

Institutional Overview

Preface

Laramie County Community College (herein after “LCCC” or “the College”) is a public, two-year comprehensive community college serving Laramie and Albany counties in Wyoming. This state-designated service area represents 7 percent of the state’s square acreage and approximately 23 percent of the state’s population. The main campus is located in Cheyenne (Laramie County and the state capital). The College has a branch campus in Laramie (Albany County and the home of the University of Wyoming). In addition, LCCC provides educational opportunities at two outreach centers in Laramie County - one in Pine Bluffs, WY and the other on the FE Warren Air Force Base. LCCC was established in 1968. The first classes were offered in Cheyenne in 1968, in Laramie in 1978, in Pine Bluffs in 1978, and at FE Warren AFB in 1975. An elected seven-member board of trustees governs the College.

Our Mission

To transform our students’ lives through the power of inspired learning.

Our Values

Our value statements reflect our behaviors in carrying out the work leading to the attainment of our mission. Core values are inherent in the cultural fabric of the College as it exists now. These include the values of *passion*, *authenticity*, and a *desire to make a difference*. Aspirational values are those values we desire but their actual existence within the College is not aligned or has not attained equal maturity. We aspire to have them become ingrained in our cultural fabric. These include a *commitment to quality*, *entrepreneurship*, and *tolerance*.

Our Big Goal

Our over-arching goal is that our accomplishments as a community college will distinguish LCCC from others in the nation, in turn benefiting our communities and bringing pride to the great State of Wyoming.

Our Vision

In the future we are individuals united for a single purpose - to transform our students’ lives. Our nationally recognized, entrepreneurial, and innovative programs and services help students become the most sought after individuals. We develop world-class instructors. We are relentless in the use of evidence to make decisions that responsibly and efficiently allocate resources, drive instruction, and create an environment of adaptability and productivity. Every individual has the freedom to innovate and take informed risks based on promising practices and creative ideas. We fail quickly, and learn from that failure as much as from our success. Clear academic pathways, high-touch services, and engaged employees are the bedrock of our students’ success. We drive collaboration throughout the community to ensure the success of all students who come to LCCC. We are changing the world of higher education, facing seemingly impossible challenges head on.

Our People

LCCC is a community of people – our students, our faculty and our staff. The student body at LCCC has continued to grow since its inception. In academic year 2013-2014 the College enrolled 5,668 students in credit courses, equating to an annualized FTE of 3,837. Of the student body, 34 percent were full-time students with 66 percent part-time. Approximately 45 percent of LCCC’s students are enrolled in transfer degree programs; 23 percent are in career and technical programs of study, with the remaining undeclared. LCCC enrolled 1,831 individuals in non-credit life enrichment classes, 2,951 in non-credit workforce development courses, and an estimated 1,671 participants in customized training programs.

LCCC’s employees are one of its greatest assets. The College is comprised of a dedicated group of faculty and staff that fulfill various roles collectively leading to the mission attainment. In fiscal year

2013-2014, the College employed a total of 380 regular, benefited positions, with 26 administrators, 80 professional, 122 faculty (both teaching and non-teaching), and 152 educational services classified staff. The College also employed 836 part-time employees ranging from adjunct faculty to seasonal workers.

Our Academic Offerings

Student learning is the primary focus of the College. LCCC is classified as a public, associate degree-granting institution according in the Carnegie classification system. The College offers credit and non-credit courses for transfer, workforce development, and life enrichment. Students may earn degrees (Associate of Arts, Sciences, or Associate of Applied Science) in 68 programs and certificates in 24 programs; 20 of these programs may be completed completely online. The College also offers educational activities leading to non-credit certification, credit certificates of completion, or the ability to sit for a variety of professional certifications. LCCC also offers adult basic education and high school equivalency courses through the Adult Career and Education System (ACES).

Quality Improvement Journey

LCCC began its quality improvement journey when it first signed onto the AQIP Accreditation pathway in 2008. The College submitted its first systems portfolio to the Higher Learning Commission (herein after “HLC” or “the Commission”) in 2010. Since that time, however, the institution has undergone significant change in regard to its leadership and the development of new foundations that underpin the continuous improvement culture the College is developing. While these changes have been and continue to be necessary, there is no doubt the College is struggling through an expedited evolution towards organizational excellence.

LCCC is still recovering from an era of turmoil resulting from organizational unrest around its culture, its leadership, and its organizational structure. Following the removal of a sitting president in 2010 and amidst great leadership deficiencies, the institution sought a new future grounded in authentic acceptance of some of the most brutal facts about the state of the College. Once the institution embraced these facts and accepted them, a new platform for organizational reinvention and rebirth emerged. See Category Six within this systems portfolio for more information on the results of LCCC’s quality journey.

Closing

It is evident the College’s journey towards a culture of continuous, quality improvement has been a fast one over the past few years. While the institution is still far from maturity in the implementation of its quality culture, it has made nearly unbelievable progress in a relatively short amount of time in establishing the foundational aspects of the continuous improvement model. New governance, focus on mission with an aggressive vision and big goal, a commitment to a shared culture of evidence, and developing or improved systems for planning, resource allocation, assessment and evaluation, have all provided a bedrock upon which the institution can improve in the future.