

Category Six: Supporting Institutional Operations

Processes

6P1

Student and other stakeholder support service needs are determined broadly by institutional mission and values. In addition, the

identify specific stakeholder support service needs guided by statutory and regulatory requirements. Needs are identified by the state, institution, and/or donor through inquiries, suggestions, and needed upgrades of service through periodic reviews. In addition, both IT and maintenance examine complaints, security reports, and other customer feedback. Services, student services, and the bookstore use focus groups to identify service needs.

Students and other stakeholders through the use of a more systematic approach is necessary to ensure stakeholder groups are understood and addressed as

defined broadly by institutional mission and values and an overarching direction. The College has focused on this area as well. Beginning with the implementation of a process linking operational plans and strategic goals, the College initiated an employee climate survey. The developed climate survey will be replaced with a new survey which will provide data to more systematically

formal mechanisms for determining support service needs. Identification discussions occur during meetings. In addition, several offices use customer surveys to determine new or additional service needs. Needs are identified during individual performance evaluation

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

In addition, support processes are documented within specific functional areas but are not systematically shared with the wider college community. The administrative support services staff collects and analyzes data through a variety of mechanisms on a wide range of campus functions. The College's internal and external audit functions provide recommendations and evaluation of the college's financial condition, policies, processes and procedures to ensure best practices and compliance with generally accepted accounting principles and federal, state and local regulations. These analyse

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

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

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Table 6R2.3 Disability Resource Center Students Served

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

Source: LCCC Disability Resource Center

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

Table 6R2.4 Graduate Survey Results

Service or Office	Satisfied or Very Satisfied	Dissatisfied
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Table 6R5 CCSSE Results: Use of, Satisfaction with, and Importance of Services

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

1 Results in bold are significantly different from the comparison groups of medium-sized community colleges and Wyoming community colleges. See 6R5.

Source: CCSSE Results, Spring 2009

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6R5

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