Determining new student groups to target for educational offerings and services
The College intentionally links with organizations and agencies in its service area to help inform service offerings based on needs identified by those agencies and organizations. The process for engaging with these stakeholders is also described in greater detail in Category 1. One example to include in this section is the local Veterans Administration (VA) and the returning

Because of this, as part of a general organization effort, the advising function was centralized and is undergoing a redesign to provide holistic advising for all students.

In the redesign process, all of the support services that might be deployed to make students successful are now built into the comprehensive advising systems. This includes services such as disability support services, counseling, financial aid, SAGE TRiO, and community based services. As the advising model builds knowledge about student needs through its new design, services are planned to meet those needs. As the Starfish retention software tool is implemented and brought to maturity over the course of the next two to three years, its analytics will help the College assess the effectiveness of many elements of advising, mentoring, support services, etc. (3.D.2).

Ensuring staff members who provide non -academic student support services are qualified, trained, and supported   (3.C.6)
Described in greater detail in Category 3, the College's position identification and recruitment process ensures each position at LCCC has a formal position description on file outlining the requisite knowledge, skills and abilities required to fulfill the responsibilities of the position. The recruitment processes, employee onboarding and development processes are all designed to ensure employees are qualified, trained, and supported (3.C.6).

2R1 What are the results for determining if current and prospective students ' needs are being me t?

improvement. If the average scores in an area are among the lowest scores across all programs (i.e., scores of 1), faculty develop and implement strategies for improvement. Monitoring reports are used to assess the effectiveness of these strategies. (4.C.1)

Selecting tools/methods/instruments to assess retention, persistence, and completion (4.C.4)
LCCC's tools for assessing completion, persistence, and retention are selected and developed through a systematic collaborative process. The Associate Vice President for Institutional Effectiveness works with teams of faculty, staff, and administrators to develop definitions and methodologies for program review consistent with the College's mission and strategic priorities. Program review measures are aligned with measures used in the College's KPI system, which were developed by cross-functional action teams led by IR, who ensures that measure definitions align with good practice, based on commonly accepted national standards as well as emerging research on community college student success. Measures and methodologies are regularly evaluated to continuously impdentVs>6(h-2(cces)10.10.9(s)-2n8.2(t)-4[(m)u)10.9(

programs currently undergoing review; Figure 2R2 includes both internal targets (improvement goals) and external benchmarks for the relevant KPI measures.

Figure 2R25 shows a comparison of the number of degrees and certificates awarded to the state goal of

Key Stakeholder Needs

2P3

below present employment outcome results from the 2012-2013 alumni survey, which are direct assessments of whether the College adequately prepared for their profession.

Figure 2R3-1: Current Employment Status			
	2010-2011 graduates	2011-2012 graduates	2012-2013 graduates
	all respondents	all	

Complaint Processes

2P4

and community development) ensure the College stays connected to and collaborative with partners in each of these domains (e.g., K12, four-year institutions, businesses, and community-based organizations).

Thus the College's process for selecting partners has resulted in two types of partnerships: (1) ongoing partnerships and (2) proactive partnerships. Ongoing partnerships are those the Institution has established and maintains because of their primary representation of major entities, for example, the partnership with the three school districts in the College's service area, Wyoming's only university, the University of Wyoming (also in the College's service area), and key business community organizations such as the Chamber of Commerce and United Way.

Proactive partnerships are selected when those entities are identified as having a unique opportunity for

Figure 2P5-1: Building and Maintaining Relationships with Advisory Committees

Figure 2P5-1

There are numerous examples of how LCCC builds and maintains partnerships with its education7.0 Tc 0.9(d n

obtained as a result of the partnership. Table 2P-5 below provides examples of various partnerships formed and how the effectiveness of those partnerships is measured. Typical tools used include surveys, monitoring reports of intended outcomes from the partnership, the College's KPIs, and other evaluative instruments.

Clinical experiences and internships evaluate partnership effectiveness through supervisor and student surveys. While not done by all programs of study, many of the career programs also use employer survey instruments to help make these same determinations.

Graduate and alumni surveys are delivered annually and help identify the success of many partnerships such as job placement and the transition from LCCC to a four-year institution.

Advisory Committee meeting feedback (as documented in Advisory Committee minutes) helps to determine the effectiveness of those partnerships. These meetings bring together all partners and discuss program demand, the effectiveness and recommended changes to curriculum content, and all the critical information for program success.

The completion rate of students participating in concurrent enrollment courses helps to determine the effectiveness of those secondary/postsecondary partnerships.

The number of articulation agreements between LCCC and other four-year institutions helps to determine the effectiveness of those partnerships.

Figure 2P-5-2: Partnership Purpose, Outcomes, and Tools			
Partnership Purpose	Primary Partners	Partnership Process	Partnership Outcomes and Tools
Workforce development	Business organizations (e.g., Chamber); businesses and industry representatives	Program advisory boards and focus groups; organization membership; collaborative projects and grants	Graduate job placement; employer satisfaction surveys; customized trainings and enrollment
Secondary to postsecondary transitions	Local school districts	Concurrent enrollment agreements; site visits and meetings; curriculum alignment meetings and conferences; high school programs (Gear Up, Pathways to Success and Diploma Completion Program)	Concurrent and dual enrollment courses offered and enrollments; matriculation of students in high school programs to LCCC
Two-year to four-year transitions	University and four-year colleges; specific four-y		

Summary results of measures (include tables and figures when possible)
Summary of the results measured presented in annual reports and the annual publication of the College's KPIs and institutional report card. These scrutinized by both the respective area in charge and also by leadership teams that include campus-wide representation. The annual Concurrent Enrollment report is a good example of one of these reports, which summarizes the enrollment efforts for the last three years for both concurrent and dual-enrolled students. The report is broken down by type of

LARAMIE(ARAMe /Hea(CO)-745(UNT6(ARAM)Y