

## CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

### INTRODUCTION

The key processes addressed in Accomplishing Other Distinctive Objectives are associated primarily with departments under the Workforce Development and Community Education (WDCE) division and the Lincoln Land Community College Foundation. Many of the departments under WDCE, such as Adult Education and Literacy, the Capital City Training Center, The Illinois Small Business Development Center, Truck Driver Training, and Workforce Development, have been serving external stakeholders for many years under stable departmental-level leadership. Consequently, departmental processes (2P1) have been developed over time that are systematic to aligned. Collectively, these departments provide personal and professional growth opportunities, enhance the quality of life with social events, and promote economic development within the District.

WDCE and the Foundation establish their non-instructional objectives through processes (2P2) that mirror those used for instructional objectives (outlined in 5P1 and 8P1). From this aspect, these processes are mostly aligned. Similarly, the processes for incorporating feedback regarding faculty and staff needs (2P5) as well as adjusting these objectives or processes based on faculty and staff needs (2P6) follow those used throughout the College.

While many of the departments have been in existence for years, WDCE as a division is still relatively new and continues to work on being responsive to the ever changing economic and workforce needs in the District. But this is also an area in which the College would like to focus on growth. In this vein, LLCC would appreciate suggestions on how to strategically grow the WDCE division.

*Reader's Note for Process Questions:* The College's responses to the Criteria for Accreditation are denoted by a notation that references a specific core component subcategory. For example, [crit.1A3] alerts the reader that the preceding text is included in the Systems Portfolio in response to Criteria One, Core Component 1A, Subcategory 3.

**CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

*Accomplishing Other Distinctive Objectives addresses the key processes (separate from instructional programs and internal support services) through which we serve our external stakeholders – the processes that contribute to achieving our major objectives, fulfilling our mission, and distinguishing ours from other educational organizations.*

**PROCESSES**

**2P1. How do you design and operate the key non-instructional processes through which you serve significant stakeholder groups?**

In addition to helping students learn in credit-generating areas such as transfer and career-technical education, the College’s mission includes serving other key stakeholders with non-instructional community outreach as well as non-credit coursework. LLCC’s Workforce Development and Community Education (WDCE) division aids the College in fulfilling much of its mission related to other distinctive objectives through the wide-range of services outlined in Figure 2.1.

WDCE designs processes and operations that contribute primarily to the advancement of two LLCC goals: economic responsiveness (providing leadership in meeting the economic needs of the community) and community engagement (meeting the learning, cultural, social, and recreational needs of the community). Division-wide goals support economic responsiveness and community engagement. Each department within the division, in turn, contributes to shared WDCE goals while working autonomously to meet the needs of each department’s stakeholders. For instance, Adult Education and Literacy designs and operates its programs based on the specific needs of the adult education population, the communities in which classes are held, and requirements related to the grant funding necessary for operating the programs.

The LLCC Foundation designs processes and operations that support advancement of LLCC’s goal of financial strength, the College’s commitment to fiscal responsibility and stewardship. The Foundation is a separate 501(c)3 organization with the mission to raise and receive charitable gifts, be responsible stewards of donors’ gifts, and provide financial support to students and programs of LLCC in order to further the College’s mission and vision. The Executive Director of the Foundation works with a 17-member Board of Directors – comprised of

business and community leaders from across the LLCC District – to oversee the Foundation and its fundraising efforts. To facilitate communication with the LLCC Board of Trustees, an LLCC Trustee and the LLCC President serve as ex-officio, non-voting members on the Foundation board.

**Figure 2.1 – Workforce Development and Community Education Division**

Department	Service(s) Provided
Adult Education and Literacy	Provides educational services including ABE/GED (Adult Basic Education/General Educational Development), ESL (English as a Second Language), vocational and employability skills training, bridge programming, and literacy tutoring
Capital City Training Center	Provides learning and professional development opportunities for government, business, and individuals
Community Education	<i>Community Learning</i> – non-credit classes, workshops, events, and travel opportunities for adults <i>Youth Enrichment Services</i> –programming for youth grades K through 8 <i>Culinary Institute</i> – local chefs and food experts provide instruction through non-credit classes, workshops, and events <i>Academy of Lifelong Learning</i> – a self-governing learning community for citizens age 50 or greater <i>Road Scholar/Elderhostel</i> – provider of programming for the Springfield area
Illinois Small Business Development Center	Provides assistance (counseling, workshops, and an extensive library of business resources) for starting or growing a small business
The Green Center	Provides green jobs training and serves as a resource for LLCC and greater Springfield community on topics related to green jobs and sustainability
Truck Driver Training	Delivers programming leading to an Illinois class A commercial driver’s license
Workforce Development	Develops and delivers workforce training programs that give students the skills necessary to be a successful employee or to become a more successful student at the post-secondary level; provides short term training for professionals that leads to lay off aversion, promotion, and/or wage increases

**Figure 2.2 – Standing Committees and Responsibilities of the LLCC Foundation Board**

Committee	Responsibility
Executive	Oversees operations of the Board; establishes the agenda for meetings of the Board of Directors; acts for the Board between regularly scheduled meetings of the full Board and makes decisions on behalf of the full Board in an emergency or other special circumstances
Finance	Sets criteria for investments; defines a suitable investment policy; determines disbursement of investments; reviews all fiscal matters, reviews financial statements and makes recommendations to the Foundation Board
Audit	Recommends the selection of the auditor to the Board of Directors; reviews the audited financial statements and the management comment letter from the independent auditor; provides audit oversight by meeting with the auditor before the audit fieldwork begins, after fieldwork concludes and after the audited financial statements are issued so that any issues and/or concerns can be discussed openly with someone other than Foundation management; and periodically reviews and assesses internal controls
Nominating	Nominates a slate of Directors for the Board membership; and, provides a slate of nominees for the positions of executive officers of the Board
Scholarship	Develops and reviews scholarship policies and procedures
Scholarship Selection	Reads, evaluates and scores all scholarship applications
Alumni Advisory Council	Promotes the welfare of the alumni and the College by serving the interests and needs of former students, present students, the College, and the communities that support them. The Association is recognized by the Lincoln Land Community College Board of Trustees as the sole entity authorized to represent the alumni of the College. Assists the Alumni Services Coordinator in directing the program

The Foundation’s Board of Directors, by resolution adopted by a quorum of the directors in office, may designate and appoint one or more committees. Each of these committees is to be chaired by a member of the Board of Directors. Hence, the Foundation is organized currently into seven standing committees (see Figure 2.2), each overseeing a specific area of responsibility within the Foundation.

**2P2. How do you determine your organization’s major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?**

The objectives for all divisions are established through the College’s annual planning and budgeting process detailed in 5P6 and 8P1. These objectives are documented within division and individual department plans and support the College’s overall strategies. Objectives and the associated processes for accomplishing those objectives are often identified in strategic planning sessions. Depending on the area of the College, these strategic planning sessions may occur during an annual retreat.

The Foundation is one such area that holds an annual retreat for its planning. At these retreats, the Foundation establishes the vision to be followed during the upcoming fiscal year; evaluates the previous year’s goals, objectives and actions; and considers the College’s strategic priorities for the

upcoming year. The Foundation retreat includes LLCC Foundation board members, LLCC Foundation staff, the LLCC President, and other relevant LLCC representatives who may provide important information for decision-making purposes.

For WDCE, the process of determining objectives includes reviewing College, division, and department missions and goals as well as brainstorming activities with the entire division staff on Institutional Improvement Day. Department leadership then generates ideas via tools such as SWOT analyses and appreciative inquiry processes. Draft objectives are developed, reviewed among the departments, documented in the College’s planning format, and moved into the College’s planning and budgeting process as deemed appropriate.

Once WDCE objectives are developed, each department works independently with stakeholders, the local community, or grant funders to determine the best methods to successfully complete its objectives. The developed projects draw from the College’s strategic plan, community/industry needs, and the requirements of funding agencies that support WDCE programs. For example, members of the WDCE division spend a great deal of time in the community collecting and sharing information as well as formally soliciting feedback through surveys. Feedback from the stakeholders is brought back to

the division, discussed at bi-monthly manager meetings, and considered when determining which activities to design and run for the respective departments.

**2P3. How do you communicate your expectations regarding these objectives?**

Developed objectives must support the College’s overall institutional strategy. As a result, the objectives are communicated through channels used in strategic planning, including Board of Trustee meetings, meetings of the President’s Cabinet, the President’s addresses at Convocation and Institutional Improvement Day, face-to-face communication with senior leadership, the College’s Planning Leadership Roundtable, regularly scheduled administrative and departmental meetings, informal conversations, and written communications. Written communication includes publications such as the College’s annual report, *Forward*, and the *LincLetter*.

Each area in the College also devises division-specific methods for communicating expectations. WDCE communicates its expectations through a bi-monthly newsletter, grant proposals written to granting agencies, email, direct outreach to faculty and staff, and through partnerships with outside organizations (e.g., speaking at events and meetings, serving on committees in the community, and utilizing other organizations’ newsletters). Departmental staff, such as from Community Education, meet with PRM staff once per month to identify needs and determine priorities for newspaper ads and press releases. The Green Center communicates expectations through the [Green Center website](#), blog, Facebook page, and Twitter account as well as through conference calls, retreats, and newsletters associated with the Illinois Green Economy Network (IGEN).

The Foundation utilizes several vehicles to communicate its goals, objectives, and actions including the following:

- Circle of Friends newsletter
- LLCC Foundation website
- Foundation Board meetings - at every Foundation Board meeting a Foundation activities report is distributed and commented on (as it relates to goals, objectives, and progress related to actions)

- Individual contacts by Foundation Board members and staff with prospective and current donors
- Foundation fundraising events and recognition events, i.e., Gala and Donor Scholarship Appreciation Event

**2P4. How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?**

The appropriateness and value of objectives are assessed and reviewed at the department and division levels as well as by the President’s Cabinet. On an annual basis, the President’s Cabinet presents the past year’s accomplishments and their goals for the coming year. Data from the Strategic Planning and Key Performance Indicators Dashboard serve as evidence of objective progress and performance, which also may indicate the appropriateness and value of the objectives. For example, high job placement rates and job retention indicate that program training objectives are being reached.

At the department level, regular staff meetings serve as a means for tracking progress. Individual divisions within the College meet regularly to assess their performance and progress in relation to the previous year’s goals and objectives and to update those goals as they relate to the College’s strategic plan. These planning documents are used to track progress and guide each department throughout the year.

In WDCE, each departmental objective must support one or more of the divisional goals, which in turn are aligned to one or more of the College’s six strategic goals. Each WDCE department also has its own assessment and review methods. For instance, the Capital City Training Center looks at the successful number of contracts and number of employees that are trained. In addition, evaluations filled out by customers and employees help ensure that needs are being met. Adult Education tests students before, during, and after enrollment in programs. In addition to reviewing test scores, Adult Education relies on a web-based state data system (Data and Information System – Illinois or DAIS-I) that allows for constant review of enrollment, gains, and retention. Data review, periodic staff meetings, instructor observations and evaluations, conversations with stakeholders, and student evaluations all come into play in assessing and reviewing objectives.

The Foundation Board of Directors develops annual benchmarks (i.e., performance outcomes) including assessing the total number of donors; new donors; number of gifts; number of registered alumni; number of cultivation actions; contributions; number of active scholarships; and number of Trutter Museum “contacts.” Progress toward stated objectives is reviewed mid-year and at year-end with the Foundation Board of Directors. The year-end benchmarks are then also compared against previous years (a five-year review).

Additionally, LLCC faculty and staff members are generous donors to the LLCC Foundation. The Foundation tracks and monitors the following:

- Employee contributions to the annual faculty/staff campaign
- Number of employee campaign participants
- Number of employee donors (overall – scholarships, capital projects, faculty/staff campaign)
- Distribution of faculty/staff grants

Each year, a portion of the funds raised from the faculty and staff giving campaign benefits the LLCC Foundation grants program. Faculty and staff have the opportunity to apply for and receive funding for needed projects.

**2P5. How do you determine faculty and staff needs relative to these objectives and operations?**

Faculty and staff needs relative to WDCE and the Foundation’s objectives and operations are identified as part of the program planning process. Identified needs that require additional institutional funding, whether human or physical, enter the annual planning and budgeting process described in 5P6 and 8P1. An analysis of data must accompany and support any change in faculty or staff. For example, if data suggest a growth trend in a particular area and current staffing is insufficient, requests for funding a new position enter the planning and budgeting process. Such requests are subject to review by the President’s Cabinet and are acted upon in the next fiscal year.

The College has the flexibility to hire midyear when warranted. This allows divisions such as WDCE to be responsive to changing needs as well as capitalize on grant and other special project opportunities. An example of this is the hiring of the Green Center Manager outside of the annual planning and

budgeting process in direct response to grant funding availability. This combination of planning and flexibility is needed to support the growth of the College’s programming and services.

**2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?**

Departmental objectives and accompanying processes are routinely reviewed, and staffing levels are a part of this review process. At times, staffing levels may warrant that objectives or the processes that support them be changed. At other times, the President’s Cabinet may deem the objective so highly valued that it is unchanged but staffing is altered. In these situations, personnel are then hired or reassigned as warranted. This specific process of readjustment within Academic Services is documented in 4P2. For areas such as WDCE and the Foundation, this process is tied to the annual planning and budgeting (described in 5P6 and 8P1) as well as the strategic planning process.

**RESULTS**

**2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?**

What specific data are tracked and how they are recorded differ by unit or division. Specific measures, some primarily for departmental use and some for external use (but not necessarily related to end-user satisfaction), are collected as outlined below:

- The Foundation reviews trends and achievement of benchmarks, ensuring that its investments are working to their full potential. Annual giving from its donors and monies awarded are tracked through the Raiser’s Edge system.
- The Capital City Training Center collects data on the number of classes taught, contracts signed, employees who completed training, dollar amounts of contracts, and expenses for conducting trainings.
- Community Education conducts in-depth analysis on the number and variety of offerings, enrollment data, and pricing.

**Figure 2.3 – Measures and Results for WDCE Division**

Distinct Objective	Measure	FY09	FY10	FY11
Adult Education and Literacy	Average program level completion rate **	43%	48%	32%
	Average post-test rate **	67%	70%	45%
	ESL enrollment **	298	242	263
	ABE/ASE enrollment **	775	616	634
	Learners receiving GED **	149	148	160
	Learners enrolled/completed bridge program/Adult Career Pathways **	n/a	n/a	35/31
	Vocational enrollment **	169	117	139
Capital City Training Center	Continuing education participants – noncredit	422	319	238 †
	Continuing education participants – credit	513	527	704
	Government contract training/class sections	389	247	190
	Government training participants	2,277	3,486	1,428 †
Community Education	Community education enrollment (duplicated seat count)	5,335	5,567	6,242
	Courses or workshops offered	265	337	417
	Academy of Lifelong Learning Membership	577	583	287
	Total youth programming participants (duplicated)	198	520	783
Illinois Small Business Development Center	Attendees trained	536	540	354
	Business start ups	17	21	24
	New jobs created	177	113	81
	Counseling hours conducted	1,491	1,402	1,572
	Loan Amounts Approved	4,230,000	1,320,000	808,900
Green Center	Participants completing workshops **	n/a	83	156
	Participants in campus/community events **	n/a	1,458	2,781
Truck Driver Training	Employed full or part time (CTE Grad Follow-Up Survey)	84.3%	91.7%	80.0%
	Average Measure of Overall Satisfaction – Program*	3.85	3.8	3.71
Workforce Development	Training program completers **	121	143	324
	Industry certifications issued **	n/a	60	267
All WDCE	Overall satisfaction with course or program ** (on a 4-point Likert scale)	n/a	3.80	3.85

\* 4 = Very Satisfied; 1 = Very Unsatisfied; Defined in CTE Graduate Follow-Up Survey

Sources: LLCC Strategic Planning and Key Performance Indicators Dashboard; CTE Graduate Follow-Up Survey; WDCE Departments/Division (denoted by \*\*)

† Notes: The drop in ALL membership for FY2011 was due to reorganization. The drop in government training participants parallels Illinois' statewide funding cuts.

- Truck Driver Training collects and analyzes CDL exam pass rates and job placement data.
- The SBDC completes an accreditation process every three years and annually conducts a fiscal review, a performance review, and periodic financial audits.
- Workforce Development collects data on program enrollments, ethnicity, and employment status.
- Grants are used to fund aspects of WDCE programming. Consequently, the College monitors the total dollars awarded the College via grants.

## **2R2. What are your performance results in accomplishing your other distinctive objectives?**

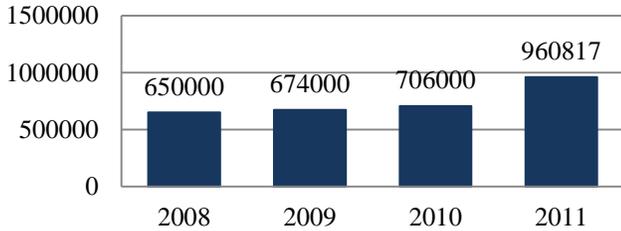
WDCE measures and results for accomplishing other distinctive objectives are provided in Figure 2.3. Results related to the LLCC Foundation are found in the following figures. Figures 2.4 and 2.5 demonstrate the Foundation's success in fundraising. In a depressed economy, the Foundation has succeeded in increasing the number of donors and the total contributions to the College over the past four years.

**Figure 2.4 – Number of Donors**

	FY09	FY10	FY11	FY12
Number of Donors	718	765	793	923
Number of Employee Faculty and Staff Giving Campaign Donors (annual)	175	175	187	188

Source: LLCC Foundation Office

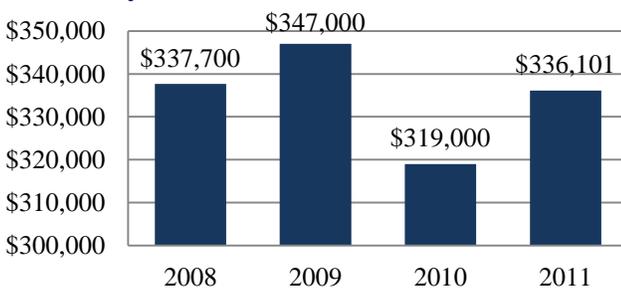
**Figure 2.5 – Contributions Received by the LLCC Foundation**



Source: LLCC Strategic Planning and Key Performance Indicators Dashboard

As demonstrated in Figure 2.6, this increase in contributions has positioned the Foundation to award in excess of \$300,000 over each of the past four years. Dispersed monies support student scholarships; emergency student awards; LEAGUE grants; college-wide initiatives such as the Foundation of Excellence self-study; and specific program support including equipment for the nursing simulation lab, agriculture equipment, software for adjuncts at all educational service areas, books and videos for the Library, and College for Kids scholarships.

**Figure 2.6 – Grants, Awards, and Other Assistance Awarded by the LLCC Foundation**

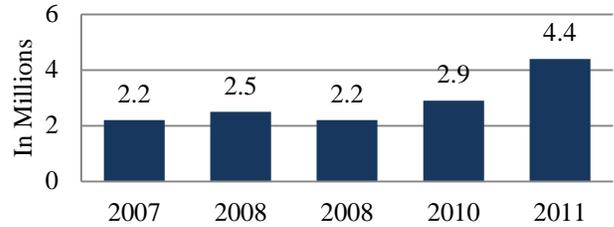


Source: LLCC Strategic Planning and Key Performance Indicators Dashboard

Specific programming at LLCC is contingent upon receiving external grants. Such grants support much of the College’s programming in WDCE. Figure 2.6 notes the total awarded to LLCC over the past five years.

Between 2010 and 2011, the College experienced a \$1.5 million increase in grant funding.

**Figure 2.7 – Grants Awarded the College**



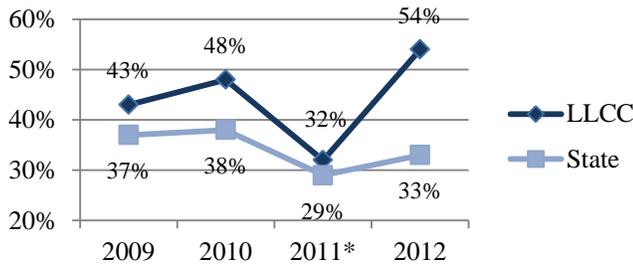
Source: LLCC Strategic Planning and Key Performance Indicators Dashboard

**2R3. How do your results for the performance of these processes compare with the performance results of other higher education organizations and, if appropriate, of organizations outside higher education?**

Comparative results are not available for much of the data presented for Accomplishing Other Distinctive Objectives given the nature of the data collected. What is known about the College’s performance in relation to others includes the following:

- Since its incorporation in 1996, the LLCC Foundation’s assets are higher than the median when compared to similar community colleges.
- The ISBDC performs similarly to other same-sized institutions in client and training hours, loan amounts, and jobs developed and saved, but it is often referred to as an example for other SBDCs in the state due to its location in the heart of downtown Springfield, the state capital.
- As noted in Figure 2.8, the Adult Education and Literacy program monitors LLCC’s completers with completers at peer institutions throughout Illinois. Over the past four years, LLCC has consistently shown a higher completion rate.
- The 2010 to 2011 percentage change in LLCC’s non-credit course offerings and participant enrollment has been positive while the state percentage changes during that same period demonstrate a downward trend. Figure 2.9 shows both state and peer comparisons over the most recent five-year period.

**Figure 2.8 – Program Level Completion Rate for Adult Education and Literacy**



\* Testing guidelines were changed resulting in fewer students post-tested  
 Source: Adult Education and Literacy, Data and Information System - Illinois

**Figure 2.9 – Five-Year Summary Comparison of LLCC’s Non-Credit Courses and Participants with Peer Institutions and the State**

Unduplicated Enrollment			
Year	LLCC	Peer	State
FY 2007	2,787	48,781	247,424
FY 2008	2,850	51,795	251,033
FY 2009	2,165	54,943	254,324
FY 2010	2,237	58,171	254,675
FY 2011	2,528	66,128	233,022
2010-2011 Change	13.0%	13.7%	-8.5%
2007-2011 Change	-9.3%	35.6%	-5.8%

Duplicated Enrollment			
Year	LLCC	Peer	State
FY 2007	5,172	75,269	355,656
FY 2008	5,170	72,485	354,120
FY 2009	5,159	87,080	377,147
FY 2010	5,360	97,452	349,821
FY 2011	5,878	96,724	329,712
2010-2011 Change	9.7%	-0.7%	-5.7%
2007-2011 Change	13.7%	28.5%	-7.3%

Course Section Conducted			
Year	LLCC	Peer	State
FY 2007	239	5,242	25,934
FY 2008	274	5,541	25,161
FY 2009	208	5,875	25,016
FY 2010	280	6,360	24,479
FY 2011	358	6,538	22,586
2010-2011 Change	27.9%	2.8%	-7.7%
2007-2011 Change	49.8%	24.7%	-12.9%

Sources: ICCB Student Enrollments and Completions, FY 2011  
 LLCC Non-credit Enrollment (NI) Databases

**2R4. How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall organization? How do they enhance your relationships with the communities and regions you serve?**

The activities of WDCE directly contribute to the College’s mission and goals, particularly with regard to community engagement and economic responsiveness. Every program offered through WDCE seeks to meet stakeholder needs and strengthen relationships on campus and within the community.

By looking toward current and future community training needs when applying for grants and developing curriculum, Workforce Development alone has received more than \$4 million in competitive grant and earmarked funds in the past five years. With this grant funding and the construction of the new Workforce Careers Center on the LLCC main campus, Workforce Development is now able to expand programming, including the HIRE Education program. Initially, the HIRE Education program trained 65 students who went on to have a 65% placement rate with local unions. After this success, the Illinois Department of Transportation requested that LLCC create a similar model program for them to use at colleges throughout the state. Now, the program is being expanded again to include training related to renewable energy and green construction, two key areas of the growing green economy in the region. The new building allows for overall increased capacity and for some current programs to be housed on-campus.

Truck Driver Training reaches between 140 and 160 students a year. One hundred percent of these students receive job offers, about 95% pass the Secretary of State Exam for CDL, and approximately 70% are still employed in these jobs one year later. These examples underscore ways in which high performance in these areas strengthens not only LLCC as a whole but also the communities the college serves.

Both grants awarded and the efforts of the Foundation support advancement of the College’s goal of financial strength. Approximately \$4.4 million was received in 2011 to support College programming. These grants supported programming and services in WDCE, Academic Services, and Student Services. The Foundation connected with businesses, community leaders, and individuals to identify additional resources to support programming and the College’s development. These dollars were awarded to faculty in the form of

grants, students in the form of scholarships, and the College in support of capital projects. Collectively, these grants and gifts advanced LLCC's commitment to fiscal responsibility and stewardship.

## IMPROVEMENTS

### **2I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?**

LLCC's recent improvements related to Accomplishing Other Distinctive Objectives include the following:

*New Building for Workforce Development.* The construction of a nearly 80,000 square foot Workforce Careers Center has provided a permanent home for delivery of WDCE programming. New equipment and labs have expanded capacity, allowing LLCC to design new programs (e.g., mechatronics, process operations, alternative energies) to meet workforce development needs. The College is part of TAACCCT Illinois Network Advanced Manufacturing (INAM) grant focused on manufacturing.

*Rebranding Adult Education.* Bridge programs such as pre-CNA courses have been developed to facilitate entry into and successful completion of credit-bearing coursework at the College. LLCC was one of six Illinois colleges selected for participation in Accelerating Opportunity, a Gates Foundation project to bridge low skilled individuals to college success.

*Green Center.* The Green Center serves as a resource for LLCC students, faculty, and staff as well as Springfield-area businesses and community members who are seeking information about green jobs training and sustainability. It offers students and community members access to professional training, workshops, and degree and certificate programs in these areas. These initiatives are available through a variety of departments at LLCC due to collaboration with businesses and organizations in the Springfield community. In addition, the Green Center works with LLCC leaders and the College's Green Committee to further campus sustainability and promote an array of on-campus activities and programs. A dedicated staff member to run the Green Center is funded through the Illinois Green Economy Network (IGEN). Three additional positions are funded through the TAACCCT grant (Round 1).

### **2I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives?**

The President, in conjunction with the President's Cabinet, establishes and communicates the College's improvement focus annually. This focus supports the advancement of LLCC's strategic plan, mission, and goals. Divisions, departments, and programs across the College then develop objectives or priorities that support the College's improvement focus. This process is collaborative for many areas involved in Accomplishing Other Distinctive Objectives, contributing to a bottom-up rather than top-down approach to planning and budgeting.

Additionally, the College uses the Strategic Planning and Key Performance Indicators Dashboard to set targets and adjust practices related to Accomplishing Other Distinctive Objectives. The dashboard originated with several performance scorecards designed by the President's Cabinet. Each is data intensive and illustrates a measure of the College's planning strategies. Thus, the Strategic Planning and Performance Indicators Dashboard provides an annual look into the College's strategic plan and provides a review of the successes and challenges of planning efforts.