

Introduction

Institutional Overview

Preface

Laramie County Community College (herein after “LCCC” or “the College”) is a public, two-year comprehensive community college serving Laramie and Albany counties in Southeast Wyoming. The main campus is in Cheyenne (Laramie County and the state capital). The College has a branch campus in Laramie (Albany County and the home of the University of Wyoming) and two outreach centers in Laramie County -- one in Pine Bluffs, WY and the other on the F.E. Warren Air Force Base. LCCC was established in 1968. An elected seven-member board of trustees governs the College.

Mission, Vision, and Values

MISSION

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

OUR VALUES

Core Values - We believe these values are inherent in the cultural fabric of the College and could not be extracted in any way.

1. **Passion** – Our institution is wholly dedicated to engaging in our work, sharing our beliefs, and debating the merits of any course of action as we strive to transform our students’ lives through inspired learning.
2. **Authenticity** – True to our Western heritage, we are genuine to a fault, without pretense, and steadfast in our dedication in delivering on a promise, product, or need.
3. **Desire to Make a Difference** – We engage in and pursue our goals for the opportunity to create better lives, better communities, and a better world for those who are here today and the generations that follow.

Aspirational Values - We readily admit to a mismatch between our desire for these values and their existence at the College. However, our strong desire for these values will shape the actions we take to ensure the universal presence of these values at LCCC into the future.

1. **Commitment to Quality** – Quality is found at the intersection of hard work and high standards being met consistently. We are committed to promoting a culture of evidence that compels us to continuously strive for greater competence and productivity while always seeking to transform students’ lives through inspired learning.

2. **Entrepreneurship** – In an uncertain era, endless opportunities await those institutions willing to take risks. Grabbing these opportunities requires informed risk-taking and innovation fostered in a safe, yet demanding environment.

3. **Tolerance** – As an institution, we must engage in wide-ranging, open-minded discourse with civility and objectivity grounded in what is best for our students as well as ourselves.

OUR BIG GOAL

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

OUR VISION

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

LCCC’s People

LCCC is a community of people – students, faculty and staff. In academic year 2017-2018 the College enrolled 6,148 students in credit courses, equating to an annualized FTE of 3,190. Of the student body, 38 percent were full-time students with 62 percent part-time. Approximately 22 percent of LCCC’s students are enrolled in transfer degree programs; 23 percent are in career and technical programs of study, with the remaining undeclared. LCCC enrolled 2,369 individuals in non-credit life enrichment classes, 3,190 in non-credit workforce development courses, and an estimated 2,142 participants in customized training programs.

The College is comprised of a dedicated group of faculty and staff that fulfill various roles leading to mission attainment. In fiscal year 2017-2018, the College employed a total of 376 regular, benefited positions, with 18 administrators, 50 managerial, 72 professional, 126 faculty (teaching and non-teaching), and 110 educational services classified staff. The College also employed approximately 830 part-time employees from adjunct faculty to seasonal workers.

Academic Offerings

Student learning is the primary focus of the College. LCCC is a public, associate-degree granting institution according in the Carnegie classification system. The College offers credit and noncredit courses for transfer, workforce development, and life enrichment. Students may earn degrees (Associate of Arts, Associate of Science, or Associate of Applied Science) in 78 programs and certificates in 27 programs. The College also offers educational activities leading to non-credit certification, credit certificates of completion, or the ability to sit for a variety of professional certifications. LCCC also offers adult basic education and high school equivalency courses through the Adult Career and Education System (ACES).

Quality Improvement Journey

LCCC began its quality improvement journey when it first signed onto the AQIP Accreditation pathway in 2008. The College submitted its first systems portfolio to the Higher Learning Commission (herein after “HLC” or “the Commission”) in 2010, at a time of turmoil resulting from organizational unrest around its culture, its leadership, and its organizational structure. Following the removal of a sitting president in 2010 and amidst great leadership deficiencies, the institution sought a new future grounded in authentic acceptance of some of the most brutal facts about the state of the College. Once the Institution embraced these facts, a new platform for organizational reinvention and rebirth emerged.

Thus, as demonstrated throughout this Systems Portfolio, LCCC’s institutional transformation is well underway. The foundation has been laid with quality philosophies grounded in policy; mature and integrated processes driven by administrative procedures; and cycles of assessment, planning, resource allocation, implementation, and evaluation are integrated at all levels of the Institution. A culture of evidence is taking shape, and a dedication to honest analysis and hard work is prevalent.

The results are undeniable. The College has moved from being a laggard in the state to a leader. The Cheyenne campus has been physically transformed with nearly \$100 million of capital improvements completed or in progress. Leadership, at all levels, has been strengthened. LCCC has received national and local recognition for its innovation in programs and services. Most importantly, LCCC has been continually improving student outcomes,

particularly the rate at which students succeed in their educational pursuits. See Category Six within this systems portfolio for more information on the results of LCCC's quality journey.

Closing

It is evident the College's journey towards a culture of continuous, quality improvement has been a fast one since it accepted this challenge. While the Institution has not yet reached maturity in the full alignment of its quality culture, it has made nearly unbelievable progress in a short amount of time towards integrating the foundational aspects of CQI within the campus community.