



WELCOME TO
Convocation

2025 STATE OF THE COLLEGE

Presented to the LCCC Campus Community
Monday, August 11, 2025
Dr. Joe Schaffer, President

FALL 2025

LCCC BOARD OF TRUSTEES



Janine Thompson, Chair



Jess Ketcham, Vice Chair



Don Erickson, Treasurer



Dr. Kathy Emmons, Secretary



Bob Salazar, Trustee



Wendy Soto, Trustee



Carol Merrell, Trustee

NEWEST GOLDEN EAGLES



Elliana James Ivanoff
November 7, 2024
Parents: Ariel and Lucas
Ivanoff



Piper Mae Temte
July 22, 2025
Parents: Alexa and Ian Temte





JASON HAMILTON
GROUNDS SPECIALIST II
AAS TRADES & TECHNICAL STUDIES, LCCC





JENNIE HEDRICK

**MANAGER, STUDENT SERVICES, LARAMIE CAMPUS
CERTIFICATE IN COMMUNITY COLLEGE LEADERSHIP, UW**





ALEXA TEMTE

**EXECUTIVE ASSISTANT, ADMINISTRATION
MASTERS IN HIGHER EDUCATION ADMINISTRATION, UW**





SHAUNA BEST
TECHNICIAN, ACCOUNTING II
BACHELORS IN PSYCHOLOGY, SNHU





TRISTA WOODS

**DIRECTOR, ACCOUNTING; FOUNDATION
CERTIFICATE IN COMMUNITY COLLEGE LEADERSHIP, UW**





Summer Projects

- ☐ Plant Trees w/Drip
- ☐ Flagstone around Fire Pit
- ☐ Replace Garbage Disposal
- ☐ Cut Firewood

"Honey, I saw this on
interest..."





Summer Projects

- ☐ Plant Trees w/Drip
- ☐ Flagstone around Fire Pit
- ☐ Replace Garbage Disposal
- ☐ Cut Firewood
- ☐ Install Sign at House
- ☐ Solar Lights for the Bridge
- ☐ Wheelbarrow Planter
- ☐ Install Sign at Cabin
- ☐ Tire Dust Bath for
Chickens



BUDGET & FINANCES

BUDGET OVERVIEW - FUNDING

Unrestricted revenue primarily from three sources:

1. State Funding (Block Grant to WCCC)
2. Local Ad Valorem Taxes (Property Taxes)
3. Tuition and Fees

Other Revenue (Restricted) – Grants, contracts, special appropriations, etc.

BUDGET OVERVIEW - FAM

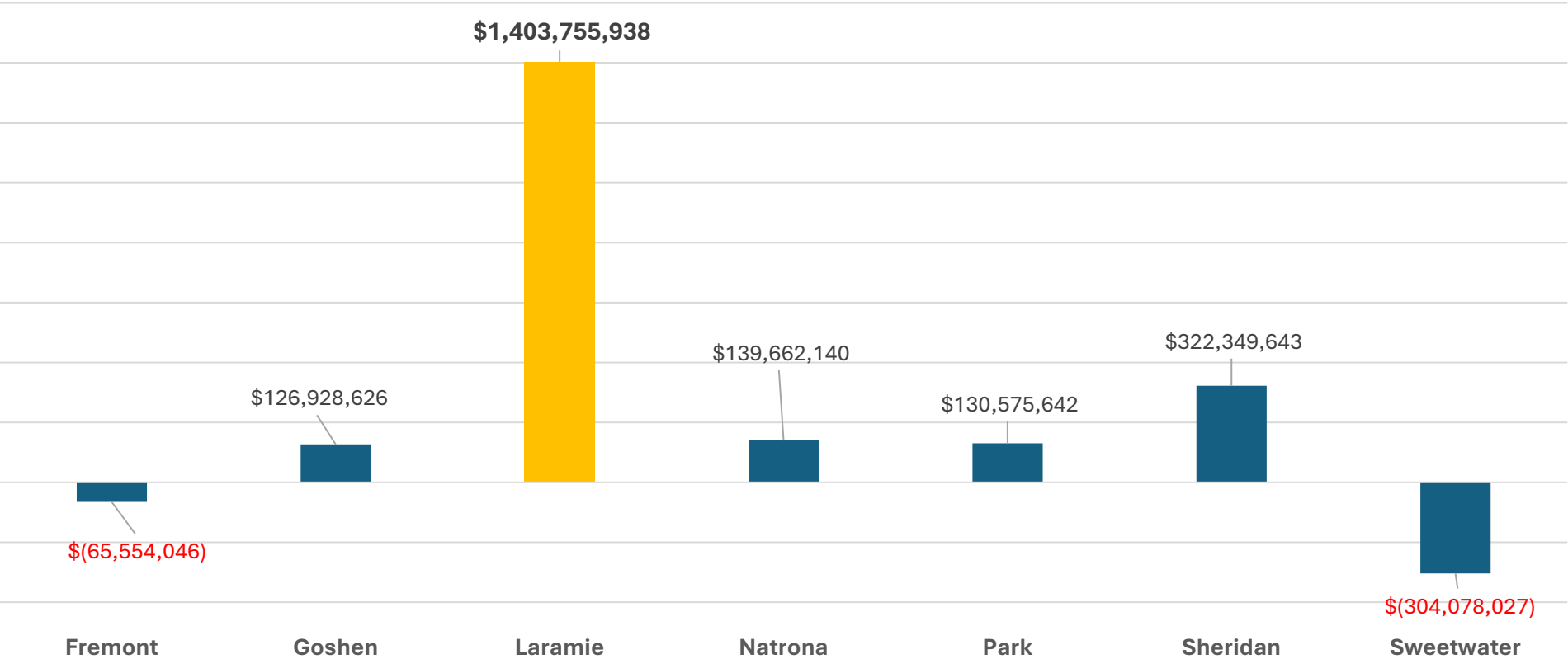
Funding Allocation Model (FAM)

- How the WCCC distributes state funding – equity model
- Includes three unique components:
 1. Fixed Costs of a College (60%)
 2. Variable Costs of a College (40%)
 3. Local Tax Revenues Received

*** 3 SMALL FOOTNOTES**

1. Allocation of variable cost funding is based on performance measures:
 - Participation (enrolled weighted student credit hours – 50%)
 - Persistence (completed weighted student credit hours – 25%)
 - Performance (credentials awarded – 25%)
2. Recapture/redistribution of state funds
3. FAM incentivizes equity, at the expense of progress

Change in Assessed County (CC District) Valuation Since 2015



County Valuation		2015		2024		% Chg since 2015	\$ Chg since 2015
Fremont	\$	916,766,870	\$	851,212,824		-7%	\$ (65,554,046)
Goshen	\$	178,816,995	\$	305,745,621		71%	\$ 126,928,626
Laramie	\$	1,384,962,686	\$	2,788,718,624		101%	\$ 1,403,755,938
Natrona	\$	1,463,660,769	\$	1,603,322,909		10%	\$ 139,662,140
Park	\$	869,641,470	\$	1,000,217,112		15%	\$ 130,575,642
Sheridan	\$	422,627,851	\$	744,977,494		76%	\$ 322,349,643
Sweetwater	\$	2,961,509,848	\$	2,657,431,821		-10%	\$ (304,078,027)



SOME FUNDING HIGH POINTS

- 9.5% (\$16.6M) – Increase in state funding for the WY CC's over the past 10 years.
 - 18% (\$13.5M) – Increase in local funding for the WY CC's.
 - 35.6% – Cumulative inflation in WY over the past 10 years.
-
- **-17.3% (\$8M)** – Decrease in state funding for LCCC over the past 10 years.
 - 103% (\$12.8M) – Increase in local funding for LCCC
 - 8.2% (\$4.8M) – Increase in funding to LCCC – 27.1% shy of inflation, let alone fueling growth/progress.

CHANGES IN UNRESTRICTED FUNDING % OF BUDGET



$$\begin{array}{c} \text{FY15} \\ 60\% \end{array} - \begin{array}{c} \text{FY26} \\ 42\% \end{array} = -18\%$$



$$13\% - 25\% = 12\%$$



$$23\% - 24\% = 1\%$$

NOTE: Percents do not equal 100% due to rounding and exclusion of “other” funding in the annual budget.

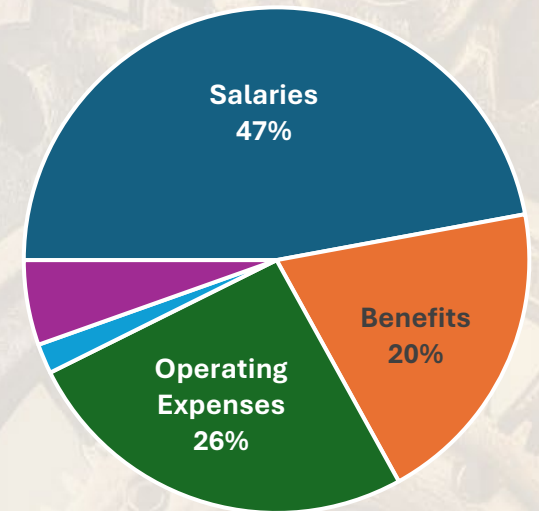
FUNDING OVERVIEW FOR FY26

- State Funding Total = \$25,023,241 (down \$1.8M from FY25)
 - Gained funding based on Performance
 - Lost funding from Fixed/Variable Costs Recalibration/Errors
 - Lost funding from Recapture/Redistribution
- Local Funding = \$15,283,288 (down about \$304K from FY25)
 - Impacts of property tax exemptions less than anticipated... for now
- Tuition and Fees = \$14,277,347 (up about \$644K from FY25)
 - Increasing enrollment are helping off-set losses in revenue

HOW WE INVEST

- 96% of budget is already committed to ongoing expenses.
 - Mostly tied to employees (salaries/benefits) – 67%
- Making new investments is challenging, but we are committed to doing so.
- Focus will increasingly be on freeing up resources internally through reallocation.

FY26 Budget



3 WAYS WE ARE INVESTING IN FY26

1. **Investments made through new funds.**
 - New Faculty (Auto Tech, Health Sciences, etc.), Retention Incentive for Employees
2. **Investments made through reallocation of existing funds.**
 - Test Center Proctor, Marketing, Athletics, Student Experience, etc.
3. **Investments made through strategic use of Fund Balance (savings).**
 - Strategic Plan, Learning Spaces Master Plan, Fleet Vehicles, Arena Sound System, Equipment Replacement, etc.



TRANSPARENCY CHALLENGES

Ensuring transparency and understanding of investments is becoming increasingly problematic.

- One Mill budget is clear.
- Using Fund Balance is clear.
- General Fund is less and less clear – especially with volatility in revenue, loss of state funding, and significant internal reallocation of funds.

MONEY MAGIC AT LCCC



Jennifer McCartney
Director, Sponsored Awards
and Compliance



Krysten Miller
Sponsored Awards and
Compliance



Shaun Ziegler
Budget Director



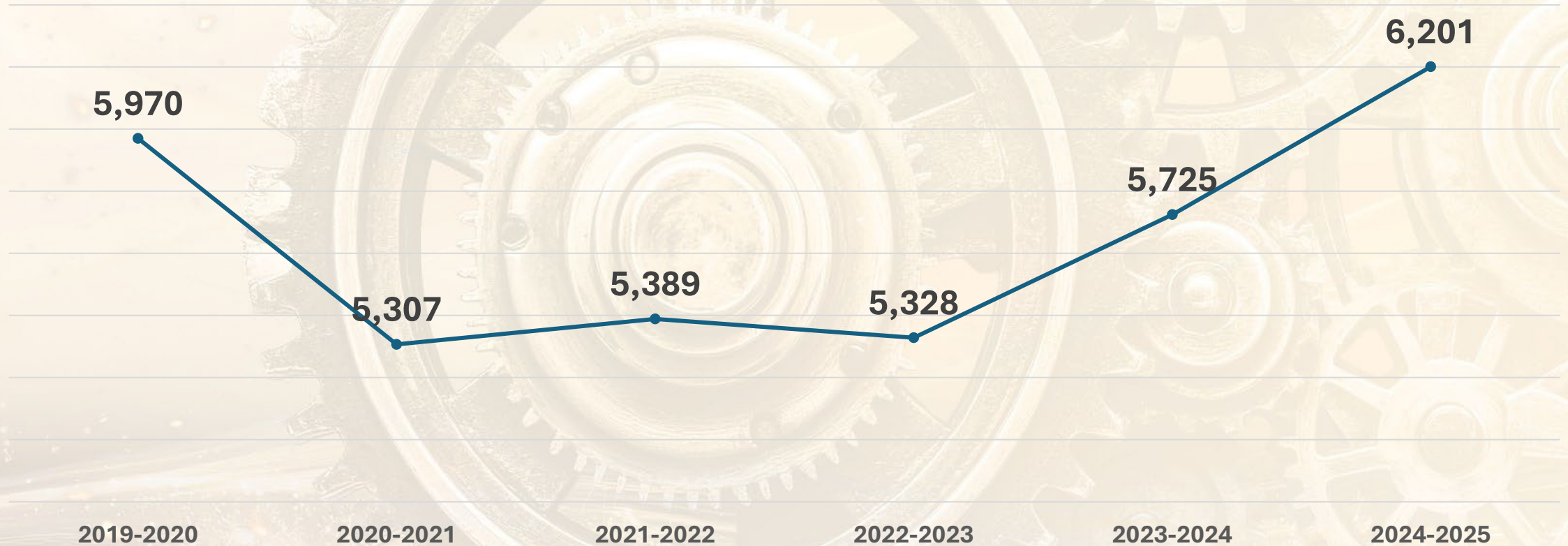
Nola Rocha
Comptroller



STUDENT ENROLLMENT

LCCC ENROLLMENT UPDATE

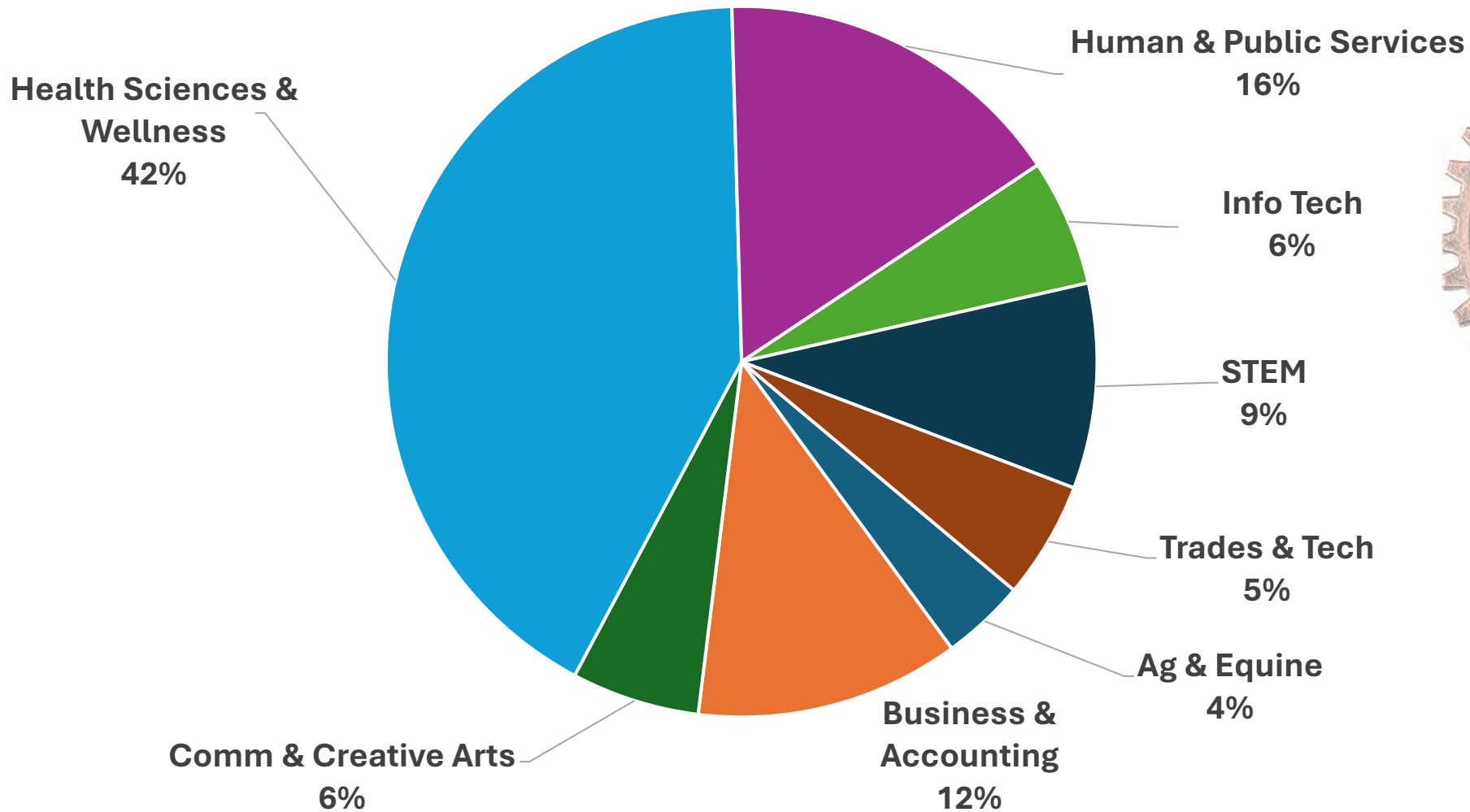
LCCC Annual Enrollment
12 Month Unduplicated Headcount



LARAMIE COUNTY COMMUNITY COLLEGE

Source: LCCC Office of Institutional Research

ENROLLMENT BY LCCC PATHWAY



HEALTHCARE EXCELLENCE



Dr. Karen Bowen, Dean
School of Health
Sciences & Wellness



Bryan Wilson, Dean
School of Arts & Sciences Manager, Student Success



Kaycie Kilmurray



New Pathway Structure



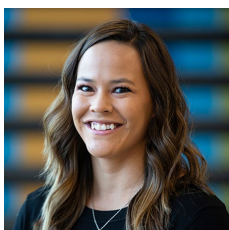
Ashleigh Ralls



Angela Burge



Danielle Opp



Alexa Barker



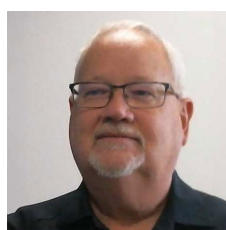
Adrienne Wade



Amber
Braunschweig



Brendon Larsen



Larry Jones

FIRST SEMESTER

common prerequisites, limited-entry programs

ENGL 1010 - English Composition I
MATH 1000 - Problem Solving
STRT 1000 - Strategies for Success
ZOO 2015 - Human Anatomy
KIN 1510 - Health Coach
OR NRST 1510 - Nursing Assistant
OR HLTK 1600 - Patient Skills

CHOOSE 1

SECOND SEMESTER

common prerequisites, limited-entry programs

HLTK 1200 - Medical Terminology
HLTK 2300 - Health Care Ethics
PSYC 1000 - General Psychology
COMM 1015 - Foundations of Communication
ZOO 2025 - Human Physiology

COMMON APPLICATION

One application for all limited-entry programs

OPEN PROGRAMS

No application required

Medical
Assistant

Medical Office
Records Specialist

LIMITED-ENTRY PROGRAMS

Cardiovascular Sonography
Dental Hygiene
Diagnostic Medical Sonography
Emergency Medical Services
Health Information Technology
Management
Nursing
Physical Therapy Assistant
Practical Nursing
Speech-Language Pathology Assistant
Respiratory Therapy
Radiography

COMPLETION

ASSOCIATE OF APPLIED SCIENCE DEGREE

ENTER THE WORKFORCE

POTENTIAL JOBS FOR MEDICAL ASSISTANT:

Medical Assistant
Phlebotomist
Nursing Assistant
Patient Advocate

POTENTIAL JOBS FOR MEDICAL OFFICE RECORDS SPECIALIST:

Medical Records Tech
Medical Coder
Medical Scribe

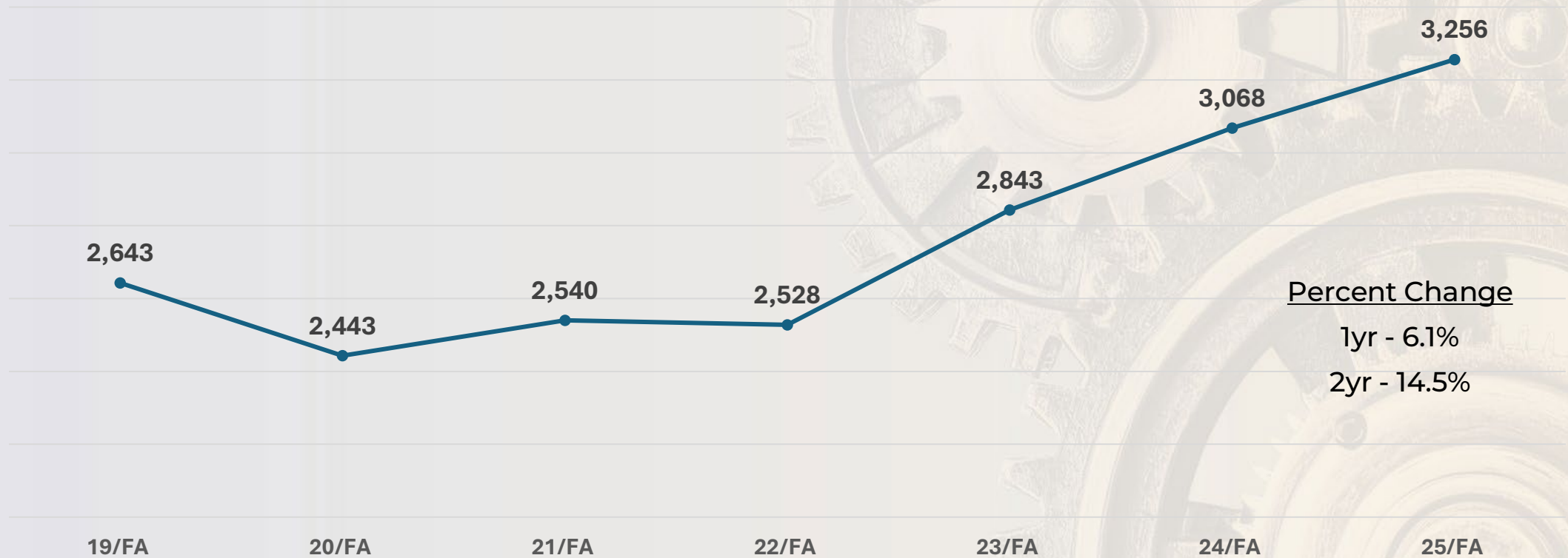
ENTER A BAS PROGRAM

Applied
Management
Healthcare
Admin



FALL ENROLLMENT TRENDS

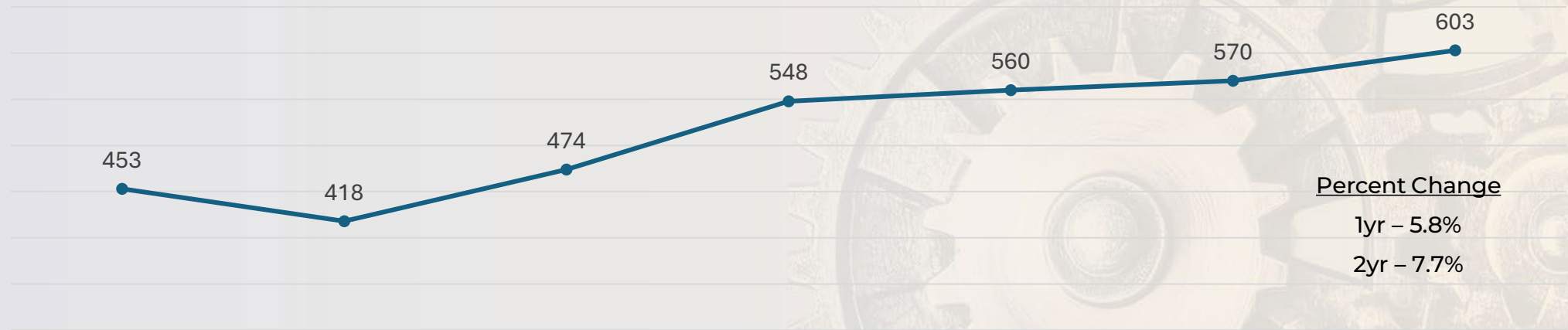
Total Enrollment
Fall Semester Point-in-Time as of August 5th



Source: LCCC Office of Institutional Research

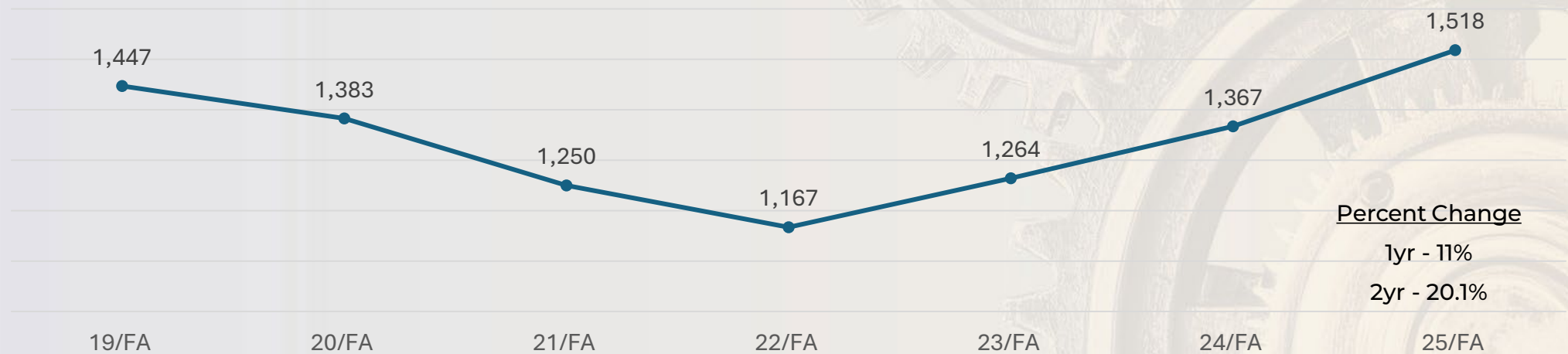
First Time Freshmen

Fall Semester Point-in-Time as of August 5th



Continuing Students

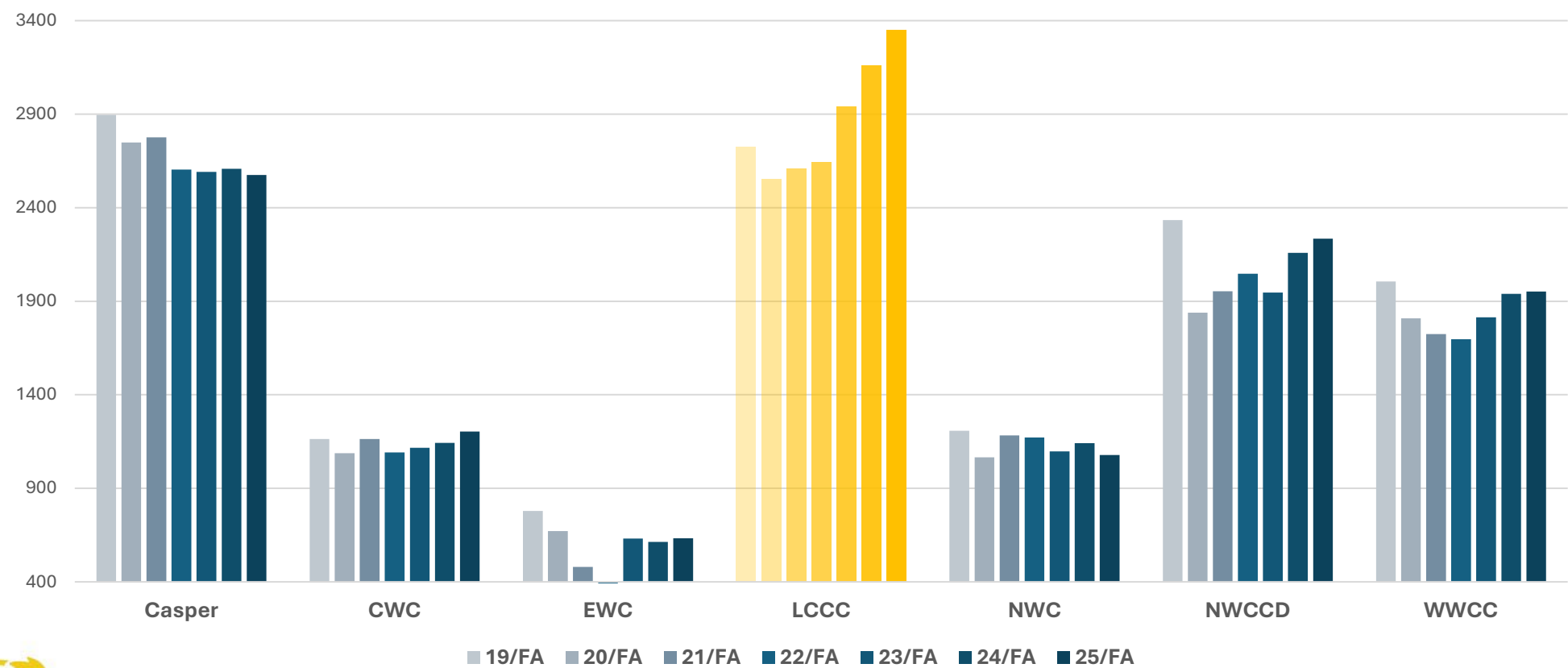
Fall Semester Point-in-Time as of August 5th



Source: LCCC Office of Institutional Research

STATEWIDE ENROLLMENT COMPARISONS

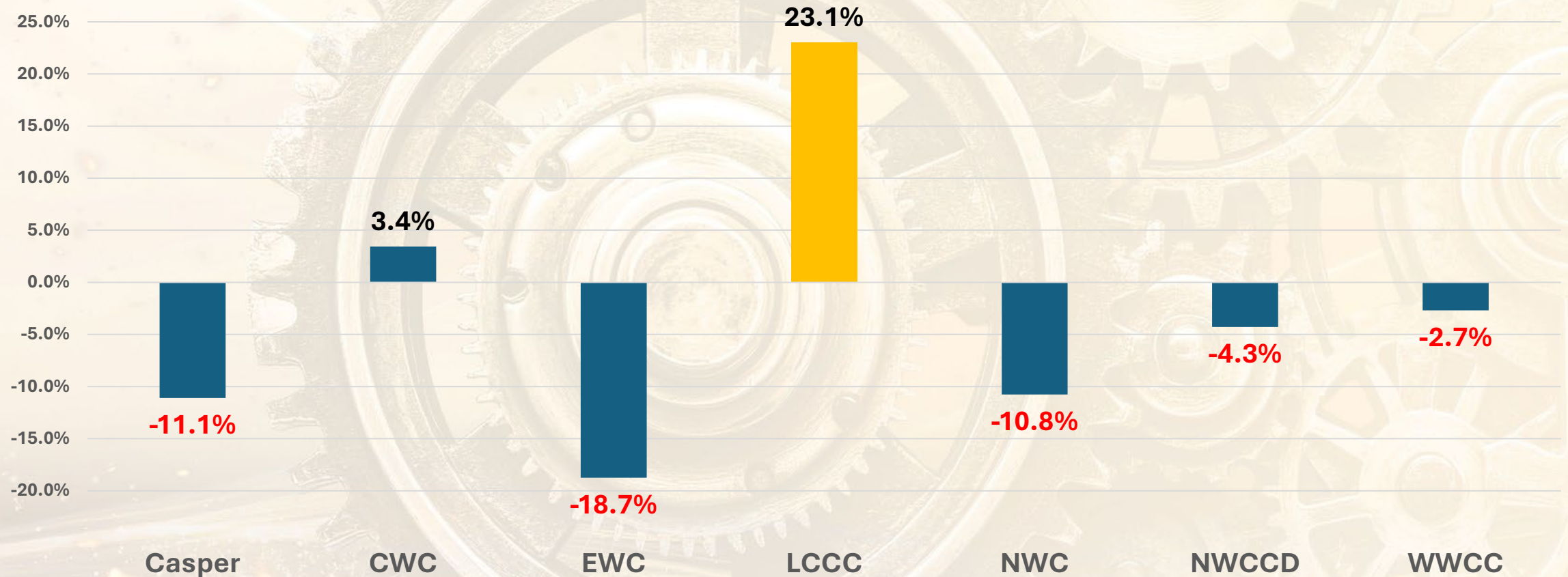
Fall Enrollment at Wyoming Community Colleges
Point-in-Time as of August 8th



Source: Wyoming Community College Commission (WCCC) Daily Enrollment Dashboard available at <https://analytics.wy.edu/DailyEnrollment>

STATEWIDE ENROLLMENT COMPARISONS

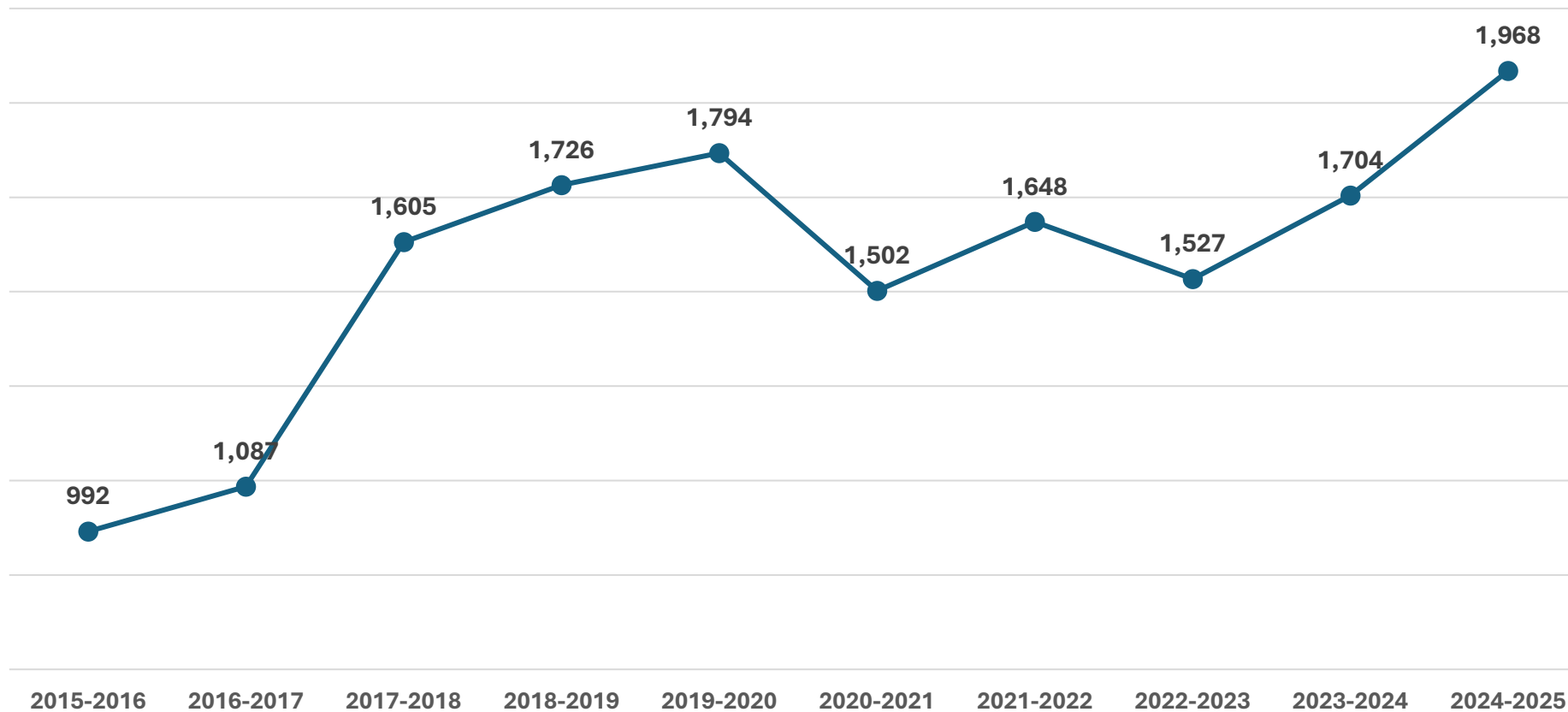
% Change in Headcount Since 19/FA as of August 8th



LARAMIE COUNTY COMMUNITY COLLEGE

HIGH SCHOOL ENROLLMENTS

All High School Student Enrollments
12 Month Unduplicated Headcount





LCCC ACCELERATE



- “Proof of Concept”
- What if high school students:
 - Participated in deep career exploration to help them pick a path that aligns with their post-high school goals ?
 - Developed strategies for completion of both high school and college courses ?
 - Participated in co-coaching opportunities with both an LCCC Accelerate Coach and LCSD1 Counselor to develop an individualized student success plan ?
 - Utilized an “Accelerate On-Ramp” to identify and enroll in Dual and Concurrent Enrollment opportunities that allow exploration with progress to a credential ?
 - Received continued support (counseling, advising, etc.) to help them advance in their chosen pathway while in high school?

LCCC Accelerate



- Sophomore Students
- Priority for 1st-Gen & low-income
- Attend 6 mandatory workshops to learn about career opportunities and college preparedness
- Co-Coaching/Counseling to develop an individualized student success plan for junior and senior year and into freshman year of college
- Take college courses in high school using an Accelerate “On-Ramp”
- No course limits in HS and tuition-free first year at LCCC

LCCC ACCELERATE
 <<<<< 2025-2026

INFORMATION TECHNOLOGY PATHWAY

LARAMIE COUNTY COMMUNITY COLLEGE
 Cheyenne | Laramie | Online

SOUTH HIGH SCHOOL

JUNIOR YEAR: ESTIMATED COST SAVINGS: \$2,300

FALL SEMESTER:

COLLEGE COURSE 1*		COLLEGE COURSE 2
SHS ENGLISH 1010 (ENGL 1010 English Composition I)	X	SHS MATHEMATICAL DECISION MAKING (MATH 1000 Problem-Solving) OR SHS COLLEGE ALGEBRA AND TRIG (MATH 1400 College Algebra)

SPRING SEMESTER:

COLLEGE COURSE 1*		COLLEGE COURSE 2
SHS ENGLISH 1010 (ENGL 2205 Intro to Literature)		SHS MATHEMATICAL DECISION MAKING (MATH 1000 Cont.)

SENIOR YEAR: ESTIMATED COST SAVINGS: \$2,300

FALL SEMESTER:

COLLEGE COURSE 1*		COLLEGE COURSE 2
SHS COMP INFO SYS (CMAP 1200 Computer Information Systems)	CMAP 1615 OPERATING SYSTEMS (Dual Only)	X • SHS AP HISTORY (HIST 1211 US to 1865)

SPRING SEMESTER:

COLLEGE COURSE 1*		COLLEGE COURSE 2
SHS PRINCIPLES OF INFO TECH (CMAP 1250 Principles of Information Technology)	OR 1920 COMPUTER HARDWARE MAINTENANCE (Dual Only)	X • SHS AP HISTORY (HIST 1221 US to 1865) OR CMAP 1275 (SHS Principles)





Jill Stringer
Mathematics Faculty



Blake Paintner
Director, College &
Career Transitions

 **Meta**

 John P.
ELLBOGEN
FOUNDATION

| STURM FAMILY
FOUNDATION

\$600,000

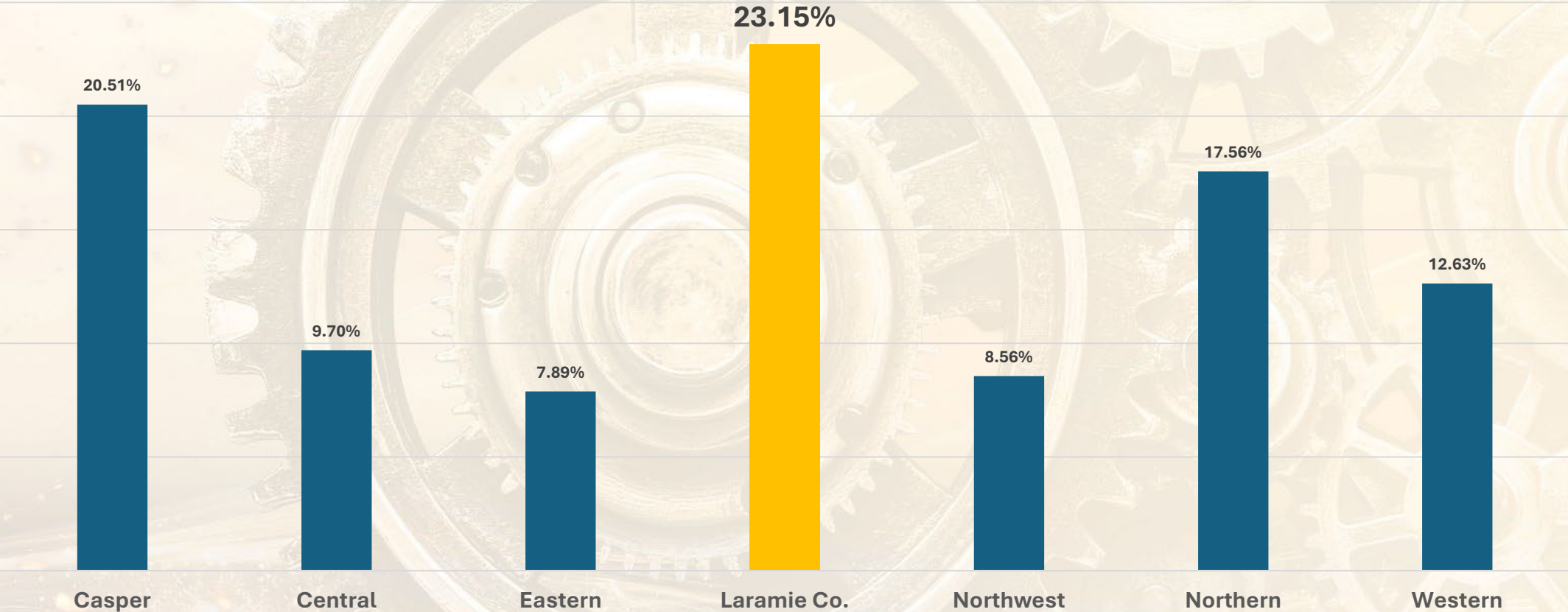
LARAMIE COUNTY COMMUNITY COLLEGE



STUDENT SUCCESS

STUDENT SUCCESS STARTS AT THE COURSE LEVEL

Percent of Wyoming Community College Successful Course Completions



LARAMIE COUNTY COMMUNITY COLLEGE

Source: Wyoming Community College Commission Data

COURSE SUCCESS TRANSFORMATION – ZOO



Katie Blunn
Zoology/Biology Faculty



Paige Dingess
Life Sciences Faculty



Heather Talbott



Nick Marcello



Lori Britton

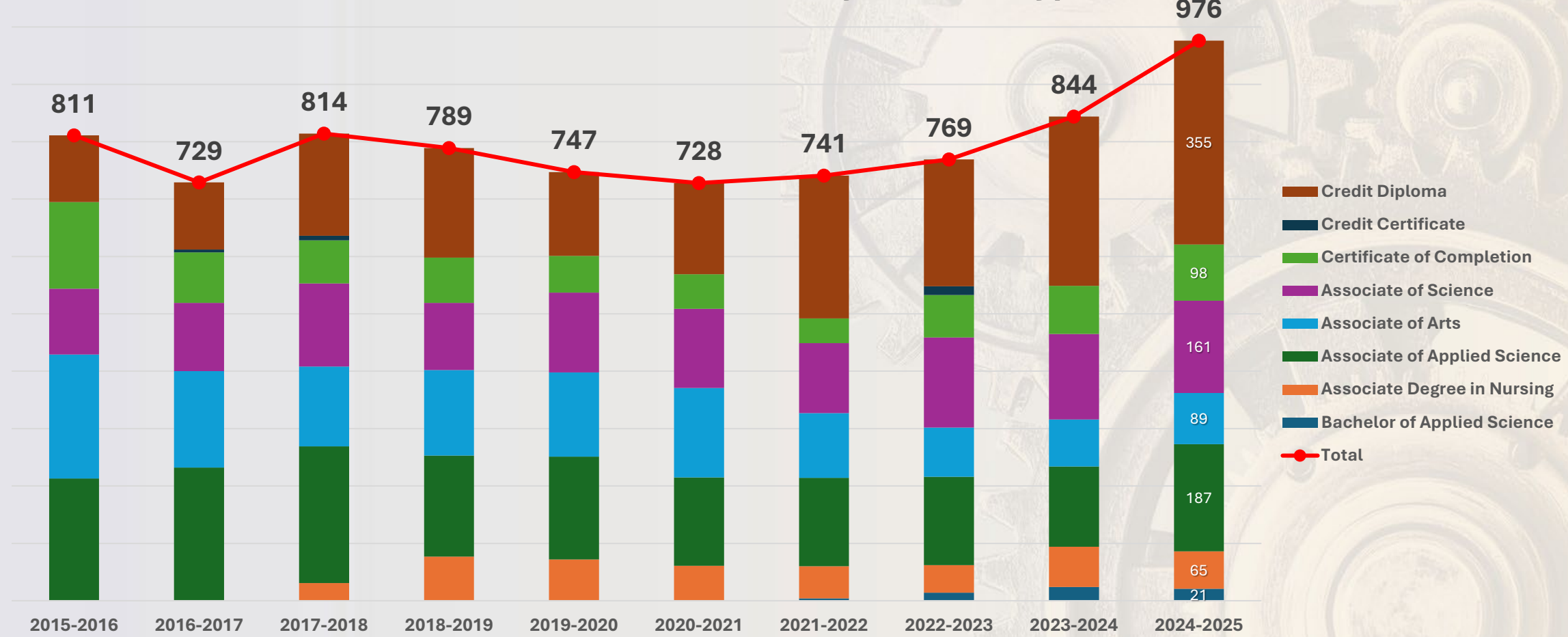
57.1% TO 80.4%

5 Year Change in Course Success Rates!



STUDENT SUCCESS – CREDENTIALS AWARDED

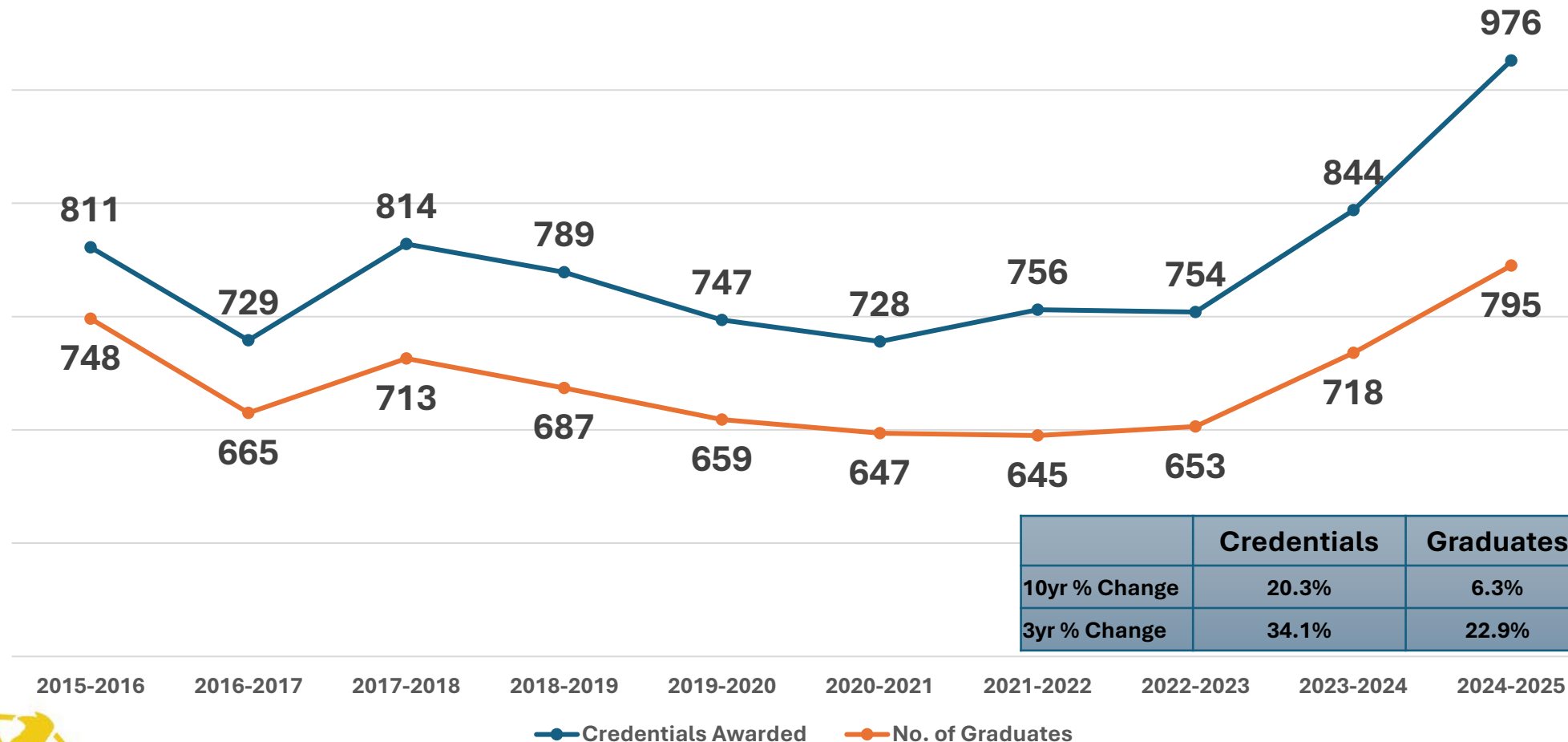
Credentials Awarded by Year and Type



Source: LCCC Office of Institutional Research

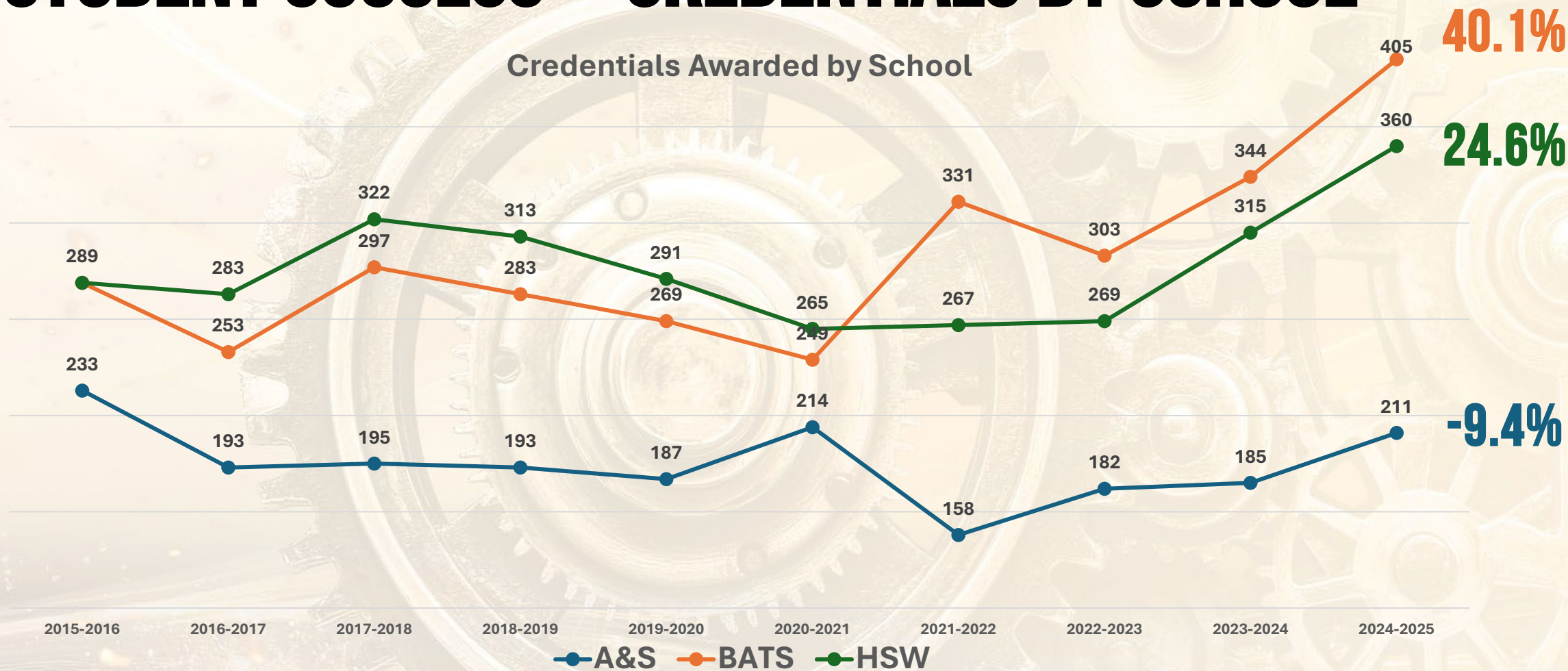
STUDENT SUCCESS — GRADUATES & CREDENTIALS

Grduates and Credentials Awarded by Year



STUDENT SUCCESS – CREDENTIALS BY SCHOOL

Credentials Awarded by School

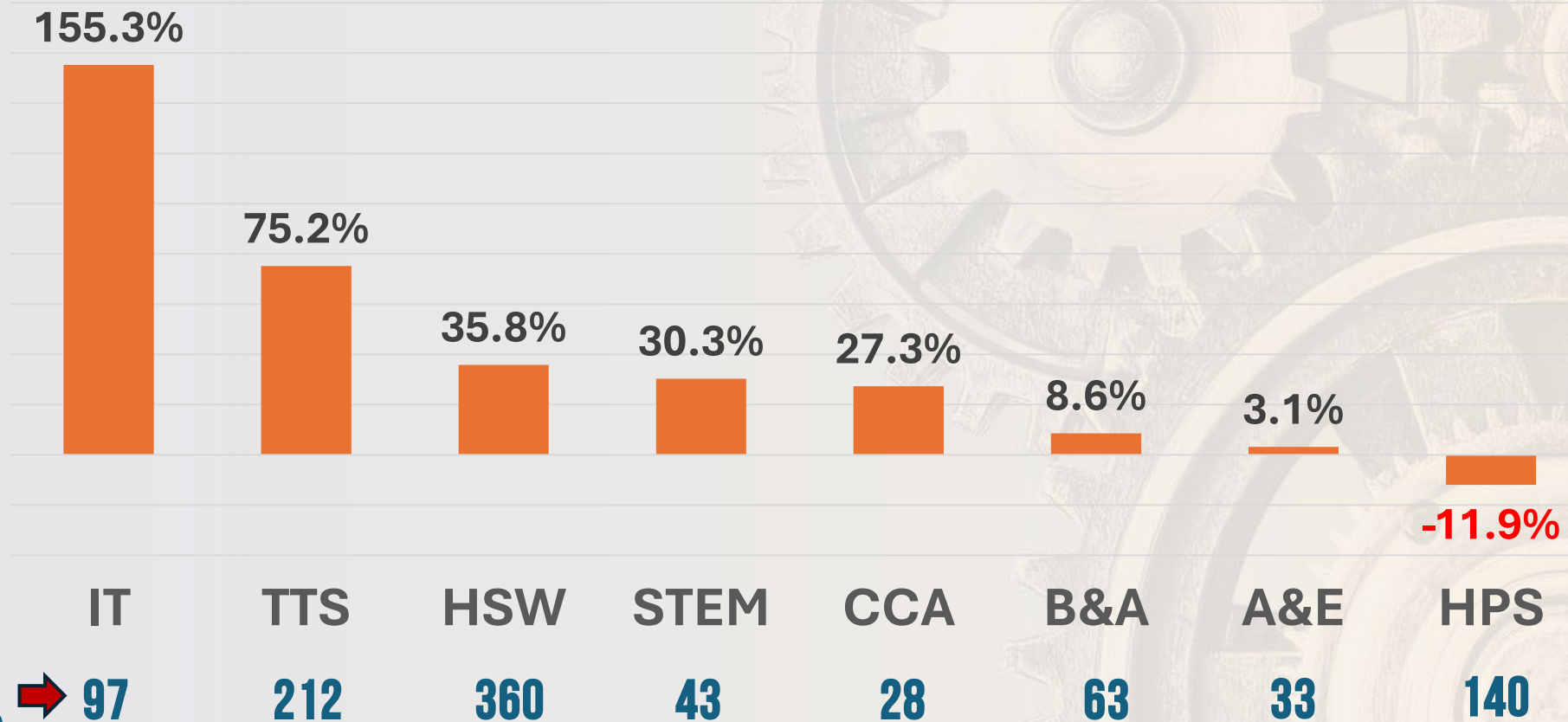


LARAMIE COUNTY COMMUNITY COLLEGE

Source: LCCC Office of Institutional Research

STUDENT SUCCESS — CREDENTIALS BY PATHWAY

Change in Credentials Awarded by Pathway
5-Year Percent Change 2021-2025



24/25
CREDENTIALS:



97

212

360

43

28

63

33

140

Source: LCCC Office of Institutional Research

IT PATHWAY PROGRESS



Troy Amick, Director



Tyler Esp, Faculty



Jasmine Varos, Faculty



JT Haskell, Faculty



Avery Mitchell, Faculty



Justin Freeland, Faculty



62%

**PART-TIME
STUDENTS**

42%

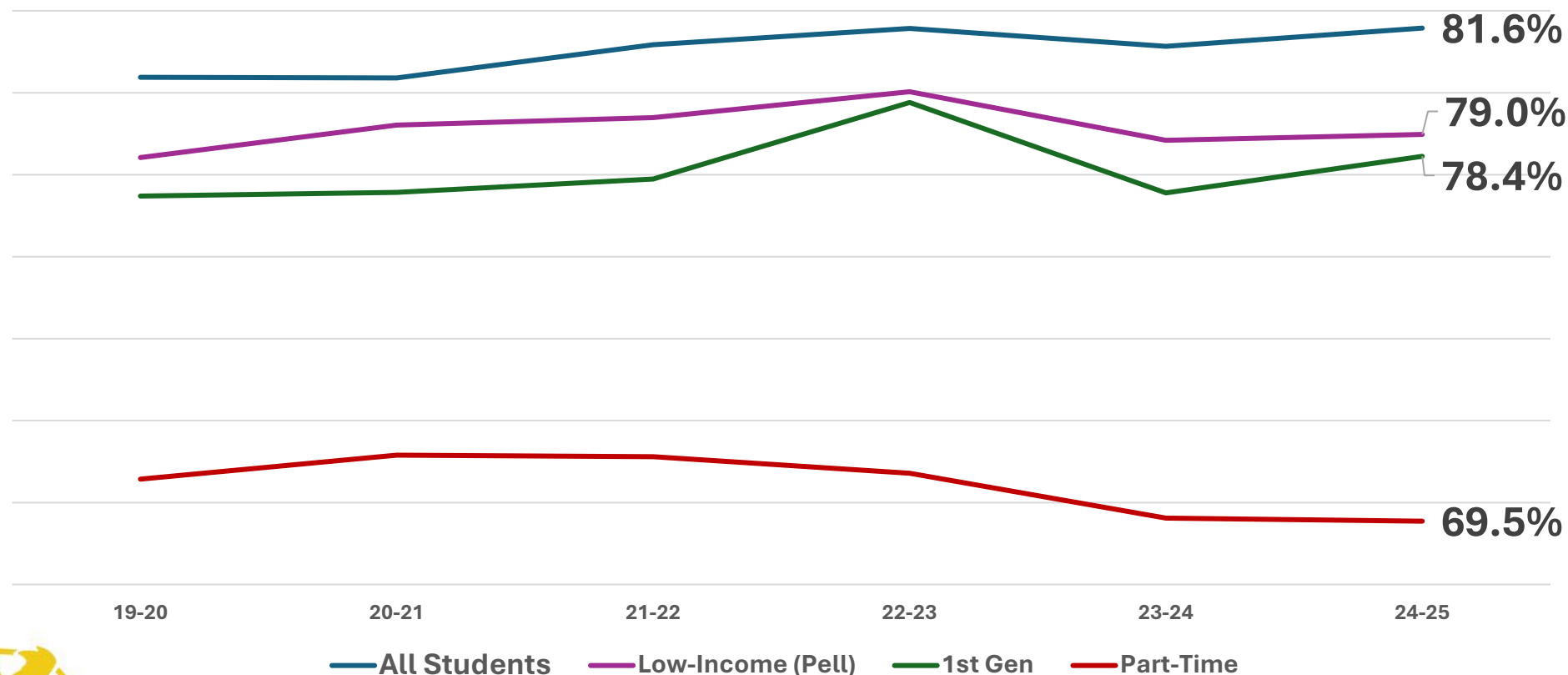
**FIRST-
GENERATION**

45%

**LOW-INCOME
(PELL)**

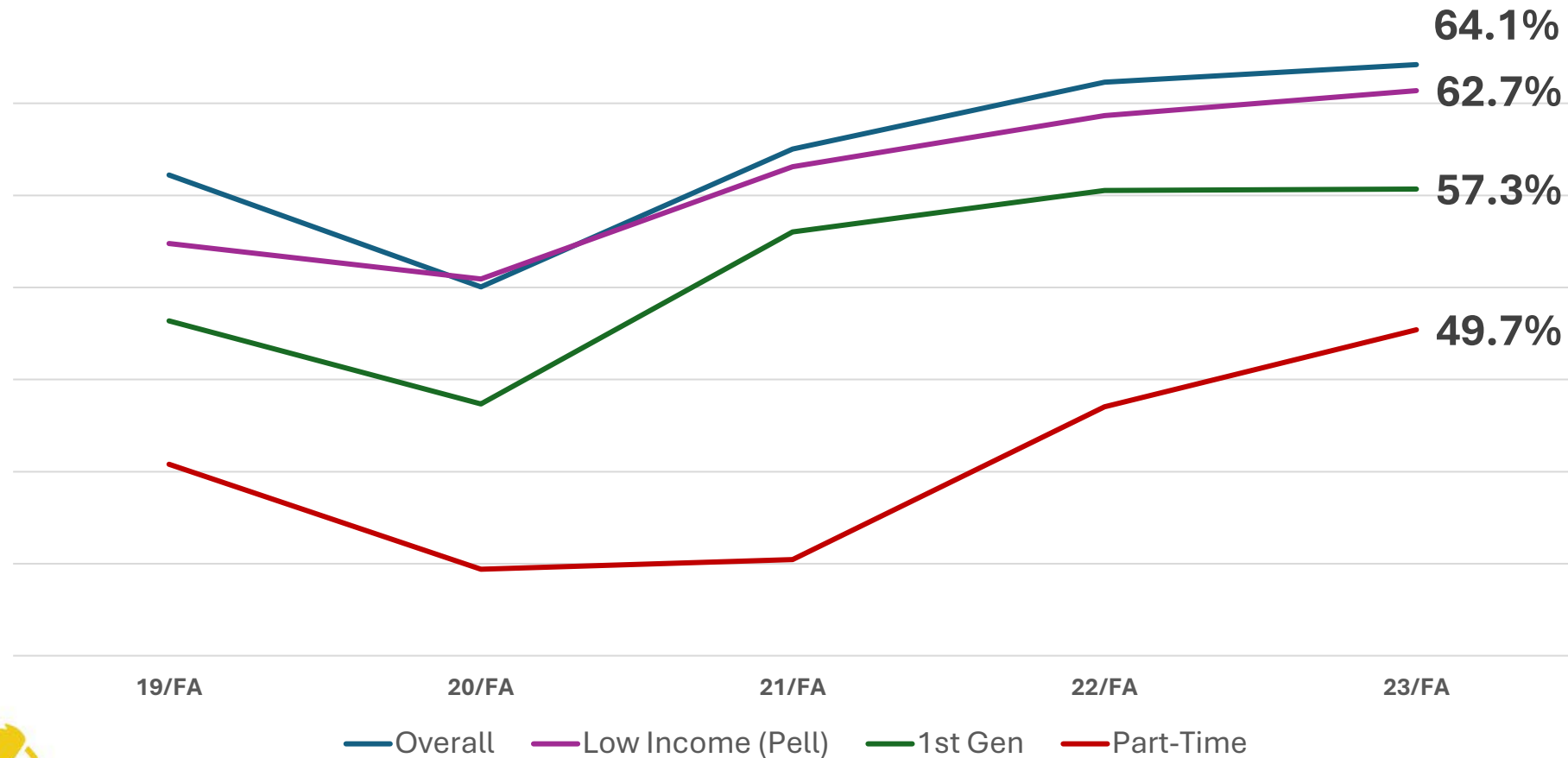
WE STILL HAVE GAPS, SOME BIG

Successful Course Completion Rates of Students at LCCC
First Time, Credential Seeking Cohort



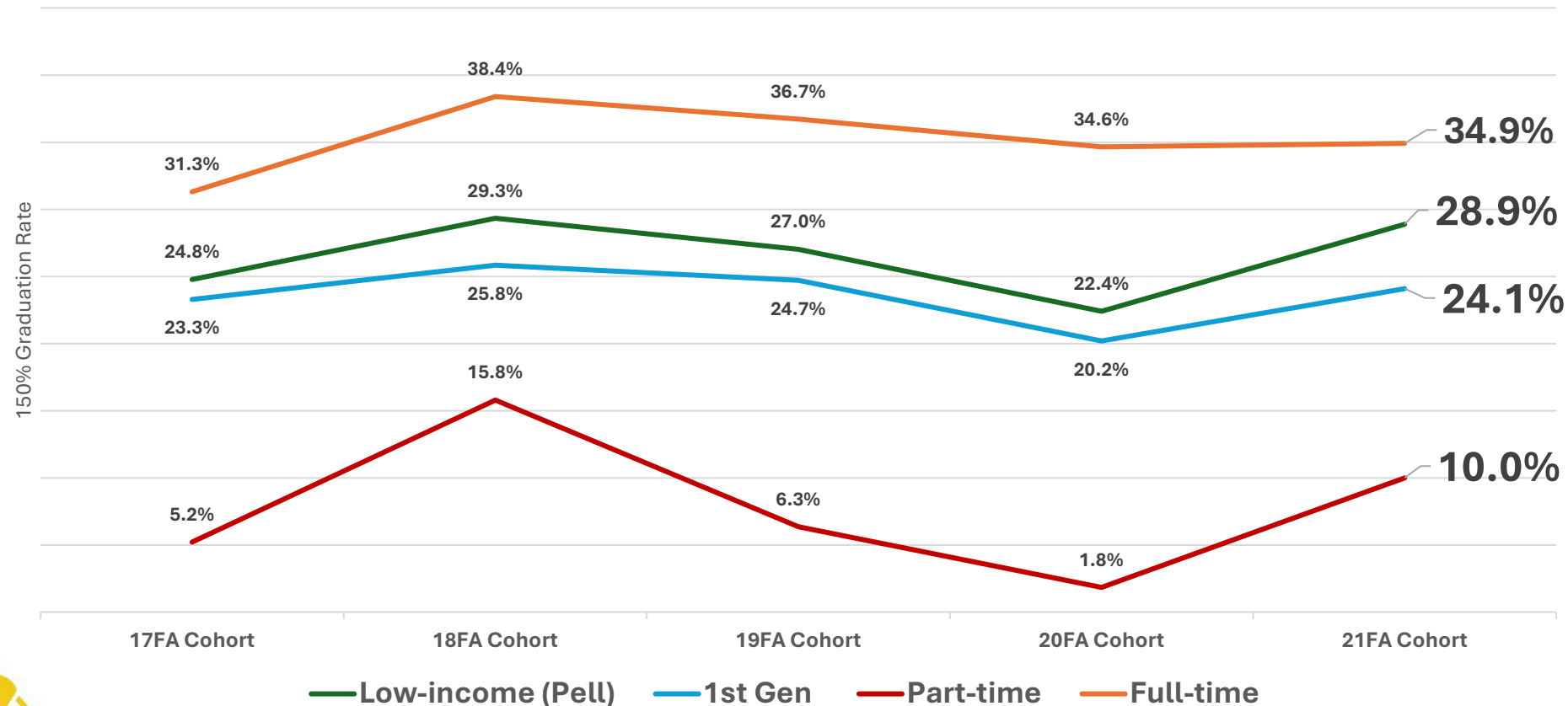
PART-TIME PERSIST THE LEAST

Fall to Fall Persistence Rates of Students at LCCC
First Time, Credential Seeking Cohort



NOT SURPRISINGLY, THEY DON'T GRADUATE

Graduation Rates of First-Time, Credential Seeking Students
Cohorts Entering in the Fall, Fall 2017-2021 within 150% of Time



WHAT WORKS?

#1.) Guided Pathways + Proactive Advising + Monitoring/Intervention + Momentum Credit Loads

- How they work together:
 - Guided Pathways provides clear degree maps; student see what is required.
 - Proactive advising ensures students develop an individualized plan to follow the maps and adjust if needed.
 - Advisors encourage students to take 6+ credits each term (momentum), even part-time.
 - Early student engagement and progress is monitored, reported, and acted upon if risks arise.
- Why it's effective: Students avoid excess credits, stay on track, receive supports when they struggle, and build early progress - a strong predictor of graduation.

Where we are on point:

- Pathways and program maps!
- Success Coach model of Advising!
- Roll out of Individualize Success Plans and STRT 1000!



What we will work on this year:

- Encouraging part-time students to do “one more”
- Implementing early progress reporting
 - Part-Time, Pell, and 1st Generation Students (may include others)
 - 2nd week of class, simply asking: *“Has the student engaged and progressed in class?”*



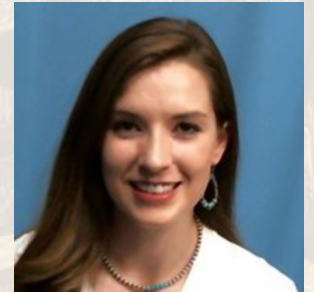
Trent Morrell, STEM
Pathway Coordinator



Meghan Kelly, Associate
Dean, Library



Alli McCowen, Asst. Dir.
Enrollment Services



Katie Shockley, Ag & Equine
Pathway Coordinator



Ben Herdt, Director
Enrollment Services

WHAT WORKS?

#2.) Wraparound Supports + Financial Incentives/Aid + Advising/Coaching

- How they work together:
 - Students meet regularly with an advisor or coach who helps navigate both academic and life issues.
 - Emergency aid or incentives are built into the advising relationship.
 - Need based aid is available to off-set time spent learning and not earning.
 - Referrals to food, housing, or childcare supports are embedded in this model.
- Why it's effective: Holistic care builds trust and reduces external barriers that disproportionately affect part-time students and adult learners.

Where we are on point:

- Success Coach model of Advising!
- Pathway Coordinators and the Pathway Leadership Teams!
- Excellent resources (e.g., counseling, FNBO Food Pantry, transitional services fun, etc.)!
- More need-based aid (e.g., Wyoming's Tomorrow, etc.)!

What we will work on this year:

- Developing better interventions and tying wrap around services and resources to early term student alerts.



WHAT WORKS?

#3.) Flexible, Predictable Scheduling + Accelerated Formats + Corequisite Dev Ed

- How they work together:
 - Courses offered in set, repeating time blocks (e.g., evenings, weekends, or hybrid) so students can build consistent schedules around work and family.
 - Predictable scheduling allows students to plan (and register) multiple terms ahead without guessing if a course will be offered.
 - Courses offered in accelerated formats (e.g., 8-weeks) allow students to take one or two classes at a time in short bursts and still earn 12+ credits in a year.
 - Integrated developmental content with college-level coursework allows students to earn credit from day one.
- Why it's effective: Removes remediation barrier, helps part-time students build momentum, increases persistence through structure, and aligns with guided pathways structures.

Where we are on point:

- LCCC has been doing Co-requisite Math & English for years!
- Some programs have structured curricula and implemented block schedules, which appears to work!

What we will work on this year:

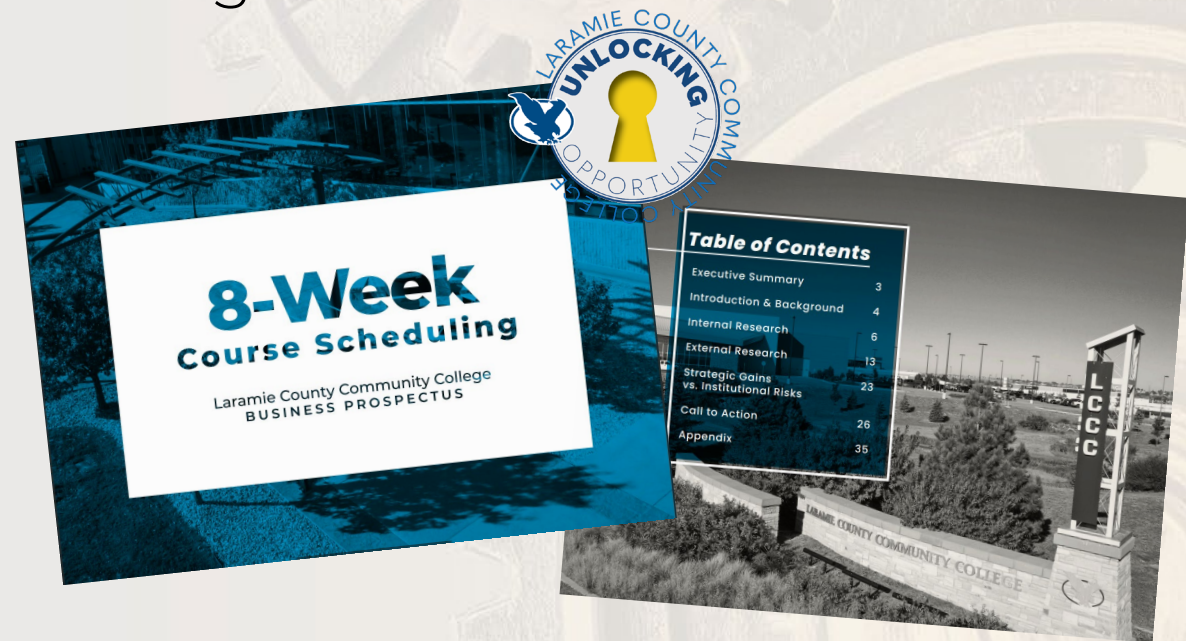
- The big question – are we moving to 8-week structure as the primary delivery format?



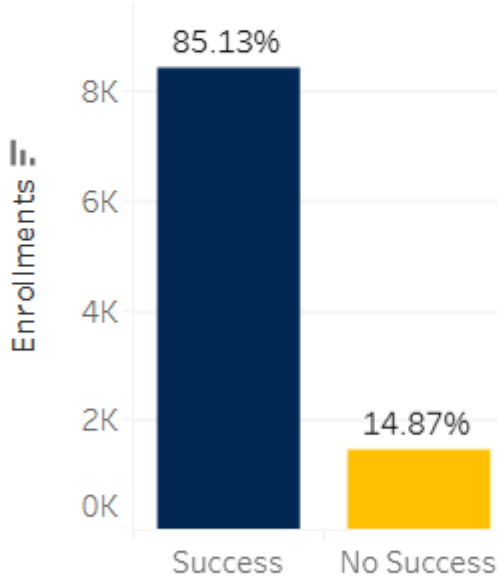
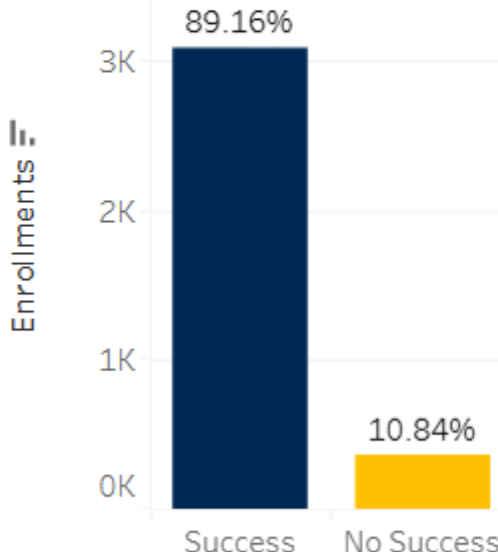
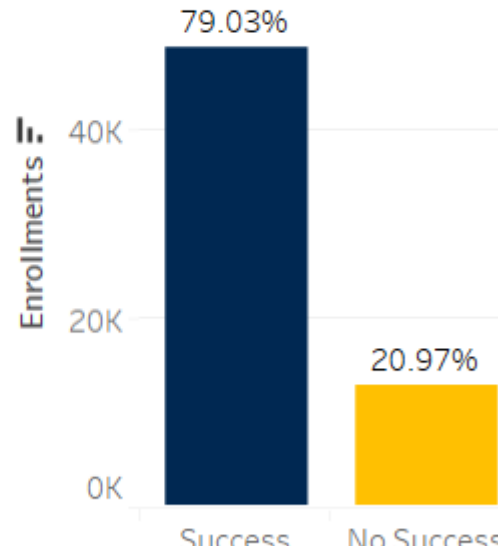
Sheridan Hanson, Director Center
for Excellence in Teaching



Stacy Maestas
Registrar

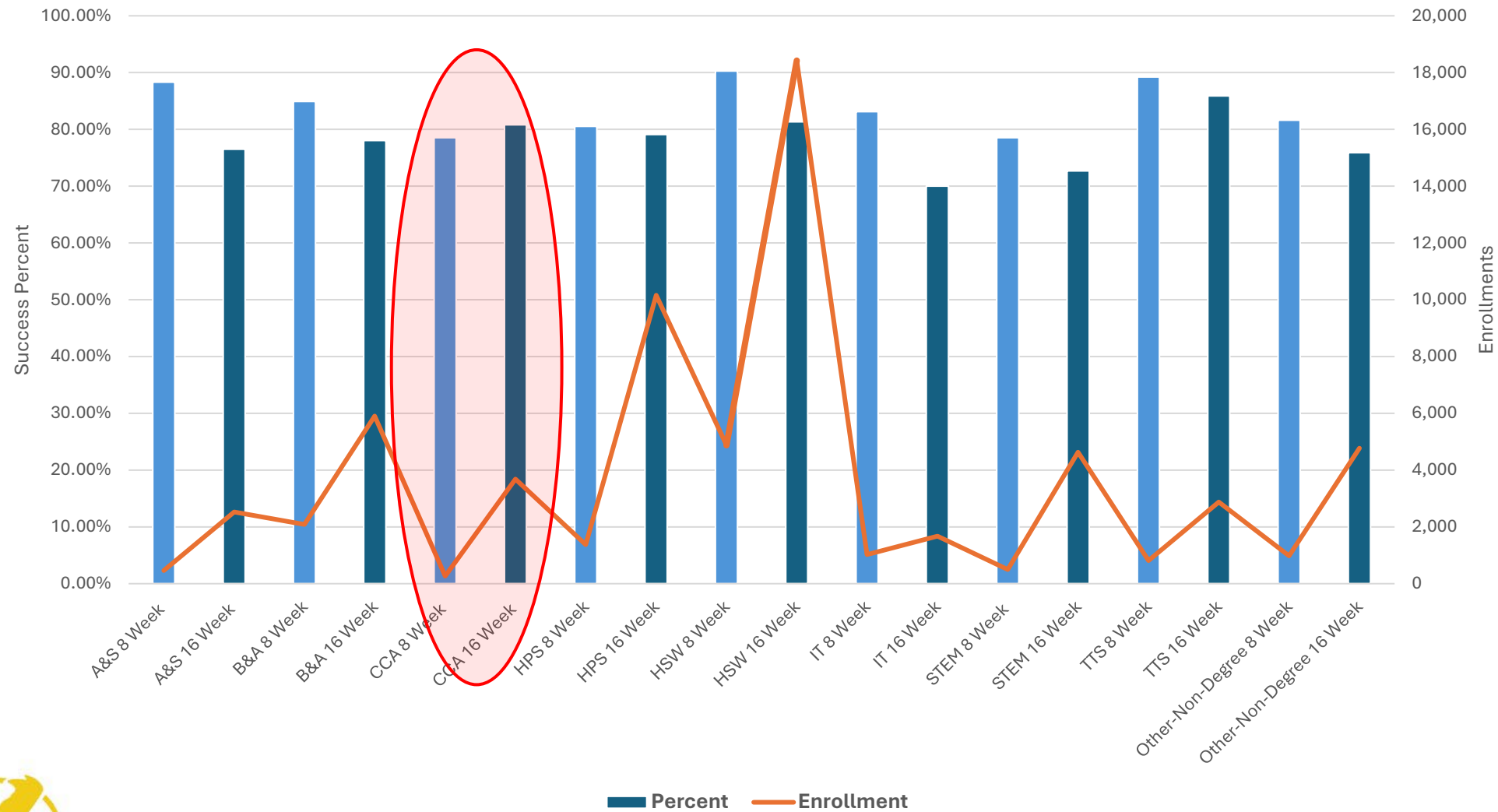


OVERALL DATA APPEAR COMPELLING

A8 Overall Success Rate	B8 Overall Success Rate	16 Overall Success Rate																		
<p>Course Success Rate Graph</p>  <p>Enrollments</p> <table><tr><th>Category</th><th>Success Rate</th></tr><tr><td>Success</td><td>85.13%</td></tr><tr><td>No Success</td><td>14.87%</td></tr></table>	Category	Success Rate	Success	85.13%	No Success	14.87%	<p>Course Success Rate Graph</p>  <p>Enrollments</p> <table><tr><th>Category</th><th>Success Rate</th></tr><tr><td>Success</td><td>89.16%</td></tr><tr><td>No Success</td><td>10.84%</td></tr></table>	Category	Success Rate	Success	89.16%	No Success	10.84%	<p>Course Success Rate Graph</p>  <p>Enrollments</p> <table><tr><th>Category</th><th>Success Rate</th></tr><tr><td>Success</td><td>79.03%</td></tr><tr><td>No Success</td><td>20.97%</td></tr></table>	Category	Success Rate	Success	79.03%	No Success	20.97%
Category	Success Rate																			
Success	85.13%																			
No Success	14.87%																			
Category	Success Rate																			
Success	89.16%																			
No Success	10.84%																			
Category	Success Rate																			
Success	79.03%																			
No Success	20.97%																			
Figure 4a: A8 overall course success rate from 20FA-25SP (n=8k)	Figure 4b: B8 overall course success rate from 20FA-25SP (n=3k)	Figure 4c: A16 overall course success rates from 20FA-25SP (n=40k)																		



Success Percent for Total Enrollments 20/FA-25/SP by Pathway & Number of Weeks



SOME PROMISING EXTERNAL EVIDENCE

Kilgore College

76%
to
83%

Course Success Rate
Post-Implementation

Odessa College

13%
increase in overall enrollment

26%
increase FTIC enrollment

**Grad Rate
Doubled**
to 42% within 2 years

Amarillo College

36%
to
46%

Increase in Full-Time
Enrollment



LARAMIE COUNTY COMMUNITY COLLEGE

Summer Projects

- ☒ Plant Trees w/Drip
- ☐ Flagstone around Fire Pit
- ☒ Replace Garbage Disposal
- ☒ Cut Firewood
- ☒ Install Sign at House
- ☒ Solar Lights for the Bridge
- ☒ Wheelbarrow Planter
- ☒ Install Sign at Cabin
- ☒ Tire Dust Bath for Chickens



FINAL THOUGHTS ON SCHEDULING

Doing nothing isn't an option...

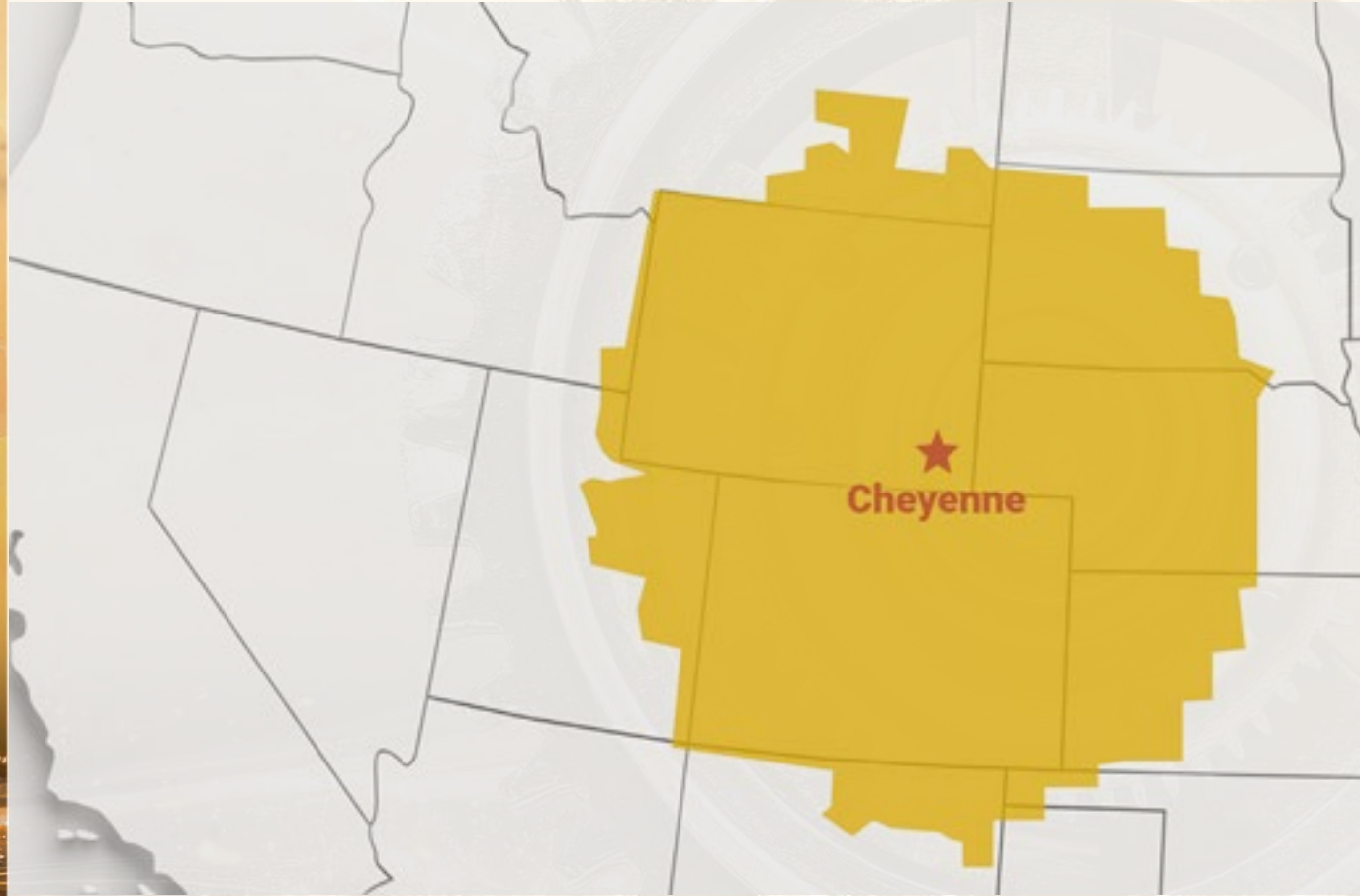
Seeking feedback, additional options,
alternatives, not just critique.

When to tackle changes to scheduling may be as
important as answering what to tackle.

The background features a dark, starry sky. On the left, a large, billowing plume of blue smoke or steam rises. A bright, orange-yellow fire trail streaks from the smoke towards the upper right. On the far right, several interlocking mechanical gears are visible, suggesting a steampunk or industrial theme. The overall atmosphere is one of intense energy and contrast.

CLIFF OF KNOWLEDGE & SEA OF SAMENESS

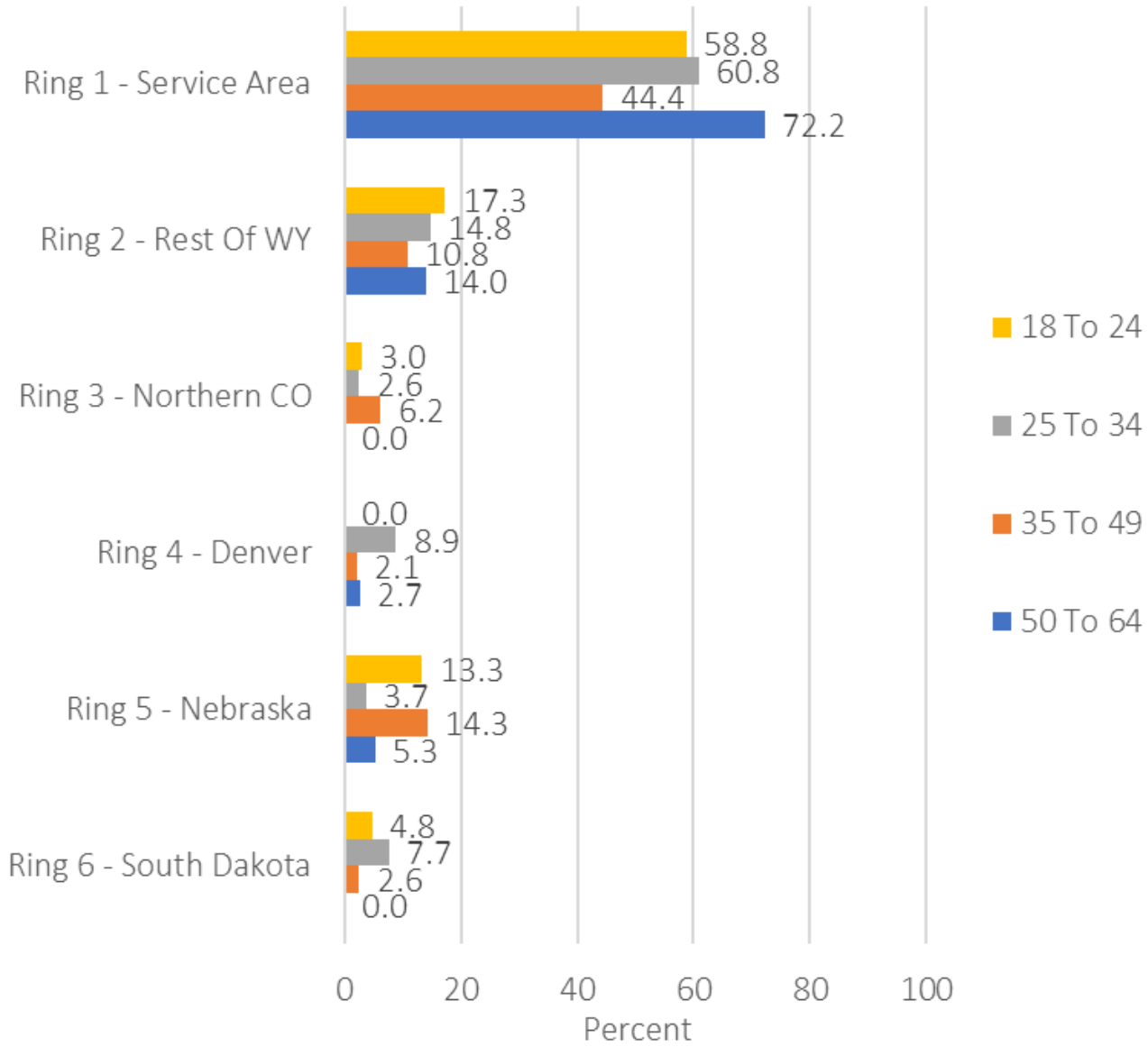
GOAL 1: BECOME THE BEST-KNOWN HIGHER EDUCATION VALUE WITHIN 350 MILES OF CHEYENNE



Why this Goal?

- HS Graduate Decline
- Losing Wyoming's Youth (Aging Population)
- 3:1 Ratio of College Educated Adults
- Critical for Economic Prosperity & Diversity

INITIAL RESEARCH

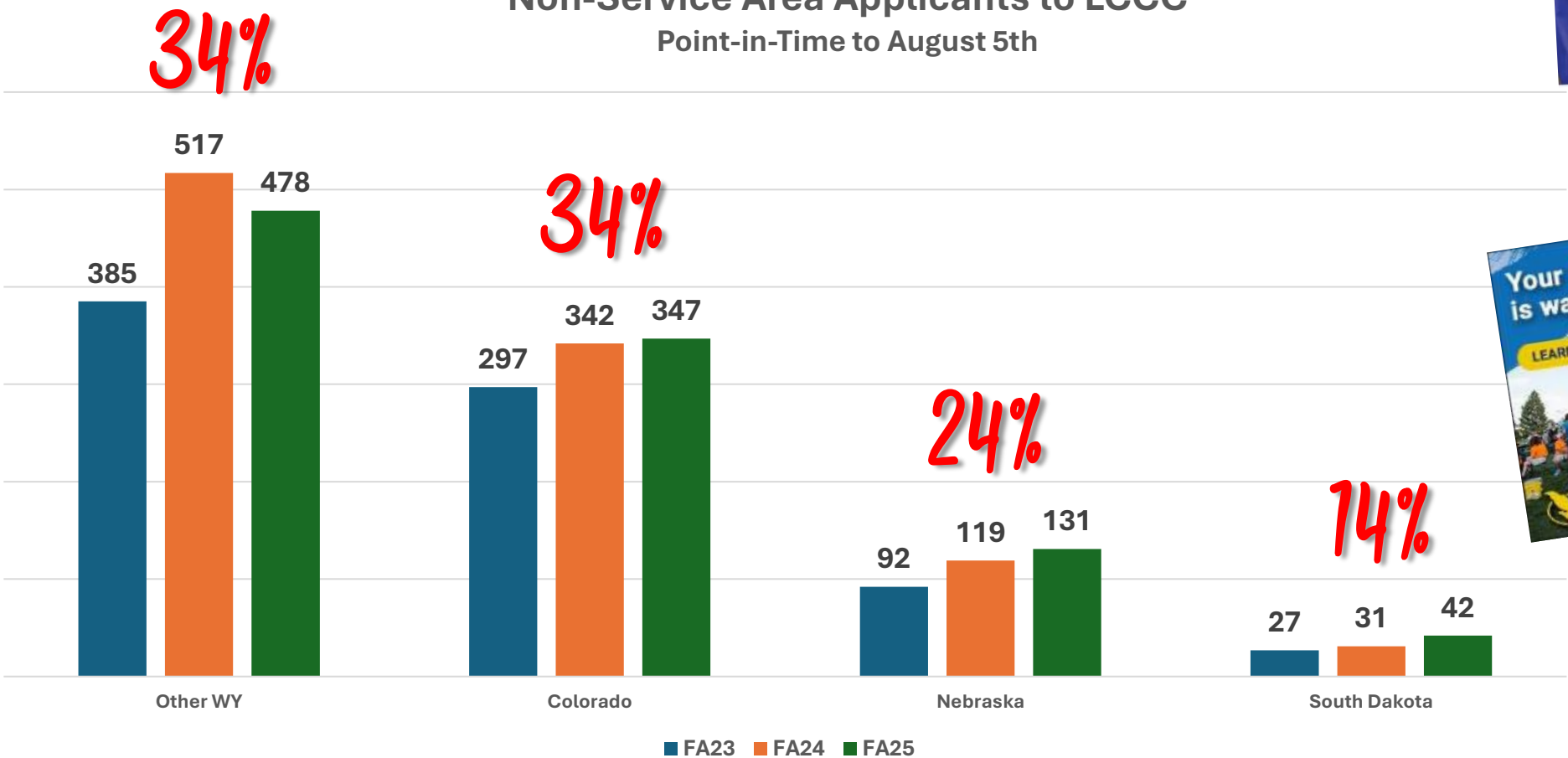


We are well-known in our service area, but not far beyond that.



LEVERS — AWARENESS/AFFORDABILITY

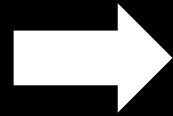
Non-Service Area Applicants to LCCC
Point-in-Time to August 5th



2019/2020

2024/2025

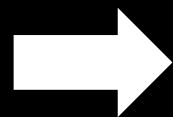
OTHER WY



570

715

EDGE STATES



444

469

BRAND ANALYSIS



Three major tasks:

1. Assess brand - design, messaging, social media, website
2. Conduct focus groups on campus (employees, students)
3. Create and conduct a survey of Wyoming, Colorado, Nebraska and South Dakota to assess:
 - Awareness and familiarity with LCCC
 - Perceptions of the College's name and its clarity
 - Impact of the name on appeal, credibility, and enrollment decisions
 - Confusion around location and branding
 - Sentiment toward potential name change

ACADEMIC & ASPIRATIONAL

Website review



Laura Patridge
Web Content Specialist

INSTITUTIONAL
& LOW ENERGY

MODERN &
HIGH ENERGY



AFFORDABLE & ACCESSIBLE

KEY INSIGHT

We're not at a crisis point--but we may be at a turning point.

The research reveals no urgent need to change the name, but there is a clear opportunity to strengthen LCCC's identity, brand and reach.

INITIAL FINDINGS

#1 - There is a Cliff of Awareness Outside of Laramie County

Key Take Away: While LCCC is well known by internal audiences and individuals from Laramie County, outside of that most people are unaware of the College, let alone what our brand promises.

#2 - The Current Name May Undercut LCCC's Academic Strength

Key Take Away: "Laramie County Community College" may unintentionally suggest limited academic scope. A clearer, updated brand promise and name could reinforce LCCC's rigor, comprehensive offerings, transfer pathways, and workforce outcomes.

#3 - LCCC's Name Is Unfamiliar and Often Misunderstood

Key Take Away: LCCC's name lacks clarity and recognition, especially outside Wyoming. Many either mistake its location or are unfamiliar with the college altogether -- particularly in Colorado, where misperceptions are most pronounced.



INITIAL FINDINGS

#4 - The Name Isn't Hurting, But It's Not Helping

Key Take Away: Neutrality isn't helping growth. Most respondents feel indifferent toward the name, but data shows clearer geographic and programmatic branding could boost appeal -- especially with out-of-state students.

#5 - A Clearer Name Could Strengthen Appeal and Recommendations

Key Take Away: The name works for insiders but limits growth beyond them. While local audiences are familiar, external audiences see the name as confusing, overly local, or lacking relevance. A clearer brand promise and name could expand reach, sharpen perception, and unlock new opportunity.



REGIONAL INSIGHTS: RENAME SENTIMENT

OVERVIEW

Regional data shows mixed neutrality toward the current name, but external audiences face higher confusion and lower awareness. A rename would most benefit out-of-state growth, while local messaging should emphasize continuity and legacy.

Region	Perception of Current Name	Appeal of Rename	Key Distinctions / Notes
Laramie County	High familiarity, strong local support. Less confusion.	Less urgency for change; 36% say name adds appeal.	Loyal base, pride in identity. Concerned about preserving legacy.
Wyoming (excluding Laramie County)	Moderate familiarity. Higher confusion than Laramie County.	More support for change (26% support rename).	Sees value in clarity and relevance; concerned name limits perception.
Denver Metro	73% had never heard of LCCC. Only 7% knew it's in Cheyenne.	High support for rename to clarify location and offerings.	Most confused region. Strongest case for change. Very low brand awareness.
Colorado (Not incl. Denver Metro)	65% unaware of LCCC. Only 14% knew it's in Cheyenne.	High openness to rename (35% favor changing name).	Similar to Denver in confusion. Wants clearer geographic alignment.
Nebraska	Very low awareness. Misunderstood location.	Rename could improve clarity and broaden reach.	Especially in Scottsbluff: 67% found name unappealing. High confusion.

IN A SEA OF SAMENESS



LARAMIE COUNTY COMMUNITY COLLEGE

- Affordable, Community, Community College, Local, Cheaper, Small, Technical

CASPER COLLEGE

- Affordable, Community, Local, Good, Great, Thunderbirds, Location, Small

AIMS COMMUNITY COLLEGE

- Affordable, Community, Small, Local, Near to Me

FRONT RANGE COMMUNITY COLLEGE

- Affordable, Community College, Community, Local, Accessible, Near to Me

WESTER WYOMING COMMUNITY COLLEGE

- Community, Affordable, College, Convenient, Helpful

LARAMIE COUNTY COMMUNITY COLLEGE

TWO THINGS WE MUST ADDRESS:

- 1. WHAT IS OUR BRAND PROMISE — AND CAN WE DELIVER ON IT?**
- 2. HOW WILL WE DIFFERENTIATE OURSELVES IN A BROADER, INCREASINGLY COMPETITIVE MARKET?**

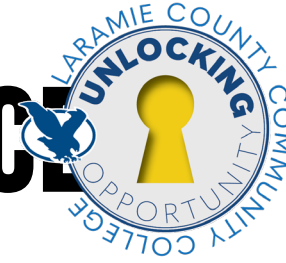
PART OF THE PROMISE? – LCCC EXPERIENCE



A Transformative Experience – personal, impactful, and empowering.

- Have exceptional first impressions of the College.
- Be part of a vibrant community, both on and off campus, where they feel they belong and are connected to others.
- Be inspired early at LCCC to establish their educational and career goals.
- Develop a plan that aligns with those goals.
- Be actively engaged in the learning process.
- Be transformed by doing something meaningful that applies learning inside LCCC to experiences beyond the classroom.
- Be prepared and excited for what comes after LCCC, leading to a successful transition to their “next steps” in life.

SHAPING THE STUDENT EXPERIENCE



Justine Essex
GEAR UP Manager



Jennie Hedrick
Student Services Manager,
Laramie Campus



Scott Van Horn
Trades & Technical Studies
Pathway Coordinator



Dr. Ami Wangeline
Biology Faculty



The image features a dark, atmospheric background. On the left, a large, billowing plume of blue smoke or steam rises. A bright, orange-yellow fire trail extends from the smoke towards the right side of the frame. In the upper right corner, several interlocking mechanical gears are visible, suggesting a theme of industry or machinery. The overall scene is dynamic and visually striking.

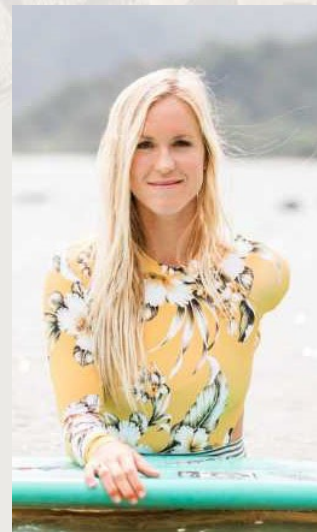
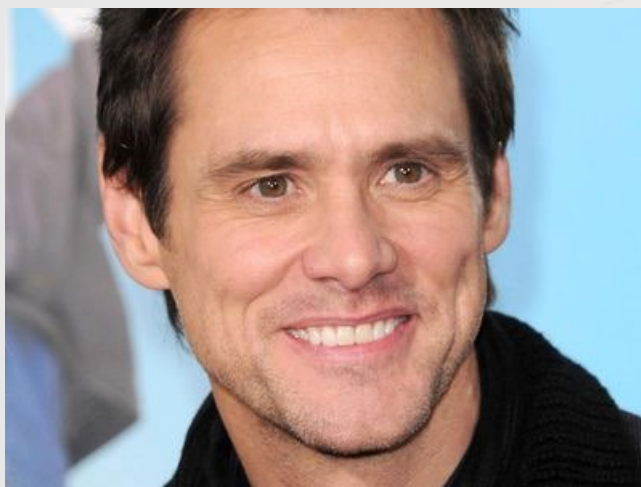
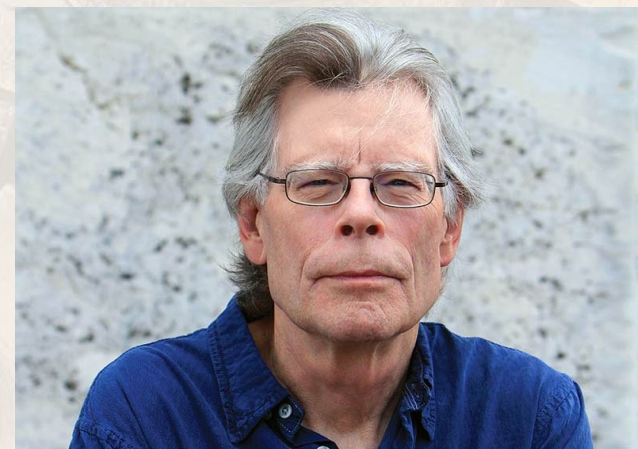
FIGHTING THE HEADWINDS

Internal Locus of Control:

- Individuals with a strong internal locus of control believe *their actions, decisions, and efforts directly impact their lives*. They are more likely to take responsibility for their successes and failures, and they tend to be *more proactive in pursuing goals and overcoming challenges*.

External Locus of Control:

- Individuals with a strong external locus of control tend to believe that *external forces, such as luck, fate, or other people's actions, are the primary determinants of their lives*. They may be more likely to *attribute outcomes to chance or circumstances beyond their control*.





**LARAMIE COUNTY
COMMUNITY COLLEGE**
Cheyenne | Laramie | Online