

CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

INTRODUCTION

The College's Supporting Institutional Operations processes are generally systematic. Divisions/units and departments have mission statements and defined goals that support those of the College as well as identified processes (6P3, 6P5) that assist the departments in accomplishing its goals. These divisions/units are often reactionary at the department-level in identifying the support service needs (6P1) of students and other key stakeholder groups and with the day-to-day management (6P4) of support service processes. The College is more aligned in identifying the administrative support service needs (6P2) of faculty, staff, and administrators.

The College recognizes the need for processes that are specifically defined, communicated and, in some instances, more efficient. Some departments have been under the same, stable leadership for lengthy tenures, creating situations where daily operations have been performed in a uniform manner for years. As individuals retire and positions become vacant, the College is reviewing department processes associated

with the job duties of these open positions and rewriting position descriptions and department processes as needed. Business and Fiscal Operations is currently undergoing such a review. Areas in Enrollment Services also have an opportunity in this area as services that were traditionally person-intensive are automated through technology. Additionally, the Financial Aid department began a business process analysis with an external consultant in Spring 2013.

A processing mapping action project was launched in Spring 2013 to begin addressing the informal nature of carrying out departmental processes. The College wants key processes to be more specifically defined at the department level. This project is beginning with the processes managed by Institutional Research. In support of this project, the College welcomes feedback in how to become more "aligned and integrated" in documenting its key support processes. In addition, the College would appreciate insight or examples of best practices that "encourage knowledge sharing, innovation, and empowerment" (6P5) in its Supporting Institutional Operations processes.

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 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Organizational Operations addresses the organizational support processes that help to provide an environment in which learning can thrive.

PROCESSES

6P1. How do you identify the support service needs of your students and other key stakeholder groups?

The method used to identify the support service needs of students and key stakeholder groups varies with the service provided. These methods include, but are not limited to:

- the administration of nationally standardized as well as locally designed surveys instruments,
- review of best practices at other institutions,
- direct student and/or faculty requests,
- referrals from outside agencies,
- student placement scores,
- direct interactions with students,
- information obtained from the Behavioral Intervention Team (BIT), and
- the legal requirements and regulations pertaining to student’s financial aid and right to know.

For example, information from student satisfaction survey administrations is used to foster improvement of services in numerous departments. Feedback from the use of “mystery students” is used to better understand how new students experience the enrollment process. Performance on the Noel-Levitz SSI is used to gauge student satisfaction with processes and identify needed adjustments in areas such as Admissions and Records, Financial Aid, and Career Development Services. The targeted improvements identified through these various means are then translated into departmental strategies submitted during the College’s planning process.

6P2. How do you identify the administrative support service needs of your faculty, staff, and administrators?

Administrative support service needs are likewise identified using numerous and varied means. Review of best practices at peer institutions, reviews of legal requirements, audit requirements and feedback, initiatives identified through the Strategic Plan, user feedback, and personal interactions are used to identify needs related to Business and Fiscal Operations as well as the Budgeting, Financial Planning and Analysis department. Benchmarking, climate surveys, health risk assessments, union negotiations, governmental

regulations, and executive feedback inform Human Resources of support needs. Facility needs are identified through personal observation, work orders, Facilities Master Planning, direct user requests, and through analysis of strategic planning initiatives submitted by the college community.

6P3. How do you design, maintain, and communicate the key support processes that contribute to everyone’s physical safety and security?

The LLCC Police Department uses observation of statistical trends in crime reports, best practices in law enforcement, requests by the campus community, and changes in state and federal laws to determine the need for safety and security measures. In addition, a Campus Safety Task Force with college-wide representation began meeting in 2010 to formulate recommendations on improving campus safety and security. These initial task force recommendations were forwarded to the President’s Cabinet and incorporated into the College’s Strategic Plan. As part of LLCC’s changing Shared Governance structure, the Safety Task Force was formalized as a continuing Environmental Health and Safety Team charged with reviewing safety and security of the College and providing recommendations to the President’s Cabinet.

Physical safety and security services are designed according to best practices and the identified needs of the College community. Methods of communication include:

- distribution of LLCC’s Emergency Quick Reference Guide,
- posting of emergency procedures in classrooms and online,
- posting and e-mail notifications of crime alerts,
- training the college community in emergency procedures,
- rape awareness and defense,
- active shooter scenarios,
- the *LincLetter*, and
- use of the LLCC Emergency Notification System.

Day to day management and planning occurs under the direction of the LLCC Chief of Police and command staff.

The Facilities Services staff identifies facility issues that present a danger to physical safety through direct observation by staff members and a program of preventative maintenance. Other safety issues regarding facilities may be observed and identified by anyone within the LLCC community and submitted to the Facilities staff through an electronic work order, a direct request to Facilities staff, or a strategic planning objective. Completion of an ADA (Americans with Disabilities Act) audit and implementation of the resulting recommendations have ensured facility compliance with ADA.

Facilities master planning ensures that all new facilities are designed and constructed according to stringent national building codes with facilities designed to meet the expressed needs of the users in an adaptable and efficient manner. Facilities services are designed and maintained utilizing industry best standards. Services are communicated via work orders, e-mail, face-to-face meetings, and the *LincLetter*.

6P4. How do you manage your key student, administrative, and organizational support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

Key student, administrative, and organizational support service processes are managed on a day-to-day basis by area administrators and supervisors. Each department has individual missions and goals formulated to support the mission, vision, and goals of the College. Annually, departments write strategies that are (a) based on departmental goals and (b) designed to improve operations and produce measurable results. While improvement has been noted in strategy formulation, work remains to be done to ensure outcomes are measurable and documented.

6P5. How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

The LLCC [Board Policy Manual](#) includes procedures for executing the policies of the Board and is accessible from the LLCC webpage. All employment positions for the College have written, documented job descriptions and many departments have written procedures that outline key processes.

Student Services guidelines and regulations are well documented in written form. However, detailed written documentation of the actual processes followed is incomplete. For example, processes for determination of financial need and calculation of financial aid to students are guided by federal and state regulations which are well documented. Yet at times the actual LLCC processes have not been well documented. In spring 2013, the Financial Aid department began a business process analysis with an external consultant. This work will result in efficient processes and effective use of Datatel Colleague in those processes. The registration process is partially documented, and work remains in other areas that support the needs of LLCC students.

Many administrative support processes, particularly those relating to accounting, purchasing, budgeting, and human resources, are based in state statute or federal laws and regulations or regulated by governmental accounting standards. These support processes are documented in individual department procedures. Processes of the Police Department are outlined in the department's General Orders Manual, with other safety-related processes and procedures outlined in the LLCC Emergency Procedures Manual. An Emergency Quick Reference guide is given to every employee and is also posted in each classroom and on the LLCC webpage. Written preventative maintenance processes for fixed facilities equipment are documented as is the process for initiating and completion of Facilities work orders. Work remains to be done on other Facilities processes.

RESULTS

6R1. What measures of student, administrative, and institutional support processes do you collect and analyze regularly?

The most common universal measure of student satisfaction with LLCC processes results from administration of the Noel-Levitz Student Satisfaction Inventory (SSI). Other area-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:

- Career Development Services tracks job placement rates of students, number of job referrals, and the job success rate of students accessing resume assistance.
- Financial Aid tracks student financial aid applications and federal, state, and local grants and scholarships awarded to students.

Figure 6.1 –Student and Administrative Support Measures and Results

Department	Measure	Results
Admissions and Records	Admission applications, transcripts, and graduation applications processed; Noel-Levitz SSI for student satisfaction with processes	Admissions applications: 7,344; 7,287; 7,037 (2009 to 2011) Transcripts requests: 11,900; 12,357; 12,298 (FY09 to FY11) Graduation applications: 1,681; 1,800; 1,762 (2009 to 2011) Noel-Levitz SSI results: see Figure 6.2
Budgeting and Financial Analysis	Demand Ratios – Costs by Function	Instruction: 57%, 57%, 56% (FY 2009 to FY 2011) Student Services: 7%, 8%, 8% (FY 2009 to FY 2011) Plant Operations and Maintenance: 13%, 13%, 12% (FY09 to FY11) General Institutional: 23%, 22%, 24% (FY 2009 to FY 2011)
Business Office	Financial Ratios	Primary reserve ratio: 0.4955, 0.6939, 0.3699 (FY09 to FY11) Net operating revenue ratio: 0.0808, 0.0830, 0.0392 (FY09 to FY11) Return on net assets ratio: 0.0910, 0.1029, 0.0597 (FY09 to FY11) Viability ratio: 3.4500, 1.0471, 0.6216 (FY09 to FY11)
Career Development Services	Job placement rates, number of job referrals, and students accessing resume assistance	Students assisted: 5,653; 9,339; 10,449 (2010 to 2012) Success job placements: 79; 147; 132 (2010 to 2012) Resume assistance: 363, 354, 327 (2010 to 2012) Mock interviews: 27, 123, 116 (2010 to 2012)
Facilities	Work orders completed, time to completion, satisfaction	1,350; 1,316; 1,452 (2010 to 2012) 508 satisfaction surveys completed on 3,490 work orders; 21 had negative remarks
Financial Aid	Number of aid recipients; total aid awarded; Noel-Levitz SSI for student satisfaction with processes	Unduplicated Headcount: 5,145; 5,200; 5,300 (FY 2010 to FY 2012) Total Aid Awarded: \$19,673,345; \$20,452,874; \$20,684,060 Noel-Levitz SSI results: see Figure 6.2
Instructional Technology and Distance Education	Completion of online teaching certification program, workshop attendance, satisfaction surveys from workshop participants	New online faculty program completers: 8, 30 (2011 and 2012) Workshops offered: 26, 48, 41 (2010 to 2012) Workshop attendance: 91, 297, 480 (2010 to 2012) Participant satisfaction data available in ITDE office
ITS Help Desk	Help desk tickets processed; satisfaction with work provided	Closed Calls: 6,216 and 9,303 (2011 and 2012) Satisfaction data: survey data maintained for past 31 days
Registration Services	Noel-Levitz SSI	See Figure 6.3
Police	Crime Statistics; Noel-Levitz SSI for student satisfaction with services provided	Criminal Offenses: 1, 0, 2 (2009 to 2011); Data collected and reported as to comply with Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act Noel-Levitz SSI results: see Figure 6.4

Source: Respective Departments at LLCC

- The Business office tracks checks written to vendors, refund checks written to students, student receivables, ACH payments (direct account transfer), inventory of physical assets, and comparative financial ratios.
- The Budgeting, Financial Planning, and Analysis office tracks all departmental budgets and revenues against actual results, cost by discipline, and the revenues/costs for auxiliary programs and regional operating locations.
- The Human Resources office tracks applicants for employment, health and dental claims, unemployment claims, worker’s compensation claims, employee grievances, and employee climate survey results.
- The LLCC Police Department tracks College crime statistics (Clery Act), student satisfaction, and employee satisfaction with services.

- Facilities Services collects data on work orders, complaints, and student satisfaction with facilities.
- Information Technology Services tracks information regarding service calls, time to resolution of problem, and network usage statistics.

6R2. What are your performance results for student support service processes?

Performance results for student support service processes at the College are collected by individual departments and through regular administration of the Noel-Levitz Student Satisfaction Inventory (SSI). Department-specific measures and results for student support services with a more indirect link to classroom learning are provided in Figure 6.1. Two scales from administration of the Noel-Levitz SSI inform the College regarding student satisfaction with processes related to student support services – the Admissions and Financial Aid effectiveness scale and the Registration

effectiveness scale. Those results are presented in Figures 6.2 and 6.3 respectively.

Figure 6.2 – Admissions and Financial Aid Effectiveness Scale

Item	2000	2003	2006	2009	2012
Adequate financial aid is available for most students.	4.67	4.91	5.03	5.02	5.27
Financial aid awards are announced to students in time to be helpful in college planning.	4.35	4.78	4.70	4.87	5.02
Financial aid counselors are helpful.	4.61	4.93	5.02	4.99	5.28
Admissions counselors accurately portray the campus in their recruiting practices.	4.83	5.06	5.00	5.13	5.48
Admissions staff are knowledgeable.	6.01	5.37	5.35	5.34	5.76
Admissions counselors respond to prospective students' unique needs and requests.	5.80	5.00	5.12	5.14	5.50
Scale Mean	4.78	5.02	5.05	5.09	5.39

Note: Scale is 7-point Likert where 1 = not satisfied at all; 7 = very satisfied
Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

Primary measures taken from the Noel-Levitz SSI indicate overall general satisfaction with these student support service processes. The most recent administration depicts an increase in every scale item for both Figure 6.2 and Figure 6.3. Student satisfaction with processes related to Career Development Services and the Child Development Center are reported in 1R5 (see Figure 1.16). Measures and results related to Advising and Counseling, Library services, and the Learning Lab are presented in 1R5 (see Figures 1.15 and 1.17).

Figure 6.3 – Registration Effectiveness Scale

Item	2000	2003	2006	2009	2012
The personnel involved in registration are helpful.	5.44	5.42	5.51	5.44	5.70
Classes are scheduled at times that are convenient for me.	5.45	5.34	5.47	5.57	5.86
I am able to register for classes I need with few conflicts.	5.32	5.35	5.48	5.43	5.70
Policies and procedures regarding registration and course selection are clear and well-publicized.	5.39	5.32	5.43	5.42	5.72
Class change (drop/add) policies are reasonable.	5.21	5.37	5.51	5.37	5.60
There are convenient ways of paying my school bill.	5.28	5.46	5.52	5.50	5.69
The business office is open during hours which are convenient for most students.	5.18	5.33	5.37	5.43	5.55
Billing policies are reasonable.	5.25	5.29	5.41	5.40	5.61
Bookstore staff are helpful.	5.32	5.64	5.60	5.63	5.81
Scale Mean	5.32	5.39	5.48	5.47	5.70

Note: Scale is 7-point Likert where 1 = not satisfied at all; 7 = very satisfied
Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

6R3. What are your performance results for administrative support service processes?

Performance results for administrative support service processes at the College are collected by individual departments as well as through administration of the Noel-Levitz SSI. Performance results for fiscal operations of the College are primarily measured through the College audit and the calculation of financial ratios comprising a composite financial index. These financial ratios were developed by KPMG specifically for measurement of operational results in higher education institutions. Audits of the College have historically resulted in a “clean opinion” with few, if any, reported findings. Any findings are addressed and corrective measures taken. Financial ratios for the year ended June 30, 2011, are as follows:

Primary Reserve Ratio: .3699

This ratio measures financial reserves against annual operating expenditures, a measure of financial flexibility. This ratio should be .25 or greater.

Net Operating Revenue Ratio: .0392

This ratio measures operating performance or the ratio of net revenues after expenses to total revenues, and should be a positive number.

Return on Net Assets: .0597

This ratio measures the increase in net assets in relation to total assets and should be a positive number.

Viability Ratio: 0.6216

This ratio measures the College’s ability to cover debt with current assets and should be 1.0 or greater.

One Noel-Levitz SSI scale – the Safety and Security effectiveness scale – relates to student satisfaction with administrative support services processes. As demonstrated in Figure 6.4, the four-year trend suggests overall general student satisfaction with safety and security processes at LLCC.

Figure 6.4 – Safety and Security Scale

Item	2000	2003	2006	2009	2012
Security staff are helpful.	4.93	5.05	5.14	5.21	5.40
Security staff respond quickly in emergencies.	4.83	4.92	4.96	5.18	5.32
Parking lots are well-lighted and secure.	4.90	5.29	5.30	5.29	5.78
The campus is safe and secure for all students.	5.31	5.62	5.64	5.64	5.96
The amount of student parking space on campus is adequate.	4.02	4.56	4.97	4.76	5.15
Scale Mean	4.80	5.09	5.21	5.22	5.54

Note: Scale is 7-point Likert where 1 = not satisfied at all; 7 = very satisfied
 Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

6R4. How do your key student, administrative, and institutional support areas use information and results to improve their services?

While some measures are extremely specific and only useful within a department or division, the results are used generally to detect emerging trends that signal the need for process/procedure adjustment. Departments use the resulting data to develop strategic planning strategies to improve operations, although evidence of that use is

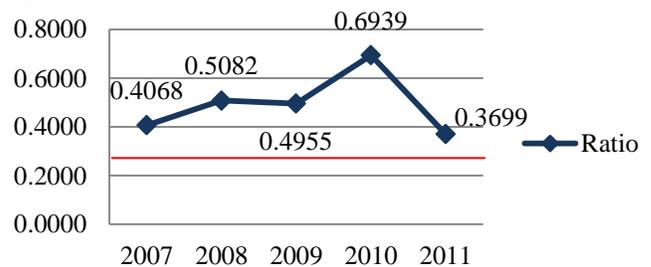
sporadic or not well documented. Those strategies (a) addressing LLCC’s stated goals and objectives, (b) approved through the administrative review process, and (c) requiring no additional funding are approved for implementation. An example would be Financial Services’ strategy to reduce the number of printed checks through implementation of automated clearinghouse direct pay to vendors. Those strategies which require new or additional funding are prioritized and, if deemed as contributing to the overall strategic plan, funded based on order of priority and available revenues. Approved improvement strategies are housed in LLCC’s planning and budgeting database.

6R5. How do your results for the performance of your processes for Supporting Organizational Operations compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Comparative results are not available for much of the data presented for Supporting Organizational Operations given the nature of the data collected. For example, the College cannot benchmark data such as job placement rates of students using Career Development Services because national benchmarks do not exist.

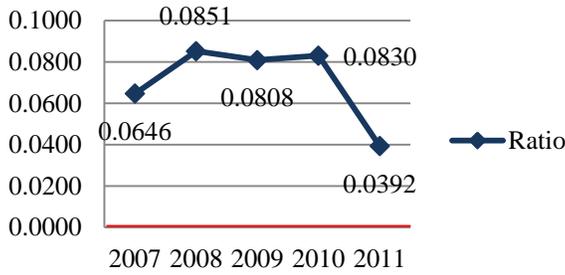
The financial ratios presented are measured against an industry-established benchmark that indicates financial viability. Thus, rather than comparing LLCC results with those of other higher education institutions, a better way to analyze financial ratios is against the College’s history relative to the nationally established benchmark. Figures 6.5, 6.6, 6.7, and 6.8 depict LLCC’s financial ratios for the past five years. The red line in each represents the industry-established benchmark for financial viability.

Figure 6.5 – Primary Reserve Ratio



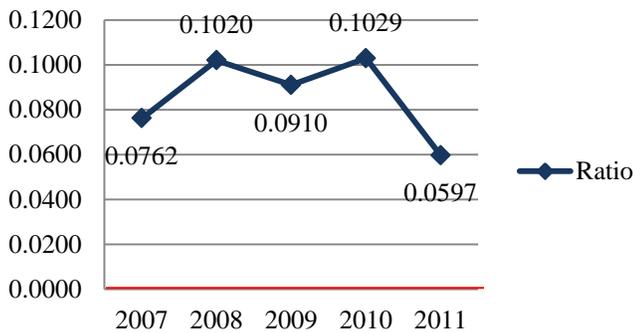
Source: LLCC Strategic Planning and Key Performance Indicators Dashboard

Figure 6.6 – Net Operating Revenue Ratio



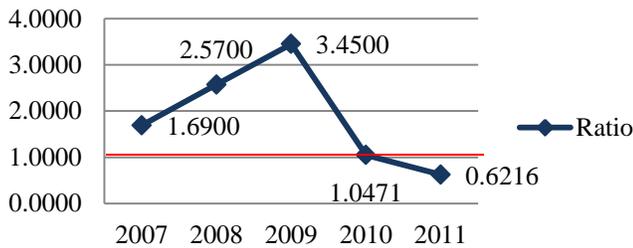
Source: LLCC Strategic Planning and Key Performance Indicators Dashboard

Figure 6.7 – Return on Net Assets Ratio



Source: LLCC Strategic Planning and Key Performance Indicators Dashboard

Figure 6.8 – Viability Ratio



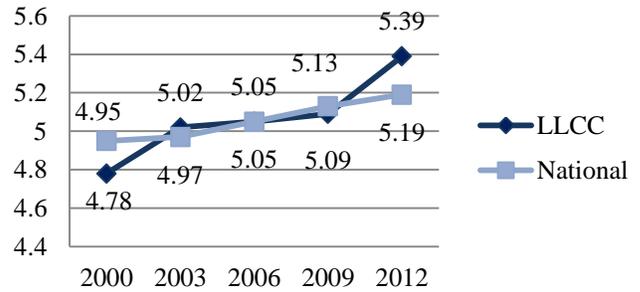
Source: LLCC Strategic Planning and Key Performance Indicators Dashboard

LLCC has consistently performed above the established benchmark. The one exception is the viability ratio which dropped below 1.0 to 0.6216 for fiscal year 2011. The viability ratio dropped below 1.0 due to the requirement that all long-term debt be included in the calculation. This makes no allowance for the fact that LLCC has a dedicated tax levy to retire bonds over a 20 year period. Therefore, bonded debt has no true effect on the continued viability of the College.

National comparisons in Supporting Organizational Operations are possible with some measures such as the

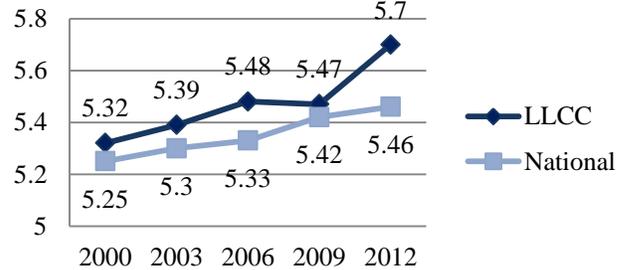
Noel-Levitz SSI data. Here, College performance is depicted against the performance of other community colleges for three SSI effectiveness scales: Admissions and Financial Aid, Registration, and Safety and Security (see Figures 6.9, 6.10, and 6.11 respectively). The trend lines indicate that recent LLCC performance compares favorably in all categories with means above the national average.

Figure 6.9 – Benchmark: SSI Admissions and Financial Aid Effectiveness Scale



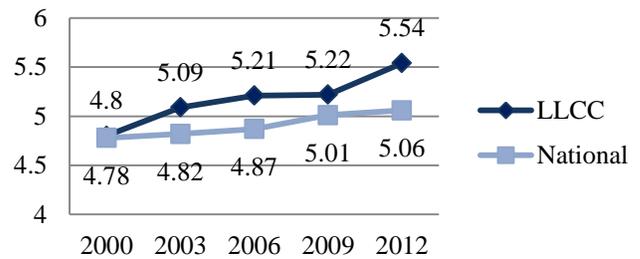
Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

Figure 6.10 – Benchmark: SSI Registration Effectiveness Scale



Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

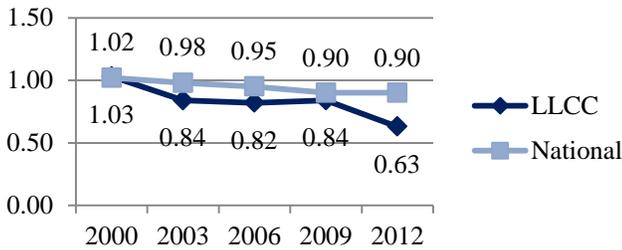
Figure 6.11 – Benchmark: SSI Safety and Security Scale



Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

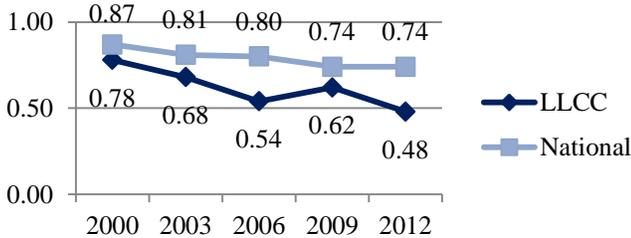
The College also monitors performance gap trends identified in SSI administrations. The performance gap score is the mean score difference between LLCC student-reported satisfaction and LLCC students' ranking of importance for each scale. The difference suggests an unmet expectation at the College, and a large performance gap score indicates a potential area in need of improvement. As noted in Figures 6.12, 6.13, and 6.14, LLCC continues to narrow the performance gap on all three SSI scales reported in Supporting Institutional Operations. In addition, LLCC's performance gap is smaller than the national benchmark for community colleges on all three scales.

Figure 6.12 – Performance Gap: SSI Admissions and Financial Aid Effectiveness Scale



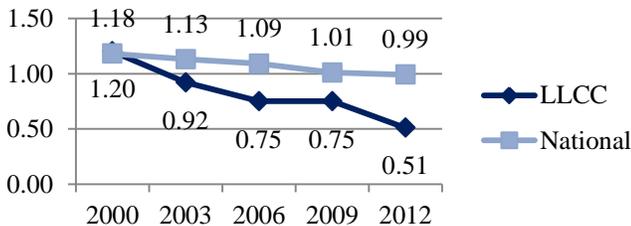
Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

Figure 6.13 – Performance Gap: SSI Registration Effectiveness Scale



Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

Figure 6.14 – Performance Gap: SSI Safety and Security Scale



Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

IMPROVEMENTS

6I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Organizational Operations?

Departments supporting institutional operations have made numerous improvements, although most would be considered improvements to procedure and not necessarily improvements to the total process. The following listing provides a sample of some recent improvements:

- The Financial Aid department began a business process analysis to design efficient processes that make more effective use of Datatel Colleague.
- Admissions and Records revised the admission application to make it more user-friendly.
- Placement and Testing began electronic scoring of writing samples.
- The Business office has instituted ACH payment for vendors to speed up payments.
- The Budgeting and Financial Analysis office has increased the use of productivity tools to provide additional financial analysis and reporting.
- Facilities Services has instituted the use of green cleaning procedures.

In addition, the College launched an action project to address process mapping. The experience of drafting the College's initial Systems Portfolio spotlighted much variance across the units or divisions in how key processes are documented. This action project team is overseeing the development and implementation of a process model that can be replicated by units or divisions throughout the College. Systematic mapping of processes will (a) ensure that current operations are effective, efficient, and transparent and (b) allow for a smooth continuity of operations.

6I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Organizational Operations?

The College's commitment to developing a Business Intelligence/Data Warehouse coupled with a Strategic Plan and Key Indicators Dashboard serves to focus LLCC's Board of Trustees, President's Cabinet, and the entire College community on measures of progress related to LLCC's strategic planning goals.

As utilizing CQI principles and tools becomes more of the College culture, the senior administration anticipates that reviews of institutional and departmental processes will become more routine and serve to focus the College on process improvements and measurable data-verified results. The senior administration recognizes that much work remains to be done in this regard.