Higher Learning Commission
A commission of the North Central Association

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August 16, 2012

Dr. Joe Schaffer
President
1400 E. College Dr.
Cheyenne, WY 82007-3299

Dear President Schaffer:

Attached is the report of the team that conducted 's Quality Checkup site visit. In addition to communicating the team's evaluation of your compliance with the Commission's Criteria for Accreditation and the Commission's Federal Compliance Program, the report captures the team's assessment of your use of the feedback from your last Systems Appraisal and your overall commitment to continuous improvement.

I Hope you will read and study the report carefully, because the team invested heavily in preparing for and conducting this visit, and its perceptions and advice are valuable to your institution. Please consider distributing it widely throughout your institution, since its positive feedback can be helpful in strengthening and broadening involvement in your quality improvement efforts.

A copy of the report will be read and analyzed by the AQIP Panel that reviews institutions for Reaffirmation of Accreditation at the time your review is scheduled. Prior to that review, we will send you a listing of the materials the Panel will consider, and give you an opportunity to update or supplement them if you so desire.

To comply with federal requirements, we need you, as CEO of your institution, to formally acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Your response will become a part of the institution's permanent record.

Sincerely,

Stephen D. Spangehl
Vice President for Accreditation Relations

QUALITY CHECKUP REPORT

Laramie County Community College

Cheyenne, WY
July 18 - 20, 2012

Quality Checkup team members:

Dr. Vincent P. Linder
Provost, Vice President Academic Affairs
Cleary University

Laurie Hanson
Director of Institutional Effectiveness
Eastern Iowa Community Colleges

Academic Quality Improvement Program

Background on Quality Checkups conducted by the Academic Quality Improvement Program

The Higher Learning Commission's Academic Quality Improvement Program (AQIP) conducts Quality Checkup site visits to each institution during the fifth or sixth year in every seven-year cycle of AQIP participation. These visits are conducted by trained, experienced AQIP Reviewers to determine whether the institution continues to meet The Higher Learning Commission's *Criteria for Accreditation*, and whether it is using quality management principles and building a culture of continuous improvement as participation in the Academic Quality Improvement Program (AQIP) requires. The goals of an AQIP Quality Checkup are to:

1. Affirm the accuracy of the organization's online Systems Portfolio and verify information included in the portfolio that the last Systems Appraisal has identified as needing clarification or verification (System Portfolio Clarification and Verification), including review of distance delivery and distributed education if the institution is so engaged.

2. Review with organizational leaders actions taken to capitalize on the strategic issues and opportunities for improvement identified by the last Systems Appraisal (Systems Appraisal Follow Up);

3. Alert the organization to areas that need its attention prior to Reaffirmation of Accreditation, and reassure it concerning areas that have been covered adequately (Accreditation Issues Follow Up);

4. Verify federal compliance issues such as default rates, complaints, USDE interactions and program reviews, etc. (Federal Compliance Review); and

5. Assure continuing organizational quality improvement commitment through presentations, meetings, or sessions that clarify AQIP and Commission accreditation work (Organizational Quality Commitment).

The AQIP peer reviewer(s) trained for this role prepare for the visit by reviewing relevant organizational and AQIP file materials, particularly the organization's last *Systems Appraisal Feedback Report* and the Commission's internal *Organizational Profile*, which summarizes information reported by the institution in its *Annual Institutional Data Update*. The report provided to AQIP by the institution is also shared with the evaluator(s). Copies of the Quality Checkup report are provided to the institution's CEO and AQIP liaison. The Commission retains a copy in the institution's permanent file, and will be part of the materials reviewed by the AQIP Review Panel during Reaffirmation of Accreditation.

Clarification and verification of contents of the institution's *Systems Portfolio*

The Team read the LCCC Systems Portfolio and the LCCC Systems Portfolio Feedback Report before arriving for the Quality Checkup visit to gain an understanding of the College. During the visit, the Team verified and clarified the contents of the System Portfolio through discussions held with the President, faculty, members of the college's administration, the Manager of Institutional Research, and the AQIP Liaison among others.

Additionally, information to supplement the LCCC Systems Portfolio was provided to the team in the areas of the LCCC Academic Advising Action Project; its ETS Proficiency Profile data, CCSSE results, and licensure data; LCCC Climate Survey data; the implementation of the Performance Management Action Project recommendations; various Career and Technical Education programs' Advisory Committee minutes; and the LCCC Leadership Academy: its structure, participants, and curriculum. In all areas, the information in the System's Portfolio was verified and clarified to the satisfaction of the Checkup team.

In the Team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with the Commission's standards and AQIP's expectations.

Review of the organization's quality assurance oversight of its distance education activities.

The Quality Checkup Team met with staff responsible for LCCC's distance delivery technology design and support, distance program administrative staff, distance faculty, and a small number of students who had completed LCCC distance courses. The institution has been approved under Commission policy to offer up to 100% of its total degree programs through distance education. The Team concurs that on-line learning is appropriate to the institution's mission and purposes.

The College has a number of individuals and groups involved with management of distance education institution-wide. For many years there has been a distance education committee with cross-divisional staff and faculty representation responsible for sustaining on-line learning offerings.

Distance delivery courses use the same syllabi as traditional delivery courses, ensuring that curricula for the institution's on-line learning offerings are coherent and comparable in academic rigor to programs

offered in traditional instructional formats. LCCC uses the same methods as traditional classes to evaluate the effectiveness of its on-line learning offerings. Faculty responsible for delivering the on-line learning curricula and evaluating the students' success in achieving the on-line learning goals are typically the same faculty who teach onsite classroom LCCC classes. Faculty selection, training and support systems are in place, ensuring that distance faculty are appropriately qualified and supported.

The institution provides effective student and academic services to support students enrolled in on-line learning offerings. The Team concluded that LCCC provides sufficient resources to support and, if appropriate, expand its on-line learning offerings.

In the Team's judgment, the institution has presented satisfactory evidence that its distance education activities are acceptable and comply with the Commission's standards and AQIP's expectations.

Review of the organization's quality assurance and oversight of distributed education (multiple campuses, additional locations, off-campus course sites)

Laramie County Community College (LCCC) serves two counties, with one main campus in Laramie County, a branch campus in Albany County, and two outreach centers in Laramie County (Pine Bluffs and FE Warren AFB). Additionally it serves high school students through dual and concurrent enrollment: over 500 high school students were served at high school campuses in its region in 2009-2010. The Checkup Team met with the Vice President of Workforce and Community Development; the Program Manager, F.E.Warren Air Force Base; the Director for Secondary Studies, the Dean of the Center for Lifelong Learning; and the Vice President of Workforce and Community Development to discuss LCCC's quality assurance and oversight of the off-campus course sites and additional locations.

The Albany campus is located in a 26,000 square foot facility built in 2005, and includes student learning support services including admissions and registration, a bookstore, a library, job placement services and a testing center. Classes held at the Albany campus are primarily transfer classes, with instructors meeting at least annually with main campus faculty in their discipline. While entering assessments are available at the Albany site, graduating students go to the Cheyenne campus to participate in the ETC Proficiency Profile testing. As an addition to the Albany campus, a feasibility study is in progress for a facility to be built at the University of Wyoming campus to better serve students who may be attending the University

but desire LCCC classes. This would be a unique relationship with the UW among community colleges in the state.

During the meeting, the Workforce and Community Development FY12 Strategic Plan results and the FY13 Operational Plan for the Francis E. Warren Air Force Base and Outreach Campus were shared with the Checkup Team. The plans include goals, objectives, departmental responsibilities, project descriptions and projected results as well as identification of the managers who are to be accountable for the projects. The plan objectives included marketing, curriculum, technological capabilities, assessment facilities, enrollment plans and participation in community events. Considerable work was accomplished in FY12 and areas of expansion and improvement of student services are planned for FY13.

LCCC's dual and concurrent enrollment program is pursuing National Alliance for Concurrent Enrollment Partnership (NACEP) accreditation. The sole national accreditor of concurrent enrollment processes, NACEP's goal is to ensure that college courses taught at the high schools have the same rigor as courses taught at the college campus. NACEP enrollment standards include the categories of faculty, students, curriculum, assessment and program evaluation. Among other topics, NACEP requirements address faculty qualifications, academic discipline oversight of curriculum and learning outcome assessment, regular on-site observations, and cycles of surveys of the instructors, students, principals, counselors and alumni of the concurrent enrollment program. LCCC program administrators provided the Checkup Team with materials related to the quality assurance processes of faculty approval, student enrollment, new instructor orientation and training, faculty site visit reporting, a current student survey, and The Wyoming Dual and Concurrent Enrollment Student Handbook. NACEP accreditation is a rigorous, national standard of quality assurance for concurrent and dual enrollment, and the College is to be commended for seeking it.

In the Team's judgment, the institution has presented satisfactory evidence that its distributed education activities (operation of multiple campuses, additional locations, off-campus course sites) are acceptable and comply with Commission's standards and expectations.

Review of specific accreditation issues identified by the institution's last Systems Appraisal

No accreditation issues were identified during the last Systems Appraisal review.

In the Team's judgment, the institution met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations.

<u>Review of the institution's approach to capitalizing on recommendations identified by its last Systems Appraisal in the Strategic Issues Analysis.</u>

The Systems Appraisal Team identified the following items as Strategic Issues that LCCC should consider as priorities:

1) *The College is encouraged to write AQIP documents with more intentionality and detail - if LCCC has a process, it needs to be described in detail to show how it works for the College. If the College does not have a process that addresses a Category question, simply say that. These descriptions will ensure that reviewers have clear and sufficient evidence to make a determination regarding whether or not AQIP principles are being met at LCCC.*

2) *LCCC is encouraged to examine its ability to present a clear picture of where it is on its continuous improvement journey. A step in that journey would be clarifying and summarizing its processes and data collected so that readers have a clear understanding of what is being presented. The College can look to other colleges for examples of how to utilize succinct descriptions, benchmarking, and best practices to present a clear picture of the good work and accomplishments being made at LCCC.*

3) *By implementing consistent, systematic processes that clarify roles, needs, and steps to address those needs, LCCC can ensure buy in, compliance, and understanding across the institution. For example, the College received a clear message from its Climate Survey that there are real issues in Leading and Communicating. It appears that the College is taking that message to heart. Ensuing processes should be inclusive, with clearly stated responsibilities and strategies for achievement, selection and documentation of appropriate data, determination of measures, and a commitment to sharing these processes across the institution.*

4) *The College needs to identify and articulate measures that align with developed processes and results that are shared in the Portfolio. There appears to be a gap in understanding about collecting data at LCCC and incorporating that data into a systemic method of collecting and analyzing measures of LCCC processes. Narrowing this gap would allow more appropriate responses to portfolio questions. College personnel are encouraged to have serious discussions about how to strengthen institutional responses to items requested in an AQIP portfolio.*

There have been myriad changes at LCCC due to changes in senior leadership within the past year. These changes include a new president (January 2012), a move to policy governance with the Board of Trustees, the rebirth of the College Council, the evolving role of the Quality Council, the hiring of new Vice Presidents of Academic Affairs and Student Services (summer 2012), the planned hiring of a Director of Institutional Effectiveness (FY13), the LCCC Leadership Training, and the strengthening of the faculty senate's role in leadership. It is expected that these changes will address the Strategic Issues with the Leading and Communicating that the Systems Portfolio review team highlighted, and will place LCCC in a position to establish a quality culture throughout the college.

As the quality culture becomes established at LCCC, continuous quality improvement approaches such as process mapping and staff development in processes and systems-thinking will go far to define LCCC processes. These approaches should also provide a foundation of documentation the System's Portfolio appraisers noted were needed at LCCC.

Review of organizational commitment to continuing systematic quality improvement

The Checkup Team saw much evidence at LCCC of continuing commitment to systematic improvement.

The Quality Checkup Team met with the president numerous times during the visit and found a clear vision, a high level of energy, and a strong commitment to the quality journey. In addition, many employees provided additional information about the new president that reinforced this commitment to quality and the College's commitment to AQIP.

The Board of Trustees expressed interest and support for the quality journey during the Quality Checkup visit. Board members were fully knowledgeable about AQIP and other quality improvement initiatives, along with their responsibility in these efforts.

There is clear evidence that the new president is leading the organization to improve collaboration, governance, innovation and communication, all characteristics of high performance organizations. A faculty senate is being re-established to serve as an instrument through which the faculty can participate and share governance. There was evidence that leaders practice an open-door policy and encourage faculty and staff to discuss issues with them directly. As an extension of this effort, the strategic planning process continues to be discussed and is being refined. The Quality Checkup Team met with employees

about the strategic planning process and they were knowledgeable about the proposed changes to the process.

A number of improvement actions have been generated across the nine Categories in recent years. The culture and infrastructure to help select specific processes to improve and set targets for improved performance results is being established.

The Quality Checkup team found LCCC to be in the early stages of developing a culture and infrastructure where defining processes, establishing measures and targets, collecting and analyzing data, reviewing performance, identifying opportunities for improvement, establishing improvement priorities, and taking action to improve are the norm with respect to the nine AQIP categories. Steps are being taken to establish a centralized quality initiative through a new department and Director of Institutional Effectiveness. This effort will add needed quality expertise to the organization and a nucleus for leadership to build a continuous improvement infrastructure through organization training and development in quality methods.

In the Team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations.

Other AQIP issues

A. <u>Assessment:</u> The Checkup Team discussed the variety of learning assessment activities taking place at LCCC with several groups including faculty and administrators. The Team feels that the college would be well-served by the creation of an Assessment Plan that does the following:

1. Presents their conceptual framework for assessment, and articulates key learning outcome goals and systematic processes for the assessment of student learning outcomes at the a) institutional, b) program and c) course level;

2. Focuses on direct, comparable, trend able assessment of student learning outcomes as opposed to relying primarily on self-reported, indirect student assessment. Sample sizes must be adequate for conclusions to be made about the data;

3. Integrates all LCCC assessment components from entering student assessment to exit graduate ETS testing, and includes on-campus classroom, online, and concurrent and dual credit enrollment assessments;

4. Identifies and documents LCCC processes (and cycles) for the analysis, dissemination and use of the assessment results to improve student learning.

Through the development of the components of this plan, and once this plan is in place, faculty and the LCCC community would have a clearer sense of what learnings are taking place at LCCC, and faculty's role in the development, measurement and improvement of those learnings.

B. <u>Distance Delivery:</u> The Checkup Visit Team's review of LCCC's use of distance learning raised concerns that the institution may want to consider. These concerns relate to online program planning, online class design, and online faculty oversight.

1. LCCC does not appear to have a formal overall plan for distance deliver that articulates goals for future additions of distance programs or courses. Staff report that they are unclear about how these decisions are made and who makes them. It appears that an individual faculty can elect to convert his/her assigned course to distance delivery without regard to how this might fit into an institutional plan. The lack of a clear decision process and the absence of a shared plan for how courses and programs are selected to move from a conventional delivery format to a distance delivery format may compromise the effectiveness of the online program and the preparation processes that support it.

2. How an instructor implements a distance course does not seem to be governed by any set of institutional standards for online class format. Some of the students the Team interviewed noted experiencing significant variation from one online class to another. In the students' view, some online classes are less complete than others, time is wasted figuring out what is expected, and

classes vary quite a bit in academic rigor. LCCC might consider adoption of some standard online class components that could help to reduce variation in the student experience and may also strengthen faculty training and support processes.

3. Staff the Team met with reported being uncertain about online faculty oversight responsibility and how these processes work. LCCC appears to have excellent online technical support and training processes for online faculty, but it may benefit from noting these concerns as potential issues and give attention to conducting a review of its online program and faculty evaluation processes.

C. <u>Quality Culture</u>: The Checkup Visit Team agrees that LCCC demonstrates that it is committed to the development of a quality culture and to continuous quality improvement (CQI). In response to discussions with the LCCC President and others, the Team presents these suggestions for LCCC to consider as they embark on the journey:

1. Build strong support from leadership. Find regular ways for LCCC leadership to reinforce and exemplify the characteristics of high performance organizations and support the CQI transformation. Leaders should participate in CQI training, serve on Action Project teams, and support AQIP events.

2. Strengthen collaboration and communication. LCCC is to be commended for making significant gains in this area over a very short recent period of time.

3. Establish a small CQI team with quality expertise. Identify the group as a part of the formal organization chart. Individuals in this group should be trained to a high level in quality methods. Their role is to provide the technical support for the organizational transformation. The Office of Institutional Effectiveness that LCCC plans to staff may lead this charge.

4. It is key that LCCC define and standardize the basic elements of how LCCC defines its quality program. The CQI team can lead the institution to document processes, adopt an improvement model (PDSA, Six Sigma, Lean, or other), define a standard improvement project process, and establish method for communication and celebration of improvements.

5. Conduct quality training for all employees, both continuing and new employees. Plan regular and on-going training efforts - standardized training tailored to employee categories. Consider incentives to encourage participation. The College should view Action Projects as both a training opportunity and an improvement vehicle; one way to do this is to include CQI team members on Action Project teams to provide training and direction.

6. Engage the faculty in the transformation. Faculty have unique needs and responsibilities in the quality transformation. Tailor quality processes, incentives and rewards to each employee

group as appropriate.

7. Adopt a balanced scorecard structure of performance metrics. Linking scorecard trailing indicators with process level leading indicators, with institutional goals, and with improvement efforts will result in a roadmap to greater effectiveness in accomplishing the College's mission.

Appendix A – Laurie
Worksheet for The Evaluation Team on Federal Compliance Requirements

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Instructions: The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of this AQIP Quality Checkup Report. This Worksheet must be completed for all Quality Checkup visits after January 1, 2012.

Institutional Materials Related to Federal Compliance Reviewed by the Team:

Laramie County Community College (LCCC) Federal Compliance Program Report
LCCC Credits and Program Length Worksheet
LCCC Summer/Fall 2011 Class Schedule
LCCC Spring 2012 Class Schedule
Attachment I – Courses with Six or More Credit Hours
Attachment II -- LCCC Credit Hour Definition
LCCC Student Handbook 2011-2012
LCCC website at http://www.lccc.cc.wy.us/
Laramie County Community College Annual Security Report 2011-2012
LCCC Degrees and Certificates Awarded 2011-12
LCCC Degrees and Certificates Awarded 2000-10
LCCC Strategic Plan
LCCC Quality Program Summary
Transfer Report for LCCC for University of Wyoming
LCCC Financial Report, June, 2011
LCCC Formal Student Complaint Log
Minimum Qualifications for WY CC Adjunct Faculty
LCCC New Course Approval Form
LCCC Workload Policy 9.08

Evaluation of Federal Compliance Program Components

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition). New for 2012: The Commission has a new policy on the Credit Hour. Complete the Worksheet in Appendix A and then complete the following responses. Attach the Worksheet to this form.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____ 	The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____ 	The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ 	The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

	Comment:
In the team's judgment Laramie County Community College presented satisfactory evidence of college policies and procedures and met this goal of the Quality Checkup. The institution's approach to Commission Policy 3.10 Credits, Program Length and Tuition are well-documented. Tuition is set at the state level by the Wyoming Community College Commission and is consistent across degree programs. These policies, procedures and practices are acceptable and comply with Commission and AQIP's expectations.

	Additional Monitoring, if any: None

 2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___ 	The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____ 	The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____ 	The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ 	The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

	Comments:
LCCC showed evidence of formal complaint processes in their compliance material. Those specifically for students, such as the Grievance Procedure for a Contested Grade and LCCC Student Code of Conduct and disciplinary and appeal procedures, are printed in the Student Handbook and are on the college website. LCCC identifies and addresses two categories of student complaints; (1) informal complaints, and (2) formal complaints. Most student complaints

are resolved informally at the level of the deans and directors. Formal complaints filed according to the procedures in the Student Handbook, which is available in hard copy and online, are logged in the offices of the Vice President of Instruction and Vice President of Student Services in a security-protected shared network drive. LCCC provided the team with three years of formal complaint information meeting Commission Policies 13.3, Institutional Records of Student Complaints. It is the Team's judgment that these policies meet this goal of the Quality Checkup.

Additional Monitoring, if any: None

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
Information for students transferring both to and from LCCC appears on page 15 of the 2011-2012 Laramie County Community College Catalog and on the LCCC web site at http://lccc.wy.edu/academics/policies/transfers. Information about the criteria LCCC uses to make transfer credit decisions and what documentation the student needs to provide will need to be added to both information sites. It is the judgment of the Team that LCCC meets the goals for this compliance area.

Additional Monitoring, if any: None

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and has appropriate protocols to disclose additional fees related to verification to students and to protect their privacy.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S
CONCLUSIONS:

___X___ The team has reviewed this component of federal compliance and has found the
institution to meet the Commission's requirements.

_____ The team has reviewed this component of federal compliance and has found the
institution to meet the Commission's requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the
institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria
for Accreditation. See Criterion (insert appropriate reference).

Comments:
Students enrolling in distance/online courses at LCCC go through the standard admission
process, which includes supplying unique identifiers such as social security number (not
required), birth date, legal name, address and transcripts from high school and other colleges.
All students are issued an ANGEL account with a unique user name when they enroll in their
first course (ANGEL is LCCC's learning management system). When students log into ANGEL
for the first time, they must create a password that is secure and unique to them.

Many LCCC instructors have password protected exams and assignments within ANGEL and
require a lock down browser which locks out internet sources such as Google. Some instructors
and programs require that all distance/online students completing examinations/quizzes go to an
approved proctored exam site (for example: another college, military education center, etc.). At
these sites, students must show identification and are proctored while taking the examination/
quiz. The program Turnitin is available and used by all faculty, both online and in the classroom,
to detect plagiarism and ensure academic integrity.

Additional Monitoring, if any: None

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on
the required components of the Title IV Program.*

- ▪ *General Program Requirements: The institution has provided the Commission with
  information about the fulfillment of its Title IV program responsibilities, particularly
  findings from any review activities by the Department of Education. It has, as necessary,
  addressed any issues the Department raised regarding the institution's fulfillment of its
  responsibilities in this area.*

- ▪ *Financial Responsibility Requirements: The institution has provided the Commission
  with information about the Department's review of composite ratios and financial audits.
  It has, as necessary, addressed any issues the Department raised regarding the
  institution's fulfillment of its responsibilities in this area. (Note that the team should also*

be commenting under Criterion Two if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- ***Default Rates. The institution has provided the Commission with information about three years of default rates****. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- ***Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures:*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

- ***Student Right to Know****. The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*

- ***Satisfactory Academic Progress and Attendance****. The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students.*

- ***Contractual Relationships:*** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (The institution should review the Contractual Change Application on the Commission's Web site for more information. If the team learns that the institution has a contractual relationship that may require Commission approval and has not completed the appropriate Commission Contractual Change Application the team must require that the institution complete and file the form as soon as possible.)*

- ***Consortial Relationships****: The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships (The institution should review the Consortial Change Application on the Commission's Web site for more information. If the team learns that the institution has such a consortial relationship that may require Commission approval and has not completed the appropriate Commission Consortial Change Application the team must require that the institution complete and file the form as soon as possible.)*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

General Program Requirements, Financial Responsibility Requirements
LCCC has not received any limitation, suspension or termination actions, nor files, letters of credit or heightened monitoring in terms of its audit findings. The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.

Default Rates
LCCC cohort default rates have not exceeded Department of Education thresholds or trigged a Department review. The institution has provided the Checkup Visit Team with information about three years of default rates. The threshold for sanctions is 25% on the two-year default rate and 30% on the three-year rate; LCCC rates are well below those thresholds. Additionally, LCCC two-year default rates were provided and are comparable to the rates of the three most similarly-sized institutions in Wyoming. To prevent default and to comply with related regulations, entrance and exit counseling is required for any LCCC student borrowing from the Federal Direct Loan program. LCCC student entrance counseling is completed through www.studentloans.gov. Exit counseling is completed through www.nslds.ed.gov. Students who wish to borrow more than their yearly maximum, based on grade level, complete a form for additional unsubsidized loans, which requires the student to go to the National Student Loan Data System (NSLDS) website and review loans they have already received. Students are also required to estimate their monthly payments and the total to be paid on the loan after 10 years. Students speak to a financial aid professional about the implications of taking out additional unsubsidized loans when they return the paperwork.

Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures
Title IV responsibilities include the legal obligation to disclose information to students and the public about campus crime, athletic participation, financial aid and other information such as

gainful employment. LCCC provided this information to the Checkup Team and provides it to the students and public on its website at http://www.lccc.wy.edu/life/handbook and at www.**lccc**.wy.edu/Media/Website%20Resources/documents/.../GradRates.pdf. LCCC provides hard copies to students upon request. Athletic Participation and Aid information is provided to athletes when they are presented with their financial aid package. Student Right to Know information is presented through links on the LCCC website and is be provided to students in hard copy upon their request. LCCC information about Satisfactory Academic Progress is presented on the federal financial aid page on the LCCC website and in the Student Aid Guide; hard copies can be found in the Financial Aid Office. Students not making Satisfactory Academic Progress receive a copy of the procedure in the mail.

Contractual Relationships
While it was reported that the College has one contractual agreement, with the Southeast Wyoming/Western Nebraska Sheet Metal Workers Joint Apprenticeship Training Center (JATC), this agreement is not a contractual relationships according to Higher Learning Commission definitions. This relationship has been reported as a contractual relationship in the past in the HLC Annual Institutional Data Updates for LCCC, but this reporting will be changed in the future.

Consortial Relationships
According to Higher Learning Commission definitions, LCCC does not have any consortial relationships to report.

        Additional Monitoring, if any: None

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

LCCC's relationship with the Higher Learning Commission, its AQIP Systems Portfolio and information for the Higher Learning Commission can be found in it College Catalog (page 5) and on the college's website. The web address for the Higher Learning Commission does not appear in the 2012-2013 LCCC Catalog; however, it will be included in the 2013-2014 edition. The website reference will be amended to include the HLC phone number, address and a link to the HLC website.

Additional Monitoring, if any: None

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.* ***Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must explain the action in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.***

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

LCCC programs are also accredited or approved by the following organizations:
- American Bar Association (ABA), Standing Committee on Legal Assistants
- American Dental Association Commission on Dental Accreditation
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- National Institute for Automotive Service Excellence (ASE)

• National League for Nursing Accrediting Commission (NLNAC)
• Wyoming State Board of Nursing

Information regarding the connection between accreditation and licensure is available in each program's description narrative in the College Catalog and on the college website. LCCC is not under sanction with any of the above-mentioned entities. Evaluation reports were available upon request of the team.

      Additional Monitoring, if any: None

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments.* ***Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.***

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

      Comments:
LCCC sent out a news release soliciting student, staff and community comments to the local print, radio and television media; placed an announcement on the LCCC web site; and placed an advertisement in the local newspaper concerning the Checkup visit. In the Team's judgment LCCC meet the HLC and AQIP expectations for this compliance issue.

      Additional Monitoring, if any: None

Appendix B
Credits and Program Length

Instructions: The team reviews the "Protocol for Peer Reviewers Reviewing Credit Hours Under the Commission's New Policies" before completing this Worksheet. This Worksheet must be completed for all Quality Checkup visits after January 1, 2012.

A: Answer the Following Questions

Institutional Policies on Credit Hours

➢ Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

   [X] Yes   [   ] No

   Comments: None

➢ Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution?

   [X] Yes   [   ] No

   Comments: None

➢ For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

   [X] Yes   [   ] No

   Comments:

   The institution does not offer delivery formats with less instructional or homework time than would otherwise be expected.

➢ Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

   [X] Yes   [   ] No

   Comments: None

Application of Policies

➤ Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

    [X] Yes   [ ] No

    Comments: None

➤ Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

    [X] Yes   [ ] No

    Comments: None

➤ If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

    [X] Yes   [ ] No

    Comments:

    The institution does not offer delivery formats with less instructional or homework time than would otherwise be expected.

➤ If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

    [X] Yes   [ ] No

    Comments:

    The institution does not offer delivery formats with less instructional or homework time than would otherwise be expected.

➤ Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

    [X] Yes   [ ] No

Comments:

Effective processes are in place to ensure compliance with policies to award of credit.

B: Identify the Sample Courses and Programs Reviewed by the Team. For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

The following courses were reviewed by the visiting team for justification for credits awarded.

(All are six credit hours or greater)
EMGT 2620 Paramedic Vehicular I
EMGT 2630 Paramedic Vehicular II
EMT 1500 Emergency Medical Technician Basic (EMT-B)
EQST 2970 Internship
FIRE 2800 Fire Academy
IMAG 2255 Sonography Clinical Experience I
NRST 1610 Nursing I
NRST 1620 Nursing II
NRST 2630 Nursing III
NRST 2640 Nursing IV
RDTK 2510 Clinical Education III
SURG 2850 Surgical Technology Clinical II
WTT 1470 Wind Energy Technology Internship

C: Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's credit hour policies and practices?

☐ Yes   ☒ No

Rationale:

The Checkup Visit team reviewed evidence provided and concluded that the institution meets all credit hour compliance requirements.

Identify the type of Commission monitoring required and the due date: None

D: Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

None

Not applicable to LCCC.

Appendix C
Clock Hour Worksheet

Instructions: Teams complete the following worksheet only if the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Such programs typically include those that must be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

A: Answer the Following Questions

➤ Does the institution's credit to clock hour formula match the federal formula?

☐ Yes   ☐ No

Comments:

➤ If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

➤ Did the team determine in reviewing the institution's credit hour policies that they reasonable within the federal definition as well as within the range of good practice in higher education?

☐ Yes   ☐ No

Comments:

> ➢ Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

⬜ Yes   ⬜ No

Comments:

B: Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

⬜ Yes   ⬜ No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C: Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

⬜ Yes   ⬜ No

Rationale:

Identify the type of Commission monitoring required and the due date: