at LCC	Pene- tration	AY12 Grad	HS	UG at LCC	Pene- tration
Campo High School	1		0%	6			0%	6	1		17%
Cheyenne Wells	10	1	10%	19			0%	11	1		9%
Eads High School	17	3	18%	13	2		15%	14	3		21%
Granada High School	15	8	53%	12	6		50%	15	10		67%
Holly Jr-Sr High School	14	5	36%	21	6		29%	20	5		25%
Kit Carson High School	3		0%	6			0%	7			0%
Lamar High School	98	59	60%	102	59		58%	88	42		48%
McClave High School	19	6	32%	16	5		31%	23	10		43%
Plainview School	5		0%	2			0%	5	1		20%
Pritchett High School	2	1	50%	3			0%	7			0%
Springfield High School	31	4	13%	18			0%	21	1		5%
Walsh High School	12		0%	15	1		7%	13	2		15%
Wiley High School	12	6	50%	13	9		69%	10	3		30%
Total	239	93	39%	246	88	36%		240	79	33%	

Color Coding from AY 11 to 12

Up

Flat

Down

8R3: In 2013 the Colorado Legislature and the SBCCOE entered into a performance agreement that created contracted goals based on the Pathways Criteria from the Federal Department of Education. These goals are to increase attainment, improve student success, and diversify enrollment and reduce attainment gaps. The measures and targets are detailed in Table 3.2 in 3P1.

8R4: LCC does not compare its planning processes to other institutions. Our strategic planning process is modeled on best practices while protecting the unique characteristics of our College's culture. We also benefit from our participation within the CCCS, which allows us to benchmark our key *performance* rates such as enrollment, retention, graduation and transfer, but these are measurements of results, not the processes themselves.

8R5: While LCC does not measure and evaluate its planning processes and activities per se, the College has maintained its system of decision making and planning through all-campus events that produce concrete positions and goals which are then validated by leadership and executed through the organizational infrastructure. This sustained commitment over time is evidence of a successful process for our College. Conversation Day is a strong tradition at LCC; individuals have clear understanding of the expectations for their participation in goal setting, planning and analysis, no matter what their job is. The continuous improvement process has led to increased employee participation that is genuine, not manufactured. Employee participation raises awareness of college processes and identifies areas for improvement.

8I1: First, our Strategic Planning process has been a crucial area of improvement over the last four years. While goal setting and planning have always been present, the College now has a formal, systematic structure that all departments can follow, and which is integrated into the budgeting process that all departments complete. Second, the restructured President's Council has an agenda item that specifically identifies the need for improved processes at their weekly meeting. This allows each representative an opportunity to discuss the need for an improved process. It is the responsibility of the department of origin of the process needed to design and implement the improved process.

8I2: LCC's organizational chart and management structure is horizontal in nature. All employees are within two supervisors of the President, which cultivates direct communication and increased participation in planning continuous improvement at all levels of the College. In addition to departmental structure, LCC has five AQIP teams comprised of all full-time employees of the campus. These teams are cross-departmental, which fosters interaction and communication that would not otherwise take place in daily work. AQIP teams are responsible for Action Projects that are guided by the Systems Portfolio and the Systems Feedback Report, and are also the foundation of Systems Portfolio writing itself. These tasks raise all employees' awareness of the overall structure and processes of the College, and the "why" and "how", not simply the "what" of our work. Our strategic planning uses targets for improved performance. If the targets are not met, then the process is then analyzed again as to why the targets were not met and how to improve it. At this point, the cycle of the strategic planning process begins again.

Category Nine: Building Collaborative Relationships

Lamar Community College began in 1937 as a locally funded junior college. We celebrated our 75th anniversary this year, and one of our strongest attributes is our appreciation of the relationships we have cultivated within our community, our region and even our state. Our mission and vision are simple and enduring, and our position in a rural, isolated area makes our affiliations even more significant; we understand the importance of trust and collaboration to make resources go further, and embrace it as an opportunity to develop. Our consciousness of using process management in our relationships has matured since our first Systems Portfolio and we have increased the number of working partnerships in a variety of departments. However, we have not emphasized any overarching, systematic approach to our relationship building. Rather, they are managed by departments and integrated into the existing processes within that area. Because our departments do work closely together, our relationships are known and aligned, but we do not yet possess the systematic framework that allows us to set targets or measure the work we do in this area.

9P1: LCC has a mandate from the CCCS to work with a four-county region in Southeast Colorado: we thus have a priority to work for and with any entity – K-12 schools, state or local human services, workforce training agencies or any other organization in this region. Outside our service area, we also seek to fill gaps in educational offerings through online courses, specialized marquee programs that are unique to our College, and new programs in response to changes in the economy and job markets. Enrollment data is analyzed weekly and feedback from stakeholders are reported to President’s Council to be used to respond to opportunities identified. Table 9.1 is a list of groups with whom LCC has established relationships:

Table 9.1. External Stakeholders and LCC Interaction

Stakeholder	Relationship
Prowers County Human Recourses	A representative from LCC attends monthly meetings with Prowers County Human Resource Departments and Agencies. Area needs are identified through reports from each department or agency.
Prowers County Commissioners	LCC’s President regularly attends monthly meetings of service area County Commissioners.
K-12 schools (14 service area schools and 3 on-line)	Concurrent Enrollment, ASCENT, and Drop-out Recovery programs are offered at local high schools, on-line or on campus. Meetings with area high school administrations are used to determine needs. Weekly enrollment reports are used to determine the number of students enrolled in the programs.

<p>Board of Cooperative Education Services (BOCES) Superintendent Advisory Committee</p> <p>BOCES member schools (15 area schools and 1 online school)</p>	<p>A representative from LCC attends monthly meetings to identify needs at the service area schools. Direct feedback from these meetings is used in determining the needs of area schools.</p> <p>In cooperation with BOCES, LCC hosts a bi-annual Professional Development Workshop. Evaluations are used to determine future needs for area educators.</p>
<p>Colorado Workforce Center</p> <p>Colorado Workforce Investment Board</p>	<p>The Colorado Workforce Center refers potential students in need of training to the LCC Career Coach. Career assessments and counseling are used to determine educational needs.</p> <p>Two representatives attend monthly meetings of the Colorado Workforce Investment Board. Workforce training needs are identified and programs are created to meet those needs.</p>
<p>Veterans</p>	<p>LCC is participating with the Veterans Administration in the Veterans Retraining Assistance Program to assist veterans in obtaining eligible funding for their educational needs.</p>
<p>Microsoft Academy</p>	<p>Microsoft and LCC are providing the Microsoft Academy to provide students with training in Microsoft Office. Training is offered across the state through on-line courses. Enrollment data and student feedback are used to assess the success of the program.</p>

9P2: For those educational institutions that will be receiving our students, we have dedicated internal procedures, positions, policy relationships and organizational links. Our transfer counselor works with other schools on all issues of incoming as well as outgoing transfer students and credits. The transfer counselor works with LCC’s top transfer destinations as well as providing assistance for all students’ transfer requirements. Another position was established to solidify the articulation relationship between Lamar Community College and University of Colorado-Colorado Springs primarily in the Nursing, Business, and Criminal Justice programs. The college will continue to pursue similar partnerships throughout the state. CCCS policies define our working relationships with other four-year institutions. The CCCS and the SBCCOE have established multiple articulation agreements with all other accredited Colorado public four-year institutions to allow students to transfer their Associates Degree from CCCS schools completely into Bachelors Degree Programs without being required to complete

more than 120 total credit hours. This is critical to give our students the certainty that their Associates Degree is truly the first two years of their Bachelors Degree and they can transfer with this protection of their credits. Another facet of our relationship with receiving institutions is our formal faculty-wide collaboration across the state. CCCS faculty participate in discipline group meetings with all two year college faculty and communicate throughout the year as issues arise, and also meet yearly with four year college faculty. These yearly sessions strengthen the common priorities that all faculty share, and allow them to be more informed and effective in working with students in transfer situations.

For employers who will be hiring our graduates, CTE Advisory Board committees (1P13) are ongoing vehicles to maintain these relationships. Grants such as the Trade Adjustment Act have directed many of the recent relationships the college maintains. Additionally, the entities cited below in Table 9.2 show other links LCC has to our students' future employers.

Table 9.2. Employer Categories and Opportunities for LCC Students

Stakeholder:	Relationship:
Workforce and Economic Development Agencies	Local Work Force Center to allow testing and computerized WorkKeys/KeyTrain curriculum for Workforce, TANF and HS students
Prowers Medical Center and other local healthcare based industries.	Work with health care facilities to provide clinical opportunities for our students and prepare a skilled workforce partnership with the local healthcare industry to allow for internships and practical experience
H & R Block	Company refers clients to the LCC Tax Help Colorado students during spring semester for compilation of tax returns.
Local Government entities	Work with institutions including the City of Lamar and Lamar RE-2 School District to allow internships and practical experience for our students.

9P3: At the institutional level, the college uses President's Council as a clearinghouse for all departments to share information, needs and feedback regarding external services for our students. An example of the use of this group to create and build relationships with external organizations is the Institutional Research Work Report (8R1, Table 8.1) that has been created to optimize campus ability to stay abreast of compliance issues related to federal and state grants, regulatory agencies, the Colorado Community College System (CCCS), the Colorado Commission on Higher Education (CCHE), federal financial aid reporting and other critical components that support students. Ongoing compliance to this monthly calendar is monitored at President's Council meetings.

Additional relationship-building with specific constituents occurs through the processes at the department level of each program. Within departments, certain positions' job descriptions include work with such organizations as local health care providers, businesses, services and law enforcement, and these employees serve as the point of contact and relations. These

include associations related to transfer, student support through the College Foundation Board, Rocky Mountain CER, Workforce Center, Department of Social Services, partnerships with high schools, and other groups. Often, the creation and building of these relationships are brought to President's Council as information sharing and for input. Advisory Boards also function as channels for relationship building with external stakeholders who may serve our students.

Prioritization is based on student needs such as financial aid/scholarship, transfer, workforce, as well as those mandated by external entities such as the State and Federal Government and the Higher Learning Commission.

9P4: As part of the CCCS, College purchasing is regulated by the state purchasing system and locally monitored by the LCC Business Office and Vice President of Administrative Services. The CCCS state purchasing system manages purchases to make cost effective acquisitions, and mandates competitive bidding to secure contracts. A recent large capital project at Lamar Community College was an energy saving performance contract system and the contractor used many local vendors to help with the project.

The College builds relationships by being a good steward and making payments on time, sharing facilities with the city and county, purchasing locally whenever possible, establishing agreements with entities such as High Plains Community Health Center to provide medical services on our campus for students and staff, trading clinical contracts for employee tuition credits, and contracting with HistoriCorps.

9P5: LCC values strong relationships with community and area stakeholders, and strives to create and build new and better relationships with the communities in our service area, which covers more than 7800 square miles. When the College sees an opportunity for any sort of partnership with an external group, we measure specific criteria: the relationship must offer mutual benefit for both organizations in terms of 1) enhanced services, 2) additional revenue, or 3) professional development. These relationships are built in the appropriate departments of the College, and function within their processes. Table 9.3 shows the collaboration and mutual benefit between LCC and our service area.

Table 9.3. Service Area Interaction

Stakeholder	Relationship
Education Associations	LCC's affiliation with the local BOCES allows us to partner with all service area schools in identifying and strengthening the educational opportunities of Southeast Colorado. Regular attendance at BOCES meetings provides us with the opportunity to receive new ideas and feedback that will allow us to analyze successes and failures. LCC's Recruiter maintains a steady presence in the service areas schools where she can identify current and future educational needs.
External Agencies	Through accreditation and evaluations of the following agencies, needs and improvements are identified and addressed: Colorado Community College System, Colorado Commission on Higher Education, National League of Nursing Accrediting Commission, Colorado State Board of Nursing, Colorado State Board of Barbering and

	Cosmetology, AQIP, the Higher Learning Commission, and other program specific agencies. Goals and objectives are established and monitored by staff, faculty, departments and LCC's President's Council.
Consortia Partners	Through the following agencies, LCC continues partnerships with and has regular attendance at meetings: SEBREA, Microsoft IT Academy, Nursing Department student clinical in service area centers, Workforce Center and Department of Social Services. Feedback is received and analyzed by President's Council to addresses needs as they are presented.
Community	Through our Marketing Department, needs are identified and assessed with each department on how to better serve and communicate with the surrounding communities. Successes and failures are identified and plans are adjusted. Administrators, staff and faculty hold positions on Lamar City Council, Lamar Chamber of Commerce, the local Rotary organization and many others in our service area. The President's Advisory Council gives guidance and feedback on the long term educational needs of our area. Administrators regularly attend local governing board meetings such as county commissioners. Athletic Booster Club links community support to LCC teams and athletes. LCC Foundation works to establish sustained funding streams to generate greater scholarship resources and capital campaigns.

9P6: Being a small institution in a rural area gives us the luxury of having direct and intimate communication with our partners. When college personnel are themselves participating and contributing in various local organizations, we can have a first hand, working knowledge of the quality of our relationship. We cultivate our ability to receive feedback and act on it, to be responsive and flexible when opportunities present themselves. Successes, challenges and needs in our working relationships are evaluated and presented before all departments at President's Council, but not systematically. There is an opportunity to formalize this process using the criteria explained in 9P5 to create measurement and a feedback loop.

9P7: Departmental interaction happens in multiple ways at LCC. Administration uses monthly all-campus meetings to create and build relationships between departments. All staff is invited and highly encouraged to attend. Often other partners or students are invited. Those who attend receive information from administrators, welcome any new employees, voice concerns, share important information from departments, and make announcements. The College's AQIP process also bridges departments, as teams are formed from all campus departments and have tasks that require them to work together outside of their normal job duties. This system has strengthened employees' understanding of individual roles within the College, as they are forced to learn other departments' processes to find answers to questions. Conversation Day also unites the entire campus and gives all employees time to brainstorm and think strategically with individuals from all other departments. Likewise, the President's Council furthers collaboration and integration with the presentation of information firsthand between department heads, and weekly dissemination back to constituents. All employees have a mechanism for feedback to administration, staff and faculty through this newly designed council.

9R1: Some departments utilize employer surveys to measure the performance of recent graduates. For example, all nursing graduate employers are contacted via Survey Monkey to gain information on performance, needed skills and problem solving abilities in order to make program changes. Additionally, all CTE cooperators receive similar surveys regarding intern performance and need for program improvements. The Workforce Investment Board tabulates the number of participants and money spent at each community college in the training opportunities provided through the Workforce Investment Act. Relationships are measured internally in the yearly Communication Survey. EPT and President's Council analyze these measurements.

9R2: The College's employer survey data is reported in 1R4. The results of our 2012 Climate Survey (Table 9.4) indicate improvement in areas relating to collaborative relationships.

Table 9.4. LCC 2012 Climate Survey Relationships

2010/11	2012	+/-	Question
3.31	3.53	0.45	The institution encourages its employees to collaborate with others on new projects.
3.38	3.56	0.26	The institution builds relationships with the institutions and organizations from which its students come.
3.39	3.58	0.20	The institution builds effective relationships among faculty, staff, and administrators.
3.42	3.59	0.15	The institution's key partnerships with other institutions and organizations are well known.
3.44	3.59	0.40	The institution creates and builds relationships with external organizations that provide services to our students.
3.51	3.71	0.20	Departments work effectively as teams.
3.81	3.95	0.88	The institution regularly collects and analyzes measures of effectiveness in building collaborative relationships across departments.

9R3: LCC currently does not benchmark or measure performance results of Building Collaborative Relationships with other institutions of higher education. We recognize this as an opportunity for improvement.

9I1: LCC holds bi-weekly President's Council meetings to strengthen internal collaborative relationships and continues to hold regularly scheduled meetings with external stakeholder groups. AQIP action project committees and strategic marketing and enrollment initiatives with faculty, staff, and administrators have all built long-term collaborative relationships across campus as well. The Athletic Booster Club (2R4) and the LCC Foundation (2P1) have been revitalized with restructured College involvement and increased community interest. The creation of the Microsoft IT Academy (1P4) presents great potential for future partnerships with other colleges, more students and technology companies. These changes are localized in specific departments, but their work will accomplish gains for the overall relationship between the College and its stakeholders.

9I2: The organizational structure (9P7) at LCC embraces all employees in meaningful tasks that transcend their daily job. This promotes true campus involvement in initiatives and goal setting. The revived culture of strategic planning, coupled with the College's small size and solid

connection to the community, enhances our ability to identify ways to improve and strengthen our collaborative relationships. The close-knit culture of the campus community also allows for change to permeate the college more quickly than at a larger urban institution.

Appendix A

Program Development Worksheet

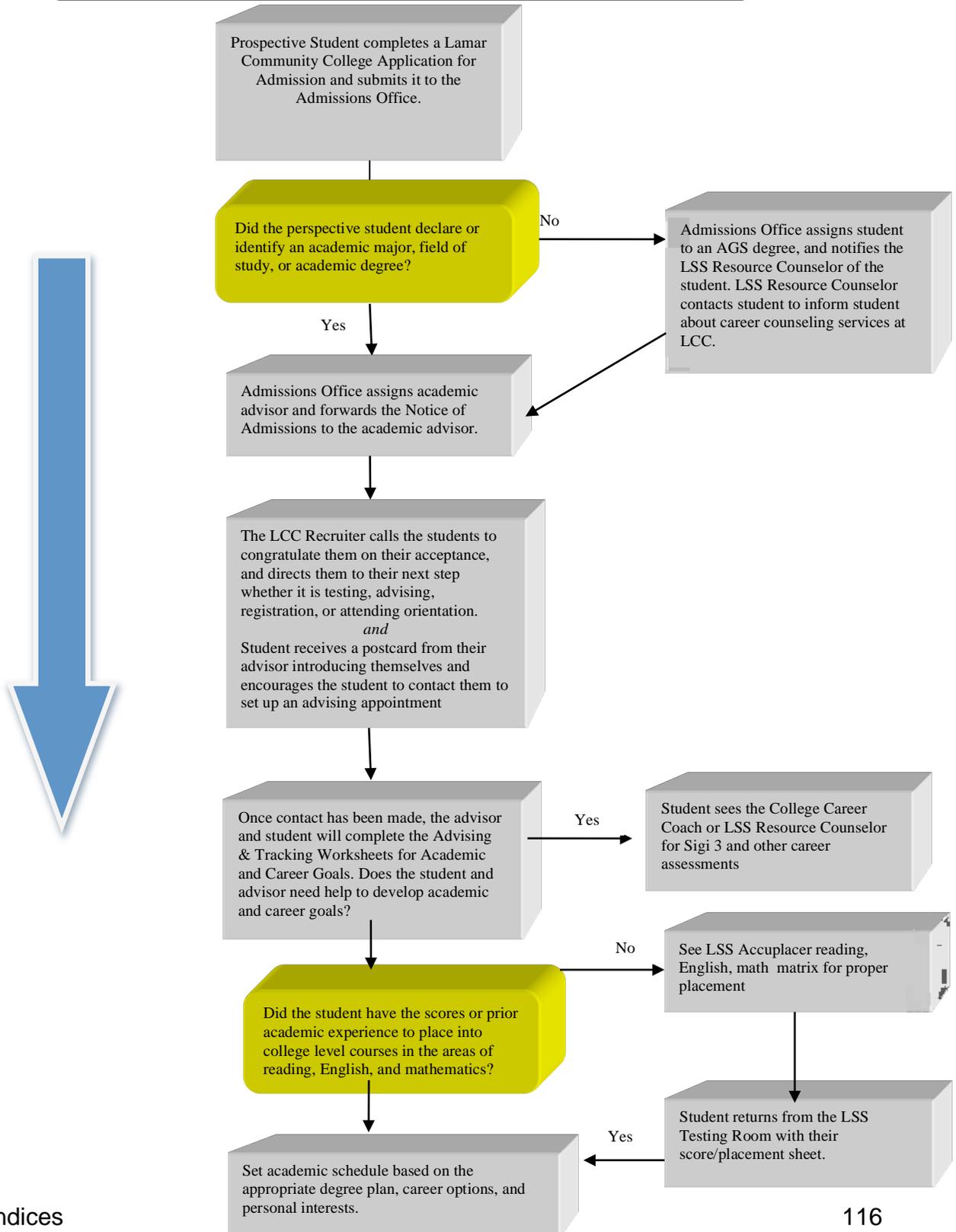


Please make sure this program is being developed with your *program development team* consisting of a campus educational administrator, counselor, special population coordinator, instructor, advisory committee member, and at least 2 community members with current occupational experience in the area being developed. Please include the two most recent development team meeting minutes and a list of development team members and their complete contact information.

PROGRAM TITLE: _____

Program description, learning outcomes and program assessment
a. Provide a brief draft of a suggested program description.
b. Provide the program <i>Learning Outcomes</i> .
c. What process will be used to determine that the outcomes have been met?
Can the program use courses from the current LCC Master Course List? If so, list and include enrollment numbers in existing courses. (Institutional Research can provide this information for you).
d. Will this program use new courses? Please see the common course web site for the state wide curriculum http://www.cccs.edu this site provides the course code, course title, description and course plan. New courses will need to have suggested title, description and brief outline. Any new courses will need to be approved by the Academic Review Committee and the state-wide curriculum committee. Complete course plans, including course assessment will be required as this moves forward for state approval.
e. Please identify three to six occupations for which this program will prepare students. Required for AAS & Certificates. Suggested resources are: http://www.acinet.org/acinet/default.asp ; http://www.cdle.org ; and http://www.coworkforce.com List any additional sources and cite your resources for this information.
The state will ask us to justify our reasons for developing this program. You can help us with the process by identifying trends, newspaper and magazine articles, demographics, or any other information that supports the need for this program. You can find trend and demographic data, and other useful information, at the CCCS website – www.cccs.edu . You can find state job market information at http://www.acinet.org/acinet/default.asp - Under Career Information click on State, search in Colorado for your program details, or http://www.coworkforce.com . These web sites provide information on wages, trends, knowledge, skills, abilities and more.
f. Where is your primary market for recruitment of students – local, state, and/or national? Please provide statistical support. Details are needed. Is there a local, state, and/or national need?
g. Provide evidence that this program does not duplicate and/or have a negative impact on existing programs with similar content and skill training within the college and within our service area.
h. Are there similar programs in Colorado?
i. Will this program have the potential for the development of an articulation agreement with a 4-year institution? If so, which colleges are you working with or plan to work with?
j. What is the potential for this program to exhaust its target market due to the saturation within the job market?
k. Is there an outside program accrediting agency with guidelines for this program that will need to be followed or an industry certification that this program prepares students for? Have you contacted them? What resource and or financial issues will there be for accreditation?
l. How does this program fit with the mission and strategic plan of LCC?
m. What are the skills employers need from the graduates of this program?
n. Are there any community or local business needs that this program is fulfilling?
1. List the names/affiliations of advisory committee members for this program. Advisory boards need to be <i>at least</i> 51% related business & industry.
2. Please include the two most recent development team (planning team) meeting minutes and a list of development team members and their complete contact information.

Student Advising Flow Chart



Appendix C



Lamar Community College
Advising & Tracking Worksheet:
Academic & Career Goals

2401 South Main Street ■ Lamar, Colorado 81052
 Phone 719 336 2348 ■ Fax 719 336 2448 ■ Admissions 719 336 1580
 MyLamarCC.edu ■ LCC@lamarcc.edu ■ www.lamarcc.edu

Name	Cell Phone
Address	Alternate Phone
City, State, Zip	Email
Previous Degree	LCC ID#

Initial Contact: (First Semester)

Questions: _____ Answers: _____

Have you activated your LCC student email?
 Please be aware that LCC's official mode of communication with students is LCC student email. It is important to activate and check it regularly.

What are your educational goals?
 What are your career goals?
 What do you feel are your academic strengths & weaknesses?
 Are you aware of on-campus tutoring?
 What are you passionate about?
 What are your hobbies & interests?
 Are you an athlete?
 If yes, who is your coach?
 Student-athletes must enroll in and complete 12 credits each semester with a semester GPA of at least 2.0.
 Note: Graduation in 2 years requires an average of 15 credits/semester for AA, AS, AGS, and most AAS, in addition to any developmental courses.
 Do you have other schedule commitments in addition to classes (i.e., work, practice, family, work study)?

How would you like to become involved as an LCC student beyond classes?
 Do you have any holds on your account due to unpaid bills or fines?
 Are you aware of Desire2Learn and how to access a syllabus? What can a syllabus tell you?

Second Contact: (Mid-point 1st Semester, Registration for 2nd) update contact info each semester

Questions: _____ Answers: _____

How has your first semester gone so far? Any mistakes, problems? What successes have you had?
 Have you made any changes to your schedule?
 If an athlete, are you still a member of the team?
 Do you still see yourself with the same educational & career goals that you shared when we first met?
 Are you looking at scholarship applications for either next semester or year?
 Be aware that UCCS offers larger transfer scholarships for freshmen who contact the LCC/UCCS Coordinator.

Third Contact: (Mid-point 2nd Semester, Registration for 3rd) update contact info each semester

Questions: _____ Answers: _____

What are you considering/planning after you graduate?
 Have you met with the Transfer Coordinator?
 If you have plans to transfer, what type of program or degree are you considering?
 If you are eligible, did you join PTK?

Fourth Contact: (Mid-point 3rd Semester, Registration for 4th) update contact info each semester

Questions: _____ Answers: _____

If you are graduating next semester, have you submitted your intent to Graduate?
 What are your plans after you graduate?
 If you are transferring, which school(s) are you applying to? (Many schools waive the application fee for transfer students)
 Are you working on transfer scholarship applications?
 What program or degree are you pursuing?
 I will meet with my advisor before graduation for an exit interview.

Exit Interview: (prior to graduation) update with long-term contact info

Questions: _____ Answers: _____

How do you reflect on your experience at LCC?
 Do you have suggestions for improvements?
 What are you doing after your graduate?
 What is/are your career goal(s)?
 May we contact you in the future?
 Would you like invitations to alumni events?

Appendix D

**LAMAR COMMUNITY COLLEGE
ACADEMIC DISHONESTY REPORT FORM**

LAMAR COMMUNITY COLLEGE is committed to creating an environment where student achievement is championed and celebrated. Because the college values academic integrity as an essential component of academic excellence, students are expected to be truthful and ethical in their academic work. Commitment to academic integrity is the responsibility of every student and faculty member at Lamar Community College. Faculty and students come from a variety of backgrounds and cultures, giving rise to different understandings of moral and ethical behavior. Faculty should clearly state well-defined standards to reduce uncertainty and clarify expectations.

Academic dishonesty is defined as: an act of deception in which a student claims credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. Academic dishonesty diminishes the quality of scholarship at LAMAR COMMUNITY COLLEGE and hurts the majority of students who conduct themselves honestly.

To initiate the procedure for addressing an allegation of academic dishonesty, faculty members must first determine if they are seeking an academic sanction or a disciplinary sanction. An academic sanction involves a grade penalty only (i.e., a reduced grade); a disciplinary sanction involves various penalties, which may include a grade penalty.

Acts of academic dishonesty include, but are not limited to, the following:

CHEATING – Unauthorized copying or collaboration on a test or assignment, or the use or attempted use of unauthorized materials;

TAMPERING – Altering or interfering with evaluation instruments and documents;

FABRICATION – Falsifying experimental data or results, inventing research or laboratory data or results for work not done, or falsely claiming sources not used;

PLAGIARISM – Representing someone else’s words, ideas, artistry, or data as one’s own, including copying another person’s work (including published and unpublished material, and material from the Internet) without appropriate referencing, presenting someone else’s opinions and theories as one’s own, or working jointly on a project, then submitting it as one’s own;

ASSISTING – Assisting another student in an act of academic dishonesty, such as taking a test or doing an assignment for someone else, changing someone’s grades or academic records, or inappropriately distributing exams to other students.

I. When an act of academic dishonesty comes to an instructor’s attention, the following

1. procedures shall be followed:
2. Collect evidence and document the incident,
3. Permit the accused student an opportunity to explain, and
4. Advise the student of possible penalties.

II. If there is clear evidence of a violation of the LCC Academic Integrity Policy, the instructor may:

1. Inform the student of the academic penalty which may include one or more of the following:
 - a. A reduced score on the assignment or exam;
 - b. A score of zero or “F” on the assignment or exam;
 - c. A reduced grade in the course;
 - d. An “F” in the course;
2. Inform the student of the right to appeal the academic penalty, in cases of mistake, fraud, bad faith or incompetence. (Refer to procedure outlined in the LCC catalog for more information.)
3. Further action which may include:
 - a. No further action, or
 - b. Disciplinary Review with Dean of Academic Programs, including education about academic integrity;
 - c. In the case of more egregious violations of academic integrity, a recommendation that the Dean of Academic Programs consider suspension or expulsion. (If the Dean does not follow a recommendation to suspend or expel the student, the faculty member will receive written notification of the reasoning. In the case of not following recommendations 3a or 3b, verbal notification will suffice.)
4. Send a “Report of Academic Dishonesty” form to the Dean of Academic Programs.

The Dean will keep this **report in a confidential file for three years**. This will help identify repeat patterns of academic dishonesty, and generally a second offense will result in long-term suspension from the college. (If the Dean chooses not to assign long term suspension, due to extenuating circumstances, the faculty member will receive written notification.) This report may only be shared with the student to whom it pertains and with those within the college who have a legitimate educational need for the information as determined by the Dean. After serious consideration of the instructor’s recommendation, the Dean will address violations of academic integrity in accordance with the Student Code of Conduct.

*LAMAR COMMUNITY COLLEGE gratefully acknowledges that it has freely borrowed, modified and used words, phrases, sentences, and ideas found in similar documents of the following educational institutions, listed in alphabetical order: CSU San Marcos *Diablo Valley College*Hunter College CUNY* Oregon State University * Southwestern Oregon Community College UC Santa Barbara * University of Charleston* University of Colorado at Boulder * University of Maine*

Student

Name: _____ Student ID#: _____

Instructor: _____ Phone/Ext: _____

Course: _____

Term & Year: _____ Reporting Date: _____

Type of Academic Dishonesty

Cheating	Tampering	Fabrication
Plagiarism	Assisting	Other

Summary of the incident (include date, time, place, evidence; attach separate document if needed):

Check box if copy of evidence is attached to this report.

Student response if any:

Instructor's action(s):

Reduced score on assignment	zero or "F" on assignment
reduced grade in the course	"F" in course

other _____

Instructor's recommendation(s) for further action (if any):

No further action
 Disciplinary Review
 Suspension or expulsion
 other _____

Date:

Instructor's signature: _____

Date:

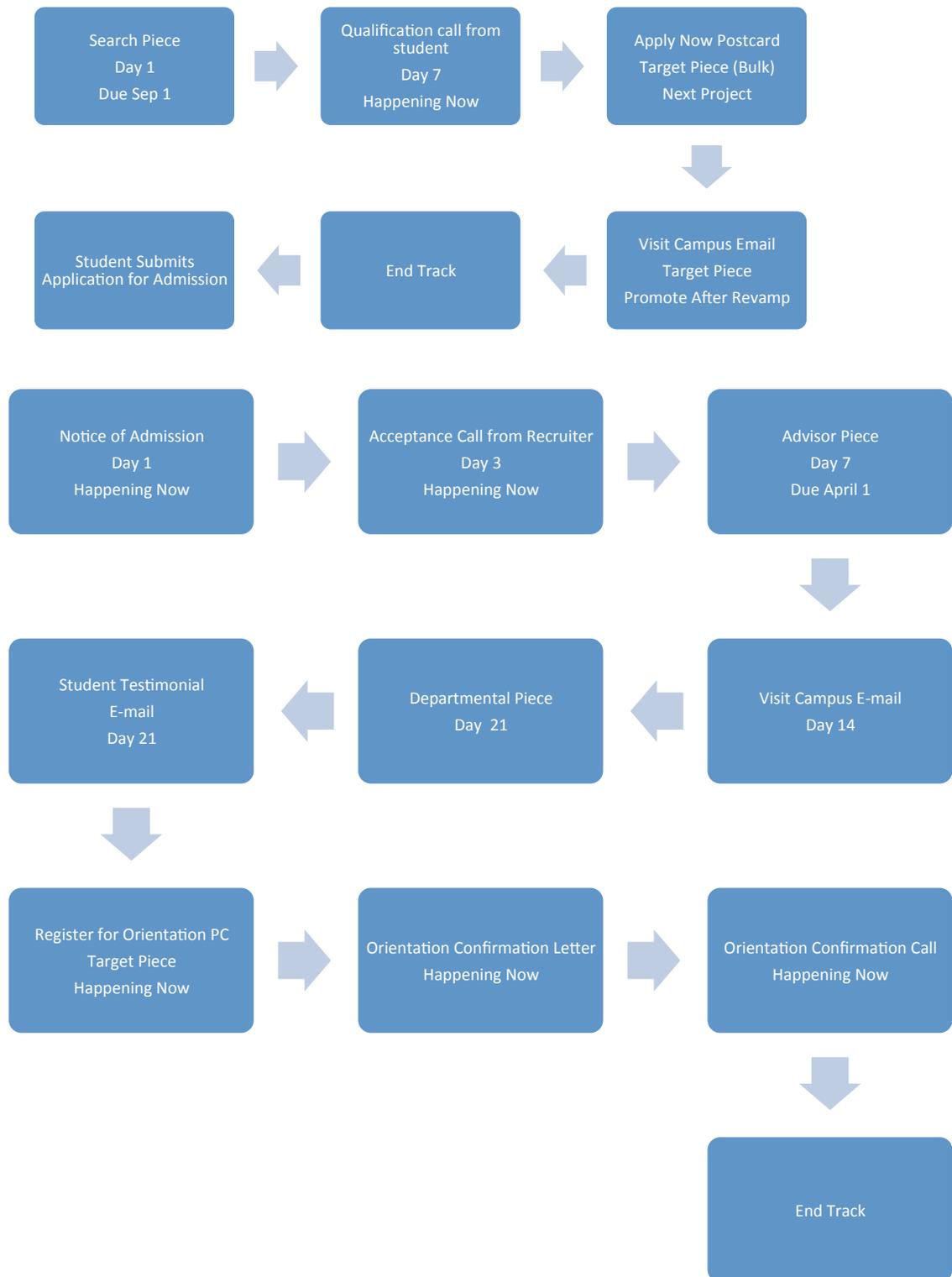
Student's signature: _____

(Note: The student's signature is not an admission of guilt. The student's signature indicates that s/he is aware of the instructor's action or recommendation for further action, and that s/he is aware of the right to appeal action(s) taken by instructor as outlined in the LCC catalog in the "Student Appeals" section.)

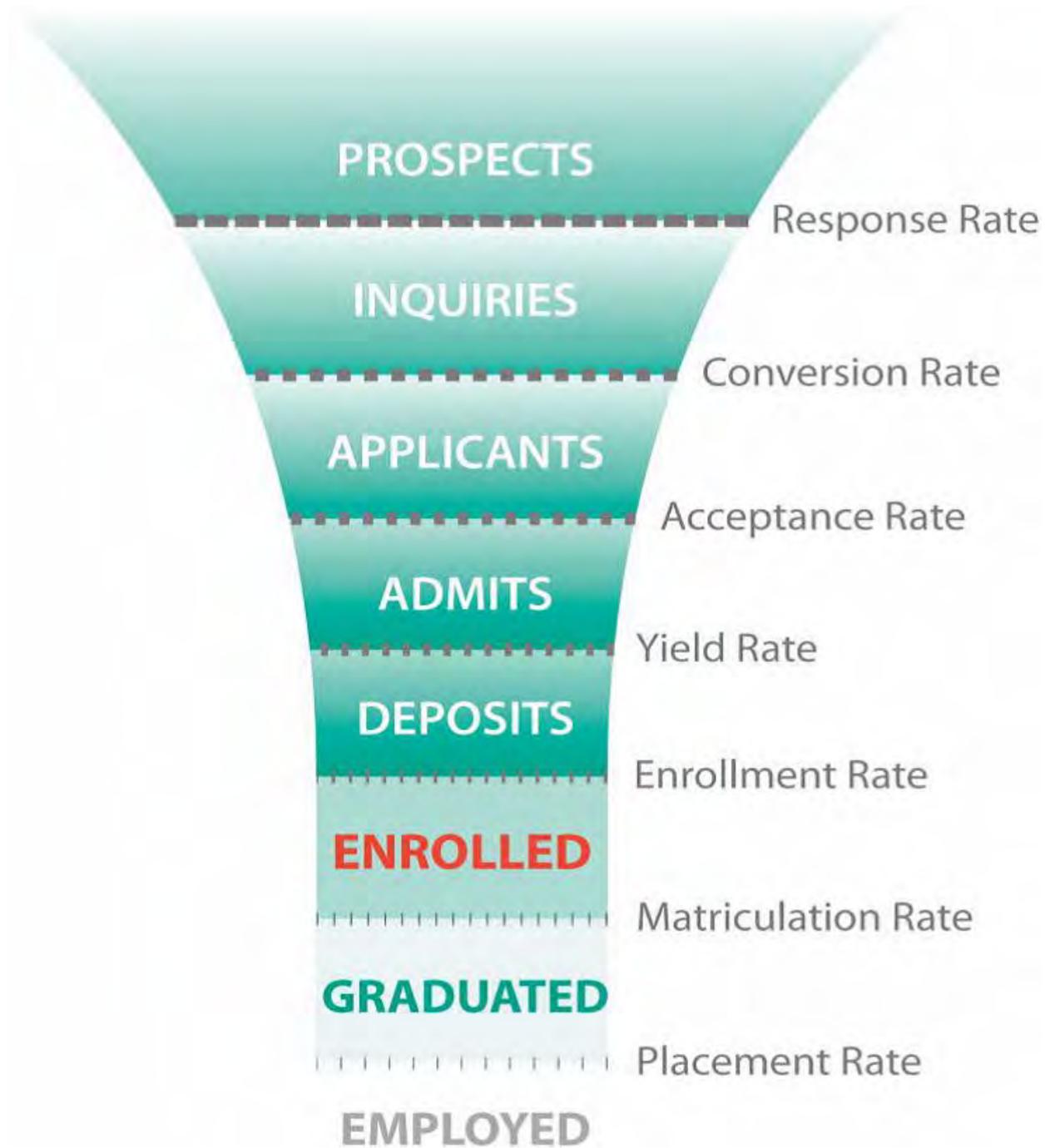
Triplicate form: Dean of Academic Programs – Instructor - Student

Appendix E: Student Communication Plan

Inquiry received via college fair, high school visit, phone call, e-mail request, or web inquiry. Student data is entered into process:



Appendix E: LCC Communication Plan (<http://www.intead.com/strategy-consulting/>)



Appendix F: LCC Annual Communication Survey

2009/10	2011	2012	
3.25	2.76	3.07	The institution regularly evaluates the effectiveness of human resource and personnel processes.
3.18	3.30	3.56	The Institution makes certain that employees get the training and professional development their work requires.
3.46	3.16	3.49	Evaluations regularly provide employees with concrete feedback on ways to improve.
3.29	3.08	3.53	The institution's hiring processes make certain the people it employs possess necessary credentials, skills, and values.
3.56	3.05	3.34	The institution seeks out the views of employees on ways to improve operations and performance.
3.87	3.07	3.95	The institution trusts employees to do their work effectively.
3.38	3.06	3.34	Employees are recognized for their contributions and accomplishments.
3.56	3.51	3.71	The institution has effective policies that ensure responsible conduct by employees.
2.82	3.03	3.31	The institution has effective processes to determine the training needs of employees.
3.44	3.44	3.59	Leaders communicate a clear vision for the institution's future.
3.69	3.81	3.68	The institution's core values stress the centrality of learning.
3.32	3.42	3.49	A clear understanding of the institution's priorities guides employees in their work.
3.51	3.50	3.44	Leaders empower employees by clearly delegating areas of authority.
3.16	3.09	3.14	The institution analyzes the effectiveness of its decision-making processes.
3.34	3.31	3.32	Organizational and committee structures support good decision making.
3.4	3.17	3.37	Leaders ensure that employees have the resources needed to do their work.
3.44	3.17	3.37	Employees get the information they need to perform their jobs effectively.
2.72	2.67	3.10	Communication occurs effectively up, down, and across different units of the organization.
3.66	3.53	3.63	The institution encourages its employees to collaborate with others on new projects.
3.26	3.19	3.59	The institution builds relationships with the institutions and organizations from which its students come.
3.19	3.00	3.15	The institution builds effective relationships among faculty, staff, and administrators.
3.07	3.17	3.39	The institution's key partnerships with other institutions and organizations are well known.
3.24	3.38	3.58	The institution creates and builds relationships with external organizations that provide services to our students.
3.53	3.51	3.47	The institution meaningfully involves its employees in institutional work.
3.09	2.67	3.17	The faculty and staff feel they are in a partnership with administrators.
3.51	3.39	3.71	Departments work effectively as teams.
3.28	3.22	3.28	The institution balances individual and collective work effectively.
2.97	3.17	3.07	The institution regularly collects and analyzes measures of effectiveness in building collaborative relationships across departments.
3.328214286			standard error range 0.10-0.14