Systems Portfolio Introduction and Overview

Introduction

Laramie County Community College (LCCC) is a public, two-year comprehensive community college serving two counties with one main campus in Laramie County (26 buildings on 271 acres), a branch campus in Albany County (one building on ten acres), and two outreach centers in Laramie County (Pine Bluffs and FE Warren AFB), governed by an elected seven-member board of trustees. The service area of Laramie County and Albany County represents seven percent of the state's square acreage and approximately 23 percent of the state's population.

Established in 1968, LCCC recently celebrated 40 years of service to the community. 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. The most recent additions to the facilities were the new residence hall (opened Fall 2006), the Albany County Campus (January 2007), the Health Sciences Building and the auxiliary physical plant (both in January 2009). Finally, the cafeteria and dining facilities are undergoing expansion, with the project to be completed in fall 2010.

The College has enjoyed a high level of community support throughout its history. Since voters created the College on May 21, 1968, all of the ballot issues (including bond issues and mill levies) put before Laramie County voters have passed. Community support has also been exhibited through donations to the LCCC Foundation.

Student learning is the primary focus of the College. LCCC offers both credit and non-credit courses in both transfer and workforce development areas, as well as life enrichment. Students may earn degrees (AA, AS, or AAS) in 66 programs and certificates in 24 programs; in all, 20 programs may be completed completely online. LCCC also offers ABE/GED courses through the Adult Career and Education System (ACES), serving 1,112 in 2008-2009. Furthermore, the College has dynamic Campus Living and Learning programs, including recently expanded residence hall facilities.

Enrollment has grown from 808 students in the first semester of operation to over 5,000 in the Fall 2009 semester; over the same period, FTE enrollment has grown from 599 to 3,737. In the past five years, headcount enrollment has grown by 22% while FTE enrollment has grown by 26%. Online enrollment now makes up approximately 17% of the College's FTE enrollment. (See Figure 1 and Tables 1 and 2)
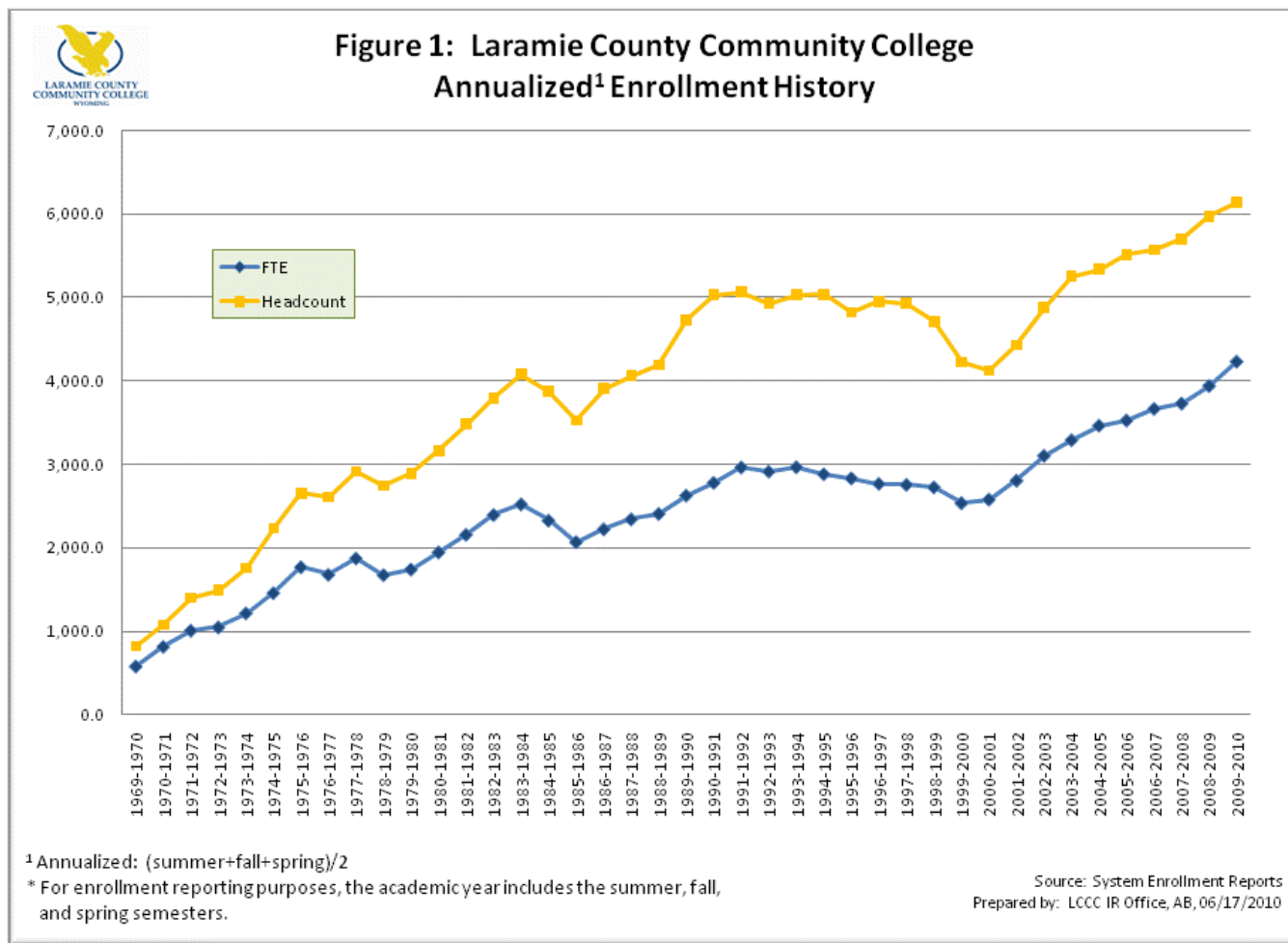
Figure 1: Laramie County Community College Annualized[1] Enrollment History

[1] Annualized: (summer+fall+spring)/2
* For enrollment reporting purposes, the academic year includes the summer, fall, and spring semesters.

Source: System Enrollment Reports
Prepared by: LCCC IR Office, AB, 06/17/2010

Table 1: Annualized[1] Headcount[2] Enrollment by Location or Delivery Method, 2004-2005 to 2009-2010

Location/Delivery Method	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	1-year change	5-year change
Albany County Campus	994	1,088	1,265	1,244	1,272	1,343	5.58%	35.11%
Cheyenne Campus	3,133	3,341	3,147	3,206	3,259	3,455	6.00%	10.28%
High School Campuses	335	417	525	541	581	576	-0.86%	72.05%
Distance Learning Courses	1,173	1,471	1,689	1,927	1,854	1,947	5.02%	65.94%
Other Outreach Sites	414	368	298	272	294	293	-0.34%	-29.26%
Unduplicated Total	**5,017**	**5,487**	**5,573**	**5,701**	**5,970**	**6,134**	**2.75%**	**22.28%**

Notes:
[1] For reporting purposes, the academic year includes the summer, fall, and spring semesters. Annualized enrollment = (summer + fall + spring)/2.
[2] Headcounts are unduplicated by location. However, since some students take classes at more than one location, total headcounts are duplicated counts.

Data Source: Colleague Records
Prepared by: LCCC IR Office, AMM, July 2010

Table 2: Annualized[1] FTE[2] Enrollments by Location or Delivery Method, 2004-2005 to 2009-2010

Location/Delivery Method	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	1-year change	5-year change
Albany County Campus	489.02	522.84	594.62	630.21	714.34	730.21	2.22%	49.32%
Cheyenne Campus	2,196.78	2,226.74	2,206.52	2,212.37	2,274.67	2,494.0	9.64%	13.53%
High School Campuses	63.54	120.58	152.72	150.83	166.91	182.1	9.09%	186.56%
Distance Learning Courses	490.24	539.63	612.79	652.96	694.21	731.1	5.31%	49.13%
Other Outreach Sites	126.08	104.98	87.00	79.88	91.33	92.7	1.46%	-26.50%
Total[3]	**3,365.66**	**3,514.77**	**3,653.64**	**3,726.25**	**3,941.46**	**4,230.0**	**7.32%**	**25.68%**

Notes:
[1] For reporting purposes, the academic year includes the summer, fall, and spring semesters. Annualized enrollment = (summer + fall + spring)/2.
[2] Full-time Equivalent (FTE) enrollment for each semester = (total student credits)/12.
[3] The total of the annualized FTE for all different locations/delivery methods may differ slightly from the total FTE reported in the annual enrollment report due to rounding.

Data Source: Colleague Records
Prepared by: LCCC IR Office, AMM, July 2010

The governing board of LCCC consists of seven trustees elected from Laramie County with a non-voting representative selected from the Albany County Campus Advisory Council. The Board operates under a Policy Governance model.   LCCC is one of seven community colleges in Wyoming that are coordinated by and funded in part through the Wyoming Community College Commission (WCCC). In 1997, the Board adopted the following mission, values, and vision statements.

Mission Statement: Laramie County Community College is a dynamic learning center that promotes social and economic prosperity for the individual and the community.

Values Statement: The people who teach, learn, and work at Laramie County Community College have shaped the core values which have directed our mission and achievements. We recommit to these values to guide our decisions and behaviors as we seek to meet the changing needs, aspirations, and goals of the campus and the community. These values are:
- Educational excellence
- Integrity
- Respect
- Community

Vision Statement: Laramie County Community College is a comprehensive community college that provides educational opportunities for citizens of its service area by:
- providing technical/vocational education
- preparing students for four-year colleges
- providing developmental and basic skills education
- providing continuing education and community service programs
- providing a skilled labor force
- making the educational opportunities affordable
- providing academic support services for its students
- providing a variety of learning environments

We also enhance access to and utilization of advanced technologies for citizens of its service area by:
- providing an alternative to the traditional classroom
- providing state-of-the art training

Historically, LCCC's strategic plans were not data-informed or objectively measureable. Recent versions (1998 and 2003) were visioning documents that did not support the development of measurable outcomes or performance indicators. In 2008, the College began the process of developing a performance-based strategic plan. Adopted by the Board of Trustees on November 19, 2009, the plan has five strategic directions, which are listed below.
1. Maximize learning opportunities that foster student success
2. Engage the community through collaborations that are mutually beneficial
3. Ensure institutional effectiveness
4. Manage resources to support a dynamic organization
5. Strengthen the College through increased collaboration and communication

With the adoption of *Strategic Plan 2010 - 2015*, the institution initiated in spring 2010 the process of developing performance-based objectives for all departments and programs. This process will foster the development of a culture of evidence-based continuous improvement.

O1

LCCC's goals for student learning and for shaping an academic climate are defined by the College's mission, values, and vision statements (see introduction to this portfolio). With the adoption of the Strategic Plan in November 2009, each division within the College will be drafting operational plans which align with the Strategic Plan. The Strategic Plan and those operational plans embed quality improvement efforts for shaping the academic climate. General education student learning core abilities (outcomes) were developed during 2005-2006 (process described below). Under the current model, the primary mission of the general education component is to produce graduates who
- **L**earn responsibly by actively expanding their knowledge and skills;
- **C**ommunicate effectively through a variety of methods and media;
- **C**ritically think, using problem-solving strategies and creative methods; and
- **C**ollaborate and build community with others by interacting in a diverse, complex, and global environment.

The College offers 66 degree programs (AA, AS, and AAS) and 24 certificate programs. Twenty of these programs are available entirely online. Other key credit programs include general education and developmental education. The division of Workforce and Community Development offers career and technical education, professional development training, life enrichment courses, and concurrent and dual enrollment opportunities. LCCC also offers a program in ABE/GED and ESOL programs.

Educational systems, services, and technologies that directly support these instructional programs include:
- The library, which provides access to many print and electronic resources for student research as well as instruction on access and use of these resources;
- Cultural programming, such as the speaker series, theatre productions, concerts, recitals, and art gallery shows;

- Integrated technology services (ITS), which provides and maintains SMART classrooms, AV services, computer labs, and support for distance education programs;
- Student services, such as advising, counseling, admissions (including orientation), student records, and financial aid;
- Career pathway development (the process of building a template for the completion of a specific career program of study, including how to remediate any deficits that may hinder completion), career pathway coaching (the process of helping students complete the program), and internship opportunities;
- Campus Living and Learning programs, including residence life and student life activities;
- Business services (facilities); and
- Instructional services such as the Student Success Center, SAGE TRiO, and Disability Resource Center.

Faculty, staff, and administrators have embraced the use of technology to enhance the classroom experience and as a tool in providing services to students and other stakeholders. As a result, the College was named the #1 Tech-Savvy Community College in the nation for mid-size community colleges, according to the 2007, 2008, and 2009 Digital Community College survey.

O2

As a **comprehensive** community college, LCCC provides for the diverse learning needs of students and the community. In addition to instructional programs, LCCC has identified key organizational services that are critical to this vision. These are cultural programs and community development, promotion of lifelong learning, and civic engagement.

LCCC provides *cultural programs and community development* through events and activities such as the following.
- Cultural development activities include thirteen Cultural Series (e.g., Bank of the West Music Series, Gerald and Jessie Chambers Speakers Series, Esther & John Clay Watercolor Workshop, Union Pacific Business Series & Industry). Additional cultural development events are held in the art gallery, playhouse, concerts (CSO and other community groups), and the Ludden Library Diversity Program.
- Economic and workforce development activities include actively working with business and industry, as well as community economic development groups (Chambers of Commerce, Business Council, Cheyenne LEADS, Leadership Cheyenne, Leadership Wyoming, the Wyoming Department of Workforce Services, etc.), to identify and develop training, and support for new and existing businesses within the community as well as community events. Activities also include working with alumni, students, and businesses for entrepreneur education, career pathway exploration and career coaching, job placement and career support. Open enrollment and customized classes are offered in a responsive turn-around time.
- Conference services include facilities and support for community and other educational organizations (Boy Scouts, Vita Tax Services, Wyoming Latina Youth Conference, churches, Bar Association, school districts, youth organizations, University of Wyoming, Wyoming Business Council, Blood Drives, Health Fairs, etc.).
- The Career Center provides an opportunity for employers to recruit student and community workers for employment through career fairs. An online job posting is available for local and regional employers and for alumni, student, or graduate job seekers. In addition, the Center

and the newly opened "Hub@LCCC" provide career pathway assessment and exploration, job-seeking skills, and training on how to be successful in the workplace for community and college members.

LCCC *promotes lifelong learning* through the following services and activities, which also serve to augment academic programs.
- Actively participating in PK-20 related programs, such as SAGE TRiO, GEAR UP, high school programs, Partnership Diploma program, University of Wyoming (UW) outreach, and a growing number of articulation agreements with other higher education institutions. (See Category 9).
- Career pathway development in partnership with the Wyoming Department of Education, the Wyoming Department of Workforce Services, and business and industry. This includes the Hub@LCCC, opened in May 2010, which provides career pathway exploration and coaching to students and community members.
- Athletic programs. LCCC emphasizes the student in student-athlete to help the athletes accomplish long-term educational goals. (See Category 2 Results.)
- Basic skill development for job seekers such as assessing for the Wyoming Career Readiness Certificate and job skills professionalism in partnership with the Wyoming Department of Workforce Services.
- Life Enrichment classes for personal development, ranging from the SEEK program (Summer Enrichment Education for Kids) through Elder Hostel.
- Adult Career and Education Center (ACES), which offers ESL (noncredit) and ABE/GED/ASE programs.
- Foundation support of opportunities to enhance programs, address unmet needs and other distinctive objectives through employee mini grants, scholarships and student grants, international student support for recruitment and retention, and faculty and staff development.
- Child development activities and care for college and community members through an onsite facility.

LCCC's *civic engagement* activities provide opportunities for the College community to engage with broader community through:
- Strong college-wide participation in service learning. The service learning program combines civic engagement with educational development. Additionally, students are engaged through membership in clubs and organizations.
- Athletic team events, which promote community interest and support.
- An active Public Relations department, which provides communication (including a public master events calendar) to internal and external audiences about upcoming events, activities and the accomplishments of LCCC through news releases, radio and television talk shows, commercials, and printed advertisements, as well as the website.

O3

LCCC's key stakeholders are students (current and prospective) and their support networks, the community at large (business, government, and other higher education institutions), as well as internal groups (faculty, staff, and donors). The College's adopted Strategic Plan addresses the needs of these stakeholder groups.

Table O3: Needs and Expectations of Stakeholder Groups

Stakeholder Group	Needs and Expectations
Students and their support networks	• Accessibility, i.e. the amelioration of all barriers • Flexible scheduling • A relevant education, including access to and instruction in the use of information and current technologies • Adequate support • High quality, including excellent service • A wide range of opportunities for intellectual and personal growth • Good classroom experiences with qualified, accessible teachers and a focus on student learning • Student success and safety.
Recipients of students	• A timely response in meeting emerging workforce needs • Partner both proactively and responsively in economic development • Statutory compliance • Accreditation • Collaboration with other agencies • Skilled graduates who are prepared for their next undertaking
Community at large	• Accountability • Life enrichment and professional development opportunities • Cultural events • A timely response in meeting emerging community needs • Community services • Statutory compliance • Accreditation • Collaboration with other agencies
Internal stakeholders	• Positive work environment, including a sense that they are valued and their ideas are respected • Inclusion and transparency in decision making • Prompt and clear communication • Professional development opportunities, including job training as needed • Interdivisional/interdepartmental cooperation • Accountability and integrity (including compliance with policies and procedures)

LCCC's primary competitors are the University of Wyoming, Colorado State University, the University of Northern Colorado, Regis University, and Chadron State College, as well as other regional community colleges, most significantly Front Range Community College, Western Nebraska Community College, and Casper College. In addition to these regional institutions of higher education, LCCC experiences competition from the growing availability of online education, for-profit training programs, and the workplace.

O4

Table O4 below shows the number of college employees by classification and status for fall 2004 and fall 2009. The number of full-time employees has grown by approximately 23% and the number of part-time employees has grown by 45%. Among full-time employees, the greatest growth occurred in the number of staff positions. For part-time employees, the number of faculty positions grew the most. At the same time, overall headcount enrollment grew by 12% while full-time equivalent (FTE) enrollment grew by 18%.

Table O4: LCCC Employees by Job Classification and Status

Job Classification	Full-time			Part-time		
	Fall 2004	Fall 2009	Change	Fall 2004	Fall 2009	Change
Faculty	88	91	3	176	273	97
Administrators	21	26*	5	0	0	–
Professional Staff	56	88*	32	12	59	47
Educational Services Staff	99	121	22	99	85	-14
Total	**264**	**326**		**287**	**417**	

*Includes six staff and one administrator who had teaching duties as part of their job descriptions.
Source: IPEDS HR Survey, 2005 and 2009

In April 2004, the Board of Trustees adopted a policy governance model. Under this framework, the Board has one employee, the College President, who has responsibility for recruiting, selecting, employing, and terminating all other employees. The College's organizational structure is shown in Figure O4 on the following page.

Additionally, the College human resources pool consists of many uncompensated or "volunteer" contributors such as the Board of Trustees, advisory boards, the LCCC Foundation Board, and participants in various ad hoc activities. A third major area of human resources is comprised of student employees who support operations in many areas of the College. Finally, in addition to these human resources, the College contracts for some support services. See Category 6, Supporting Organizational Operations, for more information.

Position descriptions and personnel evaluations help to align practices with leadership decisions. However, not every position has a description and not all employees are evaluated annually. The recently completed Performance Management System Action Project has made recommendations addressing these issues.

Figure O4: LCCC Fall 2009 Organizational Chart
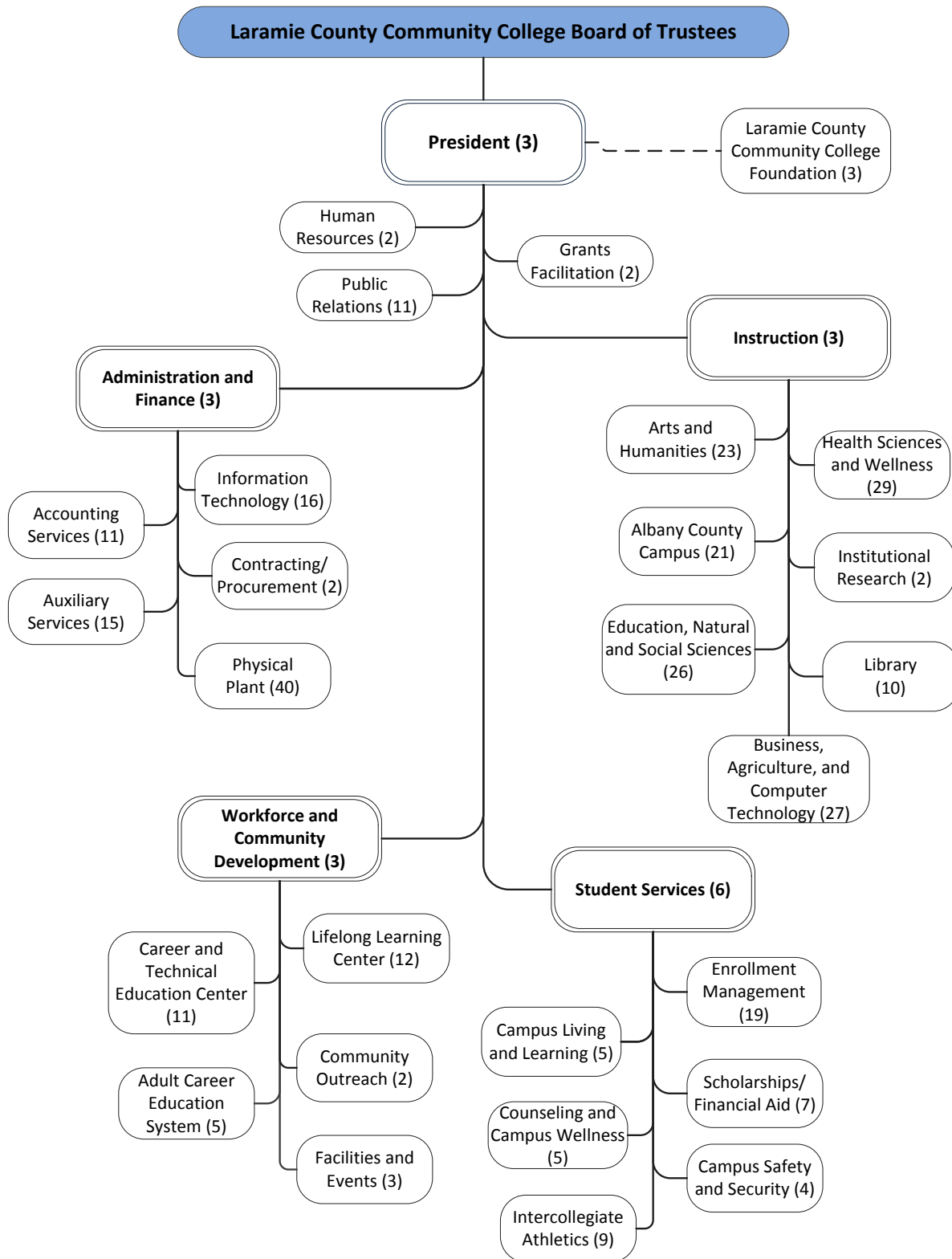
O5

The Board of Trustees and the President (or their designees) maintain communication with the Wyoming Community College Commission, the State of Wyoming, and applicable accrediting agencies to ensure that the College is meeting the requirements of oversight entities. The College's Strategic Plan is aligned with the *Wyoming Community College Commission Statewide Strategic Plan* (http://legisweb.state.wy.us/ReportsDue/2009/649.pdf).

The elected Board of Trustees develops and approves the mission, vision, and values statements. The Board selects a President who is directed to oversee the development, implementation, and continuous improvement of processes, policies, and human resources in support of the College's mission and vision. The Board also monitors these activities through a series of regular reports, described in the Policy Governance manual.

LCCC endorses the values of educational excellence, integrity, respect, and community. In 1998, the consultative feedback process was established to align decision making and communication with these values. As LCCC has implemented AQIP and continuous improvement practices and principles, the College has focused on improving this alignment. These efforts began with the August 2009 Climate Survey, which generated the Leading and Communicating Action Project charged with defining issues and making recommendations for improvement. The data indicated a significant level of perceived distrust in communication and decision-making. That project lead to the initiation of two more action projects (college-wide College Council and Define Organizational Structures and Processes) and several quick fixes.

O6

LCCC is a publicly-funded comprehensive community college. The operating budget is based on three main sources of revenue: state appropriations, local appropriations, and tuition and fees. The Strategic Plan includes Strategic Direction 4 – Manage resources to support a dynamic organization.

The College's key administrative support goal within this framework is to provide the services, facilities and equipment needed by various stakeholder groups to achieve their respective objectives. LCCC provides a network of systems designed to support the institutional mission, vision, and values. These support systems are aligned with the College's mission, vision, and values through the recent implementation of the newly adopted Strategic Plan (See Table O6). In the most recent budget cycle, all units of the College, including these support services, developed operational plans, which included goals and objectives, and budgets that were also aligned with the institution's strategic plan.

Numerous offices exist to provide support addressing administrative and student support needs. Table O6 presents examples of these functions, organized by stakeholder group served.

Table O6: Support Services and Facilities by Stakeholder Groups Served

Stakeholders Served	Services	Facilities and Equipment
Students *Strategic Direction 1*	Admissions Advising Career Center Counseling Financial Aid International Student Services Recruitment Registration Student Life Testing Tutoring Accounts Receivable/Cashiering	Disability Resource Center Educational Equipment PE Facilities Residence Hall SMART Classrooms Student Computer Labs Student Support Center Classroom/Lab Space = 131,400 ft^2 Arena (including stalls) = 85,000 ft^2
Community at Large *Strategic Direction 2*	Life Enrichment Courses Workforce Development Training Center for Secondary Students	Center for Conferences and Institutes Training Center
Internal Groups *Strategic Directions 3, 4, 5*	Accounting Administrative Professional Academy Budget Office Center for Learning Technologies Grants Human Resources Institutional Research Leadership Academy Payroll Purchasing/Contracts	Educational Equipment PE Facilities
All Groups	Audio/Visual Services Bookstore Career Pathway Hub@LCCC Childcare Center Foundation Grounds Integrated Technology Services Library Physical Plant Maintenance Public Relations Safety and Security	Arena AV Equipment Cafeteria Total Space (Cheyenne Campus and ACC) = 650,000 ft^2

O7

Laramie County Community College selects and collects data and information to support decisions affecting student learning, institutional objectives, and continuous improvement. The College collects data for tracking daily operations and program evaluation in response to accreditation and other stakeholders. Data collection is driven by the reporting requirements of various internal and external audiences and regulations.

Internal audiences include the Board of Trustees, College administration, faculty, and student services personnel. In the mid-1990s, the College established an Institutional Research (IR) office to meet its research and data collection needs. The IR office works with the various programs, departments, and divisions to provide support for design and collection of data. The IR staff works to provide standardized data collection and reporting to facilitate data-enhanced decision making in a culture of continuous improvement (Strategic Goal 3, Ensure Institutional Effectiveness).

External audiences include agencies such as the State of Wyoming, Wyoming Community College Commission (WCCC), National Center for Educational Statistics, various grant providers, and both institutional and program specific accrediting bodies. Regulatory requirements include federal mandates, financial aid rules, human resources guidelines, the ADA, homeland security regulations, and the Cleary Act, among others.

The College uses Datatel's Colleague as its primary administrative database and student information system. In addition, as a part of efforts to enhance the classroom experience and to provide services to students and other stakeholders, LCCC has adopted EaglesEye (Campus Cruiser) as a Colleague portal and ANGEL as the online course management system. One challenge encountered in this area is integrating and supporting these systems.

Several departments maintain "shadow" databases. These contain information that is important in reporting on institutional effectiveness. These reports are produced through regularly scheduled and ad hoc requests. Coordinating these shadow databases is another challenge the College faces.

O8

At the core of the College's mission is the belief that LCCC is a dynamic participant in maintaining and developing the well-being of individuals and the community at large. This belief is evident in the mission, values, and vision statements presented in the introduction. Recent enrollment growth functions as both a challenge and opportunity in the face of funding and resource constraints.

The College is committed to support the state interests defined in the *Wyoming Community College Commission Statewide Strategic Plan* (October 2009). Related to these, LCCC has established five strategic directions:
1. Maximize learning opportunities that foster student success,
2. Engage the community through collaborations that are mutually beneficial,
3. Ensure institutional effectiveness,
4. Manage resources to support a dynamic organization, and
5. Strengthen the College through increased communication and collaboration.

Key constraints include statutory limitations as well as requirements of state agencies and accrediting bodies. However, the major constraint is the College's funding stream. LCCC has statutory constraints on local appropriations; the Board of Trustees has the authority to levy property taxes only in Laramie County, although the College operates a branch campus in Albany County. Another funding constraint is that tuition is set by the Wyoming Community College Commission.

Key challenges include ongoing funding limitations, enrollment growth, and limited capacity for growth in some areas (including human resource capacity). The formula for distributing state funds to the seven community colleges has been in flux for several years. In addition, the recent economic downturn has resulted in increasing demands on these limited resources. Another challenge is the large proportion of relatively new employees at the College. Fifty-three percent (53%) have been at the College less than five years (due to retirements and program expansions). Finally, a lack of adequate or consistent transparency in decision making and planning processes (see Category 5) is a challenge.

Key opportunities include increasing demand for programs and services, including developmental, academic/transfer, career/technical, and workforce development programs. The College is situated at the cross-road of two major interstate highways within an hour's drive of four major universities. The growing relationship between LCCC's Albany County Campus and the University of Wyoming in particular presents another growth opportunity. The national economic downturn has had a much more subdued impact on the State of Wyoming in general and southeastern Wyoming in particular. The College participates in efforts with community development agencies to support economic growth, including bringing new business and industry into the area. This provides increased recruitment opportunities, especially for health programs, and a wider range of career and transfer options for students. Finally the high percentage of new employees, with a high level of energy and enthusiasm, presents opportunities.

O9

LCCC maintains collaborative relationships designed to support all aspects of college functions with a variety of internal and external groups, as summarized below. The annual *Partnership Report* describes these in more detail and is available at http://www.lccc.wy.edu/about/statistics/partnerships.

- Feeder institutions, such as local school districts
- University of Wyoming
- Other state and regional higher educational institutions
- State agencies such as the Wyoming Department of Workforce Services, Wyoming Department of Education and the Wyoming Business Council
- Local and regional businesses and industries
- Community development partners, including the Arts Council and the Cultural Series
- Program advisory councils
- Wyoming Community College Commission and other state agencies
- Service learning partners, both external (local businesses and agencies) and internal (faculty and student groups)
- Internal collaborations such as the Quality Council, the Educational Services Staff Council, and other standing and ad hoc cross-functional teams