

## 2.5 - Building Collaborations and Partnerships

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Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

### 2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

### 2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

### 2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

## Responses

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### 2P5a. Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

LCCC's process to identify and select partners for collaboration is grounded within its model of continuous improvement. This model incorporates the rigorous assessment of institutional effectiveness in mission attainment as well as strategic and institutional planning. The College's mission and the four foundational elements of the comprehensive community college (academic

K12, four-year institutions, businesses, and community-based organizations). The College uses these pillars as bases for establishing partners.

The process for selecting partners for collaboration is also guided by [Goal 2](#) (pg. 14)

The annual KPI report card includes several measures of overall partnership effectiveness, shown in [Table 2R5](#). Most of these measures show positive results for 2017-18, as compared with previous years.

The [Wyoming Community College Commission's Annual Partnership Report](#) catalogs partnerships that Wyoming community colleges established and maintained for each fiscal year, providing additional evidence of process effectiveness for building and maintaining partnerships. In addition to total number of partnerships, the report provides information for ten major partnerships for each college during the academic year. [LCCC's ten partnerships](#) selected for inclusion range from educational programming featuring academic program articulations with the University of Wyoming to regional development with the Career Fair, which is co-hosted with the State of Wyoming Department of Workforce Services/Cheyenne Workforce Center.

The annual report on new student transfers to UW, provided to LCCC by UW's Office of Institutional Analysis, is an example of effectiveness results for a specific partnership (referenced above in 2P5d). The data provided include a [Headcount of Transfers to UW Colleges](#), as well as [Retention & Graduation of Degree-Seeking Transfers from the Community Colleges Entering with 30 or More Credit Hours](#) and [60 or More Credit Hours](#).

#### **2R5b. Comparison of results with internal targets and external benchmarks**

[Table 2R5](#) includes internal targets (improvement goals), established systematically through annual KPI analysis, and external benchmarks. (External benchmarks have not been identified for all KPI measures.) As shown, internal targets were met for nine of the fifteen measures. Results for four of the five measures with identified external benchmarks met those goals.

Internal targets and external benchmarks have not been systematically established for other process measures.

programs. Additionally, LCCC has built better connections with UW through formal program articulation agreements and a general education articulation agreement to improve success for students transferring to the University. Furthermore, LCCC has become accredited by the National Alliance of Concurrent Enrollment Programs (NACEP) to enhance concurrent/dual enrollment partnerships with local school districts.

Planned improvements include:

- Strengthening academic program advisory processes and updating the accompanying program advisory committee handbook to ensure that these processes operate effectively. This will include identifying more direct measures of process effectiveness.
- Establishing internal targets and identifying appropriate external benchmarks for existing process effectiveness measures.