

Figure 1P3-2: LCCC External Key Stakeholders

Educational Entities	Stakeholder Expectations	Methods to Determine Stakeholder Needs
Transfer Institutions (Four-Year Colleges and Universities)	Transfer students will demonstrate the abilities and competencies appropriate for the coursework and/or programs they are transferring in, as well as performing in their studies at the same level as native university students.	Annual articulation meetings with community colleges and the University of Wyoming; formal articulation agreements with partner transfer institutions; ongoing evaluation of transfer student success (KPI's); and bi-annual articulation meetings and most recently program specific curriculum crosswalks.
K-12 Secondary Institutions	Curricula will be appropriately aligned to ensure seamless transition for high school graduates who enroll at the College, as well as opportunities for high school students to engage in early college activities (dual enrollment). LCCC faculty and staff will be active partners to accomplish this.	Faculty collaboration (LCCC and local school districts) on professional development activities; curriculum alignment meetings between LCCC faculty and local school personnel; GEAR UP and transitional advising programs in the K12 schools; concurrent enrollment course articulation meetings between LCCC faculty and K12 teachers; one-on-one meetings; and various data sources (e.g., ACT test scores, enrollment and persistence, and other KPI's).
Accreditation Bodies	LCCC meets and maintains standards for accreditation, assumed practices, and compliance with Federal regulations.	Program Compliance Documents for Standards; AQIP Systems Portfolio and Appraisal Report; AQIP Action Projects Feedback; Program accreditation site team reports; and annual accreditation and substantive change reports
Employers	LCCC is preparing individuals in adequate numbers and of appropriate abilities/competencies to succeed in the workplace. The College should be responsive to current and emerging needs of employers within its service area.	Active collaboration with industry to meet their workforce training needs; Program advisory boards; Focus groups; Employer surveys; Various types of structured needs assessments; One-on-one meetings; Meetings with and representation on business organizations (e.g., chamber of commerce); Data gathered from sources such as the Wyoming Department of Workforce Services, O*Net, BLS; Feedback from formal educational partnership agreements (e.g., clinical and internship site agreements).
Community-Based Organizations	Engaged and active partnerships where appropriate for the College to assist in the development of the community and/or service area LCCC is responsible for serving.	Active membership and participation in boards of directors, advisory boards, committees, or other events sponsored by the CBO; Government based activities such as Wyoming Department of Workforce Services job fairs, conferences etc.

Citizens, Community Leaders and Taxpayers	Opportunities to participate in and be aware of the major initiatives and plans developed and maintained by the College. Also adequate access to events and venues offered by the College. Finally, taxpayers should expect transparent reporting of the effective use of tax resources provided to the College.	Board of Trustees meetings which include public comment and participation; Feedback forms LCCC website; Community-wide mailings of events schedules, Talon magazine, annual report, etc.; Wyoming Public Records and Open Meeting laws compliance; and Annual audit; KPI's and institutional report card.
Donors	Their support of the College, predominantly through financial giving, is being put to the intended use behind the gift and is making a difference in helping LCCC, and its students in attaining their goals.	Informal and formal events and meetings designed to engage with current and potential donors; Donor dinners and lunches; Gift agreements and monitoring to ensure donor's gifts are being used in the manner of which was their intention when they gave; Annual audit; and Donor letters and surveys.
LCCC Foundation	The College will provide opportunities for the Foundation to be engaged in setting the future plans and goals of the College. That they are provided information to create awareness among current and potential donors of the priority areas needed external assistance (e.g., private gifts) so the College, and its students can succeed.	Informational meetings; President and three members of the Board of Trustees service as ex-officio members on the LCCC Foundation Board; Current operating agreement; Annual development priorities process to jointly develop and community philanthropy needs of the College; and Events to encourage financial commitments to the College by private donors, corporations and organizations to meet the current needs of the college and students.
Government Entities	Stakeholder Expectations	Methods to Determine Stakeholder Needs
State Elected Officials (e.g., Legislators) and Governmental Agencies (Federal and State)	Participation in guiding and responding to state legislation and priorities relevant to higher education, as well as effective and efficient use of state resources provided to the College for its operations.	Meetings with legislative delegation prior to the start of legislative sessions; Other meetings; One-on-one meetings; Participation in the legislative process, including testifying during committee meetings; KPI's and annual institutional report card; Annual financial and program-specific audits; and Compliance reporting.
Wyoming CC Commission	The College will serve as a full partner in the WCCC's work devoted to coordinating the seven community colleges in Wyoming. This means participation in the WCCC's council structure, following WCCC rules and regulations, aiding in WCCC initiatives and strategic planning, as well as assisting in the overall advocacy of the community colleges to the state.	Active attendance and participation in regular WCCC meetings; Regular reporting requirements (e.g., enrollment, performance indicator, etc.); Active participation in various WCCC councils (e.g., academic affairs, student affairs, administrative services, etc.); One-on-one meetings with WCCC commissioner; and Compliance with WCCC rules and procedures.

Figure 1P3-2