



OFFICE OF THE PRESIDENT
Dr. Joe Schaffer

MEMORANDUM

DATE: June 13, 2025

TO: LCCC Board of Trustees

CC: President's Cabinet

FROM: Dr. Joe Schaffer, President

RE: FY25 Self-Evaluation and Proposed FY26 Goals

During my tenure at LCCC, I have made it a practice to comply with the assessment of my performance in a fashion that aligns with the Board's Policy 1.3.2 *CEO Evaluation and Accountability*. This policy describes five components of the evaluation process that include goal setting, reporting on institutional effectiveness, a mid-year progress update, an annual self-evaluation, and a comprehensive review of the President's performance by the Board. I have focused on ensuring the first four components are delivered each year, whereas the latter is in the purview of the Board, and I am pleased that you have endeavored to engage in and continue to improve the CEO Evaluation process of the Board of Trustees.

This memorandum serves as my final self-evaluation in alignment with your policy. In past years I have incorporated aspects of a 360 Feedback Survey I have self-administered to assess my performance on a more comprehensive level, however that will be excluded again in this self-evaluation as you have implemented a 360 assessment as part of the Board's evaluation process for the President. Thus, within this document I will provide a comprehensive self-assessment of how I believe I have performed over the past year. This assessment will focus on three primary performance domains we evaluate of all employees:

1. Function-Based Performance – how I have fulfilled the primary functions of my position and the expectations for a chief executive.
2. Behavior-Based Performance – how I have behaved in carrying out my work, especially as it aligns with the College's mission, vision, and values.
3. Objective-Based Performance – how I have satisfied the goals we set for me in FY24.

I will conclude this memorandum with my proposed goals for FY26.

Have I fulfilled the Functional Performance expectations of the position of President?

As I have shared in the past, to me, fulfilling the functional requirements of any position is the lowest level of expected and appropriate performance. You hired me as the president of LCCC to do some basic things first and foremost. These responsibilities are effectively outlined within my contract for employment. They include

fourteen specific “duties as president” which are then compiled into areas for the Board’s evaluation of my performance with the section titled “Term of Appointment and Evaluation.” The areas for evaluation as stated in the contract state:

The evaluation shall include, but not be limited to: Board-President relationships; community relations; staff, student, administrative and faculty relationships; educational programs; business and financial matters; professional and leadership achievement; and the achievement of previously set goals and objectives.

I will address the goals and objectives aspect later in this memorandum. The other areas are what I would consider the general function-based components associated with my role as President. Overall, I believe I have met these expectations. I offer the following statements to help clarify my belief in this regard.

- **Board-President Relationships**

I have maintained a collaborative and transparent relationship with the Board, grounded in mutual respect and open communication. Our work together has been strengthened by consistent engagement, shared strategic priorities, and a deep commitment to institutional success. The forthcoming results of the Board’s 360-degree feedback survey will provide important insight into the strength and effectiveness of these relationships.

- **Community Relations**

My long-standing, positive relationships within the community are built on years of active engagement, listening, and responding to local needs. These connections have helped the College remain aligned with regional priorities and have directly informed the development of relevant academic programming. The continued community support for LCCC reflects the strength of these relationships.

- **Staff, Student, Administrative, and Faculty Relationships**

Across all constituencies, faculty, staff, students, and administration, I have worked to cultivate an inclusive, collaborative, open, and respectful culture. I believe these relationships are marked by trust, shared purpose, and open dialogue. My leadership approach is grounded in transparency and accountability, ensuring that all voices are valued in the decision-making process.

- **Educational Programs**

Our educational programs are thriving. We recently celebrated the largest graduating class in the College’s history, a testament to the strength of our academic offerings and the commitment of our faculty and staff. Enrollment has increased for three consecutive semesters, and early indicators for the fall are very promising. In addition, we have successfully launched new programs tailored to identified community needs, further aligning our mission with regional workforce demands.

- **Business and Financial Matters**

Despite ongoing volatility in our revenue streams, the College remains on firm financial footing. We have maintained clean, near-impeccable audits, and we continue to refine our budget model to ensure long-term sustainability. Our financial strategies are designed to balance responsible stewardship with flexibility to pursue strategic investments that move the College forward.

- **Professional and Leadership Achievement**

My leadership extends beyond the campus, with active involvement at the local, state, and national levels. These efforts are recognized and accessible through public forums and professional networks, affirming my commitment to advancing higher education and contributing to the broader dialogue shaping our field. I hope that the visibility of this engagement reflects positively on the institution and serves as a model for public service and leadership.

I hope these statements illustrate why I believe I am meeting the expectations for the President, or if you and those I work most closely with in my role as President, perceive I am performing differently in these areas, will be illuminated through the results of the evaluation process and in our subsequent conversations.

Have I fulfilled the Behavioral Performance expectations of the position of President?

Often, our most significant performance challenges are not grounded in our abilities to fulfill the functions of our position, but rather how we behave when we are carrying out the work. Functional performance looks at the “what” whereas behavioral performance focuses on the “how.” Thus, behavior-based performance pertains to how others perceive I behave while I am carrying out my duties as President, especially as it pertains to the College’s mission, vision, values, and how I lead and interact with others. Historically, these elements have been addressed throughout the questions in my 360-feedback report. I anticipate and hope this feedback will come through the results of the 360-feedback survey you are implementing this year.

That said, I do believe I continue to “walk the talk” and behave in a way that is both aligned with our organizational culture, our core and aspirational values, and the general expectations for an executive to lead in the times we are living. That isn’t to suggest I don’t have areas to improve, or at least some behavioral characteristics to be aware of and mitigate because of the potential for negative perceptions or impact to my influence in this work. As I have shared in the past, I know some of these do exist – my conviction that can be perceived as an unwillingness to listen or include, my need to make sure expectations are clearly stated and supported, my tendency to just want to fix issues rather than supporting others to find their path to solutions, etc. I continue to work on and manage these shortcomings and always welcome timely reminders when these behaviors emerge.

Have I fulfilled the Objective (Goals) Performance expectations of the position of President?

The last area of my self-evaluation pertains to my objective-based performance. In the following, I will provide you with the outcomes of the goals we collectively established for this year. While I am excited and proud to share the progress on these goals, I want to be clear that the accomplishments I share are the direct result of the efforts of many, many others at LCCC. To that end, and as I have in the past, I want to highlight those individuals and groups who have helped make the achievement of these goals possible.

- 1. Unlocking Opportunity** – As you know, the Unlocking Opportunity Network is focused on closing equity gaps and increasing the number of students enrolling in high-value programs to help ensure they have real access to post-graduation outcomes of securing a living wage or advance standing as a student at a transfer institution. We have focused our efforts on the following seven (7) strategic priorities, and these individually and collectively will remain at the top of my priorities for FY25.

a) *Clear Transfer Pathways*

Expected Outcomes in FY25: Demonstrable progress in the joint effort with UW on improving transfer, to include implementation of a pilot joint advising program, strengthening dual admissions processes, and establishing curricular pathways on our priority transfer programs identified in the UO project.

Outcome: We have established a formal partnership with UW (referred to as the “Express Transfer Agreement” or ETA). ETA provides dual admission, dual advising, guaranteed program paths, and early exposure to UW for students in our transfer degree (AA and AS) programs. We started this year with Early Childhood Education, Secondary Education, Criminal Justice, and Business/Accounting. The first students piloting ETA are engaged now, and we are on path to expand this to include three other programs (Psychology, Computer Science, and Communication and Creative Arts) in Fall 25, and all transfer programs in 2026.

Key Contributors: Dr. Kari Brown-Herbst, Jen Ewing, Damien Kortum, Jeff Shmidl, Joel Funk, Tyrell Garton, Dr. Gavin Martin, Ron Medina, Renee Nelson, Dr. Danielle Jensen-Ryan, Caroline Soules, Kyle Moore (UW)

b) Value-Added Student Paths in the HSW Pathway

Expected Outcomes in FY25: Health science programs will have neared completion on aligning their pre-requisite coursework to the fullest extent possible, a new AAS degree with integrated value-added credentials/skill-sets will be moving through the approval processes, and a common application for closed programs will be in place to allow students to apply for multiple programs at the same time.

Outcome: This year, you, as the Board, approved the new AAS Degree and two integrated Credit Diplomas, Medical Assisting and Medical Records Specialist. These programs have been approved by the WCCC, HLC, and the US Department of Education this spring, and they are ready for students starting this Fall. The program is uniquely designed to solve challenges aligning pre-requisite coursework for our closed Health Sciences programs, integrating early, courses tied to recognized certifications (e.g., CNA, phlebotomy, etc.) and for students who do not enter a closed program after the first year of this program, they can choose one of the Credit Diplomas to complete the AAS degree, giving them a valuable post-secondary credential and another leg up on entry should they apply again for a closed program.

In addition, through incredible work by Dr. Brown-Herbst, as well as many program directors, faculty, and staff in the School of Health Sciences and Wellness, we will launch a single, common application for all but one of our closed programs. This will make the application process more transparent, more seamless, and will provide multiple options for students who may be interested in more than one program. I anticipate that this ground-breaking work will be highlighted for national consumption by the Aspen Institute and the Community College Research Center as part of our involvement in the Unlocking Opportunity Network.

Key Contributors: Dr. Kari Brown-Herbst, Kaycie Kilmurray, Bryan Wilson, Alex Barker, Carole Boughton, Dr. Jill Koslosky, Jennifer Markus, Starla Mason, Jamie Mckim, Danielle Opp, Dr. Marie Yearling, Dr. Karen Bowen

c) Pathways-Aligned, Equitable Dual/Concurrent Enrollment

Expected Outcomes in FY25: All of LCCC's dual and concurrent enrollment students in our partner high schools will have declared one of LCCC's eight pathways. There will be demonstrable progress on the integration of early career exploration for these students, and they will be provided with improved academic planning. As a result, increasing numbers of low-income students will be enrolling in dual enrollment.

Outcome: LCCC, in partnership with LCSD#1, is launching *LCCC Accelerate*, a pilot program focused on helping high school students in LCSD1 strategically complete up to 24 college credits, in a specific pathway, prior to high school graduation. It is our goal in the first year of the program (beginning Fall 25) to engage 100 students, with at least 50 from our target audience of low-income and first-generation students.

Accelerate is a five-year pilot program focused on improving high school graduation and college continuation rates - particularly among low-income and first-generation students—by integrating intensive career exploration, strategic use of dual/concurrent enrollment, and financial support. Launching in fall 2026, students will work closely with school counselors and LCCC success coaches to complete college-aligned coursework during high school. Those who graduate on track with a 2.0 GPA or higher will receive one free year at LCCC to continue their studies. By aligning early college credits with students' postsecondary goals, *Accelerate* aims to reduce cost

and time to completion across all eight LCCC Pathways.

We estimate that over the five years of the pilot program, we will need approximately \$1.2 million to support the programming, operations, and provide the dual enrollment and first year scholarships to participants. I am very proud to state, in partnership with the LCCC Foundation, we have already raised \$500,000 for *LCCC Accelerate*!

Key Contributors: Lisa Trimble, Blake Paintner, Jill Stringer, Chelsea Felton, Hollie Galluzzo, Janna Kestner, Jo McGuire, Nola Rocha, LCSD#1 Team

d) Individualized Success Plans

Expected Outcomes in FY25: The construct and design of the LCCC Individual Success Plan (ISP) will be nearing completion and prepped for implementation in the 2025/2026 academic year. This will include demonstrable progress on the implementation of tools/processes to gather information from incoming students that will inform the ISP.

Outcome: The framework, or components, of the LCCC Individualized Success Plan (ISP) have been finalized. These include the things that we will work with every student to identify, develop, review, and modify to help them navigate college and our programs to stay on a path and complete. The first ISP's will be developed starting in the Fall, with much of this work occurring in the rebooted STRT 1000 course (see below). We are utilizing the Journeys features in our student success system (Navigate) to aid in the development, storage, review, and updating of student's ISP's. The Journeys feature is designed to help students understand and complete essential steps towards their goals. Designed to extend beyond mere course planning, these Journeys empower students to focus on proactive, forward-thinking milestones crucial to their college experience.

Key Contributors: Dr. Melissa Stutz, Alli McCown, Katie Shockley, Jenna Groendal, Brendon Larsen, Josh Thein, K.D. Thurman, Melissa Williams, Ben Herdt

e) STRT 1000: Strategies for Success Reboot

Expected Outcomes in FY25: The revised curriculum for the STRT 1000 course will have moved through the internal approval process for delivery in the 2025/2026 academic year. This will include instructor training.

Outcome: An interdisciplinary team of LCCC Faculty and Staff have been working hard to redesign (reboot) the STRT 1000: Strategies for Success curriculum. This spring a Master Course shell, including general learning activities and assessments, aligned to the updated five course competencies, was created, institutionalized and adopted for all sections of STRT 1000 beginning this coming Fall. The team is currently working on developing general learning activities and assessments for each of the five course competencies. These will be housed in a repository and available to be used by this summer. Training for Pathway Coordinators and other faculty teaching STRT will be conducted this summer.

I am especially proud of the work that has gone into redesigning our first-term, student success course. This course is the foundation for helping students build relationships, connect with people and resources that will help them be successful, do deep career exploration, and develop their Individualized Success Plan (ISP).

Key Contributors: Meghan Kelly, Trent Morrell, Nicole Beumer, Ian Caldon, Tyler Garrison, Taylor Guerra, Thyra Page, Caleb Perriton, Maggie Swanger, Bret Zerger

f) Student-Focused Course Scheduling

Expected Outcomes in FY25: Students will be able to see and register for an entire year of courses, starting with 2025/2026 academic year (Fall 2025, Spring 2026, Summer 2026). In addition, there will be demonstrable progress on the establishment of at least one program in each pathway that can be completed entirely through eight-week courses.

Outcome: This specific initiative has morphed some over the course of the year. Originally, we anticipated the focus being on building year-round course schedules. However, as the team conducted their research, they realized that if LCCC were to move discernably into a default 8-week course offering, it would be best to address the work of that conversion prior to adjusting scheduling practices and other goals associated with this initiative.

At your January Board retreat, we spent considerable time discussing the shift to 8-Week courses as the primary method of instructional delivery at LCCC. At that time, I also outlined the process LCCC will use to further research, and plan, for the potential implementation of 8-week courses as the default delivery modality. To date, we have conducted a study and held a student focus group on general scheduling items, held 21 feedback sessions, conducted a literature review, and sent teams to visit institutions across the nation who have successfully implemented 8-week course delivery or engaged them virtually.

The committee anticipates delivering their prospectus (business plan) that will provide a timeline for implementation, budgetary needs, and a recommendation to proceed or not, along with any special considerations, later this summer, and that will be presented to the Board at your August Retreat, as well as shared broadly with campus at that time.

Key Contributors: Dr. Kari Brown-Herbst, Sheridan Hansen, Stacy Maestas, Janine Bangerter, Joe Gricar, Dr. Erin Nitschke, Ashleigh Ralls, Shereen Matheson, Melanie Young, Dr. Shannon Zavorka

g) The LCCC Student Experience

Expected Outcomes in FY25: The broad organizational framework for organizing the elements of the LCCC Student Experience (e.g., STRT and TRX Management, Applied Learning, etc.) will be finalized. Personnel and staffing structure will be moving through the approval processes. The structure for required applied learning experience will be in the approval process, and potentially into pilot implementation with select programs.

Outcome: Through impressive work of an interdisciplinary committee of LCCC faculty and staff, we have established a general framework for the Unique Student Experience. More specifically, we believe this experience is curated by ensuring all credential-seeking students at LCCC:

- Will have an exceptional, impactful first impression of the College, and that impression is strengthened throughout their initial engagement and onboarding.
- Will see themselves as part of a vibrant and engaging community, both on and off campus, where they feel they belong and are connected to others who share similar interests and can help them succeed in college and beyond.
- Will be inspired early on in their time at LCCC to consider, develop, and establish their educational, personal, and career goals.

- Will develop a plan for their time at LCCC and beyond that aligns with those goals and have that plan reviewed and updated as they progress to completion.
- Will participate in experiential opportunities that actively engage them in the learning process.
- Will be transformed by doing something meaningful that applies learning inside LCCC to experiences beyond the classroom, preparing them to succeed in life after LCCC.
- Will be prepared and excited for what comes after LCCC, leading to a successful transition to their “next steps” in life.

We have begun the organizational implementation of people, programs, and activities to deliver the unique LCCC Student Experience at LCCC. You will receive a more comprehensive overview of this at your June 2025 Board meeting. This direction is unique, and a bit of a risk, but we believe that the experience college students have during their journey will be essential in differentiating LCCC in what is becoming an increasingly competitive marketplace.

Key Contributors: Justine Essex, Jennie Hedrick, Amanda Brown, Dr. Ami Wangeline, Scott VanHorn, Dave Curry, Kacee Hansen, Melissa Nelson, Angie Parks, Mike Uribe

- 2. Strategic Plan Update and Implementation** – In addition to the work associated with the Unlocking Opportunity components within the LCCC 2030 Strategic Plan, I will remain focused on the implementation and completion of other aspects of the plan. Under each goal, there are some strategies and initiatives that I will give specific attention to in the coming year to ensure their successes. These include the following:

- 1) Goal 1:** Guiding the institution through a comprehensive brand refresh/reset process based on the analysis and recommendations from our awareness and perception polling.

Expected Outcomes in FY25: LCCC will have engaged a firm to conduct the initial component of the brand research and refresh process. This would include recommendations for the approach to refreshing or reimagining LCCC’s brand to be delivered before the end of FY25.

Outcome: As you are aware, LCCC has engaged the firm EPICOSITY to guide our scope of work around brand research and refresh. To date, they have completed a brand audit (comprehensive review of the use of our logo, materials, website, etc.) as well as completing a competitor analysis examining how LCCC presence in the media, online, and other materials compare to six identified “competitors.” This included the University of Wyoming, Casper College, Chadron State College, Black Hills State University, Pueblo Community College, and Front Range Community College. They have also conducted numerous focus groups and are near completion of the internal and external survey of individuals to gauge current brand awareness and reception.

Their full report and recommendations will be provided to LCCC in late June. I anticipate this analysis, and my recommendations will be presented as a significant agenda item at your August 2025 Board retreat.

Key Contributors: Jusin Joiner, Lisa Trimble, Courtney Roberts, Joel Funk, Laura Patridge

- 2) Goal 1:** Research and implement initiatives to help use financial aid strategically and more equitably to achieve institutional goals in areas such as tuition waivers, improvements to scholarship application and distribution, and targeted need-based aid programs.

Expected Outcomes in FY25: Two primary outcomes are anticipated for this goal in FY25. The first would be to engage the LCCC Foundation in strategic conversations leading to proposed development priorities that would focus on major initiatives targeted at addressing significant affordability challenges. The second would be to convene an interdisciplinary working group at LCCC to research, develop, and propose new/modified institutional aid programs and approaches aligned with institutional goals.

Outcome: A few updates and progress in this goal area are worth mentioning. The first, as mentioned previously, is the recently approved development priorities with the LCCC Foundation that includes two key elements around affordability. One is the goal to secure funding to test the impact of targeted aid for low-income high school students who complete a program intended to get them on a path toward high school graduation, while utilizing dual and concurrent enrollment purposefully to advance towards a post-secondary credential at LCCC. This has been realized through the work of *LCCC Accelerate* (mentioned above). We have already secured a half-million dollars in private funding to support this effort.

In addition, as you are aware, we have launched the EDGE pilot program that provides in-state tuition rates for students from Colorado, Nebraska, and South Dakota who choose to enroll at LCCC. This program uses a tuition waiver that effectively waives the difference between the resident tuition rate and the Western Undergraduate Exchange, or WUE rate (generally 150% of resident tuition). The initial rollout of this program has generated a positive response with the fall marketing campaign resulting in engagement rates more than twice that of typical higher education campaigns. Applications, and early enrollments, from EDGE state are also positive (as mentioned previously).

Finally, Dr. Melissa Stutz and Lisa Trimble have convened working groups to review and improve the process for promoting and awarding LCCC Foundation Scholarships. This work has resulted in a more strategic and effective approach that enhances student awareness, encourages scholarship applications, and supports the College's goals of affordability, enrollment, retention, and reduced student loan dependency. The College has made notable progress in improving the scholarship process by enhancing collaboration between Financial Aid and the Foundation, streamlining student applications through upgrades to *AwardSpring* and new electronic supplemental forms, and piloting an internal electronic review system for awardees. Additionally, the Foundation has prioritized scholarship lists to help ensure timely and strategic awarding by the Financial Aid Office.

Key Contributors: Lisa Trimble, Dr. Melissa Stutz, Justin Joiner, Brandi Payne-Cervera, Nola Rocha, Justin Gorman, Lacey Shandera, David James

- 3) Goal 2:** Continuing to help the key areas on campus with implementation of strategies aligned to our SEM plan that result in increases in target population applications and the conversion of those applicants to enrollees at LCCC.

Expected Outcomes in FY25: Application numbers from target populations, specifically border states and out-of-service area Wyoming communities, will continue to increase and the overall conversion of applicants to enrollees will be higher than the previous year (point-in-time).

Outcome: We have been working over this past fall and early in 2025 to identify potential constraints to applicant conversion and have begun testing solutions that will allow us to remove these constraints. A team of individuals from Enrollment Services, Marketing and Communications, and Academic Affairs have been implementing solutions such as the

development of a master communication plan, implementing a new Customer Relationship Management (CRM) system, planning for expanded events for applicants, a more collaborative/coordinated course scheduling process, etc.

At the writing of this memorandum the results are mostly positive, but mixed. Applications from our targeted EDGE states are up, with the largest numbers from Colorado. Applications from Wyoming outside of LCCC's service area are still significantly higher than in 2023, but just slightly below this time last year. Laramie and Albany County applications are generally in line with the previous two years. Applicant conversion rates improve each week, and while I would like to see them higher, they appear to be higher than point in time comparisons to last year.

The result of applicant conversion efforts, and more broadly our SEM plan implementation is undeniably impressive. LCCC continues to have strong enrollment, with growth last Fall, this Spring, and this Summer. Fall 2025 enrollment, at the time of this memorandum, is also up. This includes new first-time freshman, strong continuing student enrollment, increases in re-enrolled students, and a continued trend of growth in dual/concurrent enrollment. Finally, the number of students who have committed to living on campus for Fall 2025 is substantially higher – both with returning students and new students – as compared to this time last year.

Key Contributors: Lisa Trimble, Dr. Melissa Stutz, Ben Herdt, Kaycie Kilmurray, K.D. Thurman, Blake Painter, Alli McCowen, Justin Joiner, LCCC Success Coaches

- 4) **Goal 3:** Advocating for changes to rules and/or statutes that allow community colleges to offer more than two applied baccalaureate degrees and, if successful, initiating the planning for additional offerings at LCCC.

Expected Outcomes in FY25: The cap on applied baccalaureate degrees will be removed from WCCC rule, and LCCC will have identified at least one new bachelor's degree to have the development process initiated.

Outcome: Last year (2024) the WCCC formed a working group to examine the rules around community college bachelor's degrees. Trustee Erickson served on that group, and at times I was consulted to help represent the Presidents. The WCCC approved updated draft rules that removed the cap on the number of bachelor's degrees the colleges can offer. Those rules were approved by the WCCC in February and have gone through the final approval processes with the Secretary of State and Governor's office. They are in effect now, as of June 4th, 2025.

While the final approval of the rules took longer than desired (but perhaps as expected), we have begun planning for the next applied baccalaureate degrees to be offered at LCCC. We have engaged in conversations and research pertaining to the emerging trend of three-year bachelor's degrees, and we have identified options in HSW for BAS degrees, among them diagnostic imaging and dental hygiene, applied finance and perhaps a path to a Certified Public Accountant, information technology fields, and behavioral health. I anticipate the development of at least one program to begin as early as this summer.

Key Contributors: Trustee Don Erickson, Dr. Kari Brown-Herbst, Academic Leadership Team, Dr. Dustin Eicke, members of the WCCC working group

- 5) **Goal 4:** Utilizing the findings from our inaugural participation in the *Great Colleges to Work For* survey, develop a plan to sustain areas of strength and improve areas where LCCC must improve.

Expected Outcomes in FY25: The initial plan for specific areas of focus for the College to improve areas identified as below benchmark in the Great Colleges to Work For survey will be developed and in early stages of implementation.

Outcome: The College's first administration of the Great Colleges to Work For survey was conducted in the spring of 2024. This past spring, we conducted our second administration (we are still waiting for the results). The President's Cabinet, assisted by analysis by the Human Resources and Performance and Planning Divisions, has conducted a comprehensive analysis of the areas where LCCC employees suggest we are doing well as a "great college" and areas where improvement is needed. A summary of results was presented to the LCCC campus community during the spring convocation.

Although there were only two areas where we outperformed the top comparator institutions, LCCC performed in many areas at or above institutional averages. Areas of strength include our culture, our benefits, employees finding meaning in their work, employees clearly seeing how their work impacts the institution and the community, etc. Areas for improvement include communication (especially around change that impacts individuals and their work), tying compensation and advancement to employee performance, and improving compensation overall. These areas, likely informed by the 2025 survey results, have and will continue to form the basis of the plan and actions that have been implemented and will be acted upon next year.

Key Contributors: Nancy Olson, Koreen Myers, Dr. Dustin Eicke, Sarah Smith, Shereen Matheson, Angie Parks, Melissa Dishman

- 3. Exterior Renewal Initiative** – In FY25 we will remain focused on the implementation of Phase I projects, and at a minimum, the completion of the CCI Building Exterior Renewal and the initiation of the Training Center and Administration buildings' renewal. In addition, a significant component of this goal will be to help shepherd the Phase II funding requests through the State Building Commission, the Governor's Office, and in the 2025 Legislative Session.

Expected Outcomes in FY25: Three primary outcomes should be achieved because of this effort. The first is the successful completion of the CCI Building Exterior Renewal. The second will be the completion of the design of the Administration, Training Center, and Automotive Technology buildings. Finally, the third would be successful approval and funding for Phase II of the renewal plan by the Wyoming Legislature.

Outcome: I will start my comments with where I failed this year. The Phase II exterior projects made successful progress through the necessary approval process - approval and positive ranking by the WCCC, approval by the State Building Commission, and recommendation and inclusion in the Governor's proposed supplemental budget for FY26. While I believe we advocated hard and successfully, at the end of the legislative session the Legislature did not pass a state-funded capital construction bill. Therefore, the funding and authorization for Phase II exterior renewal did not occur. I was optimistic, especially knowing that LCCC's renewal projects were the only funded capital construction projects for community colleges in the bill all the way through it dying at the end of the session in Senate Appropriations. I have already begun working to ensure Phase II is considered in the 2026 budget session.

Where we have made great progress, however, has been in the completion of the CCI building as well as the progress on our next three buildings – the Administration, Training Center, and Automotive Technology buildings. The design for those buildings was completed and approved by the Board late last fall. We successfully put these out to bid (and received very favorable bid results), and construction on these buildings is slated to begin this month.

Key Contributors: Rick Johnson, Bill Zink, Mark McGuire, Rick Evelo and the Grounds team, the Physical Plant team, the Wyoming Construction Division

4. **Learning Spaces Master Plan** – Included within the proposed FY25 budget is funding to engage the campus community in a planning process to assess, design, and plan for renovations and addition of learning spaces. Given your approval of the budget, I will focus my efforts on a goal leading to the creation of a Learning Spaces Master Plan that would shape our collective interests in considering how our current instructional spaces need to be updated, renovated, and aligned with the future of teaching and learning at LCCC.

Expected Outcomes in FY25: The Learning Spaces master planning effort will be well underway and nearing completion by the end of FY25. The process will be inclusive and engage a broad swath of the campus community. Look for a presentation of a final plan to the Board in the fall of 2025 (early in FY26).

Outcome: In late 2024, a small group of stakeholders was convened to better understand campus concerns and wishes around “learning spaces”. The group helped characterize the ideal space, highlighting such needs as flexibility in configuration, technology capabilities, safety, and aesthetics. From this, a scope of work was developed and the RFP process was initiated. In early January, at our request, the chosen vendor (Stasis) met with the committee to redefine the scope, and to identify what their team needed from us to proceed. A comprehensive and categorized inventory of academic spaces has been provided by Dr. Brown-Herbst, and Stasis has begun refining their proposed approach. The goals are for the plan to provide direction on how LCCC begins the redesign of our learning spaces in a prioritized and calculated way so that it increases the space availability for a wide variety of purposes.

We were successful in working to refine the scope of work and complete a contract with Stasis and their partners. The development of the learning spaces master plan will commence this summer, and we have included some funding for the initiation of space modifications in your proposed FY26 budget, and thus I anticipate seeing some of the first actions deriving from the plan to occur in the spring of 2026.

Key Contributors: Rick Johnson, Dr. Kari Brown-Herbst, Bill Zink, Mark McGuire, Andy Corbin, the Academic Leadership Team, Stasis Architects

PROPOSED FY26 GOALS

As I have done in the past, I will conclude this self-evaluation with my suggestions for the goals I would like to pursue in the coming year. My suggestions are just that, suggestions. I work at your pleasure, and thus I will defer to you for concurrence or redirection on my proposed goals. It is my hope that the final goals, which you ultimately approve, demonstrate we are of the same mind for the priorities set for FY26. In addition to those presented below, much of my time will continue to focus on prioritized aspects of the LCCC 2030 Strategic Plan.

1. Finishing work from FY25

- a. **Institutionalizing Unlocking Opportunity Efforts** – Many of our strategies associated with Unlocking Opportunity are nearing project completion and implementation. Some will be phased in, some fully institutionalized by the Fall of 2025. Many will require further decisions and guidance to move to full institutionalization. These include a recommendation on conversion to eight-week formats for classes, fully implementing the LCCC Student Experience, scaling the Express Transfer Agreement (ETA) work with UW, and the LCCC Accelerate program.

- b. **Learning Spaces Master Plan** – The team is poised to engage fully in the planning process beginning this summer, and I expect to see a completed plan, and perhaps early implementation of some learning space improvements in FY26.
 - c. **Approval of Phase II Exterior Renewal** – While the exterior renewal project continues to advance, and we can expect completion of the Administration Building, Training Center, and Automotive Technology buildings in FY26, we must try again to secure Legislative approval and funding for the Phase II projects that were not approved in this past session.
 - d. **LCCC Brand Changes** – By mid-summer, I anticipate receiving the findings and recommendations from *Epicosity* on if and how LCCC must improve our brand as we enter a broader market. Regardless of the specific recommendations, I believe there will be changes that we will have to consider and ultimately act upon. This work should, at a minimum, begin in FY26.
- 2. **Implementing Early Student Engagement and Success Monitoring** - Stated previously, overall student enrollment and outcomes at LCCC continue to improve. For us to break through into new levels of higher student success, we will have to be more precise in targeting our services and support. In FY26, I would like to work with campus to implement curriculum-wide processes for monitoring early semester engagement and academic progress for certain student populations that do not persist or succeed at the rates of the general population. These would include low-income students, first-generation students, and possibly our first-time cohort's (full-time and part-time).
- 3. **Expansion of Applied Baccalaureate Degrees** – With the successful removal of the WCCC rule capping the number of bachelor's degrees community colleges can offer, we are not positioned to start the expansion of these programs at LCCC. In FY26, I would like to make sustained progress towards implementing at least two additional applied baccalaureate degrees tied to area of opportunity, student demand, and state/regional need.
- 4. **Building/Strengthening Relationships with Policy Makers** – I am proud of the strong, sustained relationships we have had with our Legislators and other elected officials. However, many new faces have entered these seats, and it appears timely to focus my effort on helping build new relationships or strengthen existing ones with these key stakeholders. As part of this goal, I would also like to help others, primarily members of the Board of Trustees and the President's Cabinet, establish meaningful relationships with these people.
- 5. **TBD** – There are other areas I have contemplated focusing on in FY26 in my goals. I would like some discussion and guidance from the Board on these ideas and ultimately determining which should rise to the level of the president's priorities. Some initial ideas include the following:
 - a. Conducting a Comprehensive Listening Tour
 - b. Examining the Major Constraints to Improved Internal Communication
 - c. Engaging in a Structured Futuring Process
 - d. Formalizing Institutional Strategy on Artificial Intelligence

I look forward to your feedback on these proposed goals, as well as the summary of your evaluation process. Of most interest to me, however, will be your assessment on my performance this past year as your President. While I say this every year, it is with deep sincerity that I share just how much of an honor and a privilege it is to lead LCCC and to work with such a fine group of trustees, executive leaders, faculty, staff, and students. Thank you for providing me with this opportunity. I will continue to give my utmost effort towards the progress and ultimate achievement of our mission, our strategic plan, and the goals we collectively set for the coming year.