Office of the President
2401 South Main
Lamar, CO 81052
719.336.1511
www.lamarcc.edu

LAMAR
COMMUNITY COLLEGE

November 4, 2009

Dear Board Member:

We are very pleased to provide this copy of Lamar Community College's Systems Portfolio which was sent to the Higher Learning Commission on Friday, October 30, 2009. Lamar Community College is an Academic Quality Improvement Program (AQIP) college which means we use a systems approach to fulfill our mission and a continuous improvement model to reach our vision.

As you can see in the systems portfolio there are nine categories that the Higher Learning Commission and AQIP colleges feel are instrumental in improving academic quality. The nine categories are:

Category One: Helping Students Learn
Category Two: Accomplishing Other Distinctive Objectives
Category Three: Understanding Students' and Other Stakeholders' Needs
Category Four: Valuing People
Category Five: Leading and Communicating
Category Six: Supporting Institutional Operations
Category Seven: Measuring Effectiveness
Category Eight: Planning Continuous Improvement
Category Nine: Building Collaborative Relationships

With each of the categories the college teams had to evaluate college processes, the results of those processes and improvements that have been or will be implemented. This reflects a continuous improvement model.

We are most proud that this systems portfolio was created with input from everyone at the college. The LCC Strategic Oversight Committee and the AQIP teams were comprised of staff, faculty, students, administrators and important stakeholders such as community members.

We appreciate your support of Lamar Community College and look forward to continuing to update you on the LCC Academic Quality Improvement Program journey. Please feel free to contact us if you have questions or would like to discuss this portfolio in greater depth.

Yours truly,

Dr. Nancy McCallin
President Colorado Community College System

John T. Marrin
President Lamar Community College

LAMAR COMMUNITY COLLEGE

We Enrich Lives

Through Learning

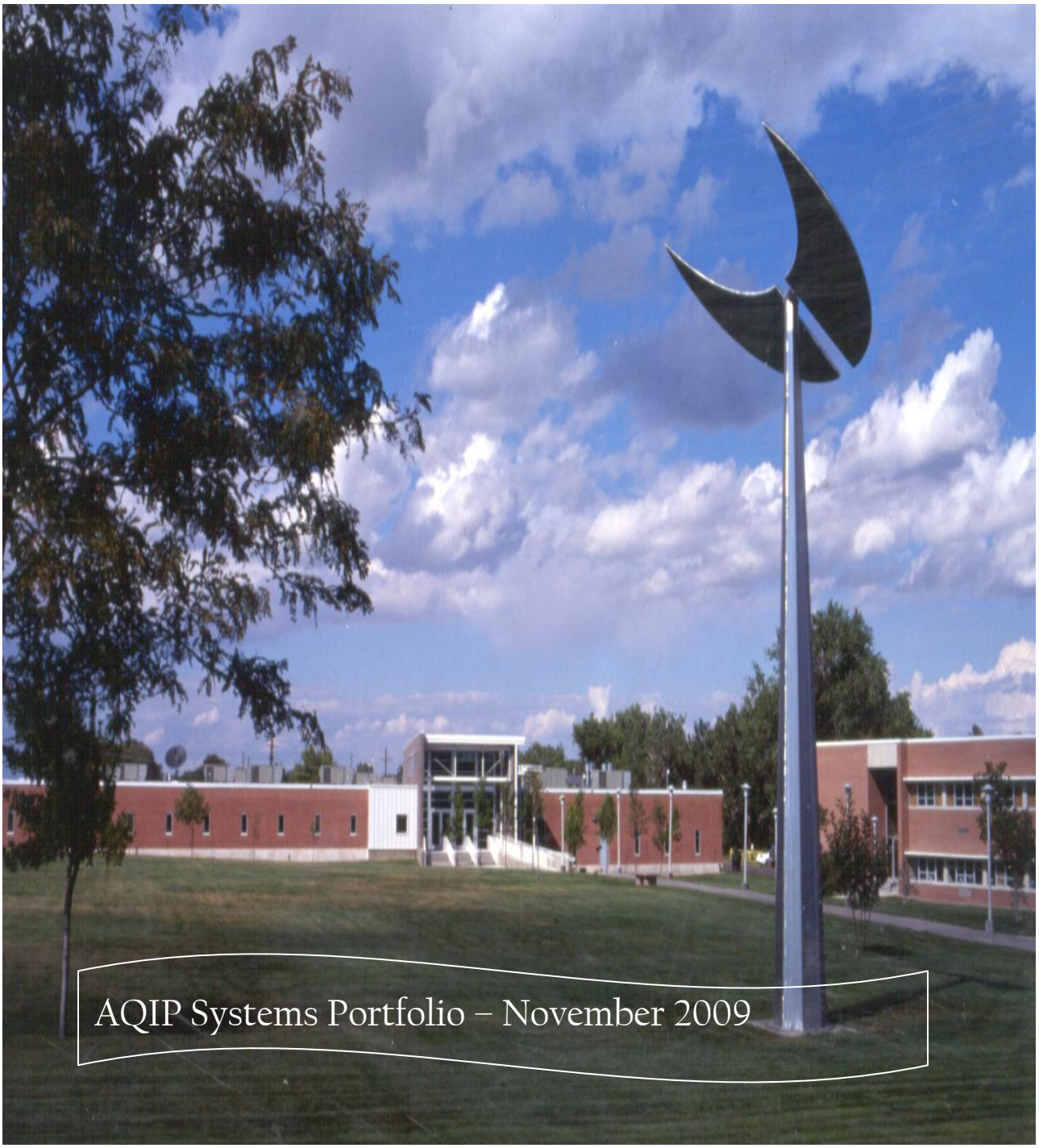


Table of Contents

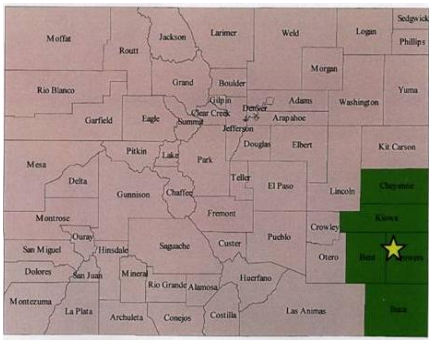
Overview 2
Category One 12
Category Two 35
CategoryThree 40
Category Four 45
Category Five 52
Category Six 56
Category Seven 59
Category Eight 64
Category Nine 68
Addendum
A – Strategic Plan 73
B – Committee Organizational Chart 74
C – Academic Review Committee 75
D – Accuplacer Flow Chart 77
E – Advising Flow Chart 78
F – Survey Questions 79
G – Glossary 80
Criteria for Accreditation 81

Lamar Community College (LCC) is a learner-centered, coeducational, comprehensive, two-year institution of higher learning. A public, non-profit institution, LCC is one of thirteen community colleges in the Colorado Community College System. It is located in Lamar, Colorado, a southeastern plains community of approximately 9000 persons. The college was established in 1937 and now enrolls 1200 students (762 Full Time Equivalents) annually. It is the educational hub of southeastern Colorado.

As a member of the Colorado Community College System (CCCS), LCC is committed to providing an environment supportive of learners and learning. The College is governed by a statewide board whose members are appointed by the Governor of Colorado. The state board establishes policies and procedures for all community colleges in the system. LCC has an advisory council made up of local community members who assist the college in staying connected to the surrounding community. LCC also has a foundation board that serves as the fund raising branch of the college. LCC offers:

- Transfer programs--qualifying students for admission to baccalaureate-granting colleges and universities,
- Occupational education--qualifying students in technical and applied fields and preparing students to move directly into the workforce,
- Developmental education --building students' basic academic skills,
- Perpetual learning / lifelong development--providing students of all ages with personal and professional growth opportunities.

The college's primary role is meeting the educational needs of citizens from Prowers, Baca, Kiowa, Cheyenne and eastern Bent counties. However, within its scope and "community" LCC embraces students from the state of Colorado, across the nation, and around the world with unique programs and a dedicated staff.



Lamar Community College supports the philosophy of a comprehensive community college as it serves the educational need of its students. LCC is dedicated to providing all students with quality educational opportunities and services that assist learners to maximize development and

operate successfully in an ever-changing world. The college is an "open-door" institution, and enrolls all students 16 years of age or older, regardless of previous academic experience, who can profit from the college's instructional efforts. The college offers complete academic transfer programs through its Associate of Arts and Associate of Science degrees. The college also offers career and technical education, which leads to a variety of degrees and certificates. At Lamar Community College, "We enrich lives through learning."

LCC's current student population can be described as mostly White females under the age of 25 from Colorado. See table 1 for a demographic breakdown of the college's student population.

Table 1. Student Demographics

Student Demographics	
Gender	
Female	65%
Male	35%
Ethnicity	
White	62%
Black	3%
Hispanic	18%
Asian	2%
American Indian	2%
Unknown	14%
Age	
‹24	64%
›25	36%
Residence	
In state	79%
Out of state	18%
International	3%

Lamar Community College supports and encourages educational and employment opportunities for all. LCC recognizes the need to provide retention and support services for students and employees from underrepresented populations and strives to implement plans to achieve this goal. Through LCC's TRiO Student Support Services program first generation, low income and students with disabilities receive testing, tutoring and counseling services. LCC's Multi-cultural Club celebrates diversity on campus and allows students opportunities to explore different cultures. It has also implemented an integrated marketing/recruitment plan that will focus on recruiting and retaining students of diversity. LCC, in cooperation with community leaders of Prowers County, maintains and improves a welcoming and culturally sensitive climate on and off campus and foster community networks that support underrepresented populations.

Lamar Community College began its service to its communities as the Junior College of Southeastern Colorado. It was originally established to give the impoverished residents of the

western edge of the "Dust Bowl" new hope in the midst of the Great Depression. The college is a testimony to the perseverance of the organizations and individuals that founded it. Supported by tuition, fees, and donations from merchants and civic organizations, the college was essentially a private institution. Its first campus was a structure originally built by the Works Public Administration (WPA) as a hospital for tuberculosis patients.

In 1946, voters formed a local tax district to support the college and began guaranteeing open enrollment. At this time, the name was changed to Lamar Junior College. As enrollment and program offerings steadily increased after World War II, the campus expanded to nearby buildings and houses.

The 1960s ushered in a decade of change as the college relocated to its present location, changed its name to Lamar Community College, and joined the Colorado Community College System. Todd-Burch Residence Hall and the Bowman, Trustees, and Betz Buildings were all built in the period between 1966 and 1971. LCC's indoor horse arena was constructed in 1975.

Lamar Community College entered another period of construction in 1999 with the renovation and renaming of the Betz Building to the Betz Technology Center. In this same time period, LCC built its state-of-the-art Wellness Center. Expansions of the horse stalls, updated arena, class rooms and office space were completed in spring of 2009. The construction will allow expansion of the college's equine offerings including its Horse Training Management (HTM) program, which draws students from across the country. The Agricultural Department, in which the HTM program, is administered, was recently named one of the top 50 Community College Agricultural programs in the United States by *Community College Week*, (Vol. 21, No. 21) June 15, 2009.

Through its rich history, Lamar Community College has continued to provide a unique educational experience to students. The small, friendly campus atmosphere helps students feel welcome and valued. Many area students who seek skills and knowledge to enter the workforce or to transfer to universities find LCC their best option for higher education. LCC also attracts students from outside the service area who appreciate smaller classes and the personalized attention they receive from staff and faculty. The average class size at LCC is 15 and the student: faculty ratio is 18:1. Many come to study in one of the signature programs or to continue their athletic careers. LCC has through partnerships with other colleges and universities expanded its services to students to include concurrent enrollment and on-campus baccalaureate options.

LCC employs a complete student services department. Services include financial aid, tutoring, testing, counseling, business office, transfer assistance, recruiting and admissions. LCC has a residence hall that houses 200 students and a full service cafeteria. Athletics play a major role on the campus, offering not only an opportunity for students to further their education and continue to play sports but also to draw the campus and surrounding community together to

cheer on the LCC Lopes. Athletic and extracurricular programs include: men's and women's basketball, volleyball, men's golf, baseball, softball, rodeo and livestock judging.

LCC has experienced several years of changing leadership. A new president was hired in June, 2008. Due to the transient nature of the leadership the college has had difficulty following through with the strategic plan. With the arrival of the new president, the strategic plan was rewritten to reflect the current challenges and opportunities for the college and service area needs. The mission was reaffirmed as "*We enrich lives through learning.*" The newly adopted vision is "At Lamar Community College, we are committed to providing the highest quality education in an environment of service excellence". The college values were developed at the all-campus meeting in the fall of 2009. The values selected by the campus members are: Open Communications, Valuing People, Respect and Integrity. The LCC strategic plan was created beginning in the fall of 2008 (see Addendum A). During the all-campus Conversation Day in January of 2009 attendees voted to focus on three goals for the next year: 1) strategic growth on a solid foundation, 2) integrated marketing and enrollment management, and 3) retention. Teams were formed to focus on the first two goals, with the understanding that "retention" best fit as a component within Integrated Marketing/Enrollment Management. The teams report regularly to the Strategic Oversight Committee. An organizational chart of LCC is provided in Addendum B.

Currently Colorado state colleges are in a particularly challenging financial position with state contributions to LCC and other state colleges expected to be lower in the immediate future due to the economic downturn. The college is currently exploring alternative funding sources to compensate for any shortfalls in the state funding.

The faculty developed the goals for student learning that shape the academic climate. In the spring of 2009, the AQIP Assessment action team revised the general education goals into learning outcomes. They will embark on developing and then implementing an assessment plan beginning in the fall of 2009. The learning outcomes are:

1. Communication
2. Math
3. Aesthetic responsiveness/craftsmanship
4. World awareness
5. Scientific reasoning
6. Critical thinking
7. Interpersonal skills

Course and program level learning outcomes will be addressed in the next phase of the assessment process. Work on this phase of the project is scheduled to begin in the fall of 2010.

LCC offers Associate of Arts and Associate of Science degrees that will transfer to any Colorado public four-year college or university through the Colorado Guaranteed Transfer Program. The key credit bearing Career and Technical Education programs are nursing, horse training management and cosmetology. The first two can be transferred in part or in whole to universities within the state. LCC has also established articulation agreements with state universities in business, engineering, elementary and secondary education, sport and fitness management and agriculture. A complete listing of credit course offerings is provided in table 2.

Table 2. Lamar Community College Credit Course Offerings

Program	AAS	AA	AS	AGS	Certificates
Agriculture Production/Agri Business	✓				
Beef Feedlot Operations	✓				
Business/Information Technology	✓				
Business Marketing/Management	✓				
Horse Training & Management	✓				
Equine Business Management	✓				
Nursing	✓				
Business		✓			
Elementary Education		✓			
General Studies				✓	
Agriculture				✓	
Criminal Justice				✓	
Agriculture					✓
Beef Feedlot Systems					✓
Business					✓
Computer Technician					✓
Cosmetology					✓
Desktop Publishing					✓
Esthetician					✓
Hair Stylist					✓

Horse Training & Management (3 plans)					✓
Microcomputer Applications					✓
Nail Technician					✓
Small Business Management (4 plans)					✓
Sport & Fitness Management			✓		
Associate of Arts		✓			
Associate of Science			✓		

Non-credit offerings include: English as a Second Language (ESL), Adult Basic Education (ABE), General Educational Development (GED), WorkKeys training, Workforce development (includes job skills, Youth Corps Program, Command Spanish). LCC serves more than 200 students annually through these programs.

LCC has a healthy concurrent enrollment program with 14 out of the 15 regional high schools in the service area participating. Each year 350 - 400 students enroll in LCC courses. Due to the distance from LCC, the majority of the concurrent enrollment instruction takes place at the area high school.

LCC staff and administrators' roles are to support instruction. They provide scheduling, training, promotion, reports, and administrative support in order for faculty to provide learning experiences for students. The college is migrating to a new course management system during the 2009-2010 academic year. The CCCS is providing training and support for both the current and future course management programs. The LCC's Data Center offers computer and classroom technical support.

LCC has recently purchased 6 Smart Boards, 21 Smart Pads, 17 flat screen TV monitors, 6 document cameras and new student chairs for the Bowman classroom building. The library space was remodeled in the summer of 2009 with new furnishings, added study and conversation space, and wireless capabilities.

Small, rural community colleges understand the importance of activities that build ties to community members and provide opportunities for social events and activities. Based on the mission and strategic planning for the college, the Strategic Oversight Committee has identified three other distinctive objectives for the college: athletics, preserving the regional culture, and economic development.

Athletics – Student services staff support the athletics program. The athletic staff and facilities department maintain the college sporting courts and fields. The Booster Club assists with fund raising and game management.

Regional Culture – The college hosts annual/biannual events, including a Snow Goose Festival, Taste of Traditions event, and Frontier Living History Encampment that celebrate the culture, heritage, and diversity of the area. The college selects art work for the campus that reflects the culture of the region and consistently participates in community events.

Economic Development – The college works closely with local businesses and organizations such as Prowers County Development, Inc., the South Eastern Business, Retention, Expansion, and Attraction program (SEBREA), local chambers of commerce, department of social services, and city and county organizations. Campus members serve in leadership roles in both organizations strengthening the tie to the region's economic health

Both prospective and current students and their employers expect the college to assist students in gaining skills and knowledge to master their work environments. As an open-admission college, students understand that LCC is a point of access for higher education. LCC assesses entering students' current skill levels and assists students to properly place them into college level or development education courses. Although there are many institutions who offer distance learning options, LCC remains the sole permanent center for higher education in its service area. Although Otero Junior College is 60 miles to the west, students must travel 1-2 hours from the north, east, and south to access LCC as their "home college." Northwest Kansas Technical College in Goodland Kansas is a regional competitor for career and technical education students.

LCC works closely with the following institutions through formal and informal means, to provide our students with the best educational opportunities possible: University of Colorado – Colorado Springs, Colorado State University – Pueblo, Oklahoma Panhandle State University, and Adams State College. LCC maintains strong ties with several sister community colleges with curriculum and programs; Red Rocks Community College (Denver), Pueblo Community College (Pueblo), Morgan Community College (Fort Morgan), Pikes Peak Community College (Colorado Springs), Otero Junior College (La Junta) and Trinidad State Junior College (Trinidad).

The college is supported by 125 staff that serves to meets the instructional and support needs of the students. Table 3 provides a breakdown of the number of staff in each classification

.

Table 3. Data on Staff

Classification	FT	PT	Total
Primarily instruction	26	46	72
Executive/administrative/managerial	8	0	8
Other professional (support/service)	21	12	33
Technical and paraprofessionals	0	1	1
Clerical and secretarial	8	3	11
Service/maintenance	10	3	13

Staffing patterns are determined by area supervisors. Proposals for new positions are submitted to the Executive Planning Team for review. The EPT bases the staffing decision on mission, vision, strategic goals and budget of the college.

The State Board of Community College and Occupational Education (SBCCOE) is responsible for setting policies and procedures for member colleges, while LCC's EPT, SOC, and program advisory councils help shape the college's priorities to align with the college's mission and values. Supervisors are responsible for guiding daily operations and communicating these priorities and goals. At each step, staff and leaders are measuring effectiveness and fiscal requirements against benefits to students and the community.

The strategies used to align key administrative support goals with the mission and values of the college include a budgeting process that allocates resources to successfully complete strategic goals i.e., restructuring of department positions, and creation of new positions. These strategies have yielded a new marketing position, an executive director for the Foundation, a grants office, an integrated marketing plan and a new recruiting plan. A renewal of the Assessment Committee provided a strategic approach to determine student learning.

The recent building construction mentioned earlier help provide not only service to our diverse group of students but also to the community who use those facilities. The new equine center draws students for the Horse Training Management program; a key program for the college. The fully equipped wellness center allows students and community members the opportunity to

exercise under the supervision of trained staff. The remodeling of the Bowman building and the purchase of new classroom technology provides for an environment conducive to learning.

The region served by LCC is experiencing a depressed economic climate. The education level of the region is one of the lowest in the state with 24.3% of adults without a high school diploma and 31.5% with no college degree. This provides the impetus for the college to reach out to the citizens of the service area and provide for continuing education. This will in turn contribute to the economic health of the community.

It is the responsibility of the Strategic Oversight Committee (SOC) to determine data needs of the college. Data are selected based on the college's action plans, mission and strategic goals. In order to guarantee the success of the college initiatives, the SOC is in the process of formulating specific data needs. As an example, leading and lagging indicators used for baseline readings and reporting of data are being developed to determine measures are successful. The newly created position of Vice President of Institutional Effectiveness and Continuous Improvement will work with the Executive Planning Team and SOC in the implementation of existing and planned programs and services in accordance with the mission and strategic vision of LCC as well as the development of new programs. The Vice President will also facilitate the construction of the systems and processes at LCC. This position provides the tools and time to focus on completing the processes, planning for continuous improvement, and institutional research through team building.

Other data determinations are governed by outside entities such as the CCCS, federal agency reports, grant reports requests, and regional and program accreditation organizations. The college is working toward a systems approach that will help align the data needs with the people who require the information to do their jobs effectively and/or make informed decisions.

Much of the data is currently housed in Banner, the data management system that is connected to the CCCS. This system was purchased by the CCCS in 2005. New data warehouse software is projected to be launched in the fall of 2009. This will significantly help LCC to make use of the data collected, analyzed and reported. The college has committed human and financial resources to create a new job position to assist with data collection, analysis and reporting

LCC has systematically aligned its key administrative goals with its mission and values. Recent decisions to update, upgrade, and/or build new facilities that support the growth of existing and new programs are evidence. Within the last ten years the campus has seen major construction to update facilities and upgrade technology for students. Construction of the Wellness Center mirrored the college's emphasis on athletics and increased community interaction through its fitness center. Most recently, LCC completed construction to improve its equine complex to complement its signature HTM program. This summer LCC leveraged resources to improve classroom technologies in two buildings, affecting hundreds of students.

Lamar Community College has many partners to help service the educational needs of Southeast Colorado. As a part of the mission of the college, strong collaborations have been forged with programs and institutions that assist the college to be more productive and provide our students with important practical experiences. Some key collaborations include; the Department of Social Services, Temporary Assistance for Needy Families (TANF) program, local k-12 school districts, the Board of Cooperative Educational Services (BOCES), the Superintendent Advisory Committee, the Global Leadership Foundation, local Workforce agency, SEBREA, local health and medical facilities, regional institutions of higher education, the Gear Up Program for high school students and the state Community College System office. A detailed description on the functions and the relationships with these groups is provided in Category Nine.

LCC is directing its efforts to develop appropriate budgets with reasonable revenues, enhancing student learning and utilization of state-of-the-art technologies.

Based on a solid foundation and continuity of leadership, Lamar Community College is now poised to develop a continuous improvement strategic plan. The college's faculty and staff should be publicly acknowledged for their enhanced participation in the college's planning process. LCC knows the direction we need to go and understands the challenges faced along the way and we will meet those challenges.

Born from the tenacious spirit of pioneer founders and empowered by the alliance with the Colorado Community College System, Lamar Community College stands ready to serve its students into the 21st century and beyond.

Category One – Helping Students Learn

1P1 The common student learning objectives at LCC represent the desired academic result of the freshman and sophomore experience in LCC coursework. Common objectives for learning are published in each Lamar Community College "College Catalog & Student Handbook" and on each course syllabus.

The AQIP Assessment action team, made up of faculty and staff, along with the Vice President and Dean of Academic Services, reviewed the seven common learning objectives and analyzed them for currency and relevance. The learning outcomes described below represent the desired academic results in both transfer and career and technical education coursework at LCC. All LCC graduates are expected to have developed skills in the following:

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.

5. **Scientific reasoning:** Students demonstrate knowledge of basic principles of science and 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 through the work of the AQIP Assessment action team developed a statement that will be published in the catalog and on each syllabus that explains the faculty's educational intent for all students of the college. The statement reads "Lamar Community College equips students to intellectually and ethically compete for professional and academic advancement in an ever-changing world."

For specific program objectives, program faculty alongside their respective advisory committees review learning outcomes for currency and relevance. More details are provided in 1P2.

1P2 The Academic Review Committee (ARC) is the campus focal point for LCC specific curriculum design and implementation. The committee's responsibility is to implement new programs that fit the LCC goals and objectives of cost efficiency, service to students and employers, and growth on a solid foundation. Faculty members, representing the Arts & Sciences and Career and Technical Education, the Dean of Student Services and the Dean of Academic Services make up this committee.

In many cases the learning objectives for the program are set by entities outside of the college such as nursing and cosmetology programs. For these programs accrediting or licensing bodies direct the curriculum and outcomes. The ARC will review the directed program outcomes for comparison with the college mission and vision.

The ARC approaches its specific program learning objectives by first aligning with standards that are established by the CCCS. We believe that this alignment enables the college to be consistent with larger urban colleges, which is an important ingredient in giving students confidence and satisfaction in the education they receive at LCC. It is part of our vision of providing the highest quality education in an environment of service excellence. Students can have confidence in their investment at LCC, because it is understood that the programs at LCC are as rigorous and thorough as their counterparts at other campuses throughout the Colorado Community College System. When students have met their educational goals, they must know they are prepared for either the workforce or a four-year degree program, and so LCC uses the standards designed at the state level to frame its specific program learning objectives.

On program objective issues LCC faculty work closely with their counterparts across the state. All community college faculty members in Colorado are invited to meet annually to discuss discipline curriculum and to share best practices. Both the Career and Technical Education (CTE) and the Arts & Sciences faculty members are included in these meetings. Decisions made at this level are submitted in the form of a proposal to the state wide State Faculty Curriculum Committee (SFCC).

Each college within the CCCS appoints one CTE and one Arts & Science faculty member to sit on the SFCC. Members review and vote on submitted proposals and send them on to the Educational Services Council of the CCCS for administrative approval.

The Educational Services Council is composed of the chief academic officers and the chief student services officers of all thirteen community colleges in the CCCS. This group is charged with integrating workforce needs, research and workforce development initiatives with

curriculum development and maintains communication with state and local agencies involved with workforce training.

To align with the CCCS, LCC curriculum includes many courses taught by all community colleges in Colorado and also utilizes the same common course numbering system. Courses with common content carry the same prefix, number, title, credits, description, competencies and subject outline. These commonly described courses facilitate transfer and articulation arrangements for Colorado's secondary and community college students and ensure curriculum quality across the colleges.

LCC's developmental education programs also align with state system-wide objectives, which are set by the Basic Skills Task Force, another body which operates within the CCCS. In addition, LCC utilizes workforce and career standards in its applied science programs and CTE programs.

1P3 Proposals for new programs are developed in response to local, regional, and national demands for employment or training, with an emphasis on regional needs. LCC's president has made it a priority to build relationships with community leaders and to seek their input on current and future programs. In addition the college has the college-wide advisory council and program advisory committees that provide industry information and needs. These committees meet regularly throughout the academic year. LCC is embarking on a process to develop a culture of trust with community members and employers within the educational service area. The college welcomes comments, program ideas and information that will assist the college in meeting the needs of the regional employers.

Due to current economic constraints it becomes all the more important when implementing new programs and courses that they are appropriate and beneficial for the college and the surrounding region. Each program is expected to reach financial self-sufficiency. Most developing programs will have a growth period when income does not cover costs. During this growth period, the college will seek funding from supplemental sources, such as grants, to cover any shortfalls from tuition income. Support in the form of marketing and recruitment is considered vital. New programs are approved as part of the budget process in the context of the overall budget picture and the likelihood that the program can sustain enrollments and produce a reasonable return on investment.

The mission of a community college, particularly in a rural setting, also includes meeting the economic needs of the community and the educational needs of local students. An example of how LCC has balanced these needs is the Criminal Justice Fast Track Program. One neighboring community has a correctional facility that offers well-paying jobs. LCC's Criminal Justice Program prepares students for such jobs. When the program began, enrollment was insufficient to cover costs. Rather than cancel the program, the courses run only when a full cohort has

enrolled. This adaptation made the program financially sustainable and beneficial to the community members interested in a new career. Offering these courses in a block scheduled format allows fully employed community members to complete the program with little interference in their work schedule, thus responding to and meeting the needs of the community. Twenty-nine students have enrolled in the program; nine are employed locally in the criminal justice field, eight are transferring to a four-year institution to continue their studies and the remaining twelve are currently taking courses.

A faculty or staff member who identifies a need may initiate a proposal for a new program. The idea is presented to their supervisor for approval. Initially a broad proposal is presented to the Executive Planning Team (EPT) and permission is sought to proceed with developing the concept based on current budget constraints. From there the proposal moves to the ARC. Forms for submission to this committee are in Addendum C. Proposals must be within the scope of the mission and vision of the college. If approval is obtained from the ARC, the initiator will develop detailed proposals related to curriculum, recruitment and budget and may also negotiate articulation agreements with 4-year schools. The EPT again reviews the detailed proposals for budgeting approval. After EPT's approval, the proposal may move forward to the CCCS state committee for approval as described above. Any program that follows the requirements of the LCC Associate of Science (AS) or Associate of Arts (AA) degree does not require this state-level approval.

With an eye to the competition, the college makes decisions on new programming so as not to duplicate programs offered at other area community colleges. The CCCS attempts to regulate competing programming among the colleges in the state system. However, the process is informal and does not impose mandates on what individual college offerings to be.

1P4 LCC uses information and processes as described in 1P2 and 1P3 to make informed decisions when designing responsive academic programming.

The Sport and Fitness Management course of study is an example of how the college recently designed a new AS degree. The need for this program was initially identified based on expressed student interest. As a result discussions were held with local colleges and universities to determine interest in articulation agreements and the prospect of employment opportunities. Surveys of local employers and a needs assessment were conducted; projected enrollment and a cost analysis were submitted to the EPT to garner approval. An integrated marketing plan was created to promote the new program. As a result the program will run the first semester in the fall of 2009 with a full cohort.

Key to the success of new programs for LCC is articulation agreements with four-year colleges and universities. The college currently enjoys solid relationships with several institutions within the state of Colorado; University of Colorado – Colorado Springs, Colorado State

University, Adams State College, and Colorado State University – Fort Collins. The Colorado Commission on Higher Education has sanctioned an arrangement where 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.

Also key to the success on the CTE side are 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 needs of the regional employers. Other valuable information that is used to determine student learning goals is VE 135 data that provides information on how well recent graduates in the CTE programs were prepared for employment. LCC's Associates of Applied Science programs use the Vocational Evaluation survey (VE 135 report) to gauge the success of students after they complete their degree. Students who complete Cosmetology, Nursing, Agriculture Production, Feedlot Management, Business, Information Technology, and Horse Training Management programs are tracked at one year and five years 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.

LCC faculty partner annually with colleagues from all two-year institutions from across the state during the CCCS sponsored *Two to Two* conference and annually with their four-year counterparts at the *Two to Four* conference. During these meetings faculty discuss course and program content, exchange ideas and best practices for the classroom. This affords the LCC faculty the opportunity to be a part of the larger system. In most cases there is only one full-time LCC faculty within a discipline therefore providing LCC faculty with the opportunity to work with their counterparts at other community colleges in the state benefits not only LCC faculty but students as well.

LCC is revising an active academic advising process that will be implemented in the fall of 2009. Advising training commenced in the summer of 2009. This allows for faculty to be in a position to take a more active role in bridging the gap between students and their employment goals. Assisting this process is the career and diagnostic testing services provided by Learning Support Services.

The 2009/2010 academic year will see the launch of the WorkKeys program on campus. This program is funded by a TANF grant (Temporary Assistance for Needy Families) to provide much needed job training for qualified community members. The decision by the college to host this program was driven by hard economic times in the region and an increasing unemployment rate. The local department of social services is a partner with the college to provide educational support.

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. New degree seeking students may not register for classes until they have completed the mandatory assessment and remediation process unless they qualify for an exemption from testing. The assessment requirements, which are determined by the Colorado Commission on Higher Education, may be met through ACT, SAT or college-administered Accuplacer tests. Students are required to complete remediation within the first 30 credit hours.

The ARC and Faculty Senate in conjunction with the Dean of Academic Services determines which course pre-requisites are listed as 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 have a prerequisite listed at the end of the course description determined by the ARC.

Faculty—within the context of the degree approval process—design requirements to meet the specific demands of the program, such as an interview and riding demonstration that is part of the entry requirement for the HTM Program.

Programs that must meet discipline specific requirements (program accreditation, licensing, and industry standards) have varying approaches to ensuring appropriate student preparation. Often program entry requirements are developed from external standards, such as is the case with the Nursing Program, which is subject to CCCS requirements, Colorado State Board of Nursing requirements, and National League of Nursing Accreditation (NLNAC) requirements.

1P6 Expectations are communicated to students through our catalog, website and individual counseling done by department heads, faculty, academic advisors and support staff. Degree plans are developed and available for students to use as a resource to outline course requirements for completion of certificates and degrees. Certain programs such as Nursing and HTM have admissions requirements that allow the program faculty to communicate expectations and objectives with prospective and current students. These programs achieve this by preparing program planners that communicate to the students such things as program prerequisites and other preparations needed to enter their programs. The Horse Training Management program conducts personal interviews that allow faculty to ensure that prospective students have the ability to meet the objectives in the program and the Nursing program has rigid admissions requirements that include very specific prerequisites, along with an entrance examination that measures competencies in communications and mathematics.

Though the college does not currently have a program designed to allow students to track their progress towards degree/certificate attainment, the CCCS is working to implement a degree

auditing report system called Degree Works which will allow both students and faculty to obtain a student's course information that will assist in effective academic advising. The program report would indicate what courses a student has taken, which of them would apply toward graduation and what courses are left toward completion. Academic advisors assist students with their degree planning.

The college recognizes the fact that it does not currently have mandatory orientation for all new students and understands that it would be very beneficial to be able to communicate the first year experience and college readiness to all incoming students. The college is working on a plan to enhance the orientation experience for all students. The college does, however, conduct two sessions of orientation in the summer. New and transfer students are strongly encouraged to attend one of these sessions and because of the number of attendees, students have the opportunity to receive one-on-one attention. Topics at the orientation, presented by faculty, staff and administrators, include student expectations, degree programs, financial aid, campus services and available resources. In addition, students have the option to participate in the following:

- Assessment Testing (if needed) – Students can take an assessment test. The testing includes ACCUPLACER for reading, English and math placements.
- Academic Advising – Students 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.
- Financial Aid Advising and Payment Plans – Students discuss funding and payment options with the Financial Aid director and cashier.
- Room Assignments – Students living in the residence hall meet with the Director and are given room assignments.

IP7 In the prospecting for new students and the application process information and resources are provided to help a potential student select a course of study based on personal interest. Once a student has applied for admission to the college the following interactions take place:

- New students meet with a Student Service staff and their academic advisor.
- Career paths are discussed through an informal interview.
- Initial advising is designed to determine a student's appropriate degree or certificate.

- Degree plans are reviewed with students and students seeking a degree are advised of the relationship between two-year Associates degree and a four-year Bachelors degree.
- Student Service staff determines whether the students need placement testing based on their incoming ACT, SAT or previous Accuplacer scores. If needed, remediation is discussed.
- Special admissions requirements are reviewed, if applicable.
- Program outcomes are discussed in reference to study options and expected outcomes.
- If applicable, appointments/referrals are set up for students to meet with faculty in the program of interest.

The Learning Resource Center uses a process to assist in placing students into the correct course of study. The flow charts in Addendums D & E illustrate the process.

The college has resources available to assist students in aligning career goals with their aptitude using a SIGI 3 test administered by Learning Support Services (LSS). The SIGI 3 test is career choice software that allows students to answer questions about their interest and abilities. After taking this test students are encouraged to meet with their academic advisor or an LSS staff member to discuss the results of the test and establish goals. Once the student creates a login, they can access the program and review their answers and their profile. Students can access this via the college's website.

IP8 Under the umbrella of the Learning Resources Center, LCC provides the personal, academic, and instructional support necessary to ensure student success.

1. LCC's Learning Support Services provides tutoring, personal and academic counseling, career assessment and counseling, transfer assistance, and crisis intervention to LCC students free of charge. These services ensure that students are successful throughout their LCC careers and in all aspects of college life. LSS provides tutoring assistance in most subject areas. In addition to assisting students with specific course-related needs, trained tutors work with students to build and strengthen study skills.

2. LCC offers developmental skills instruction in reading, writing, math, and study strategies. Students may enter and take advantage of this instruction at various levels, based on assessment recommendations or personal choice. Developmental skills are taught through a variety of methods, including credit bearing courses.

3. Adult Transition Services at Lamar Community College consists of Adult Basic Education (ABE) instruction in basic skills, English as a second language (ESL) instruction, and General Educational Development (GED) preparation.

4. The Educational Opportunity Center seeks to have a positive impact on postsecondary educational attainment for those who may face barriers to enrollment.

- Assistance with admissions and financial aid applications,
- Career interest and aptitude testing,
- Referral to ACT preparation classes,
- Referral to on-campus academic support services,
- Referral to GED, ABE, or ESL programs,
- New student orientation workshops.

5. The college is supported by a TANF grant that provides funding for a WorkKeys program that trains TANF eligible students for immediate employment, and GED preparation. A transition plan to encourage college level work is currently under development.

6. LCC academic advisors assist in identifying underprepared students and make recommendations to the programs and services mentioned above.

1P9 Detecting and addressing students' learning styles at LCC is a three-fold process. First, students who enroll in the Advanced Academic Achievement course are assessed through the LIMI test, thereby detecting which of the three modalities is his or her forte. The students then learn to apply appropriate study skills based upon their individual needs. Additionally, instructors are given the opportunity to assess their students within the classroom with the aid of the TRiO director, who will administer the University of South Dakota's Learning Style assessment, which also provides suggested study skills for the three types of learning modalities.

Lastly, LCC instructors address the three types of learning styles within their individual classrooms. A survey of the faculty in the spring of 2009 representing responses from math, physics, biology, sociology, history, English, developmental English and math, nursing, animal sciences, business, and dual credit revealed the following approaches faculty use in instruction:

- Auditory: Auditory tools including recorded readings and music, student initiated reading aloud, call/response drills, pneumonic memory training, traditional lecture emphasizing inductive thinking, critical thinking, close analysis, objective questions, and informed decision making

- Visual: Student generated PowerPoint presentations—both group and individual, video documentaries, live demonstrations, video with graphical interpretation of physical concepts
- Experiential: 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 all three modalities is summarized in 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 Geography, where students create their own study maps combining atlas tracing and free hand application of topographic/atmospheric/climatic features.

1P10 As a learner centered, open enrollment community college LCC expends considerable energy and resources on the special needs of students utilizing the program and services listed below:

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

TRiO
TRiO is a federal grant program that helps support a cohort of 160 first-generation, low-income, and disabled students who are enrolled at LCC. This program is designed to increase student retention, grade point averages, and graduation rates and provide the support system that the students may not have had before. In addition, these students are eligible for first generation scholarships and each one receives an educational needs analysis. Personal contact is made with each student. These students are also eligible to attend cultural activities that they may never have had the opportunity to see previously. These functions normally are in major metropolitan areas along the Front Range of Colorado.

Adult Transition Services
Adult Transition Services at LCC consists of ABE instruction in basic skills, ESL instruction, and GED preparation, and the Colorado Success Unlimited (SUN) program.

The ABE program provides a range of instruction that addresses basic educational needs for adults who lack a high school diploma or basic skills (including English literacy) to function in the workplace or in their daily lives. ABE is instruction in the basic skills below the 9th grade level and includes English literacy services, workplace literacy, and family literacy services.
ESL instruction is designed to help individuals with limited English proficiency achieve competence in the English language. English literacy instruction offers opportunities for adults not only to improve literacy skills but also to meet goals as parents, citizens, and workers.

GED preparation begins at LCC when candidates are provided a free diagnostic evaluation that consists of assessments in math, language arts, and reading. These assessments are used to determine the candidate's current skill levels. An individualized plan of action is created for each GED candidate. If their levels of proficiency are at a high level in a GED subject matter the student is immediately scheduled for testing. If their scores are lower, then they are encouraged to participate in the instructor-centered, free tutorial instruction designed to raise the skills needed to pass the GED examination.

The Colorado SUN program is comprised of students who recently received their GED diploma, but have tested into developmental courses through the College Board's Accuplacer placement test. These students work with LCC staff to prepare for college level courses in a condensed semester timeframe. Funding for the SUN program ended at the close of the 2008-2009 academic year.

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), career interest and aptitude testing, referral to ACT preparation classes, 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.

College-Level Examination Program (CLEP) High School Spanish Language Initiative
A Spanish Language Examination process was initiated in September 2008 to target the Hispanic/Latino student population in the college service area. This program is designed to make contact with the most vulnerable students in the service area who are not completing high school or receiving a GED. After a successful assessment from the high school Gear Up director or the Spanish department head, recommendations are made to take the Spanish Language CLEP test. Each student who tests in the CLEP must receive at least a score of 50 to receive five credits for Spanish 111 (Spanish Language I) or 66 to receive ten credits for Spanish 112 (Spanish Language II). After each test, each student is academically advised on how those credits may apply to an AA/AS degree plan. Fifty-two students have successfully completed the CLEP test.

Seventeen of these students are enrolled in college. The college continues to track the remaining students.

Fast Track – Criminal Justice and Elementary Education

LCC has developed a program called FAST TRACK to specifically target non-traditional students and those individuals who may have to commute long distances to campus. The FAST TRACK degree program allows students to earn their AA in Elementary Education and Associate of General Studies (AGS) in Criminal Justice in minimum time by attending class just one day a week for five weeks per course. The FAST TRACK cohorts take one class at a time and progress through the degree program that is designed to take advantage of the learning community experience.

Fifth (5th) Year Program

LCC is in the forefront of developing a fifth year program for area high school seniors who may want to continue their affiliation with their local high school while attending classes at LCC. At the end of the 12th grade, each participating senior will not receive a graduation certificate, nor high school diploma. Each student can expect up to 30 LCC credits to be paid by the local school district during the next academic year. At the end of the fifth year, each student will receive their high school diploma, along with an AA or AS degree. During the fifth year the student is enrolled in college-level courses on the LCC campus. This program is supported by Colorado state statute.

High School Dual Credit/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 these courses are taught in the high schools, the course content, quality and rigor are equal to those courses taught on the LCC home campus. Each semester course evaluations and classroom observations are conducted by LCC staff. 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.

International Student Program

LCC's Coordinator of International Programs is responsible for addressing the diverse needs of the international student population. For example, the program runs an extensive orientation to assist international students in their adaptation to the local community and culture of the college. This office also works to raise the understanding and awareness of our global culture. Currently there are 17 international students representing ten countries attending LCC. Within the program there is a Multicultural Club, which was created by LCC staff and students to promote awareness of cultural differences throughout the college and the surrounding

communities. This club seeks to develop knowledge, comprehension, and understanding of various ethnicities, to respect and appreciate one another through multicultural events and community activities, and to organize opportunities to broaden educational horizons of diversity club members and international students. Beginning in the fall of 2009 students in the program who test into developmental courses will be concurrently enrolled in an English emersion course to aid them with their language acquisition. The college works closely with The Global Leadership Foundation to assist with recruitment of international students.

Phi Theta Kappa
Phi Theta Kappa is an international scholastic honor society to recognize and encourage scholarship among two year college students. LCC sponsors the Beta Eta Gamma Chapter. Its mission is to promote academic excellence and to be an active force of service on the college campus.

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 the accessibility of college to this population, 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.

1P1l LCC is using institutional curriculum assessment to define, document and communicate our expectations for effective teaching and learning. The Assessment AQIP action team is building an institutional assessment process which will;

1. Update the current learning outcomes to be more reflective of an overall LCC graduate profile,
2. Determine the methods by which those outcomes will be measured across programs and courses, and
3. Building a cycle through which all competencies will be assessed systematically.

LCC Faculty will identify an assessment for each of the competencies that underlie the Institutional Learning Outcome (as defined in 1P1). On each syllabus, faculty states the philosophy guiding the course, the performance objectives and skill mastery for the course, and the stated competencies for the course. Developmental, transfer, and elective courses are also assessed.

Faculty identify student learning using an assessment matrix. Goals and objectives are stated (i.e. what students will know, understand, or be able to do by participating in course, program/department); relevant assessment methods are stated (i.e. how the program measures

student achievement of these goals and objectives); assessment results and reporting are discussed (i.e. the assessment findings and what is the standard by which the program interprets the findings?); and the meaning of results are explained (i.e. the implications - including fiscal - of the assessment data for the course, department, or program as well as for the assessment plan itself). The matrix is housed on the college's common server so that all faculty have access to the information.

Additionally, faculty and administrators review course/program assessments on an ongoing basis to identify strengths and planned improvements indicated by the assessment results in an effort to ensure academic integrity, promote course and college retention, increase transferability, and fulfill our mission to create lifelong learners.

LCC believes it is imperative our courses are consistent with assignment standards, course competencies, and performance objectives with state competencies and industry applications. Each course taught uses the competencies created by faculty at the system level to ensure that specific classes align with other community colleges across the state.

Expectations are communicated across the campus through new faculty orientation, adjunct faculty mentoring, full time faculty performance evaluations, and faculty development workshops, all of which promote the following good practices for assessing student learning. Students receive this information in the catalog and on each syllabus.

1P12 Decisions on how best a course should be delivered are based on a number of issues and circumstances. Course requirements are governed by the CCCS as described in 1P2. Many students at LCC are employed while they earn their degrees. In these circumstances, offering on-line classes can be of tremendous value in meeting students' scheduling needs. LCC's general policy is to offer online general education classes and a few specialty classes, such as some agriculture classes, each semester. LCC has embraced the combination lecture/online course (hybrid) delivery method to assist students in meeting their educational goals.

In October of 2008, the State Biology Faculty Group voted to recommend that no biology courses that have a lab component be taught fully on-line. CCC-online (Colorado Community College online course delivery system) has taught these classes fully online, providing lab activities for students to do at home. However, the State Biology Faculty felt that this sacrificed the students' needs to learn how to use standard scientific equipment and to learn how science is conducted in groups. LCC complied with the State Biology Faculty Group recommendation and only offers these classes in the traditional lecture and lab combination.

Many of our Associate of Applied Science (AAS) degrees have courses that combine lectures with lab work. For example in the nursing program students are offered the opportunity to learn

the concepts in the classroom and the hands-on practice in the labs. Also, most of the science classes for AS and AA degrees have both a lecture and a lab component, in which students have hands-on experiences in the labs to deepen their understanding of the concepts taught in lectures. These classes meet the students' needs if the student is primarily an experiential learner who may struggle to grasp a concept until given the opportunity to explore it 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 the students in a classroom. Lab activities frequently result in social bonding and peer instruction within the lab groups. Often lab groups develop into study groups that meet outside of class time to enhance student learning. 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.

The LCC Fast Track classes as mentioned in 1P10 allow students to move through an entire program as a cohort. Current Fast Track offerings include business-oriented AA, an AGS degree in Criminal Justice, and AA in Elementary Education. There is typically an information technology-related certificate offered via a semi-Fast Track format each semester. The tracks are not repeated until another cohort is built. Our service area is rural, with small towns separated by long driving distances. These Fast Track programs save students the expense and inconvenience of a long commute.

Another example in which course competencies determine the mode of delivery is the Basic Horsemanship course. The course competencies for this class include mounting and dismounting a horse, horse grooming, and basic riding skills. These competencies clearly require hands-on work with a horse and the competencies specify that it is to be taught as a self-paced lab. This course is offered only on campus with LCC faculty assessing competencies.

LCC uses Blackboard/WebCT Vista for web-enhanced and fully online courses and will be migrating to Desire to Learn over the course of the 2009-2010 academic year. LCC is mandated by state law to use the same course management system for online courses in conjunction with the CCCS.

LCC offers courses through a partnership with Adams State University via interactive video. An entrepreneur program is currently under development that will also utilize this course delivery method. The concurrent program will take advantage of the interactive video system to provide educational opportunities for those students who cannot attend classes on campus.

1P13 LCC monitors the currency and effectiveness of its curriculum by degree and/or program by using a combination of data, LCC faculty comment, industry input and advisory groups that are program specific.

Data collected are the number of students entering developmental, transfer, elective and/or certificate program required courses. The college also tracks the number of students who complete degree and/or certificate programs. To help the developmental course 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.

The departments that offer 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 graduates' rates of success after graduation by annually reporting data on the state mandated Vocational Education-135 (VE-135) form. 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. All of the AAS programs at LCC meet the state requirements.

An excellent example of how LCC ensures program effectiveness and currency is the Agricultural 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 Agricultural Department is also a member of the CACTA (Colorado Agricultural Colleges Teacher Association). CACTA meets annually to discuss state perceptions of agricultural education and to align programs to make a seamless transition from LCC to universities or the workforce.

Additionally, the Agricultural Department has membership in CVATA (Colorado Vocational Agriculture Teachers Association). Faculty in the Agricultural 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. 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. In the AGS agricultural degree, faculty assess students' readiness to transfer based on the completion of degree requirements. Articulation agreements specify the necessary courses for transfer. After graduation, the Agricultural Department tracks the professional success of completers using the VE-135 data.

The Horse Training Management, Business, Computer Science, Nursing, and the Cosmetology departments also have active advisory committees which meet once a semester. They all use VE 135 data to track student success after graduation.

The Arts & Science departments generally are preparing students for transfer to four-year colleges, rather than to directly enter the job market. LCC has numerous articulation agreements with four-year colleges which ensure that students are taking the correct courses to prepare for entry into bachelor's degree programs. The instructor conducts assessment of student learning within each course. LCC currently does not track the success rate of students in the AS or AA degrees after graduation. The Assessment AQIP action team project will make significant inroads into shoring up the effectiveness of the transfer programs.

The college budgets professional development monies to train faculty and/or send them to trainings to stay current.

1P14 The ARC ensures that all academic programs at LCC are of the highest quality and that they comply with the expectations established by CCCS, Colorado Commission on Higher Education, and the Higher Learning Commission.

The ARC 1) reviews new and revised academic programs, courses, degree and graduation requirements, academic policy, and new academic initiatives; 2) informs the college community of academic changes and proposals that come through the committee; and 3) recommends changes in academic programs and academic policies to the EPT. The academic review process occurs within the ARC which meets monthly with additional meetings scheduled as needed. A detailed description of the new programs process is in 1P3.

All CTE programs undergo a five year review cycle to determine viability. The college is currently formalizing the process and creating a report form. The AA/AS programs will undergo the same scrutiny. The ARC will be responsible for the decisions to remove programs from the college schedule.

1P15 Students who enter a degree program for the first time or transfer from another college are evaluated to determine if they have to take the Accuplacer placement test. The college follows the placement policy laid out in the Colorado Department of Education, part E, Statewide Remedial Education Policy. Learning Support Services provides testing to determine the proper placement for student in Reading, Math, and English. Students entering college out of high school who have ACT or SAT scores that meet the established state criterion are exempt from taking all or some of the placement tests. Accuplacer Tests scores taken within the last five years may be used. If students are transferring into LCC and have taken college level courses that are not older than 15 years (except for computer and psychology courses) they will be

exempt from testing. Students are also advised and placed in the appropriate courses based on their test scores.

Currently, the Lamar Community College Library measures student and faculty learning needs through the process of the reference interview and through the library instruction and tour session presented in the library. These two processes provide students and faculty the opportunity to address learning needs as an individual in the reference interview and as a group in the library instruction sessions.

1P16 LCC has no formal process for establishing co-curricular development goals. However, instructors initiate co-curricular activities on an individual basis to supplement and expand their students' course experiences. For example, students in Anthropology, Art History, and Sociology classes have taken common museum trips. The history department produces a biannual living history encampment. The campus is currently participating in an "All-Campus Read" in an effort to illustrate the cross-disciplinary qualities of great literature; multiple classes will be completing specific course activities as well as combining with other classes in forum settings. Therefore, since instructors drive the creation of co-curricular projects, alignment occurs as those projects are organic products of those instructors' course competencies.

1P17 In order to determine that students are well qualified, the college is currently developing through the Assessment AQIP action team, a method to assess learning outcomes. This process is described in 1P1 and 1P2.

Other ways the college currently examines student success is with the external board pass rates for program such as nursing and cosmetology. The VE 135 data (described in 1P1 and 1P2) also provides valuable information from graduates and their employers.

1P18 LCC currently does not have a formal college-wide process for assessing student learning. Developing a formal comprehensive assessment process is an ongoing Assessment Action Project. The college is currently formulating an institutional learning outcome assessment process (see 1P1 and 1P11). For more information, see response to questions 1R2 and 1R3.

1R1 LCC has a diverse plan that captures student learning and development that is regularly collected and analyzed. On the third week of each semester, Learning Support Services (LSS) sends all instructors 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 each student. Once students have been identified, an appointment is made with and LSS staff member so the student can discuss strategies to improve their classroom performance. Again

during the sixth week of the semester a mid-term alert is sent to ascertain the names of students who still require remediation. LSS staff contact all identified students and discusses strategies to assist the students. Then LSS staff presents these strategies to each student to improve their classroom performance. LSS staff tracks each student, documents their intervention and compares their final grades to the grades achieved when they were first identified.

LCC has also diversified and expanded the early alert and mid-term alert system that includes an athletic grade check that ascertains the academic status of every athlete every three weeks throughout the semester. Each faculty member and advisor transmits information directly to the athletic grade check coordinator and that information is conveyed to the team advisor who ensures that all students are contacted regarding their academic performance.

The dual-credit coordinator is in charge of the concurrent enrollment and fifth-year programs in which grade checks are conducted on all concurrently enrolled and fifth-year college/high school students. These student checks are conducted three times per semester. These students are also contacted and advised of any academic deficiencies noted in their classroom performance.

The LSS tutoring lab collects data on the services that each student requires when they avail themselves of the tutoring and testing labs. Data are collected on each group/personal tutoring session. LSS staff compares the student's grade prior to the tutoring sessions and the final grades assigned to each student to determine the effectiveness of the tutoring program.

Adult Transition Services is a section that encompasses all phases of adult learning in southeast Colorado. Services include; ABE, ESL, citizenship instruction, Colorado Sun, and GED testing and learning. These programs are described more fully in 1P10. Each student enrolled in one of these programs is subject to pre and post testing that measures their learning and development.

The LCC Developmental Studies Director utilizes the Accuplacer placement test and the final exam to assess all students entering developmental courses at the college. In every subject, if a satisfactory score is achieved on the final exam by the student entering a developmental course then he/she is immediately transferred to the next developmental course or if appropriate, to a college-level course.

1R2 LCC is in the first stage of building an institution-wide assessment plan which will measure the effectiveness of seven general competencies (Communications, Math Literacy, Aesthetic Responsiveness/Craftsmanship, World Awareness, Scientific Reasoning, Critical Thinking, and Interpersonal Skills) as they build to an institutional learning outcome. All LCC programs work toward this overall outcome, whether academic or vocational in focus. The seven general competencies are the components of the institutional learning outcome and each program at LCC identifies and assesses those competencies that are specific to its course(s) of

study. LCC's institutional learning outcome is as follows: *Lamar Community College equips students to intellectually and ethically compete for professional and academic advancement in an ever-changing world.*

1R3 Specific program outcomes are driven by program accreditation competencies such as nursing and cosmetology standards. LCC is working to develop a formal process for gathering and analyzing these data.

IR4 Program learning objectives at LCC are judged by various criteria depending on the specific degree. For students who earn an AA or AS, the first criterion is acceptance into a four-year program at the junior level. 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. After meeting the initial standard of acceptance into a four-year program, however, the most significant measure of successful accomplishment of program learning objectives is how well the LCC graduate functions at the junior and senior level of a four-year program.

Students who complete 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 (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. For the last four years, HTM graduates who chose to enter the job market rather than continue their education at a four year school have achieved 100% job placement. 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 1.1 below entitled, "VE 135 Data 2007," displays the data for students completing the CTE programs at LCC in 2007. The table shows that 78% of the completing students were employed for the 6 months following the CTE program. The percent of students for whom the CTE program enhanced the student's ability to get or keep a job was 96%. The percent for whom the CTE program met the students' educational goals was 98%.

In addition to the VE 135 and informal tracking, the use of industry exams and certification are also a powerful measure of performance results. Cosmetology students must pass a state licensure exam (see Table 1.2). The most recent class to take the exam exceeded the state-wide average.

Nursing students must pass the Colorado State Board of Nursing NCLEX (National Council for Licensure Exams) test. NCLEX data has been reported for years 2000 through 2008 (see Table 1.3).

Table 1.1. VE 135 Data 2007

	Employed	Employed in Colorado	Employed out of state	Got job	Met educational goal
sum of yes response	83	81	2	102	103
N= 107					

Table 1.2. Colorado State Licensure Cosmetology Pass Rates

First year of program - 2007	Pass rate	State Average
2007	71%	74%
2008	86%	77%

Table 1.3. Yearly National Council Licensure Exam LPN & RN Pass Rates for LCC

Licensed Practical Nurse	
2000	84.6%
2001	90.0%
2002	100.0%
2003	90.9%
2004	100.0%
2005	95.2%
2006	92.0%
2007	95.2%
2008	100.0%

Registered Nurse	
2001	87.5%
2002	100.0%
2003	50.0%
2004	66.7%
2005	76.0%
2006	55.0%
2007	74.1%
2008	57.1%
2009	100%

1R5 To date 27 students in the Lamar High School and 5th year program have taken the Spanish Language Examination CLEP test, and one student in the German Language Examination. All students surpassed the minimum score to received 10 credits (SPA 111 & SPA 112 and GER 111 & GER 112) for a total of 210 college credits in foreign language. Once a student has finished testing, they are advised by LCC academic advisors on how these credits can apply to their AA or AS Lamar Community College degree plan.

1R6 The college does not currently compare the performance results with other higher education institutions. LCC recognizes this as an opportunity for improvement.

III LCC's commitment to systematic and comprehensive improvements is clarified with the identification and clarification of the institutions top three strategic goals for 2009-2010. The identification of these goals was the result of a very dynamic Conversation Day in which the faculty, staff and administrators were charged with prioritizing the importance of the ten goals identified by the college community and endorsed by the campus leadership. The top three goals that moved to the forefront are strategic growth on a solid foundation, integrated marketing /enrollment management and retention. In the context of these three goals as a blue-print, the institution is creating and refining student and academic support processes that reinforce *Helping Students Learn*. It was decided by the Strategic Oversight Committee to fold the retention into the workings of the first two goals; thereby assuring all goals would be met.

The Learning Support Services (LSS) department has expanded its tutoring services into many areas of instruction outside the confines in the LSS section. LSS tutors are now fully integrated into the nursing program providing 20 hours a week of comprehensive instruction to the nursing students. LSS staff provides approximately 50 hours per semester of nursing testing support that allows the nursing instructors to focus on curriculum development. LSS also completes a comprehensive report for administrators that gauge the effectiveness of the campus early and mid-term alert processes. Each semester, LSS staff looks at each client and compares the LSS effort (contact, advising, tutoring) with the student effort (attitude, energy, willingness) comparing the beginning grade and the final grade each student earned.

LSS will be a vital part in expanding tutoring and academic support services throughout many new programs on the campus that are coming online in the 2009 – 2010 academic year. The implementation of a new Title III, Science, Technology, Engineering, and Math (STEM) program will require an innovative tutoring program that will support this new learning community.

The nursing program has implemented a multitude of interventions to increase NCLEX pass rates. These include: 1) hiring faculty with a Masters in Nursing and retention of those faculty, 2) enhanced rigor in pre-nursing biology courses, and 3) Pre and Post test analysis using reliability and validity data for individual questions and overall exams. The latter has required the current faculty to receive professional development in test item writing. The nursing faculty have included computer technology to assist in data collection to promote evaluation. This will provide aggregated data to enhance evaluation of the nursing program both in the courses and in the clinicals.

LSS will also become more integrated into the advising processes for the concurrent enrollment and Fifth Year program. Starting in fall 2009 LSS will become an integral part of the two learning communities' orientations and efforts will be made to cultivate more meaningful relationships that are designed to integrate these students into the college's culture.

II2 LCC has embarked on a comprehensive facilities and infrastructure upgrade designed to improve student performance and to align that improvement with the three strategic goals mentioned in III.

The HTM program is just completing a 1.9 million dollar refurbishment of the indoor horse arena. This major construction project completely revamped the indoor riding arena, added state of the art classrooms and labs, and increased the number of horse stalls from 30 to 64 thereby increasing program growth capacity. More students will be able to enroll in this program.

The nursing program is utilizing a one million dollar simulation lab that allows student to practice in a clinical situation before they actually enter a hospital. This dynamic environment has the potential to increase student confidence, task competencies, and teacher awareness of student deficiencies.

The Title III program is implementing a $101,000 upgrade plan that will completely refurbish all science labs in the Trustee's Building along with a new STEM resource lab. These upgrades will directly affect the performance of each student in the STEM program, all pre-nursing, and science students.

During the summer of 2009 the library and adjacent class rooms and labs were remodeled to create a "one stop shop" for academic needs. The directors of each of the services were housed in separate areas will now be able to work with students in one location. The college anticipates greater student access to academic services and an updated and pleasant space in which to gather for study and conversation.

Additionally, LCC is investing in a new ventilation system for the Trustees Building that will improve teacher and student's academic environment. Selected classrooms in the Bowman Building have been identified to undergo a $60,000 conversion to state of the art multi-media classrooms that will enhance the classroom experience for all learning types and styles. LCC received a $100,000 grant in the summer of 2009 to refurbish classroom spaces. This grant allowed the college to complete a renovation of the library area to better serve students with 21st century learning needs.

Category Two -Accomplishing Other Distinctive Objectives

2P1 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. The three other distinctive objectives that the college has identified are: athletics, economic development, and preserving the regional culture. Success depends on an open line of communication with the community. 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 13 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.

Athletics at LCC is a community event that has become 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 college educational opportunities that might not have existed otherwise for some students in the area.

The college is very involved in economic development. LCC houses the South Eastern Business Retention, Expansion and Attraction program (SEBREA) which provides services such as needs assessments, help with locating financial resources, and serves as a clearinghouse for other business needs for both existing and potential businesses. The college has recently sponsored community forums highlighting important local concerns. For example, forums on water rights, a conservation reserve program and town hall meetings with state legislative representatives were held on the campus. LCC represents "value added" to the economic stability of the community as the largest employer in the city.

Preserving the regional culture includes a biannual historical encampment, annual Snow Goose Festival, and the annual Taste of Tradition dinner and performance. Campus buildings display works of art that depict the regional history, progress and the future. The annual all-campus read is focused on books that portray or reflect the region. For example, this year the college all-campus read focused on the bi-annual historical encampment. *Death Comes for the Archbishop* by Willa Cather tied into the regional culture as well as the geography of South East Colorado. History, English and literature classes incorporated the book into assignments and class discussions culminating with the historical encampment held on campus.

In the fall of 2010 the college is launching a new construction technology program that was born from a regional need for historically preserving buildings and homes.

Processes for designing non-instructional college initiatives 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 EPT may hear issues that involve additional budget, personnel, or a major shift in procedure. Designing new programs that would arise from processes, and then proceed through the new programs process, are described in 1P2.

Title IX Rules and Regulations guide LCC athletic programs. Funding and participation opportunities are very important, and are often directed and determined by the make-up of the student population. There is a conscious effort to implement programs that are somewhat prevalent in the surrounding area. 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 attempts 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 Birch 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, HTM barn remodel, and Merchants Park ball field investments are all areas that have been improved to accommodate our athletic programs.

2P2 LCC's Strategic Oversight Committee, which includes representatives from both LCC's external and internal stakeholders, meets and designates what LCC's "other distinctive objectives" will be. Internal stakeholders include the president, all vice presidents, all deans, the director of institutional advancement, two faculty representatives, student representative, 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.

2P3 LCC uses many methods to communicate expectations about economic development, athletics and support of the community. Communication with individuals who work on campus is handled through all-staff meetings, program advisory committees and college advisory

council meetings. Meetings are then followed up with all-staff emails 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.

2P4 Though LCC lacks a formalized process, the college does currently practice informal methods of assessing the appropriateness and effectiveness of these objectives. For instance, LCC hosts many different events that aid in local economic development and that promote regional culture, such as career fairs and the annual Snow Goose Festival. LCC determines what the costs and benefits will be to the college using data such as attendance, budget, resources, and return on investment. Through the strategic planning process, and the annual review of the objectives, the EPT examines the events and activities and makes recommendations to Strategic Oversight Committee (SOC). The intangible value on the culture the college brings to the region is also evaluated through anecdotal data.

2P5 Faculty and staff are encouraged to bring issues to the EPT through the budget process. A recent example is the Frontier Living History Encampment. The faculty member overseeing the encampment submitted a proposal for financial and resource support to the EPT. Once approved the proposal was remitted to the Faculty Senate for discussion on immersion of the encampment with other courses and programs.

2P6 Currently the budget drives many of the decisions the college makes with regard to other distinctive objectives. The EPT will readjust the objectives to support the strategic goals of the college. The faculty and staff submit budget requests and suggestions through their supervisor.

2R1 Success is determined using the following information:

- Athletic program success in student-athlete retention and graduation rates
- Academic All-American status
- Number of transfers to four year universities
- Participation rates in college sponsored programs
- Tri annual economic impact analysis
- Non-credit workforce trainings

2R2 Below is a list of the performance results for accomplishing the other distinctive objectives.

- Athletics
    - Retention rate = 37%
    - Graduation rate = 32%
    - Transfer rate = 12%

  - Academic All-Americans = 14 since 2001
  - All- Americans = 10 since 2001
- Economic Impact
  - Local full-time jobs created and sustained by LCC's presence—3,376 during 2001-2006,
  - LCC adds $18.4 million per year to area economy
  - LCC employed 436 FTE jobs from 2001-2006
- Preserving regional culture
  - Sponsored Frontier Living History Encampment
  - Hosted annual Snow Goose Festival

2R3 We currently do not compare our performance results to other institutions or organizations. Comparisons on these processes would not be beneficial to the college's quality improvement efforts. The objectives are specific to the college. Where applicable, LCC measures itself against other higher education institutions by the involvement with CCCS.

2R4 Athletics comprise 20 % of our student body. Not only do the student athletes increase FTE but they assist in community support for the college. The college also benefits by having a more diverse and healthy campus student life and revenue. Many of our athletes come from other parts of the country and bring with them a different culture, race, religious, and educational background. This provides an increased diversity on the campus. The community has recently revived the Athletic Booster club. This affords many community members the opportunity to support the college in ways other than financial. Student athletes also add to the economic health of the community by spending their money locally.

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 lead to LCC being recognized as a valued partner. The emersion of the college in the economic development of the region has assisted in providing needed funding for the college. A few examples include: a collaborative effort with the city of Lamar created a grants office used by both entities; funding from a TANF grant, through the Department of Social Services, invested money in the allied health, nursing and WorkKeys programs at the college.

The college's agricultural program mirrors the culture of the region. The HTM program provides horse training services to farmers and ranchers. Sponsorship of regional cultural events such as the Snow Goose Festival and the Frontier Living History Encampment allows students and community members to increase their knowledge and awareness of regional culture and history.

2I1 The college recently reinstated the Women's Basketball program. Livestock Judging was added to the athletic competition roster which has a significant relation to the community and

the region. As mentioned in 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 to the benefit of the student athletic and classroom experience.

The International Program has benefited from the addition of a full-time International coordinator who can devote time and effort in support of the program. A new program that connects host families with student athletes and international students has had a positive impact on the college/community relationship as well as the personal benefit to the students.

LCC is working with community partners to form an entrepreneur program to assist students and community members with small business opportunities. This program is in its first year of existence.

2I2. LCC is currently working on a process to establish the other distinctive objectives directly into the budget and the strategic planning process.

Category Three – Understanding Students' and Other Stakeholders' Needs

3P1 LCC identifies the changing needs of our student groups by various processes. The college is investing in a national survey instrument that will be implemented beginning in the spring of 2010 that will assist in identifying student needs. LSS staff will analyze the results and report to the SOC. This committee will set a course of action based on the results. Graduating students complete exit interviews and internship program evaluations. The college conducts an annual activity survey that assists Student Services in planning activities and events for the following year. Student Services staff analyzes the results and report them to SOC.

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. For example recognizing that students no longer communicate reliably through email the college is creating several social network sites to better communicate with students. This is true as well for recruitment strategies from the Student Services department. These needs and processes are shown in Figure 3.1.

Figure 3.1 Processes for identifying the changing needs of students

Needs	Method of Identifying	Purpose	Responsibility
Student Life	Student Government	Formal process for students to set the agenda for student government. Opportunity to express their needs/concerns	Student Life Coordinator
Student Satisfaction	Course Evaluations & Satisfaction Survey	Gives students the opportunity to evaluate the course, instructor and college as a whole	Learning Support Services
Student Dissatisfaction	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	Articulation Agreements with 4 yr. colleges/universities	Identify transfer requirements to 4 yr. colleges/universities	Advisor/Transfer Counselor
Advising	Advisor/Advisee	Advisor helps student register for classes. Also meet regularly to evaluate	Faculty

		academic progress	
Disability Services	Self	To provide support services as needed for individual students	Director of Disability Services
Tutoring	Self, faculty, advisors, coaches, program directors, parents	Provides free additional support for students with extra academic needs or concerns	Learning Support Services

Faculty, Student Services staff, the Student Life Coordinator, 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.

Faculty, staff and administrators participate in community committees, groups and organizations where discussions are held regarding the relationship of the college to the community. Minutes from these meetings are recorded and reviewed by program directors. These minutes are a part of the program review process.

3P2 It is vital to the mission of LCC that students believe in and achieve their goals. In order assist in that process the college strives to build strong relationships with students. There are many activities in place to build relationships based on trust. These activities are listed in figure 3.2. Day to day interactions offer great opportunities for the college faculty and staff to build solid relationships with our students.

Figure 3.2 Activities that help build student relationships

Faculty/staff/administration interaction	Faculty/staff build relationships with students
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 a less formal setting to interact with students
Work-study program	Gives faculty/staff opportunity to interact directly with students in a work situation.
Orientation for new students	Administration/staff/faculty interacts with new students and parents. New student feel comfortable and builds a long lasting relationship
Athletics	Gives students the opportunity to excel in athletics while building a 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
Recruiting	Staff and faculty initial impression of campus and available programs
Residence Life	Director and RAs provide students with contacts, interactions and social activities
International Program	Students stay connected to American culture and social networking

3P3 Individuals from local businesses and government offices make up college and program advisory committees and the AQIP action teams. These individuals assist in indentifying the changing needs among stakeholders in the community's workforce. 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, and 4) recruiting at area high schools and college fairs.

LCC analyzes and selects a course of action by taking these needs to: all staff meetings, departmental meetings, Student Government, and Executive Planning Team and College Advisory Committees. During these meetings stakeholders communicate their needs. The college evaluates the stakeholder needs and develops an implementation plan. Faculty and staff meet to evaluate if the intervention has been successful and if the needs of our valued stakeholders were met.

3P4 LCC builds and maintains relationships with key stakeholders in many of the same ways that we use to identify the changing needs of those stakeholders.

- Faculty and staff participate in many community activities:
  - Hosting and judging Science Fairs for local schools
  - Hosting and judging annual Knowledge Bowl for local high schools
  - Regional FFA competitions
  - College fairs
  - Career fairs
- The college participates in local parades, fairs and other community events on a regular basis.
- LCC recognizes an Outstanding Alumnus every year with the award presented at Antelope Night, which is a celebration for our graduating students.
- College representatives serve on local chamber of commerce boards and attend economic development meetings.
- Program advisory committees build relationships between community members and college leaders; they meet and have luncheons to interact in a less formal setting.
- Concurrent enrollment coordinator work with outreach to local high schools.

- President represents the college at community and county government meetings and social functions

3P5 The following information is used to determine changes in offerings and service:

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

3P6 The college has outlined a Student Grievance procedure and steps for four types of student grievances. The first is a procedure for Academic grievances which includes grade decisions, course instructor conflicts, transcript decisions, and other related academic issues. 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 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 and fourth steps 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.

Currently LCC does not have a process to analyze data to initiate new 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.

Any changes that are made to the processes are noted in college catalog /student handbook and on the college web page.

3R1 The CCCS office conducts an email survey to students bi-annually. Since LCC needs to have a process in place to collect and analyze student and stakeholder satisfaction to analyze on a regular basis, as mentioned in 3P1, LCC will begin using a national student survey that will provide student satisfaction information that we will be able to collect, analyze and compare. The SOC will develop a process for regular review of the survey results.

The LCC nursing department administers a facilities survey on each clinical site to ascertain possible inadequacies. Employer surveys for all completing interns is gathered and analyzed by individual CTE programs. The CTE programs also utilize their advisory committee to gather important information.

3R2 The college recognizes a need for a formal centralized process. Although specific departments and faculty members collect and use these data for program improvements, as mentioned in 3R1, there is no current effort to organize the information and use for decision making at the campus level.

3R3 As listed in Figure 3.2, LCC builds relationships with students through Faculty/Staff/Administration interaction. However, the college does not have a means of measuring the effectiveness of these interactions. The college recognizes the opportunity to formalize this process.

3R4 LCC recognizes the need to gather information more systematically on the performance results for stakeholder satisfaction.

3R5 LCC builds relationships with key stakeholders in an informal yet determined manner. The college has identified this as an opportunity for improvement.

3R6 LCC recognizes the importance of comparing performance results with other institutions. The EPT is reviewing data to make an informed decision to identify peer and aspiration groups for useful comparison.

3I1 Although LCC has not recently made improvements in this category, the college has several ideas on how this category can be improved. By adopting a continuous improvement focus the college is on the way to institute processes to measure student and stakeholder satisfaction for the college as a whole. With new processes in place, LCC will be able to better serve our students and key stakeholders and build stronger relationships.

3I2 Currently the EPT is working in concert with the SOC to enhance and set targets for improved performance results. The process is not pervasive as of yet, however, the college is dedicated to making improvements in this area.

Category 4- Valuing People

4P1 The CCCS identifies three distinct groups of employees: classified, exempt and faculty. The classified staff job descriptions, evaluation process and pay scales are dictated by the state of Colorado. Exempt staffs are "at will" employees and are evaluated by a separate and distinct process. Faculty members have other guidelines for hiring that must be followed and have a different evaluation system. All procedures are controlled by the CCCS.

Programs such as nursing and cosmetology also have specific credentials and skills that are defined by regulatory agencies.

4P2 The process begins with the development of a job description and position announcement. Based on the position, minimum requirements are established. Minimal education requirements and minimum experience are established and communicated within the position announcement. Establishment of a committee is prepared within the human resources department, and 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 attempts to ensure qualified employees are hired. The human resource department works with the State of Colorado system to make certain of clarifications for classified staff. Faculty job descriptions are determined by the faculty qualifications policy as noted in Addendum E.

Selection committee members come from a diverse background to ensure campus-wide representation, and key departments are involved. This group is designed to be diverse, while at the same time having the knowledge and understanding of the position for which they are hiring. Prior to the selection committee reviewing application files, the group determines the criteria they will use to rate the candidates. The criteria must match the information communicated within the position announcement. The committee will then review application packets and score the applications based on the established criteria. The committee then determines which candidates will be selected for an interview. Questions are developed by the committee and approved by the human resources director. Through the interview process the candidate will respond to questions that are aimed at addressing their value system as well as skills that fit the job and the college culture. Most candidates will interview face to face with the committee, as well as the President.

Once the interviews are complete, reference checks are conducted. The committee will meet with the President and provide a recommendation. The President makes the final decision. As mentioned in 4P1 it is the practice of the selection committee to check references, conduct a

background check, and obtain official transcripts. All employees are required to have a background check, prior to employment.

4P3 Position openings are advertised through the LCC website, the CCCS, and through publications such as local newspapers. Website and industry specific publications are use when appropriate for faculty and administrative positions.

The offer to the successful candidate is pending until the new employee completes an I-9 form and passes homeland security background checks. Upon hiring a new employee would participate in the new employee orientation process.

To aid in the retention of new and existing employees the following are offered:

- Each full time employee is offered scholarships for six credit hours at the college and employee discounts at the LCC Fitness Center
- Lamar Community College recognizes adjunct faculty, administrator, full-time faculty and a classified employee of the year
- The CCCS hosts a faculty, and classified employee of the year award; LCC campus winners move on for recognition at the state level
- Employee orientation
- Social gatherings such as food-n-fun, charity functions, and lunch and learns
- Professional development opportunities
- Employee evaluation process
- Opportunity and flexibility to grow within job
- Many opportunities to participate in campus governance and direction such as SOC and AQIP processes
- Health benefits package
- All-campus meetings that allow for exchange of ideas and information

4P4 New employees are oriented to the college's history, mission and values through meetings conducted by their supervisor and the human director. The president also meets with new employees to help orient them to the college's mission and values. The faculty and staff handbook is provided to each new employee. The handbook contains all college policies and procedures.

4P5 LCC is currently working on a strategic growth plan. This plan involves, among other things, proposals for adding and improving programs. These plans often require additional staff or changes in current staff. In addition to this the EPT and the human resource department keep track of where staff are in relation to possible retirement plans and plans to advance in the

system, both which cause changes in personnel. The evolving strategic plan is process driven. As such, employee displacement will create minimal upheaval.

Cross training is an important application in many departments. LCC is a small college that relies on one person to perform a job. If that person should leave the college others must be prepared to step in to complete the work until a new person is hired. An example of this currently resides in Student Services. There is one person in financial aid, one in recruitment and one in admissions. All employees have been cross-trained so that stakeholders can still be served.

Decisions made to repurpose are based on the strategic plan. The job descriptions define the tasks to assist in the plan for change.

4P6 Full-time faculty, administrators and classified staff receive annual performance reviews. The reviews are designed to reflect the values and mission of LCC. 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 the goals for the previous year. Since employees are involved in writing their own goals tied to the college mission both employee satisfaction and organizational productivity are enhanced in the process.

The full-time faculty is evaluated by students each semester in addition to their annual self and supervisor evaluation. This evaluation focuses on student learning. 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. Classified staff has 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 organization mission and strategic plan.

All goals in the evaluation process are intended to bridge to the departmental goals, the LCC mission and the strategic plan. Departments design and make accommodations for activities that work with the campus goals. All campus employees are encouraged to contribute to the campus mission.

4P7 All LCC employees are required to read and agree to the following policies so that employees are made aware of the expectations for employment at LCC.

- Sexual Harassment Policy
- 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 system ethics policies

Supervisors are responsible for enforcement of said policies and disciplinary action may take place when violations occur.

4P8 The main source of information for employee training comes through the annual performance evaluations and the annual professional development needs survey. The CCCS will also dictate training needs, for instance, the new phone system training, implementation of the new course management system and other computer training that are under the purview of the System Office. Additionally the SOC is working to strengthen our instructional and non-instructional programs and services. With this in mind LCC can progress to having better insight into more training for short and long range organizational plans.

A recent example of aligning employee training with organizational plans is the implementation of the AQIP action teams. It was determined through the strategic planning process that communication across campus and assessment of student learning were areas for improvement. The SOC formed action teams made up of cross-sections of LCC employees to create plans to address these needs. As a result a team was sent to the HLC Annual Meeting in the spring of 2009 to enhance skills and return with best practices regarding student learning outcomes. The communications action team developed a plan to survey employees to ascertain training needs.

As the college develops and enhances systems and processes an eye to the training needs of the staff will become increasing important.

4P9 Every position at LCC has the opportunity for training to enhance work product. The means to access training and the reasons for said training are dependent upon the department, the needs of the department and funding. On the job training, departmental focuses, opportunities to change jobs within the organization, and ongoing training from CCCS are all examples of continuous improvement possibilities. LCC reinforces trainings through recognitions, performance evaluations and advancement opportunities.

4P10 The evaluation form LCC utilizes is a standard Colorado Community Evaluation for Community Colleges. The classified, exempt and faculty annual evaluation forms and processes are directed by CCCS. Objectives within these forms allow staff to set short and long term goals. Student and classroom evaluations are also standardized. Faculty are evaluated in every class, every semester that they teach.

Classified staff and their evaluation process are governed by the Colorado Department of Personnel. Forms, procedures and timelines are dictated by this state agency. The college created administrative and faculty evaluations with approval from CCCS. The CCCS Human Resource department oversees all campus evaluation processes.

Currently there is no formal alignment process to link these evaluations with objectives for both instructional and non-instructional program and services.

4P11 Employee recognition was previously discussed in 4P1 and 4P2. LCC has worked to recognize individuals through the monthly Food 'n Fun social function and monthly all campus meetings where individual and program accomplishments are celebrated. LCC recognizes the opportunity to develop a more formal process to align with the strategic plan.

4P12 Each year at LCC the AQIP Communication action team completes an employee communication satisfaction survey. The team analyzes the data from this survey and a plan is developed and implemented to address the concerns discovered through this process. Examples of resultant actions of this process are: creations of a faculty/staff handbook, food-n-fun social function, and the reorganization of internal communications.

4P13 Employee satisfaction, health and safety were topics that were incorporated in the communication survey discussed in 4P12. The Communication action team develops plans to address the issues that are voiced by the faculty and staff through the employee satisfaction survey. The survey does not currently include health and safety and well-being.

4R1 Currently the only measures for valuing people that LCC collects and analyzes regularly are the employee communications survey and the annual employee evaluation process. A process for requiring increased training and professional development opportunities for faculty and staff is currently being developed.

4R2 Table 4.1 (see below) provides the rank order of the five most positive and five most negative responses to the communications survey from 2004, the first year it was implemented, through 2008. These items are on a scale of 1 to 5 with 1 being strongly disagree to 5 being strongly agree. In 2004 college employees were feeling good about training, trust, people being in the right place, feeling good about their contributions and felt communication was effective.

In the 2005 survey, results indicated that campus employees no longer felt supported by the administration. The underlying factor was a change in leadership. The most recent survey results in 2008 showed that improvements have made in communications, professional development and training opportunities, faculty and leadership relations and building relationships across departments. Survey questions are listed in Addendum F.

Table 4.1. Communications 2004 - 2008 Survey Results

Q#	Mean 2004	Q#	Mean 2005	Q#	Mean 2006	Q#	Mean 2007	Q#	Mean 2008	Rank #
2	0.5	9	2.81	2	2.62	Q9	2.98	9	2.95	1
6	2.115	28	2.86	9	2.64	Q28	3.00	28	2.98	2
4	2.23	18	2.92	18	2.64	Q18	3.09	18	3.04	3
7	2.26	14	3.09	28	2.80	Q27	3.13	25	3.09	4
18	2.4	22	3.13	14	2.95	Q25	3.15	2	3.11	5
Lowest ranking										
11	3.01	3	3.61	17	3.32	Q24	3.64	24	3.63	24
12	3.025	8	3.63	24	3.32	Q26	3.65	26	3.63	25
26	3.075	4	3.64	19	3.52	Q19	3.75	19	3.69	26
28	3.11	11	3.84	11	3.74	Q11	3.78	11	3.73	27
25	3.12	6	4.02	6	3.96	Q6	4.15	6	4.13	28

4R3 LCC has identified an opportunity for meaningful improvement. At an all-campus meeting in the fall of 2008, campus employees selected valuing people as one of the four values of the college. Information has previously not been captured with regard to achieving *Valuing People* goals. This presents an opportunity for improvement and one that the college takes very seriously. The college is currently developing a process to determine the information that must be captured and evaluated to fulfill this goal.

4R4 LCC currently does not compare our performance results to that of other institutions. The college believes this presents an important opportunity for improvement.

4I1 The LCC leadership is working on a strategic plan that will address these issues. Our processes and performance for valuing people are very informal and evaluation therefore is also informal. With the continuation of the annual communications survey, we will be able to make this process more systematic and comprehensive.

4I2 There is currently no formal process built into our infrastructure that helps in selecting specific processes to improve and to set targets for improved performance results in valuing people. The college feels that there are some processes; however they are informal, and therefore

difficult to quantify. The college is confident that with the implementation of the new strategic plan and the more open flow of ideas through committees this process will be improved.

The combination of individual goal setting in the annual performance evaluations will determine development needs at the base level required for the staff and faculty to increase job performance.

Category 5 – Leading and Communicating

5P1 The Strategic Oversight Committee annually reviews LCC's mission and values. The SOC is made up of LCC's President, Vice Presidents, Deans, Director of Human Resources, Director of Institutional Advancement, Physical Plant Director and representatives from the following constituencies: College Advisory Council, LCC Foundation, Students, CCCS, Faculty and Staff.

The review takes place in the fall of each year. In the fall of 2008 the college reviewed and rewrote the mission during an all-campus Conversation Day.

5P2 LCC's Executive Planning Team determines goals in alignment with the college's mission, vision and values. The Executive Planning Team members are the President, Vice President of Student Services, Vice President of Academic Services, Vice President of Administrative Services and the Director of Human Resources. Decisions are made based on the strategic goals and objectives; including integrated marketing and enrollment management, strategic growth on a solid foundation and retention.

The SOC determines the needs and expectations of the students and community. These needs and expectations are used as a guide in developing, maintaining, reviewing and revising the strategic plan. The committee's membership is a broad representation of the college stakeholders as well as the above mentioned EPT that sets the direction for college.

The SOC will review the college's mission, vision, values, strategic goals and objectives. During the annual review by SOC, performance measurements are monitored and adjustments are made to insure the college's strategic goals and objectives are met. The meetings are open to all employees of the college; agendas and minutes are publicly posted. An organizational chart of the LCC leadership is provided in Addendum B.

5P3 Assessing student and stakeholder needs and expectations is discussed in detail in Category Two. Data collected are crucial in determining the strategic goals and objectives. The EPT and the SOC are responsible for aligning those key processes. Student and community representatives provide important insight for the direction of LCC.

5P4 The EPT, SOC and Faculty Senate are seeking new opportunities to enhance student learning as discussed in 5P1 and 5P2.

AQIP action plans and other elements of AQIP - such as strategy forums, development of the Systems Portfolio - are the tools that will be used to guide the process of working in coordination with the college's current and future goals. Leaders look for best practices, and the knowledge and experience of others. LCC is moving to a culture of making informed

decisions based on good data. The leadership recognizes the opportunity and the benefits to moving the college in this direction.

5P5 The decision making process at LCC is defined by our organizational structure. There are three major areas that make up the organizational structure: Academic Services, Student Services and Administrative Services. A Vice President in each category is charged with the oversight of each of the three areas and they guide the decision making processes.

A dean and or directors reside beneath the vice president in each area. These individuals are charged with carrying out decisions and or acting as liaisons between faculty/staff and executive leadership.

Within each area there are representative groups such as faculty senate, academic review committee, student government, arts and science faculty committee, academic calendar, orientation, academic catalog/student handbook and program advisory committees. These representative groups function to make recommendations on decisions that are forwarded to deans, directors, or vice presidents for final decisions-making and implementation.

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.

5P6 LCC recognizes this as an opportunity for improvement. The use of data in decision-making is not consistent across the campus. The leadership is working on a process where data reports will be consistently collected, analyzed and reported. The CCCS is implementing a data warehouse and reporting software in the fall of 2009 that will make this process easier and more efficient.

5P7 Communication among the three organizational areas at LCC begins with the EPT. The team meets weekly to discuss issues that affect all areas of the college. Communication among the different levels and units occur within committees comprised of mixed representative groups. These committees meet monthly in most cases. Examples of these committees are the Strategic Oversight Committee, Academic Review Committee and Faculty Senate as mentioned in 5P1.

Communication at LCC occurs primarily in three different ways. LCC has a dedicated email server that is utilized by students and 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. In addition to email there is an 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 as well making person-to-person communication at LCC quite useful. Additionally the website is a useful tool to communicate with employees, students and community members, as well as for anyone seeking information on LCC.

Other means of communication take place at regularly scheduled department meetings, monthly all campus meetings, off campus meetings with County Commissioners, local Chamber of Commerce, City Council, and Workforce Development to name a few. Minutes from meetings are posted on the LCC server. Meeting announcements are listed on the master calendar. Beginning in the fall of 2009 an emergency communication system (Connect-ED) will be implemented.

5P8 The leaders of LCC communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations through several all campus informational meetings, (which require the attendance of all faculty and staff). At the beginning of each semester the campus hosts an all faculty and staff in-service and during the fall semester an all-campus Conversation Day is held. These meetings are intended to provide professional development, an opportunity for information exchange and setting the tone and direction for the next semester.

5P9 The leadership takes the responsibility of encouraging and developing leadership opportunities for all employees of the college. Professional development, continuing education, job advancement, performance evaluation and participation in CCCS committees and task forces all provide the chance to develop and strengthen the college. Not requiring employees to take vacation days when away from campus to further their education, leadership and job skills supports continuing education for all employees.

Communicating this information uses the same pathways as discussed in 5P8. In addition supervisors work to inspire and direct employees to develop and strengthen their skills through the performance evaluation process.

5P10 As a part of the newly constructed strategic planning process the college will develop a comprehensive plan that would be used for succession planning when hiring new faculty, staff and administration. The mission and vision are agenda items at board meetings and other internal and external stakeholder gatherings.

5R1 The CCCS annually conducts a Presidential 360 evaluation. All full-time LCC employees and selected community members who have worked with the president are asked to complete the evaluation. The results are used for continuous improvement in leadership and communication. The most recent results are not currently reportable.

5R2 The process is in development and has not been fully implemented. We are unable to supply any results at this time.

5R3 We are unable to supply results at this time.

5I1 The college has made inroads into becoming more systematic in leading and communicating. Examples are:

- Restructuring the Learning Resource Center to connect all areas and departments that deal with student learning support.
- Reorganizing the leadership structure to be more effective and responsive to the needs of the college.
- Increased participation and frequency of meetings as a means for enhancing communication and providing a clear vision for the college has been a goal set by the leadership.

5I2 The culture at LCC is changing with the advent of new leadership that began in the summer of 2008. As Terry O'Banion stated in his book, *The Learning College for the 21st Century*, "Changing a college is like moving a cemetery: you get no help from the residents". The leadership is cognizant of the fact that both cultural and infrastructural changes take time and careful planning. Change, no matter how positive it may be, is scary and threatening to some employees. The leadership has taken several steps to overcome these challenges:

- Conversation Day has become an annual event.
- Internal and external stakeholders consider LCC to be more open and receptive to inclusion in the decision-making process due to the new communication avenues and encouraging and open environment that is in place.
- Using internally and externally provided information, facts and opinions provided the SOC selects processes on behalf of those they represent.
- Continuous improvement is becoming a part of our vernacular. Individuals and groups at the college are beginning to include others in their decisions and communications where as the previous culture was one of isolation.

Category Six – Supporting Institutional Operations

6P1 Details regarding LCC's methods for identifying students' support services needs are provided in 1P10. Other methods are specific to programs. For example, the TRiO Program sends out an academic alert to instructors to identify students in need of academic intervention. Immediate contact is made with the individual student via letter, phone, and/or e-mail. Tutoring, testing, personal and academic counseling and career assessment are available to the students.

Student 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.

The International Program Director works closely with LCC's foreign students to help them assimilate into the Southeast Colorado culture by providing cultural and educational opportunities.

6P2 Identification begins with the strategic goals for the college. Using the communications survey and various committee and department meetings minutes administrative support needs are determined. A budget is built to support 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.

Others means to identify needs are:

- Master plan
- Performance evaluations,
- State mandated directives that require increased workload
- 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. The plan is posted on the internal server to which all campus employees have access. Instructors in each class apprise student of the emergency process. In each building an abbreviated version of the plan is posted in key locations.

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.

Beginning in the fall 2009 semester the college will utilize Connect-Ed, communication system to alert all students and employees in case of an emergency or college closures. Information is also available by calling the college closure line where a recorded message provides vital information.

6P4 Supervisors 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 taken to SOC or EPT whichever is more appropriate. Supervisors may take the requests or information directly to the appropriate vice president if an urgent need arises.

6P5 Department and committee minutes provide documentation. Minutes are posted on the internal server and when appropriate sent to all faculty and staff via email. The general catalog and faculty staff handbook document processes.

6R1 Informal processes are in place throughout each area of the campus, via departmental meetings, emails, or discussion with our president, deans, supervisors and or coworkers with the focus on continuous improvement. For example, Student Services staff meets every year with the appropriate departments to plan and review student registration and orientation activities. These conversations provide a review of progress and challenges. Revisions are submitted to the appropriate area leaders for approval and implemented for the next year.

6R2 - 6R3 The college recognizes that there is a need for collecting and analyzing student and administrative support service performance results and is currently working on a plan to rectify this problem. The college is planning to use a national student survey data base along with the new data system the CCCS is developing to help determine student support service performance ratings.

6R4 Until recently, use of the information and results was inconsistent and informal. The college is working toward a process wherein information gathering is intentional and results are gathered and analyzed to inform decisions and plans. Implementation of the strategic plan, tied to budgeting processes, will create another avenue for using results to make needed improvements.

6R5 The college recognizes the importance of comparing results with other institutions and will work toward making this a part of the continuous improvement process.

6I1 LCC has recently established a more formal feedback avenue to assist the college to improve measurable results for all stakeholders. Surveys and evaluations will be implemented beginning in the fall of 2009.

6I2 LCC is comprised of small departments with few staff to complete the work of the college. In this climate, employees work 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, faculty, and administrators meet yearly to discuss and plan orientation activities. During these discussions, staff members have 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.

Category Seven – Measuring Effectiveness

7P1 The SOC is responsible for the selection, management and distribution of data. The strategic plan serves as a guide in this process. Internal departments and external constituencies may request performance information. Management of data and performance information can also occur within departments, and between departments in response to specific requests. Distribution occurs in the same manner as described in 5P7 & 5P8. LCC recognizes the need to develop and implement a more centralized process for selection, management and distribution of data. The college has developed a new position of vice president for institutional effectiveness and continuous improvement that will begin January, 2010. This vice president will be responsible for establishing and supervising an institutional research office. The management, collection, analysis and distribution of data will become the vice president's responsibility.

7P2 Determination of data and information needs of departments is a decentralized process. Information needs surface in response to both external requirements and internal actions. These factors exist in a shared association. Internal actions generate data to fulfill external requirements, which subsequently help determine internal actions and activities.

Internal information needs arise through normal operations. Primary activities through which these needs appear include:

- Budgeting
- Staffing
- Scheduling
- Strategic planning
- Curriculum development

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

- College Advisory Board
- College Foundation
- Program Advisory Boards
- Written student feedback
- External and internal stakeholders
- Faculty and staff evaluations

External information required includes budget, workloads, student success data, ethnic ratios, gender ratios, enrollment data and data regarding non-discriminatory practices. These reports include, but are not limited to, Integrated Postsecondary Education Data System (IPEDS) and the National Center for Educational Statistics. The college also submits reports to accrediting

agencies on both the institutional and department levels, and to state and federal offices for grant compliance.

7P3 Determining the information needs of departments is a decentralized process. Departments collect and store information that is pertinent to the operation of the individual unit and is housed in the individual. The CCCS required management software, Banner, is also used to gather, store and use data. Accessibility to this data is limited. LCC recognizes the need for development of processes regarding campus wide collection, storage, and accessibility of data.

Department needs are brought forward through the supervisor. The issue will determine if it is handled internally, taken to EPT for budget concerns, or to the SOC for planning. The newly revived technology committee will be a key group in managing data needs. LCC has recently requested an information technology audit to be conducted by the CCCS. No results are yet available.

7P4 The EPT works in collaboration with college departments and is primarily responsible for examining and disseminating data and information. Data are shared through a variety of methods, including results from state performance contracts, program reviews, and grant reports. During the summer of 2009 the college established an institutional research position to assist the EPT as well as the college at large to provide data gathering, and reporting assistance. SOC established a data set to measure effectiveness for the strategic plan. The list is still a work in progress. As information becomes available, the committee works to refine the list of needed reports. These data sets are listed in figure 7.1. The Colorado Community College System, Colorado Commission on Higher Education, and other state and federal agencies provide comparative data reports that are available online.

Sharing of information takes place through monthly campus wide meetings, weekly, bi-monthly, or monthly departmental meetings, and semi-annual program advisory board meetings.

Figure 7.1. SOC Data Planning Needed Reports

Marketing	Growth	AQIP teams
Residents/year min/max course enrollment	Reserves balance General fund balance	Applications/recruiting
# of degrees	Auxiliary fund balance	FTE
	Revenues Grants report Annual evaluation report	Retention Student degree tracking

Staff /student satisfaction
Professional development Facility condition index Facility requests Facility master plan update Technology needs/completion report Advising committee reports

7P5 LCC determines the needs and priorities for comparative data and information in response to reporting requirements set by local, state and national agencies. LCC has not established criteria or methods for determining other needs and priorities of comparative data and information, or for selecting sources. Consequently, the college compiles comparative data and information generated within the institution in response to requests by internal and external agencies. The college will determine the data needs by the assessment of program enrollment data.

7P6 Currently, the utilization of data and information needs to be revitalized since there is no formal process existing to align the analysis of data and information for determining organizational goals for instructional and non-instructional programs and services. The college recognizes that a process for sharing these analyses across campus needs to be developed and implemented. Optimally, LCC will begin to align data with planning processes and organizational goals in the 2009-2010 academic year.

7P7 LCC relies upon responsible employees for the timeliness, accuracy, and reliability of our information systems and related processes. 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' official outside auditor as well as audited internally when deemed necessary.

Security levels are determined by "need to know" for security reasons. Trained staff enters data with checks and balances in place for financial functions. Quarterly audits by the college are conducted to assure security measures are in place. Supervisors approve verification of access.

7R1 The SOC is currently revising the protocols to measure the effectiveness of these goals. As a result, new processes are being developed to ensure action projects have measureable goals.

7R2 As noted above, LCC recognizes the need for the development of measures that tell us if we are meeting our organizational needs in accomplishing our mission and goals. A more

systematic strategic planning process tied to assessment and budgeting currently in development will help the college to measure effectiveness as an institution.

7R3 Several items LCC uses for comparison with other institutions include:

- In Career and Technical areas, the VE 135 data (see 1R4) submitted by each institution to CCCS allows the college to compare LCC programs to the same programs at other institutions. Comparisons could be made for enrollment, completion, placement, gender, and ethnicity.
- The college receives performance and effectiveness evaluation internally from "System Dashboards". System Dashboards provide the CCCS colleges a wide variety of data, including student FTE, graduation rates, minority statistics, retention statistics, and budget compared to expenditures for instruction, and target reserves. This data are presented in comparison for the last eight years and is compared by colleges system-wide through CCCS, and could be used by the college for comparison.

7I1 Overall, there is a need for formalized strategic and systemic changes in how the college organizes, evaluates and disseminates data to both internal and external stakeholders. At times, the collection of data appears to be driven by college crises or requests from state and federal stakeholders, rather than the optimal scenario where data are used to generate strategic goals and priorities. LCC is reversing that pattern in establishing more formalized processes and set timelines for gathering data that contribute to informed decision-making. With the newly created position of Vice President of Institutional Effectiveness and Continuous Improvement an institutional research department will be created.

7I2 LCC has embraced the continuous improvement culture. The SOC has identified ten goals for the institution. These goals were vetted across the campus and with community partners. From the ten original goals two were identified to focus on for the 2009-2010 academic year (see below). Five AQIP teams were established and charged with identifying gaps in campus processes. Teams focused on specific AQIP categories. Teams were composed of a cross-section of faculty and staff. Every employee was given the opportunity to be a member of a team. Currently, 77 employees out of a total 93 serve on one or more of the five AQIP teams. A second Conversation Day was held to solicit campus input, and the campus selected the following two goals as priorities:

1. Strategic Growth on a Solid foundation – validate LCC base functions and services are in place to support "smart growth," that which fits unused capacity and community/ workforce needs and is sustainable for the long-term.

2. Integrated Marketing and Enrollment Management – continue efforts to integrate recruitment, retention, strategic planning, budgeting, program development and marketing to build an efficient system.

Category Eight - Planning Continuous Improvement

8P1 The current process is structured to utilize the organizational chart (Addendum B). In more informal ways and within departments or units, the planning begins with ideas or suggestions by staff, which they take to their supervisor. These ideas and suggestions are then conveyed upwards. Generally, the last step in planning involves the EPT or SOC. SOC is primarily responsible for the implementation of planning processes. Together SOC and EPT determine if plans are appropriate for mission, vision and goals. EPT will review items for budget implications before they can be developed and implemented. The CCCS and the SBCCOE provides guidance in policy and state law in the campus planning process.

8P2 The current process began with the campus participating in a Conversation Day. At that time, the campus put all of the institution goal suggestions together and ranked them. LCC has held two Conversation Days in the past four years in order to develop key action plans. After the most recent Conversation Day, SOC adopted the top two goals and developed action plans and task forces to implement the goals.

8P3 The current action plans were developed by the SOC and this committee's deliberations were informed by the results of Conversation Day, ensuring campus-wide involvement and input. One action plan is to develop the college's strategic plan. Previous plans were developed by the leadership with little input from the employees. The new leadership altered the process for planning as mentioned in 8P1. This was a welcomed shift. A cultural shift such as this takes a while to be fully implemented and well accepted. Another action plan is to improve communication across campus with employees and with students. The third action plan is to create an assessment plan for the student learning outcomes. SOC will play a major role in eventually overseeing and developing strategies to implement the action plans. To date these action plans have proved to be a valuable step toward meeting the college goals. More importantly, it has established a paradigm shift for the college. Due to the increased number of college employees participating in the planning process there has been a decisive shift in recognizing the importance and benefit of systems processes and continuous improvement.

8P4 LCC is working to develop a formal process for coordinating and aligning the planning processes, organizational strategies and action plans of the institution. Conversation Day activities outlined process gaps. SOC has developed action teams to complete the outlined action plans which become this systems portfolio. These action teams are comprised of people with profound knowledge of the topic as well as a cross-section of departments.

8P5 The SOC is charged with the task of defining objectives, selecting measures and setting performance targets. The college recognizes that systematic processes need to be developed and implemented and is currently working on the process.

8P6 LCC does not employ a special, separate process to identify current or future resource needs related to strategy selection and action plan implementation. Currently, SOC uses goals determined by the campus during Conversation Day. These goals determined action plans and established task forces that will resolve how we link our strategies to the campus goals. These ideas are currently driven by available resources. EPT is responsible for allocating resources to support the strategies and action plans.

8P7 The EPT is charged with assessing and addressing risk, as they plan for new ventures, while addressing current demands. The EPT also carefully measures each proposed initiative against the mission, vision and values of the college. 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

8P8 LCC employs a variety of means to develop faculty and staff capabilities in response to changing institutional strategies and plans. The most direct is to include employees in the planning process at the most basic levels in the broadest manner. For example, faculty and staff participated in Conversation Days to review planning results and identified general institutional goals for the future. All employees were invited to participate in the five AQIP action teams that developed this portfolio.

There has also been a shift of focus to recognize the need for professional development. The first process developed is a revision of the professional development leave policy of the institution. The focus of future processes will emphasize the enhancement of our employees' knowledge and skill. A culture of not only continuous improvement is developing on the campus but also one of informed decisions and planned change.

8R1 The following list of data is collected and reported, but not analyzed regularly. There is no formal analysis conducted that measures the effectiveness of data as it relates to planning processes and systems, however the college is currently developing such a plan.

Data Collected	Department Collecting/Compiling
Placement Tests Scores	Learning Support Services
Enrollment /FTE Reports	Student Services
Course Instructor Evaluations	Academic Services Learning Support Services
Faculty Load Report	Academic Services
Early Alert Grade Checks	Learning Support Services
Athletic Eligibility Grade Checks	Student Services

Degrees Granted/Graduation Rate	Student Services
VE 135 – Job Placement	Academic Services
IPEDS	Student Services
SURDS	Student Services
Perkins/TRiO Grant	Academic Services Student Services
Dual Credit Enrollment	Academic Services
Budget/Fiscal Data	Administrative Services
Program Advisory Committees	Academic Services
GED Completions	Student Services
ESL Enrollments	Student Services
Enrollment Trends	Student Services
Demographic Trends	Student Services

8R2 As mentioned above the college is in the initials stages of the planning process. All outcomes have target completion dates and timelines, as well as a description of personnel responsible for completing the tasks. The Strategic Oversight Committee will be instrumental in ensuring that action projects are completed in a timely manner, and measurable outcomes are available and documented.

8R3 LCC has identified three action plans and two strategic plan goals that currently are being planned and implemented. Projection for the current Assessment Action Plan is to be completed in spring 2009 with implementation in fall 2009. It is projected that the Enhancing and Improving Student Communication Action Plan will be completed in late spring 2010. The determination of measurable outcomes will be developed and implemented in academic year 2010-2011. Once work is completed on the current action plans, new action plans will be developed.

The strategic plan is under development and efforts are being made to complete this action project by December, 2010.

8R4 At present, LCC does not make exact comparisons with peer institutions regarding strategic planning. The college gathers sample documents and model processes for possible adaptation, but it does not systematically compare processes. However, as the strategic plan develops, the college will be able to identify and compare key measures within the plan—such as enrollments, retention, revenues, and expenditures.

8R5 The college recognizes that its planning processes -until now- have not had a consistent system in place to measure effectiveness. The continuous improvement process has led to increased employee participation in the college planning process. The SOC developed five AQIP teams with members from all campus departments, community members and students. Participation of employees in these teams raised awareness of college processes and identified

areas for improvement. College personnel have responded positively to increased involvement in planning processes. All action team participants will be asked to complete a questionnaire to determine how effective the planning process has been.

8I1 LCC has identified that our planning processes need to be systematic, data driven, and comprehensive. SOC and EPT are developing plans, timelines, and assigning responsibilities to ensure improved processes and performance results.

8I2 The college has adopted continuous improvement process as our culture. SOC is directed to develop an infrastructure to select specific processes to improve and set targets for action plans, as part of our plan for continuous improvement. Key members of SOC represent the diversity of the campus, community, students and CCCS representatives (see Addendum B for membership list).

Category Nine - Building Collaborative Relationships

9P1 LCC recognizes this as an opportunity to improve the process of building collaborative relationships. The SOC will begin meetings in the fall of 2009 to set goals for creating process to ensure that the college maintains and grows these important relationships. Below is a list of groups with whom LCC has established relationships:

Stakeholder:	Relationship:
Department of Social Services / Temporary Assistance Needy Families Program	Refers students to LCC for training. This is a collaborative effort to help students gain employment. Specific departments and campus personnel attend workshops and meetings with DSS to establish and maintain relationships.
Local K-12 school (14 area service schools and one non area) **Board of Cooperative Education Services (BOCES)** **Superintendent Advisory Committee**	Concurrent credit classes based on the needs of the schools and their students provided at the school on-line or on-campus. Campus representatives also attend monthly - meetings with superintendents.
Global Leadership Foundation	Partnership built to recruit and finance international students –LCC prioritizes this relationship by supporting students with a coordinator and Multicultural Club.

9P2 LCC recognizes this as an opportunity to improve the process of building collaborative relationships. The SOC will begin meetings in the fall of 2009 to set goals for creating process to ensure that the college maintains and grows these important relationships.

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.
Colorado four year colleges and universities	Articulation agreements with Adam State, Mesa State University, Colorado State University-Pueblo and University of Colorado

	at Colorado Springs allow students to transfer and complete BA/BS.
Prowers Medical Center / Other local employers	Work with health care facilities to provide clinical opportunities for our students and prepare a skilled workforce Partner with local business to allow for internships and practical experience.

9P3 LCC recognizes this as an opportunity to improve the process of building collaborative relationships. The SOC will begin meetings in the fall of 2009 to set goals for creating process to ensure that the college maintains and grows these important relationships. Some of the most important relationships with organizations that support LCC are listed below.

Stakeholder:	Relationship:
Colorado Community College System (CCCS)	CCCS provides appropriate technology that allows students to participate in online learning as well as to facilitate student web-portal.
Department of Social Services	Refers students within their program for training. Provides grant money for classroom technology and furnishings.
Colorado four year colleges and universities	Relationships are built according to student needs on campus and articulation agreements are formed to fit these needs. For example, Adams State College Rural Education Academic Program works with students to obtain a 4 year degree from Adams while attending the LCC campus in Elementary Ed, Sociology and Business. The nursing program has an arrangement with University of Colorado at Colorado Springs to provide bachelor degree course on the LCC campus.
Gear Up Program	The dual credit office, LSS and student services work with the local Gear Up Advisor through Lamar High School to help identified students transition to college.
College Foundation Board	Student services works to maintain this established relationship that helps provide ongoing scholarship opportunities to identified students.
High Plains Community Health Center	A relationship established to provide health care to our students and staff on the campus. LCC provides space and some staffing, while HPCHS provides the primary provider.
Educational Opportunity Center	LCC provides space and support for the EOC staff member, who in turn provides financial aid, application and other help to new and

	returning LCC students.
Global Leadership Foundation	Partnership built to recruit and finance international students – LCC prioritizes this relationship by supporting students with a coordinator and Multicultural Club.

9P4 The college is working on a process to strategically create, prioritize and build relationships. Currently these collaborations are based on the mission of the college to serve the educational service area. The state of Colorado mandates that all supplies and services are put through the bidding process. Many times the relationship is dependent upon the lowest bidder.

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, providing institutions such as High Plains Community Health Center with agreements, trading clinical contracts for employee tuition credits, contracting with AmeriCorps, making Wellness Center memberships available to the community, and making athletic facilities available for regional use,

9P5 LCC strives to create and build new and better relationships with the people of Lamar and the four county service area. The following are some examples.

Stakeholder:	Relationship:
Community	Through advertisement, community involvement and new and improved programs and content we work to meet the needs of our service area
Education Associations	Works with BOCES to assist underserved students
Consortia Partners	Nursing mobile simulation lab with neighboring community college, Pierre Auger Cosmic Ray Collection Project, SEBREA
External Agencies	CCCS, program accrediting bodies, Higher Learning Commission

9P6 As LCC begins to collect data more systematically, the college will be able to demonstrate the benefits of these relationships through, for example, enrollment and retention rates of LCC students in the bachelorette programs with Adams Sate and the University of Colorado, determining whether student learning in the college-going rate of district residents through dual credit and the Five-Year program.

9P7 The best example of how LCC creates and builds relationships between departments is the monthly all-campus meetings. All staff is invited and highly encouraged to attend. Often other partners or students are invited. Those who attend are supplied with information from

the administration, given an opportunity to voice concerns or to provide important information from the departments and make important announcements. AQIP, and specifically Conversation Day, has also helped to bridge departments and create a better understanding of individual roles within the college.

The leadership is working to formalize communications through organizational structure to assure integration of these important relationships.

9R1 The newly formed Integrated Marketing and Enrollment Management task force is working on the measures needed to build collaborative relationships.

Departments collect some survey data such as; 5th year surveys, department chair meetings, foundation and board meetings for formal feedback, nursing program information, and students evaluate teachers on a semester basis. Currently these data are not shared in a formal manner and held exclusively within the departments. The college recognizes this as an opportunity to improve the collection of data as well as the distribution of information.

9R2 Information on our performance results is not centralized but the college can offer evidence of strong collaborative relationships. For example, LCC has worked successfully with the various city and county departments to obtain grants totaling more than $200,000 to support instruction. The local community worked hard this past year to revive the Athletic Booster Club to support LCC athletes and the LCC Foundation Board is functioning after years of neglect.

LCC recognizes that more can be done to work hand-in-hand with area stakeholders. For instance, due to the economic downturn, the local medical center has been unable to maintain their monetary support for the nursing program. Some external relationships need more directed attention so that neither the college nor its students are negatively affected.

9R3 LCC currently does not compare performance results and recognizes this as an opportunity for improvement.

9I1 The all-campus meetings were instituted in the fall of 2008 by the new president. Additionally, the nursing program developed a much more systematic process that allows for evaluation and constant partnerships on both educational and health care/business levels. The college leadership hosts regularly scheduled meetings with the following entities:

- City officials
- County officials
- Business partners
- State agencies

- Service area high schools
- State and federal legislative representatives
- LCC booster club
- LCC foundation
- State legislative representative

9I2 The reintroduction of the strategic planning process and college-wide goals make it easier to improve performance in all areas of the college. The small size and close culture of the surrounding community and campus make it comfortable to work together toward a common goal. The close-knit culture of the campus also allows for cultural change to permeate the college more quickly than at a larger urban institution.

Addendum A

AQIP/SOC Charter

Date Originated: October 24, 2008 **Title of Group:** Strategic Oversight Committee/AQIP Steering Committee

Members: President, SBCCOE Member, CCCS rep, Vice President of Academic Services; Vice President of Student Services; Vice President of Administrative Services; Human Resources; Dean of Academic Services; Dean of Student Services; 2 faculty reps; Physical Plant Director; Institutional Advancement Director; Controller; Athletic Director; 3 Advisory Council reps; Foundation Chair; 2 student reps; Assistant to the President/Recorder

Purpose: To develop, review and revise LCC strategies as needed; provide oversight strategies, action plans and matrix; act as a steering committee of AQIP; and a communication link to college and community service area.

Goals of Group:
1) June 1, 2009 – have in place initial strategic plan for LCC **Term Limit:** Ongoing

Meeting Norms/Ground Rules:
1) Start on time, end on time
2) Do your homework
3) Stay on task
4) Take information to constituents
5) Respect of others
6) Information from constituents

Product from the Group's Work: Continuous update and improvement of product, systems portfolio and related documents to NCA accreditation.

Level of Authority: Recommend to President

Budget for the Group or Name of Sponsor: President

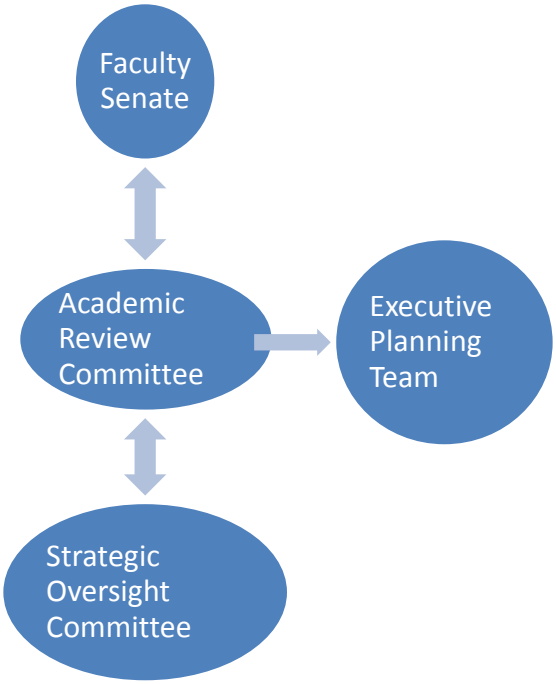
Methodology (frequency of meetings/timelines): First and Third Monday of each month from 1:30-3p, Betz Technology Center, West Betz Conference Room (starting November 3, 2008)

Communication/Information Dissemination: Campus/community/system 7 days.

Goal 1 – Strategic Growth on a Solid Foundation- validate LCC base functions and services in place to support 'smart growth' that which fits unused capacity and community/workforce needs and is sustainable for the long-term.

Goal 2 – Integrated Marketing and Enrollment Management – continue efforts to integrate recruitment, retention strategic planning, budgeting, program development, and marketing to build efficient system.

Addendum B Committee Organizational Chart



Academic Review Committee:
Faculty
Dean of Student Services
Dean of Academic Services
Learning Support Services Director

Executive Planning Team:
President
Vice Presidents
Director of Human Resources

Strategic Oversight Committee:
President
Vice Presidents
Director of Human Resources
Dean of Student Services
Dean of Academic Services
Facilities Plant Director
Advisory Council Members
CCCS representative
Faculty representatives (2)
Student Representatives (2)
Controller
State Board Representative
Foundation Chair
Assistant to the President
Institutional Advancement Director
Athletic Director

Addendum C. Academic Review Committee

LAMAR
COMMUNITY COLLEGE

Academic Review Proposal Form

"We enrich lives through learning."

Submitted to: Academic Review Committee

Submitted by: _____

Date submitted: _____

Proposed Change:

Procedure
Degree/Graduation Requirement
Course
Program
Other (Please describe)

Rationale for Proposal: (Please summarize)

Action: _____Approved _____Denied

_____
Academic Review Committee Chair

_____
Dean Academic Services

_____
LCC, Chief Academic Officer

LAMAR
COMMUNITY COLLEGE

"We enrich lives through learning."

Proposal Instructions

1. **Show** the current College policy by attaching the relevant document(s) (If current policy does not exist, omit step #1).

Justify the requested change by answering what positive, direct and/or indirect effects (i.e. increase enrollment, improve transferability, create community visibility, reduce costs…) that this Proposal will have on individual College populations and/or on the College as a whole.

Attach one or more of the following types of evidence as is relevant to the Proposal--
4-year college and/or university official documents/comments
In-state/Out-of-state two-year college official documents/comments
System school official documents/comments
LCC Community official documents/comments
Service area official documents/comments
Other supporting and relevant information

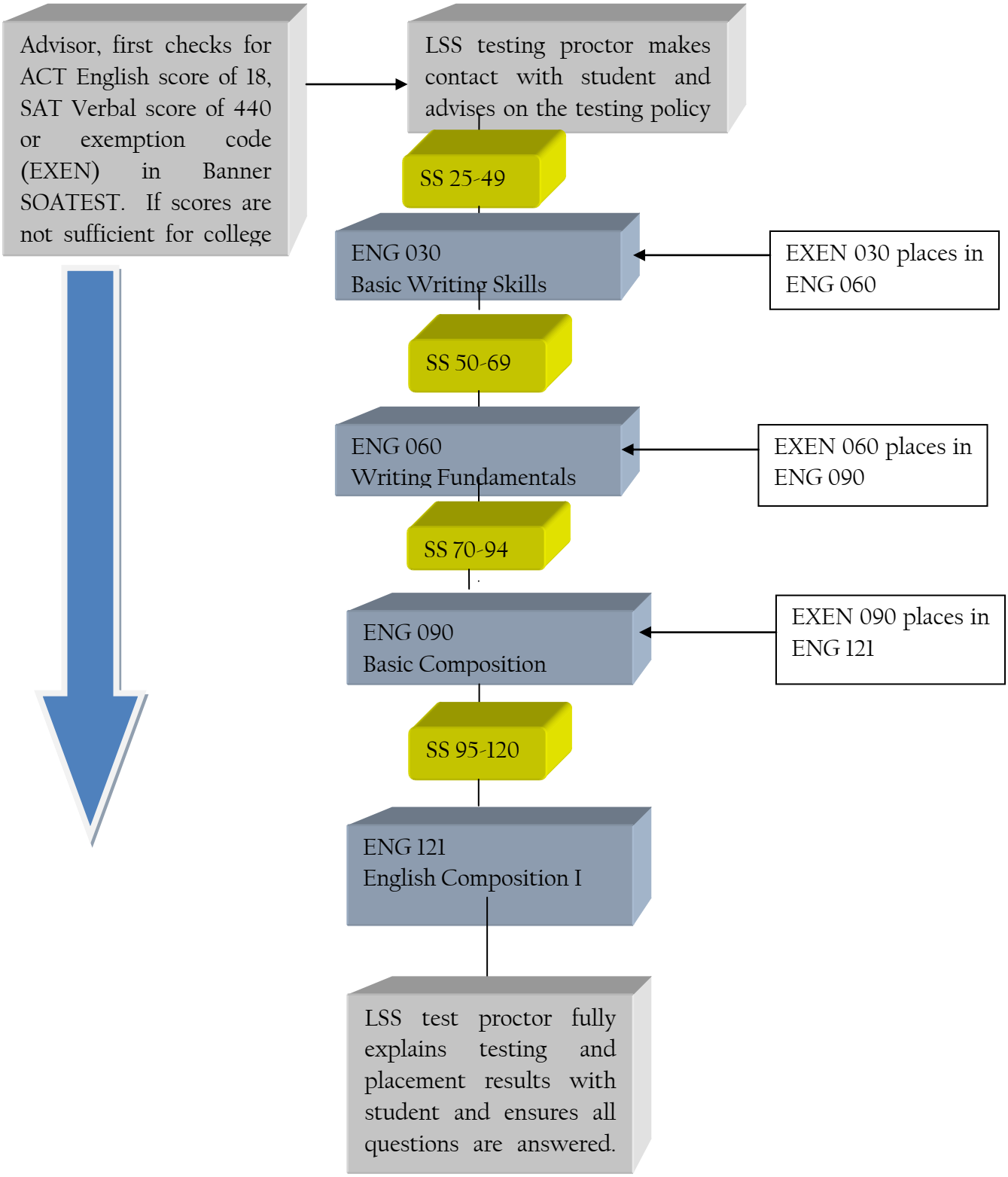
4. **Include** questions, if relevant, for the Academic Review Committee members to address.

5. **Submit** Proposal via email to the Academic Review Committee Chair and to the Academic Services Dean prior to formal presentation (and request agenda placement at this time).

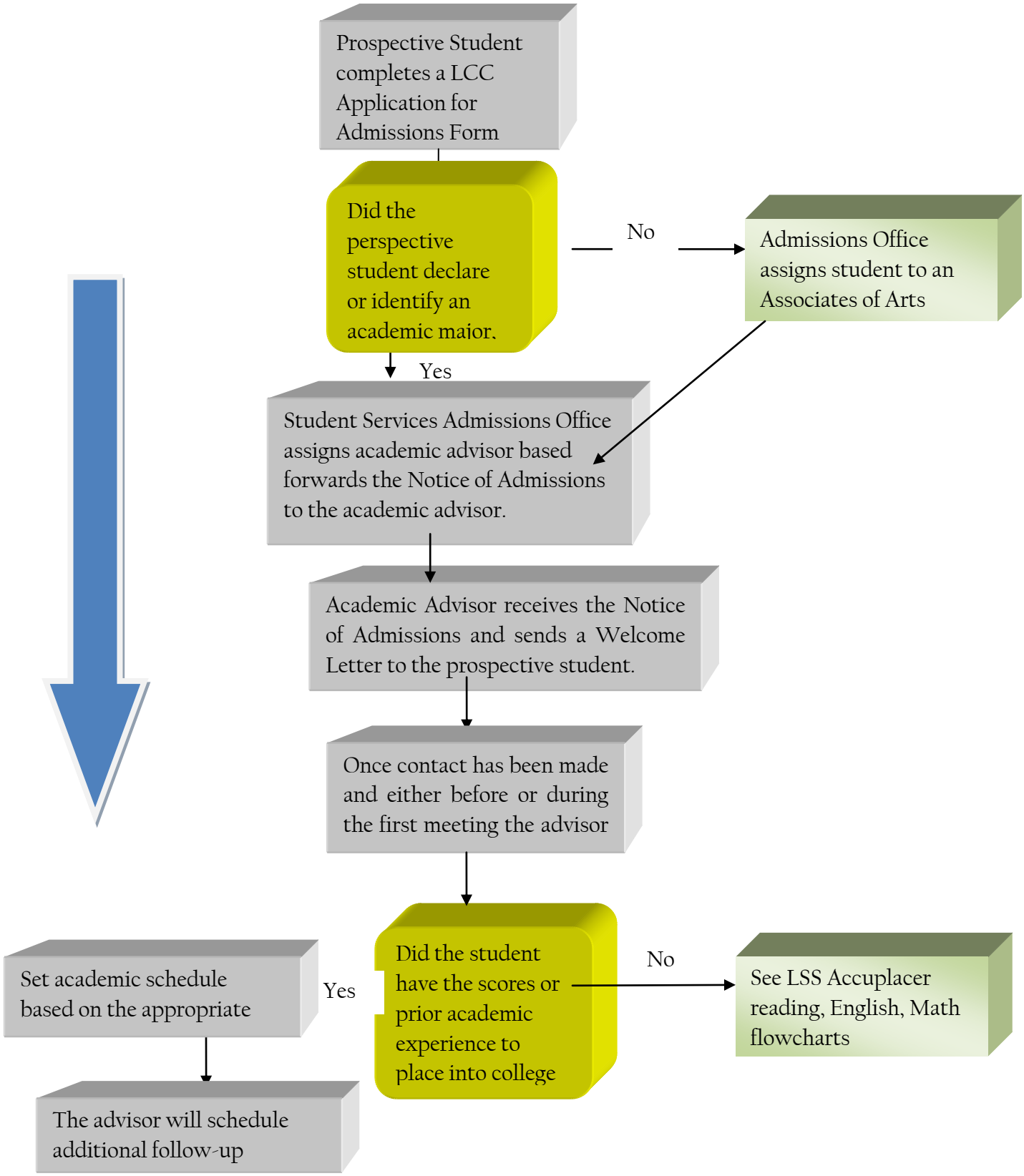
Present Proposal to Academic Review Committee (include Page 1) at which time Academic Review Committee will discuss, question, and offer a recommendation to the presenter.

Dean, Academic Services will review Academic Review Committee recommendation and make comments as applicable. The dean will then present the proposals to the Academic **Vice President** for review and final decision. The **AVP** will then distribute the final decision to the Academic Review Committee and the LCC community.

Addendum D. Accuplacer English Placement Flow Chart



Addendum E. Student Advising Flow Chart



Addendum F. Lamar Community College Communication Survey

1. The institution regularly evaluates the effectiveness of human resource and personnel processes.
2. The institution makes certain that employees get the training and professional development their work requires.
3. Evaluations regularly provide employees with concrete feedback on ways to improve.
4. The institution's hiring processes make certain the people it employs possess necessary credentials, skills, and values.
5. The institution seeks out the views of employees on ways to improve operations and performance.
6. The institution trusts employees to do their work effectively.
7. Employees are recognized for their contributions and accomplishments.
8. The institution has effective policies that ensure responsible conduct by employees.
9. The institution has effective processes to determine the training needs of employees.
10. Leaders communicate a clear vision for the institution's future.
11. The institution's core values stress the centrality of learning.
12. A clear understanding of the institution's priorities guides employees in their work.
13. Leaders empower employees by clearly delegating areas of authority.
14. The institution analyzes the effectiveness of its decision-making processes.
15. Organizational and committee structures support good decision making.
16. Leaders ensure that employees have the resources needed to do their work.
17. Employees get the information they need to perform their jobs effectively.
18. Communication occurs effectively up, down, and across different units of the organization.
19. The institution encourages its employees to collaborate with others on new projects.
20. The institution builds relationships with the institutions and organizations from which its students c
21. The institution builds effective relationships among faculty, staff, and administrators.
22. The institution's key partnerships with other institutions and organizations are well known.
23. The institution creates and builds relationships with external organizations that provide services to our students.
24. The institution meaningfully involves its employees in institutional work.
25. The faculty and staff feel they are in a partnership with administrators.
26. Departments work effectively as teams.
27. The institution balances individual and collective work effectively.
28. The institution regularly collects and analyzes measures of effectiveness in building collaborative relationships across departments.

Addendum G Glossary

- ABE – Adult Basic Education
- ARC – Academic Review Committee
- ATS – Adult Transition Services
- BOCES - Board of Cooperative Educational Services
- CACTA - Colorado Agricultural Colleges Teacher Association
- CVATA - Colorado Vocational Agriculture Teachers Association
- CCCS – Colorado Community College System
- CTE – Career and Technical Education
- EPT – Executive Planning Team
- ESL – English as a Second Language
- GED – General Educational Development
- HTM – Horse Training Management
- LRC – Learning Resource Center
- LSS – Learning Support Services
- NCLEX - National Council for Licensure Exams
- SBCCOE – State Board Community College & Occupational Education
- SOC – Strategic Oversight Committee
- SEBREA – Southeast Business Retention, Expansion and Attraction
- SFCC – State Faculty Curriculum Committee
- TANF – Temporary Assistance for Needy Families
- VE 135 – Vocational Education survey to evaluate graduate employment success

Index to the location of evidence relating to the Commission's *Criteria for Accreditation* found in Lamar Community College's *Systems Portfolio*

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- The mission is publicly accessible through printed material and the college web site. [Overview, 1P6]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The mission implies access to education for all learners. [Overview, 1P7,1P8]
- The Learning Support Services program assists a diverse student population [1P7, 1P8,]
- The International Program assists foreign students to acclimate to the college and the community as well as support for the English as a Second Language program. [1P10, 2I1,6P1]

Core Component 1c. Understanding of and support for the mission pervade the organization.

- The mission is a part of new employee orientation.[4P4]
- The mission and values inform our leaders and leadership systems. [Overview, 1P6,5P1,5P2,5P10,8P1, 8P7]
- The mission and values inform our planning processes.[Overview,5P1, 5P2,5P10]

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative process that enables the organization to fulfill its mission.

- Leadership has established many collaborative processes with external stakeholders.[Overview, 1P4,1P10]

Core component 1e. The organization upholds and protects its integrity.

- The values of the college promote integrity.[Overview, 4R3]
- Employees are held to professional standards.[4P2]
- Values selected by employees represent their beliefs in the college.[4R3]

Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The college works with external stakeholders to promote economic development of the region.[Overview, 2R4,5P7,9R2]
- Several funding opportunities have been established to provide resources for learning.[1P4, 1P8,1I2,9R2]
- Constant monitoring of the region we serve in collaboration with regional economic development groups. [1P13, 5P7,9P4]

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Planning processes are designed with current and future resources in mind [Overview, 1P2, 8P7]
- The college is working toward using data to inform decisions. [7P5,7I2]

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- The assessment process is ongoing. [1P1,1P14]
- The faculty are working to provide evidence of learning. [1P1,1P11,1P17,1R2,3P2]
- Annual employee evaluations provide reliable evidence of effectiveness. [4P6]

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- Decisions are made with an eye to the mission. [2P6, 4P5,5I2]
- Newly created position is charged with overseeing and aligning strategic plan with the college mission.[Overview,3I1, 5I1, 7P1]

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- Learning outcomes are printed in the college catalog and on the website. [1P1]
- Program and course learning outcomes are listed on course syllabi.[1P1,1P11]

Core component 3b. The organization values and supports effective teaching.

- Professional development is an essential part of the college.[4P5, 5P9]
- Grant funding provide for new equipment for the classroom.[1I2]
- Learning Support Services enhance the learning environment. [1P8,1P9,1P10, 1P15,1R1]

Core component 3c. The organization creates effective learning environments.

- Faculty attend meetings with state discipline colleagues. [1P2]
- Faculty are involved in tutoring outside of the classroom.[1I1]
- Professional development opportunities are provided both on and off campus.[1P4, 1P13, 5P9]

Core component 3d. The organization's learning resources support student learning and effective teaching.

- The Learning Support Services program provides essential services for all students.[1P8.1P9,1P10]
- The remodel and updating of the Learning Resource Center allow faculty and students the use of state-of-art classroom technology to enhance effective teaching.[1P12,1I2]

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- The college funds professional development for all employees.[1P13]
- The college hires qualified staff that believes in the value of learning.[4P2, 4P4]
- The performance evaluation process stresses training and professional development.[4P8]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The college has selected general education outcomes that provide a breadth of knowledge. [1P1, 1P5]
- The use of advisory council to gain current best practices and skills are used to improve classroom learning.[1P4]
- Utilization of technology to expand knowledge base is important to the college.[1P12]

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Articulations with other institutions provide opportunities for students to continue their education.[1P4, 1P13]
- The Assessment Committee evaluates the general education learning outcomes to reflect the mission, vision and values of the college. [1P1]

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The College strongly supports the professional development of all employees. [1P13]
- Professional development and training is considered in the faculty and staff performance evaluation process.[1P4,4P6,4P8, 4P9]

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Collaborative and collegial relationships assist the college in providing employment for students.[1P13, 2P1]
- The College Advisory Council provides information on the needs and expectations of the local workforce. [Overview, 1P2]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The college enjoys a healthy working relationship with businesses and institutions in the educational service area.[2P1,2I1,9P1,9P2,9P3]
- Articulation agreements with four-year colleges and universities provide continuing education for students. [Overview,1P4, 1P13,9P3]

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- The college works with the Advisory Council to assess local needs.[1P13]
- The college employees serve on social and civic organizations.[2P3,3P4]
- The college sponsors community forums.[2P1,2P4]

Core Component 5d. Internal and external constituencies value the services the organization provides.

- The College regularly uses surveys or other means to assess internal and student stakeholders' satisfaction. [1P13, 3P1, 3R1, 4P12, 6P1]
- The College regularly uses survey or other means to assess external stakeholders' satisfaction. [1P4,1P13, 1R4]