

# Laramie County Community College

HLC ID 1723

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AQIP: Comprehensive Quality Review

Review Date: 10/7/2019

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**Dr. Joe Schaffer**  
*President*

**Jeffrey Rosen**  
*HLC Liaison*

**Jill Carlson**  
*Review Team Chair*

**Rita Gulstad**  
*Federal Compliance Reviewer*

**Kathryn Alley**  
*Team Member*

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*Team Member*

**Barbara Jascor**  
*Team Member*

## Context and Nature of Review

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### Review Date

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10/7/2019

### Overview the Comprehensive Quality Review (CQR)

A Comprehensive Quality Review (CQR) is required as part of the Year 8 comprehensive evaluation during the final year of the AQIP Pathway cycle and may also occur in Year 4 based upon institutional request or HLC determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting HLC's Criteria for Accreditation. (With respect to the optional Year 4 CQR, the goal is to alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements.
- Facilitate the institution's continuing quality improvement commitment, confirming that a developing or established continuous quality improvement (CQI) culture and infrastructure exist that advances organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Reviews, Systems Appraisals or HLC actions.
- Validate process-level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress, including how Action Projects are integrated into the institution's overall performance improvement strategy.
- Review distance and/or correspondence education delivery, if applicable.
- Evaluate distributed education (multiple campuses), if applicable.
- Develop an initial recommendation regarding Pathway eligibility (Year 8 only).

### Scope of Review

- Quality Highlights Report
- On-site Visit
- Federal Compliance Review
- Multi-campus Visit (if applicable)
- Reaffirmation Review (Year 8 only)
  
- Federal Compliance 2019 - AQIP
- CQR Quality Highlights Report
- Albany County Campus

### Institutional Context

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The team conducted a Comprehensive Quality Review that included a branch campus visit to the Albany County Campus on October 7-8, 2020. A Federal Compliance Review was also included.

Laramie County Community 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.

The mission of the College is "To transform our students' lives through the power of inspired learning." 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 the 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.

LCCC is a public, associate-degree granting institution according to 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).

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 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.

## **Interactions with Constituencies**

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### **Session 1. Intro Meeting with the President**

Joe Schaffer, President

### **Session 2. Open Forum with Administrators**

#### **Criteria One and Two – Mission, Integrity: Ethical & Responsible Conduct**

Joe Schaffer, President

Kim Bender, Associate Vice President; Institutional Effectiveness

Brady Hammond, Associate Vice President, Albany County Campus

Clark Harris, Vice President, Academic Affairs

Rick Johnson, Vice President, Administration & Finance

Tammy Maas, Executive Director, Human Resources

Melissa Stutz, Vice President, Student Services

Lisa Trimble, Associate Vice President, Institutional Advancement

Victoria Steel, Director, Sponsored Awards & Compliance  
Jill Koslosky, Dean, School of Business, Agriculture & Technical Studies  
Chad Marley, Chief Technology Officer  
Starla Mason, Dean, School of Health Sciences & Wellness  
James Miller, Dean of Students  
Nola Rocha, Comptroller  
Mary Tast, Dean, School of Outreach & Workforce Development  
Bryan Wilson, Dean, School of Math & Sciences  
Bill Zink, Director, Physical Plant  
Daniel Zwonitzer, Interim Special Assistant, VPAA  
Stacy Maestas, Registrar  
Kelly Humphrey, Dean, ACC Student & Academic Services

**Session 3. Focus Meeting: Budgeting, Strategic Planning, Operational Planning and Facilities Planning**  
**Criterion Five – Resources, Planning and Institutional Effectiveness**

Joe Schaffer, President  
Jane Myrick, Director, Budget  
Melissa Gallant, Outreach and Workforce Development  
Teresa Authier, Librarian  
Christie Goertel, Manager, Life Enrichment  
Sheri Johnson, Executive Admin Assistant I in Administration and Finance  
Chad Marley, Chief Technology Officer  
Carla Ostic, Instructor, Accounting  
Nola Rocha, Comptroller  
Victoria Steel, Director, Sponsored Awards & Compliance  
Cynthia Henning, Interim Executive Director, Athletics and Exercise Science  
Talisha Mottinger, Director, ACC Operations  
Scott Royce, Assistant Director, Physical Plant  
Jan Streeter, Technician, Accounting I  
Janet Webb, Coordinator, Institutional Projects  
Kim Bender, Associate Vice President, Institutional Effectiveness  
Rick Johnson, Vice President, Administration & Finance  
Bill Zink, Director, Physical Plant  
Jamie McKin, Online Teaching

**Tour of Facilities**

Don Erickson, Board of Trustees  
Stephen Hrkach, Instructor  
Chad Parsons, Instructor  
San Graham, Instructor

**Session 4. Focus Meeting: Retention, Persistence and Completion**  
**Criterion Four – Teaching and Learning: Evaluation and Improvement**

Mark Perkins, Director, Institutional Research  
Danielle Jensen-Ryan, Analyst, Research  
Sarah Smith, Analyst, Data  
Amanda Widup, Director, TRIO  
Kari Brown-Herbst, Director, Center for Excellence in Teaching  
Jonathan Carrier, Interim Dean, School of Arts & Humanities

Brady Hammond, Associate Vice President, Albany County Campus  
Clark Harris, Vice President, Academic Affairs  
Kelly Humphrey, Dean, ACC Student & Academic Services  
Jill Koslosky, Dean, School of Business, Agriculture & Technical Studies  
Starla Mason, Dean, School of Health Sciences & Wellness  
Mary Tast, Dean, School of Outreach & Workforce Development  
Bryan Wilson, Dean, School of Math & Sciences  
Daniel Zwonitzer, Interim Special Assistant, VPAA

**Session 5. Focus Meeting: Progress Report on Strategic Plan  
& Strategic Planning Process**

Joe Schaffer, President  
Janet Webb, Coordinator, Institutional Projects  
Kim Bender, Associate Vice President; Institutional Effectiveness  
Brady Hammond, Associate Vice President, Albany County Campus  
Clark Harris, Vice President, Academic Affairs  
Rick Johnson, Vice President, Administration & Finance  
Tammy Maas, Executive Director, Human Resources  
Melissa Stutz, Vice President, Student Services  
Lisa Trimble, Associate Vice President, Institutional Advancement  
Jill Koslosky, Dean, School of Business, Agriculture & Technical Studies  
Starla Mason, Dean, School of Health Sciences & Wellness  
Bryan Wilson, Dean, School of Math & Sciences  
Jonathan Carrier, Interim Dean, School of Arts & Humanities

**Session 6. Lunch with Governing Board  
Criterion One, Two and Five**

Jess Ketcham, Chairman  
Wendy Soto, Vice Chairman  
Don Erickson, Treasurer  
Bob Salazar, Secretary  
Janine Thompson, Trustee

**Session 7. ACC Branch Campus Visit**

Brady Hammond, Associate Vice President, Albany County Campus  
  
Students, Faculty, Staff

**Session 8. Focus Meeting: Use of Data for Planning  
Criterion Five – Resources, Planning and Institutional Effectiveness**

Joe Schaffer, President  
Kim Bender, Associate Vice President; Institutional Effectiveness  
Mark Perkins, Director, Institutional Research  
Rick Johnson, Vice President, Administration & Finance  
Bill Zink, Director, Physical Plant  
Tammy Maas, Executive Director, Human Resources  
Chad Marley, Chief Technology Officer

Janet Webb, Coordinator, Institutional Projects  
Victoria Steel, Director, Sponsored Awards & Compliance

**Session 9. Open Forum: Leadership for Continuous Quality Improvement Efforts**

**Criterion Five – Resources, Planning and Institutional Effectiveness**

Kim Bender, Associate Vice President; Institutional Effectiveness  
Clark Harris, Vice President, Academic Affairs  
Rick Johnson, Vice President, Administration & Finance  
Tammy Maas, Executive Director, Human Resources  
Melissa Stutz, Vice President, Student Services  
Lisa Trimble, Associate Vice President, Institutional Advancement  
Julie Gerstner, Analyst, Business  
Chad Marley, Chief Technology Officer  
Mary Tast, Dean, School of Outreach & Workforce Development  
Kari Brown-Herbst, Director, Center for Excellence in Teaching  
Jonathan Carrier, Interim Dean, School of Arts & Humanities  
Stacy Maestas, Registrar  
Starla Mason, Dean, School of Health Sciences & Wellness  
James Miller, Dean of Students  
Brandi Payne Cervera, Director, Financial Aid  
Troy Rumpf, Manager, Strategic Communications & Marketing  
Janet Webb, Coordinator, Institutional Projects  
Bryan Wilson, Dean, School of Math & Sciences

**Session 10. Focus Meeting: Challenges from Systems Appraisals, Strategic Challenges, Levels of Maturity**

**AQIP Category 6: Quality Overview focuses on Continuous Quality Improvement**

Joe Schaffer, President  
Kim Bender, Associate Vice President; Institutional Effectiveness  
Clark Harris, Vice President, Academic Affairs  
Rick Johnson, Vice President, Administration & Finance  
Melissa Stutz, Vice President, Student Services  
Lisa Trimble, Associate Vice President, Institutional Advancement  
Tammy Maas, Executive Director, Human Resources  
Bobby Baker, Specialist, HR Development & Training  
Marina Malatesta, Interim Specialist, HR Benefits  
Kari Brown-Herbst, Director, Center for Excellence in Teaching  
Mark Perkins, Director, Institutional Research

**Session 11. Focus Meeting: Student Engagement**

**Criterion Three – Teaching and Learning: Quality, Resources & Support**

Melissa Stutz, Vice President, Student Services  
Zeke Sorenson, Coordinator, Student Engagement & Diversity  
James Miller, Dean of Students  
Jennifer Voyles, Director, Learning Commons  
Diana Wilson, Interim Director, Residential Living  
Mark Perkins, Director, Institutional Research  
Janet Webb, Coordinator, Institutional Projects  
Andrea Clubb, Coordinator, Disability Services

Kevin Yarbrough, Disability Services

## **Session 12. Federal Compliance**

Kim Bender, Associate Vice President; Institutional Effectiveness (resource

Rob VanCleave, Instructor, Computer Science

Roger Findley, Instructor, Computer Information Systems

Patty Kessler, Instructor, History/Social Science

Jenna Kibbon, Instructor/Clinical Coordinator, Physical Therapist Asst

Whitney Peterson, Instructor, Nursing

Sue Torney, Program Director, Speech Language Pathology Assistant

Matt West, Instructor, Art

Melissa Williams, Instructor, Mathematics

ClarkHarris,VicePresident,AcademicAffairs

TeresaAuthier, Librarian

Jennifer DeRouchey, Instructor, Communication

## **Session 13. Focus Meeting: Assessment of Student Learning**

### **Criteria Three and Four – Teaching and Learning: Quality, Resources & Support; Teaching and Learning: Evaluation & Improvement**

Jennifer Thompson, Developer, Sponsored Awards

Starla Mason, Dean, School of Health Sciences & Wellness

Timothy Kochery, Designer, Instructional II

Maggie Swanger, Librarian

Rosemary McBride, Instructor, Agriculture

Jenna Kibbon, Instructor/Clinical Coordinator, Physical Therapist Asst

Kim Bender, Associate Vice President; Institutional Effectiveness

Ann Shelby, Instructor, Education

Arshi Nisley, Instructor, Education

Bruce Nisley, Program Director, Agriculture

Jeff Shmidl, Interim Program Director, Business & Finance

Bryan Wilson, Dean, School of Math & Sciences

Jonathan Carrier, Interim Dean, School of Arts & Humanities

Paula Badgett, Librarian

Kari Brown-Herbst, Director, Center for Excellence in Teaching

Brady Hammond, Associate Vice President, Albany County Campus

Cynthia Henning, Interim Executive Director, Athletics and Exercise Science

Jill Koslosky, Dean, School of Business, Agriculture & Technical Studies

Ashleigh Ralls, Program Director, Radiography  
Madelynn Wostrel, Assistant, Executive Admin I  
Erin Nitschke, Instructor, Exercise Science  
Sarah Smith, Institutional Research  
Laura Sigsbury, Center for Excellence in Teaching

**Session 14. Focus Meeting: Online Education & Dual Credit**

**Criteria Three and Four – Teaching and Learning: Quality, Resources & Support; Teaching and Learning: Evaluation & Improvement**

Kari Brown-Herbst, Director, Center for Excellence in Teaching

Richard Walsh, Specialist, Technical Support II  
Mary Tast, Dean, School of Outreach & Workforce Development  
Daniel Zwonitzer, Interim Special Assistant, VPAA  
Rakhshi Hamid, Director, Center for Secondary Students  
Kelly Humphrey, Dean, ACC Student & Academic Services  
Clark Harris, Vice President, Academic Affairs  
Laura J. Sigsbury, Specialist, Technical Support I  
Stacy Maestas, Registrar

**Session 15. Focus Meeting: Academic Program Review,**

**Faculty & Course Evaluations**

**Criteria Three and Four – Teaching and Learning: Quality, Resources & Support; Teaching and Learning: Evaluation & Improvement**

Kim Bender, Associate Vice President; Institutional Effectiveness  
Kari Brown-Herbst, Director, Center for Excellence in Teaching  
Jonathan Carrier, Interim Dean, School of Arts & Humanities  
Brady Hammond, Associate Vice President, Albany County Campus  
Clark Harris, Vice President, Academic Affairs  
Jill Koslosky, Dean, School of Business, Agriculture & Technical Studies  
Mary Tast, Dean, School of Outreach & Workforce Development  
Bryan Wilson, Dean, School of Math & Sciences  
Daniel Zwonitzer, Interim Special Assistant, VPAA  
Sarah Smith, Analyst, Data  
Cynthia Henning, Interim Executive Director, Athletics and Exercise Science  
Timothy Kochery, Designer, Instructional II  
Terra Autmir, Library Assistant

**Session 16. Faculty Qualifications Review**

Tammy Maas, Executive Director, Human Resources  
Bobby Baker, Specialist, HR Development & Training  
Jennifer Hooke, Specialist, HR Information Systems  
Marina Malatesta, Interim Specialist, HR Benefits  
Jessica Toman, Executive Admin Assistant I in Human Resources  
Lucas Yosten, Specialist, HR Compliance & Compensation

**Session 17. Lunch with Students**

**Student Survey Results, Student Engagement**

27 Students

**Session 18. Open Forum with Faculty**

**Criteria Three and Four – Teaching and Learning: Quality, Resources & Support; Teaching and Learning: Evaluation & Improvement**

13 Faculty in person

14 via Zoom web connection

**Session 19. Open Forum with Support Staff**

**Criterion Three – Teaching and Learning: Quality, Resources and Support**

11 support staff

**Session 20. Open Forum; What's Next**

**Pathway Options, Final Thoughts, HLC Process after team leaves**

Joe Schaffer, President

Kim Bender, Associate Vice President; Institutional Effectiveness

Brady Hammond, Associate Vice President, Albany County Campus

Clark Harris, Vice President, Academic Affairs

Rick Johnson, Vice President, Administration & Finance

Tammy Maas, Executive Director, Human Resources

Melissa Stutz, Vice President, Student Services

Lisa Trimble, Associate Vice President, Institutional Advancement

Kari Brown-Herbst, Director, Center for Excellence in Teaching

Jonathan Carrier, Interim Dean, School of Arts & Humanities

Roger Findley, Instructor, Computer Information Systems

Sarah Hannes, Director, Admissions

Kelly Humphrey, Dean, ACC Student & Academic Services

Jill Koslosky, Dean, School of Business, Agriculture & Technical Studies

Stacy Maestas, Registrar

Starla Mason, Dean, School of Health Sciences & Wellness

Brandi Payne Cervera, Director, Financial Aid

Troy Rumpf, Manager, Strategic Communications & Marketing

Mary Tast, Dean, School of Outreach & Workforce Development

Janet Webb, Coordinator, Institutional Projects

Bryan Wilson, Dean, School of Math & Sciences

Daniel Zwonitzer, Interim Special Assistant, VPAA

**Session 21. Exit Interview**

Joe Schaffer, President

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**Additional Documents**

*There are no additional documents reviewed.*

# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1 - Helping Students Learn

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### 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

### Rating

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Met

### Rationale

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Following a year-long strategic planning process involving a cross-functional group of individuals, the LCCC Board of Trustees approved the current mission statement, *To Transform Our Student Lives Through the Power of Inspired Learning*, on September 18, 2018. This revision to mission occurred as part of a three-phase development process for the LCCC 2013-2020 Strategic Plan. Along with revision of mission, identification of the Big Goal, *Our over-arching goal is that 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* and updated vision statement, core values, and aspiration values were approved. These, along with four goals (academic preparation, transfer preparation, workforce development, and community development) guide the work of the College. The commitment to mission, vision, values, and goals was evident to the reviewers throughout the many conversations with staff, faculty and administration.

In alignment with the Wyoming Community College Strategic Plan, LCCC is a comprehensive community college offering academic coursework leading to either an associate degree in one of 78 program areas or 27 certificates. Non-degree seeking individuals may complete workforce development training or enroll in community enrichment programming. The 2017 opening of the Clay Pathfinders Building at the main campus created a one-stop location for students to access all student services (disability services, counseling, registration, financial aid, etc). A walking tour of campus provided opportunity for the reviewer to see first-hand mission fulfillment through the

investment in new or updated classrooms, expanded lab facilities, technology to support learning, and expanded student services facilities.

LCCC utilizes a multi-layer budget approval process to ensure fiscal expenditures are in alignment with both the strategic plan and the college mission. Members of both the Budget Process Advisory Committee and Budget Review Allocation Committee (BRAC), along with members of the administrative team, provided the reviewers with a detailed account of the budget development process. BRAC committee members confirmed the use of the Budget Review Decision Making Rubric as the mechanism to review each spring any one-time budget requests undergoing initial evaluation and prioritization. Supported expenditures are then routed to the College Council, President's Cabinet, and President, prior to final approval by the Board of Trustees. A review of the Budget Review Decision Making Rubric ensures LCCC connects each budget request expenditure to the college mission. A similar rubric is utilized as a part of any new position allocation requests.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Rating

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Met

### Rationale

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The Laramie County Community College mission is publicly communicated to key stakeholders in the college catalog, on the college website, and in a number of publicly distributed documents. The website also serves as a primary location to communicate the LCCC Vision Statement, Big Goal, Values, Aspirational Values, and Goals. The 2013-2020 LCCC Strategic Plan, 2016 Strategic Plan Progress Report, and 2018 Focus Update are available on the College website for ease of access to stakeholders.

Each of these three documents communicates the intentional effort of the College to fulfill its mission to achieve student success whether through community education efforts, program completion or preparation for transfer to a four-year college or university. Current efforts to advance both the workforce and community development throughout the region are communicated electronically through the 2019 Fall Class Schedule Outreach and Workforce Development Publication or in the paper. While paper and electronic methods appear to be the primary locations where mission, vision, values, and goals are communicated, there may be an opportunity for the College to display these guiding principles for all students, staff, and visitors to see while walking throughout the campus.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Rating

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Met

### Rationale

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The LCCC mission, vision (Big Goal and vision statement), values, aspirational values, and goals collectively reflect both an understanding and commitment that the college serves diverse communities. In particular, the LCCC Core Values reflect a commitment to reflect the inherent cultural fabric of the College. This commitment is further reflected in the aspirational value of tolerance. Evidence supporting the College commitment to address its role in a multicultural society is reflected in the commitment to sustain the Albany County Campus, outreach centers at both F.E. Warren Air Force Base and Pine Bluffs, along with academic offerings (whether Dual Credit, Concurrent Enrollment, and/or Dual Fusion) at each of the area high schools. As the greater Cheyenne community seeks to meet or diversify workforce needs, the efforts of the Outreach and Workforce Development Office support local employers both to build and sustain their workforce.

LCCC utilizes the application process as one mechanism to identify student populations. Once admitted, academic advisers, faculty, and other staff utilize both formal and informal processes to both identify and connect students with disability services, veteran's office, residential living, counseling, or academic support services. Recent additions of EAB Navigate software, a full-time anthropologist, and focused effort by the IR department to work directly with the Wyoming Community College Commission (WCCC) support college efforts to identify and increase efforts to reach under-represented stakeholders.

The Student Engagement and Diversity Office appears to lead efforts at LCCC in drawing attention to human diversity. Examples shared with reviewers include movie preview nights (Bury My Heart at Wounded Knee, The Children's Hour, Birth of a Nation), presentations or speakers (Sam Mihara, Memories of Heart Mountain and the women's suffrage event), and the annual publication of the HighPlains Register. Service Projects to South America, Denver, or within the greater Cheyenne community provide additional opportunities for the College to all attention to human diversity. Pathway 2.0 will provide the College additional opportunities to call attention to human diversity, including the implementation of micro and macro badges as a part of graduation requirements. Beginning with the Spring 2020 term, a one-million-dollar endowment from the estate of Louis C. Mottonen will allow for the creation of a Student Experience Fund, allocating approximately \$35,000 annually to support student immersion experiences.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Rating

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Met

### Rationale

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The 2013-2021 LCCC Strategic Plan outlined four goals: *Completion Agenda for the 21st Century, Connections That Improve Student Transition, An Organizational Culture to Thrive in the Future, and A Physically Transformed College*. Although refreshed twice since originally published, LCCC commitment to achieve each original goal remains. Goal two specifically speaks to improving connections to improve student transition. Dual Fusion and Concurrent enrollment offered at area high schools, along with defined transfer programs to 4-year universities illustrate efforts by LCCC to create intentional academic pathways. Efforts to achieve goal four is exemplified by the \$150 million dollar facility expansion/renovation over the past 6 years resulting in the renovation to the Ludden Library and new construction of the Pathfinders Building, Fine Arts building, Flex-tech building, and the addition of 357 beds through the addition of a newly constructed residence hall at the Laramie County campus location, along with two new classrooms and a science lab & classroom at the Albany County campus location.

LCCC continues to offer a wide-array of events for the greater Cheyenne community, including Shawn Dubie Annual Memorial Rodeo, Kids Rock summer camp, speaker series, athletic events, and community enrichment short-term courses.

In alignment with the College mission, LCCC utilizes information gathered from program advisory committees, Southeast Wyoming Workforce Advisory Group, community input, EMSi data, Forward Greater Cheyenne (a community economic and community development plan), program data, and environmental scanning to evaluate both existing programs for ongoing relevance or the potential for new programs. In response to declining enrollment and changes in local demand, LCCC discontinued the construction trades program. Two recent program additions, HVAC and plumbing, were first launched as workforce development offerings prior to launching as academic programs. College administration acknowledges that more than twenty additional academic programs are under consideration, including the anticipated launch of advanced manufacturing.

In order to ensure fiscal expenditures align with both college mission and the current strategic plan a

multi-layer budget process exists (Policy 4.8 and 4.8P). The utilization of a Budget Resource Decision-Making Rubric and a New Positions Decision-Making Rubric ensure linkage between mission and strategic plan. These rubrics are reviewed by BRAC prior to advancing to President's Cabinet and the Board of Trustees for final approval. Further supporting LCCC's commitment to advance the community include an annual allocation of \$100,000 of Perkins funding to support Health Sciences Fund.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **1.S - Criterion 1 - Summary**

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### **Rationale**

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As described in the earlier statements, the CQR visiting team verified that the Laramie County Community College meets Criterion One Mission. LCCC utilizes both electronic and paper documents to convey the mission to key stakeholders. Throughout all sessions of the CQR visit, college employees spoke confidently and clearly about both their understanding of and role, in fulfillment of college mission. The 2013-2020 Strategic Plan further reinforces the commitment of LCCC to achieve the stated mission, vision, and values of the College. It was clear to reviewers that learner success is at the forefront of actions at the College.

## 2 - Meeting Student and Other Key Stakeholder Needs

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### 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

#### 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Rating

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Met

#### Rationale

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The Policy and Procedures manual is easily accessible on the LCCC website. It contains eleven specific policy sections: *governance, academic affairs, student services, finance, facilities, human resources, public relations and marketing, information technology, general policies, continuous improvement, and external funding*. Throughout the two-day CQR site visit, Board of Trustee members, college faculty, staff and administration cited specific sections of this policy manual in discussions related to overall institutional governance. College personnel confirmed that at present, current policy review occurs on a random, intermittent basis. College administration acknowledges that there remains an opportunity to identify a regular schedule for review and revision of the manual.

LCCC operates under a shared governance model, *The Laramie County Community College Board of Trustees is vested in the active involvement of all internal College constituencies in the governance of the institution through an ongoing participative process of shared governance. The Board of Trustees affirms this belief by supporting the right of faculty, staff, administration, and students to express ideas and opinions with the assurance that such opinions will be given respectful consideration in the major decisions of the College (Board Policy 1.1.5)*. Delegation of Authority, delegates to the president the authority to administer all board policies (Board Policy 1.1.7). With cross-functional representation, including student representatives, College Council is intended to be the primary shared governance entity. Student Government Association serves as the primary governance for students.

While staff, faculty, and students spoke of a number of mandatory training required by the college (Title IX, FERPA, sexual harassment, and sexual discrimination, etc) there may be an opportunity to clarify these requirements in section 6.0 Human Resources of the policy manual. The Human

Resources department recently launched a structured approach to performance management with the release of My Path online performance management platform to track objective, functional and behavioral performance for all employee classifications.

As shared in Core Component 1A, LCCC utilizes a comprehensive budget approval process. Providing policy oversight to the budgetary and expenditure process at the college is section 4.0 of the LCCC Policy Manual. Additional policies providing oversight to ensure fair and ethical behavior on the part of the governing board, administration, faculty, and staff include: 6.0 Human Resources, 8.0 Social Media, 8.3 Acceptable Use Policy, 9.1 Copyright Policy, 9.8 Integrity and Standards of Practice, and 11.0 External Funding. The Student Handbook addresses key policies addressing ethical and responsible conduct on behalf of students.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Rating

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Met

### Rationale

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LCCC presents information related to its academic programs, student services, costs associated with attendance, accreditation relationships, transfer opportunities, financial aid and scholarships, athletics, housing, community events, catalog and course schedule, health care to students and payment options among other key topics on their website. The use of key mailings, email notifications, social media, printed material, and student handbook serve as additional tools utilized by LCCC to present information to stakeholders throughout greater Laramie and Albany Counties.

The LCCC website contains information related to the 2013-2020 Strategic Plan (and subsequent updates), Board of Trustee meeting minutes, consumer information, security information, non-discrimination policy, and Student Right to Know publication. Published monthly, *Wingspan* is a student-run newspaper that highlights topics of interest or upcoming events to the College community. *The Talon*, available in both paper or electronic format, is an additional medium utilized by Laramie County Community College to present information to key stakeholders.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Rating

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Met

### Rationale

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The Wyoming Community College Commission's role is to *provide coordination, advocacy, funding and accountability for the Community College System on behalf of the State of Wyoming*. Locally, the Laramie County Community College Board of Trustees operates independently of the Wyoming Community College Commission. Elected from within Laramie County, each member serves a 4-year term on the board. One ex-officio member represents Albany County.

In addition to setting the strategic direction for the college, the Board of Trustee members review and consider all reasonable or relevant areas of interest to the institution. LCCC Board of Trustees provides oversight responsibilities that include fiscal management, organizational decision-making, legislative requirements, and issues involving personnel or legal concerns (Board Policy 1..5). Internal functions of the Board are guided and overseen by a Conflict of Interest Policy, and Annual Self-Evaluation, and a Code of Ethics. As elected officials, the Board of Trustee members are held accountable both to key stakeholders and the State of Wyoming. Of the members in attendance during the CQR visit, three were alumni of the college. All spoke of the important role LCCC serves in preserving the economic vitality of southeastern Wyoming.

LCCC employs a shared governance model, specifically the College Council, for the development of procedures related to the Board of Trustees Policy. Board Policy 1.1.7 delegates to the President *executive responsibility for the administering of policies adopted by the Board and executing all decisions of the Board requiring administrative action*.

The visiting team noted the intentional presence of a member of the Board of Trustees on all major initiative committees at the college. This presence appears to be a carry-over preceding both the current president and the current shared governance structure. While both Board of Trustee members and the administration may find this presence at planning sessions of future college initiatives to be of value, site visitors question the level of Board involvement in the day-to-day operations of the

institution.

As conveyed in greater detail in 5B, there appears to be an opportunity at LCCC to evaluate the current role of the Faculty Senate in providing oversight for academic matters.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Rating

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Met

### Rationale

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The commitment to freedom of expression and the pursuit of truth in teaching and learning at LCCC is rooted in the definition of academic freedom, *the freedom to learn, teach, speak, research, and publish, subject to the norms and standards of scholarly inquiry, without interference or penalty wherever the search for truth and understanding may lead* (College Catalog). Examples that illustrate the application of this definition at LCCC include the publication of the college newspaper, *Wingspan*, and the Highplains Registry.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Rating

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Met

### Rationale

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LCCC Policy 2.6, Institutional Review Board states that the college will *abide by the Code of Federal Regulations, Title 45: Public Welfare, Department of Health and Human Services, Part 46: Protection of Human Subjects (45 CFR 46, revised June 23, 2005)*. The LCCC IRB oversees any formal research conducted at the College ensuring ethical human subject and scientific research.

Within the Student Handbook are policies on Academic Honesty and Integrity, the Student Discipline Procedure, the Student Code of Conduct Procedure, and the Student Rights and Responsibilities Procedure. In addition to the Student Handbook, this information is conveyed to students via course syllabus, college website, and college catalog. A lockdown Browser and Turnitin software serve as two tools utilized to preserve and maintain academic honesty. Ludden Library staff provide ongoing guidance to students on the ethical use of information resources.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **2.S - Criterion 2 - Summary**

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The institution acts with integrity; its conduct is ethical and responsible.

### **Rationale**

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Laramie County Community College has demonstrated to the CQR team that it acts with integrity; its conduct is ethical and responsible. LCCC is governed by a seven-member, elected Board of Trustees. The Board of Trustees, administration, faculty, and staff are guided by a comprehensive Policy Manual available on the website. With principle day-to-day operations delegated to the president, LCCC utilizes a shared governance model. New employees are required to complete industry-expected mandatory training.

LCCC utilizes print and electronic means to present itself clearly and completely to key stakeholders. Program offerings, class schedules, consumer information, costs, transfer policies, scholarships, accreditation, and scholarships are selected examples of information presented. The Student Handbook, available on the college website, within Canvas, and in print, outlines for students the expectations for conduct while enrolled at LCCC. Staff grievance procedures are found within the Policy manual. Student grievance procedures can be found in the Student Handbook.

## **3 - Valuing Employees**

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### **3 - Teaching and Learning: Quality, Resources, and Support**

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The institution provides high quality education, wherever and however its offerings are delivered.

#### **3.A - Core Component 3.A**

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

#### **Rating**

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Met With Concerns

#### **Rationale**

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LCCC offers associate degrees and certificates appropriate to the College mission and regions served with plans to pursue baccalaureate degrees. The college communicates the course learning competencies on syllabi and general education/institutional goals on the website and catalog. A spot check revealed a number of programs did not publish program outcomes on their program pages or on the website. Processes for documenting the competencies and level of achievement of courses and programs are strong and quality control is maintained through program review and peer-review processes. The college is accredited by the National Center for Concurrent Enrollment Partnerships which requires all members to meet standards related to their Partnerships, Faculty, Assessment, Curriculum, Students, and Evaluation.

The college has key continuous improvement processes that include curriculum standards, course, and program assessment planning tools, academic program reviews to assess outcomes attainment. The Academic Standards Committee has three subcommittees; program review, general education and assessment to review findings, recommended changes and review reports. Program review and assessment reporting are evolving as the Pathways 2.0 Project continues to be implemented.

LCCC uses the same learning goals across all modalities; traditional courses at the main campus, outreach centers, and the Albany campus, distance delivery, dual and concurrent courses. During discussions with the

Center for Teaching and Excellence, and with other personnel, it became clear that the quality review of distance courses is not occurring as a continuous improvement process. Discussions with students revealed that course quality and the responsiveness and availability of instructors varies very widely depending upon instructor. Students expressed a very strong desire for the college to take steps to ensure that all instructors meet minimum standards in terms of their ability and willingness to employ tools within the Canvas LMS and exhibit minimum competencies in the application of sound instructional design principles. The college should also consider implementing a standard for response time to students that is effectively implemented and enforced.

The college employs one instructional designer and two technologists in the Center for Excellence in Teaching (CET). Further, the college plans to adopt the Open SUNY Course Quality Review Rubric (OSCQR) and implement it as part of the upcoming strategic plan. The OSCQR measures both technical competencies and instructional design competencies of instructors teaching in distance education courses. The implementation of the OSCQR and the formalization of a review process for distance offerings will generate a high demand for training, so an increase in resources will be needed to accommodate demand for training. The college is urged to act as quickly as possible in implementing processes for assessing the technical and pedagogical competencies of instructors teaching via distance and to provide the training needed to meet the goal of consistent and adequate quality of instructional design across all courses offered via this modality.

### **Interim Monitoring (if applicable)**

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Related to Core Component 3.A, the team recommends a monitoring report to be submitted no later than 12/31/2021 which demonstrates the timeline and process used to ensure the quality of distance (online) courses. The report must include:

1. The rubric template or other means by which courses are evaluated.
2. The timeline for the evaluation of all distance courses.
3. The findings and recommendations for each course.
4. The improvements planned for each course as a result of the implementation of this process.
5. Training provided to faculty in order to implement improvements.

## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Rating

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Met

### Rationale

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LCCC aligns core outcomes to the mission, educational offerings, and degree levels through its institutional competencies and general education core. The General Education Policy and Procedure govern the development of the general education core that connects the learning outcomes for general education and institutional competencies to its mission, educational offerings, and degree levels. LCCC, through the general education core, ensures that all students are provided a foundation for achieving core outcomes. In addition, degree-seeking students build on this foundation through program-specific courses that reinforce the knowledge and skills gained through the general education core.

LCCC focuses on academic success through the incorporation of four general education outcomes and associated competencies in its curriculum. These four general education outcomes include Reasoning, Effective Communication, Collaboration, and Human Culture. The latter outcome includes a focus on diversity. The college uses four primary methods to ensure that these general education outcomes remain relevant and aligned with student, workplace, and societal needs: (1) annual alumni survey, (2) academic program advisory committees, (3) transfer articulation agreements with partner institutions, and (4) program review. These complementary processes are supplemented by qualitative and less formal methods, including student focus groups and interactions with local business advisory boards. The College is working on an AACC Guided Pathways 2.0 project and as a result, the College is in the process of reviewing and revising its general education

core; expected completion is fall 2020.

LCCC ensures that the core outcomes relate to the skills required upon graduation. The College has a clear process through which proposed courses are vetted to ensure alignment with the institutional mission and programmatic objectives. The Academic Standards Committee reviews the Master Course Outline of Record (MCOR) to monitor the content and relevance of all courses, including those in the core curriculum along with the approval of any curriculum changes to courses and programs. The MCOR establishes connections between courses, course competencies, and the assessment of competencies. The College ensures that all students have access to general education and program courses by scheduling in an array of lengths, times, and modalities. This diversity of approaches supports the needs of a diverse learning community.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4 - Planning and Leading

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### 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Rating

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Met

### Rationale

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LCCC uses full time, online and concurrent instructors to provide instruction to students. Discussions with faculty indicated that there is adequate faculty to meet student enrollment and expect that trend to continue with the Pathways 2.0 Project. Academic deans monitor student/faculty ratios and class sizes to determine the need for adjunct or permanent new faculty. The College compares itself with peer institutions to help determine the number of faculty needed, and the Deans use the annual budget cycle to request resources for increases in personnel.

LCCC has qualified faculty in the classroom, online, concurrent and dual enrollment. The VPAA signs all new hires forms ensuring faculty meet qualifications. Initial credentialing requirements establish competencies of all staff members upon hiring. Tuition waivers, professional development offerings for all employees, and funding for employees to attend specialized development programs off-campus are the primary means of ensuring all staff are appropriately trained. Random sampling and review of 15% of all instructional staff, i.e., employment files of 51 instructors, revealed that processes exist for documenting alternative credentials; however, no copies of completed alternative credentialing forms were found in the personnel files reviewed. In three files such documentation should have been included. In 6 of the 51 files examined, the educational transcript was missing.

With concurrent enrollment, 17 faculty are on an educational plan with the expectation that they have the necessary qualifications by September 1, 2022; those plans are reviewed with faculty and adjusted to ensure they are meeting LCCC's faculty qualification policy.

LCCC has an established Employee Evaluation Procedure for regular evaluation of faculty. Deans evaluate instruction through classroom observations conducted each semester with faculty. The College assures that instructors are current in their discipline and adept at teaching through its interview procedures and through professional development opportunities. Tuition waivers are provided to support professional development. The Center for Teaching Excellence is deploying an online resource library and generates a weekly blog pertaining to instructional effectiveness. Discussions with students identified a strong need to ensure high and consistent quality across all instruction delivered via distance modalities.

College policy and procedure require faculty to maintain regular convenient office hours published in all syllabi to ensure availability for student inquiry and interaction outside of the classroom. Policy requires faculty to respond to student e-mail inquiries within two business days. Discussions with students revealed two needs: 1) gathering input from students regarding the availability and responsiveness of instructors, and 2) ensuring that standards for responsiveness and availability are met consistently by all instructors. Students include in their sense of 'responsiveness' efforts instructors make to ensure students are informed about their progress in classes and reported significant variability among instructors in this regard.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

### **3.D - Core Component 3.D**

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

#### **Rating**

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Met

#### **Rationale**

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LCCC has a robust student support services that were discussed during with staff during the CQR visit. Services for students include disability services, resident halls, dining, bookstore, tutoring, academic support services, financial aid, advising, counseling, parking, learning commons, career services, information technology help desk, veteran and numerous student organizations through student life. Institutional Research annually examines student needs through student surveys and random focus groups gathering themes and patterns. For example, veterans identified needs resulted in a dedicated space in Crossroads building; a survey of student needs on dining options and from the student food advisory committee resulted in healthier dining options. As part of the Pathways 2.0 Project, enhances student services will be a new resident hall doubling the size of on-site housing and the implementation of a Chatbot to assist students with general student supported questions.

LCCC provides a comprehensive process for addressing student needs. The College provides placement testing into Math and English courses. During on-line orientation which is mandatory for all students, LCCC requires all students to attend an online orientation where students learn about the various services available on campus from the library, veteran services, disability support services, tutoring, counseling, library, learning commons, and career services. Students living in resident halls also have dining services and college contacts. Students receive Title IX training and drugs and alcohol awareness training through Canvas courses and that training must be completed before the start of spring term or the student is not able to register for the spring term.

#### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Rating

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Met

### Rationale

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Current co-curricular activities are supported by partnerships with the Office of Student Life and Library to name a few. Examples have included the showing of a monthly historical movie with the history department and instructor-led discussions about the movie's contact to history. The Spanish faculty lead a trip to Peru; and the business program and career services joined forces hosting a fashion show on professional attire.

As part of the AACCC Pathways 2.0 Project, LCCC is developing student co-curricular activities that align with learning as part of the Essential Student Experiences program. Once implemented the alignment of curricular and co-curricular activities will be more measurable and formal that will ultimately provide a holistic learning experience for students. The college's institutional competencies and general education core are based on the belief that students' education should prepare them academically, professionally, and personally after graduation. Faculty, staff, and administrators are engaged with the community and industry; they work together to enhance student learning.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **3.S - Criterion 3 - Summary**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **Rationale**

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LCCC offers programs and services to meet the needs of the community it serves by having qualified faculty to instruct in all modalities from traditional, online, concurrent and dual credit. In most programs and disciplines, faculty are qualified to instruct and through faculty observations and assessment of student learning, courses and programs are modified to enhance the student experience. An area for improvement includes the regular assessment of distance learning courses. The AACCC Pathways 2.0 Project initiative is reviewing all institutional competencies and core outcomes. expected completion is Fall 2020.

LCCC offers a wide range of student services to enhance student learning. Annual assessment of those services ensures the College is meeting the needs of the students; the construction of a new residence hall will require further review of all services to meet the growing needs of on-site services including parking.

LCCC is engaged in co-curricular activities that align to course outcomes, though greater alignment and additional and activities need to be created. Once the Pathways initiative is complete; revised processes and procedures managed by the Academic Standard Committee will ensure alignment.

The CQR Team is very concerned about the quality and consistency of online instruction at LCCC, and a monitoring report is recommended as follow-up in this area.

## **4 - Teaching and Learning: Evaluation and Improvement**

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

## **5 - Knowledge Management and Resource Stewardship**

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### **4.A - Core Component 4.A**

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### **Rating**

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Met

### **Rationale**

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4.A.1 LCCC provided extensive evidence that they demonstrate responsibility for the quality of their educational programs. Academic Program Review is a comprehensive process that is conducted on a rotating five-year cycle. The process begins with an orientation for the program heads who will be writing their self-studies, including a personalized orientation to the data provided. Extensive self-studies are written based on three major sections and a review of assessment plan data. The first

section is Program Purpose, second is Program Design, and the third is Continuous Quality Improvement. Standards have been established for each section, and an extensive rubric for evaluation is used to provide feedback. A peer review team reads each study and provides feedback. Program faculty then respond to the feedback and the review is finalized. The faculty expressed concerns during the Faculty Open Forum to the review team that the current self-study was unnecessarily long and repetitive. Requiring programs with single full-time faculty members to write a program review of this length without release time was described as extremely burdensome.

4.A.2-3 LCCC evaluates all of the credit that it accepts in transfer through well-established processes. These processes are outlined in the college catalog and implemented through the Registrar's Office. Credit must come from a regionally accredited college. The college also offers credit for prior learning through CLEP and DSST examinations.

4.A.4 Laramie CCC maintains and exercises authority over its courses, including prerequisites, rigor, and expectations for student learning through its Academic Standards Committee and the use of the Master Course Outline of Record (MCOR) system. Random sampling and review of 15% of all instructional staff, i.e., employment files of 51 instructors, revealed that processes exist for documenting both educational and alternative credentials; however, no copies of completed alternative credentialing forms were found in the personnel files reviewed. Currently, the college asserts that it has 17 concurrent enrollment faculty who are working through educational plans to meet the standard.

High school faculty who teach concurrent enrollment courses are required to use the MCOR as a basis for their course syllabus. Each course taught has a lead instructor from the college faculty who meets with the high school instructors, ensures consistency, and observes their teaching.

4.A.5 The college maintains specialized accreditation for the college as a whole and eleven individual program areas.

4.A.6 LCCC maintains close ties with the University of Wyoming in order to ensure the transferability of its academic programs. Each Career and Technical program (CTE) has an advisory committee. These advisory committees meet a minimum of twice per year and are composed of employers and industry representatives. CTE advisory committees help the college to ensure the success of its graduates through input on curriculum and the preparedness of their graduates who are hired.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Rating

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Met

### Rationale

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LCCC has established general education competencies as its outcomes within the areas of Reasoning, Effective Communication, Collaboration, and Human Culture. A total of eight competencies fall within this structure. A greater understanding of what is being assessed may be possible if the competencies were transformed into more specific outcome statements. "At the completion of this course, students will be able to ..."

According to the college, each program has established program learning outcomes (program competencies) and these are communicated primarily through the college website. However, a spot check on the website revealed a number of programs do not publish these outcomes on their program pages. The college indicated that the website was the primary means for communicating the PLOs to students, so this is of concern to the team. Some faculty members indicated that they included PLOs on their course syllabi, and in their program handbooks, where relevant. It is not evident that LCCC has established learning outcomes for any of its co-curricular domains. The college may wish to consider using some of its general education competencies to assess student learning in these areas.

General education assessment of the common learning outcomes (general education competencies) occurs across the curriculum. Common rubrics have been developed to assess these competencies. Data are collected and aggregated at the institution level, though it was unclear if the college was able to drive meaningful improvements from these data since faculty stated that there are many interpretations of how to use the rubric leading to inconsistent data. The college expressed a need to train faculty in order to achieve some degree of inter-rater reliability. Aggregating the data by program and/or by school may lead to more specific areas in which to make improvements.

Each program establishes an assessment plan in order to describe the process by which they will assess their PLOs and these are documented in a Campus Labs software product. According to the college, these documents are updated annually and include assessment results and analysis. Analysis of assessment results also occurs during the academic program review process.

Currently, there are no processes for the assessment of student learning outcomes in co-curricular areas. Some evaluation is done related to the effectiveness of events and clubs, but the team was unable to determine that student learning was assessed in any type of co-curricular area. The college would be well served to define those areas that it considers to be co-curricular. From that definition, an assessment plan and practice may follow.

Processes for the assessment of student learning outcomes at the program and institution levels have been established, though their implementation is inconsistent. During the past academic year, it was reported that only 46% percent of programs collected and posted data. Initiative fatigue from the Pathways Project was described as the reason for this low percentage. Assessment reporting is embedded into the Academic Program Review process which is on a five-year cycle. It was not clear that program faculty receive feedback on their assessment practice in the interval between APRs. It will be important moving forward for LCCC to ensure that its assessment practices are consistent and that feedback is provided.

It was clear that when the assessment of program learning outcomes was occurring, the faculty were substantially involved in the design of assessment tools, collection of data, evaluation of the data. Since the data from the assessment of common learning outcomes is collected and aggregated by institutional research, it is possible that the college may benefit from wider participation of faculty in the analysis of this data.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Rating

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Met

### Rationale

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4.C.1 LCCC has established goals for fall-to-fall persistence for their IPEDS cohort, in both part-time and full-time groups. Goals have been set for degree and certificate production. The Board of Trustees set a goal of a five percent increase each year through 2022 in the number of credentials the College awards. These goals are ambitious. It is not entirely clear that the completion goal is attainable, given that the gap between the goal and actual achievement is increasing each year.

4.C.2 The College uses statistical modeling to determine targets for retention, persistence, and completion. LCCC uses the Integrated Post-Secondary Educational Data System (IPEDS), National Community College Benchmark Project (NCCBP), CCSSEE, and the Wyoming Community College system as sources for external comparisons and benchmarks.

4.C.3 Through its commitment to the Guided Pathways 2.0 Project, LCCC has demonstrated many initiatives toward improving student outcomes related to retention, persistence, and completion. The implementation of mandatory advising and orientation, capping the number of credit hours in degrees, and the ending of late registration have all been recent improvements. Consolidating student services into the new building will also help students by eliminating the need to run around to many campus locations in order to access these services.

4.C.4 Goals for persistence and completion have been implemented in LCCC's KPI system and dashboard. The Office of Institutional Research compiles and analyzes the data on an annual basis and shares the information with college constituents through a Tableau dashboard.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **4.S - Criterion 4 - Summary**

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### **Rationale**

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Overall LCCC's processes ensure that the college demonstrates responsibility for the quality of its educational programs, learning environments, and support services.

The process for academic program review is well established at LCCC and is carried out on a five-year cycle. Program faculty write an extensive self-study that is reviewed by peers and feedback is provided to guide improvements.

Credit accepted in transfer follows established procedures. The college has a systematic Master Course of Record process to maintain authority over prerequisites for courses, rigor, and expectations for student learning. Faculty are appropriately qualified and trained, including dual credit faculty. Some dual credit faculty members are on a plan to achieve the appropriate level of credentials.

LCCC has processes established for the assessment of both common and program learning outcomes. The actual collection of assessment data was limited during the past year due to a miscommunication and the college's focus on the Pathways 2.0 Project. Of concern is the apparent lack of processes and assessments in co-curricular areas.

The college has established goals for persistence and completion and regularly work to improve student outcomes in these areas. Data are shared with the college community through the KPI report card.

## 6 - Quality Overview

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## 5 - Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Rating

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Met

### Rationale

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The Composite Financial Index of the college is currently 2.68 for the fiscal year 2018. This index reflects sufficient levels of overall financial health. LCCC's CFI has fluctuated from a low of 1.7 for FY 2014 to a high of 4.87 for FY 2016, but it has not dipped below 1.0 in the past five years and, as noted, is currently indicative of financial stability.

Plant Operations maintains the physical infrastructure following major, minor, and preventative maintenance processes. The college recently created a centralized repair budget for instrumentation. Major maintenance is funded through state-level processes while minor and preventative maintenance projects are funded internally through college-level budgeting processes. The Facilities Condition Index is employed every five years to evaluate facility conditions. The college adopted SchoolDude tracker for work orders and is in the process of documenting all items of equipment in

the tracker. Currently, approximately 75% of all equipment is documented in the tracker.

The Information Technology Governance Committee manages LCCC's technological infrastructure according to an Integrated Technology Services (ITS) Strategic Plan 2017-2020. The team verified the robustness of the ITS plan and learned about progress to date on key goals. One such goal of fully implementing the EAB Navigate product to support student success, course scheduling, and other tasks. Phase I of implementation, i.e., going live, will occur in November 2019, and full implementation is projected by fall 2020 semester start.

Distance education is adequately resourced at present. One instructional designer and two technologists are housed in the Center for Excellence in Teaching. The Open Suny Course Quality Review Rubric (OSCQR) will be adopted and implemented as part of the upcoming strategic plan. The OSCQR measures both technical competencies and instructional design competencies of instructors teaching at a distance. The implementation of the OSCQR and the formalization of a review process for distance offerings will generate a high demand for training, so an increase in resources will be needed to accommodate the demand for training.

The college employs a strongly consultative structure for budgeting that involves all major campus stakeholders. Budget creation is overseen by two committees: The Budget Process Advisory (BPAC) Committee and the Budget Resource Allocation Committee (BRAC). The budget process committee meets each fall to revisit the funding request forms and processes. This committee also holds in-service training on how to complete funding request forms. Funding requests are made to the BRAC, which vets these requests and makes initial recommendations for resource allocations for one-time funding requests. The BRAC ensures that proposed resource requests are consistent with the mission and institutional priorities and closely tied to the strategic plan. The BRAC makes recommendations to the college's shared governance body, the College Council, which serves as a second layer of oversight to ensure allocations are aligned to the strategic plan and sufficient resources are provided to support operations.

LCCC allocates and assigns resources to achieve organizational goals through its annual budget processes and new position prioritization process. The Budget Resource Allocation Committee (BRAC) reviews the draft operational budget for each fiscal year. Because of the complexity and many areas of the full operational budget, BRAC members work in sub-committees that focus on specific aspects of the operational budget.

The college has recently developed and implemented two detailed rubrics for proposing and evaluating one-time budget requests and requests for new positions. The proposer for either type of request must explain alignment with two required traits: 1) alignment with college strategic planning, and 2) alignment with the focus areas identified for the 2017-2020 wrap-up to the current strategic plan. Examination of these resource-request forms demonstrated a high level of detail. Funding proposals, i.e., the completed rubric-based forms, are rated and prioritized by the BPAC. The BPAC recommendations go to the BRAC as a second layer of over site and consultation. The last step for vetting and prioritizing funding proposals is the College Council. The Council makes final recommendations to the President, who, in turn, sends the semi-final budget to the Board of Trustees. The Board makes final allocations and approves the budget.

The college uses strategic planning and campus master planning to set goals aligned with the institutional mission, resources, opportunities, and emerging needs. The current strategic plan is being closed out by summer 2020. The College plans to use academic year 2020 to 2021 to conduct environmental scanning, needs assessment, and the prioritization of program and service deployment

in order to commit to goals that are realistic within the economic, demographic, and workforce parameters of its service units.

Initial credentialing requirements establish competencies of all staff members upon hiring. Tuition waivers, professional development offerings for all employees, and funding for employees to attend specialized development programs off-campus are the primary means of ensuring all staff are appropriately trained. Random sampling and review of 15% of all instructional staff, i.e., employment files of 51 instructors, revealed that processes exist for documenting alternative credentials; however, no copies of completed alternative credentialing forms were found in the personnel files reviewed. In three files such documentation should have been included. In 6 of the 51 files examined, the educational transcript was missing. To ensure this Core Component is well met, the College is advised to review all personnel files to ensure inclusion of the alternative credentialing form, as needed.

As noted, LCCC has identified processes for assessing the technical capabilities and instructional design competencies of instructors teaching via distance modalities. Plans exist to provide training in these areas. Team discussions with students revealed the urgency of advancing processes for training instructors in instructional design best practices and implementing systematic course-quality reviews for distance-delivered classes. At present, and based on student feedback, there appears to be considerable variability in course quality and instructor responsiveness.

LCCC monitors its budget using monthly budget reports provided to all budget managers by the Budget Director, the Colleague Financial System self-service module, and the Board's Facilities and Finance Committee analysis of monthly reports. Team discussions with staff and budget managers indicate that the quality, usefulness, and timeliness of budget information meet the needs of personnel managing budgets. The Trustees present information on the college's financial standing at public Board meetings. As a standard practice, the College does not adjust institutional budgets after Board of Trustee approval; however, if an adjustment is warranted a request consistent with Wyoming Statutes is made to the BOT for approval.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Rating

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Met

### Rationale

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LCCC has clear and transparent policies and procedures to guide its governance beginning with Policy 1.1.1 which articulates the college's governance philosophy. Policy 1.3.1 delegates to the President the responsibility for the proper administration of the college. Policy 1.1.5 is an affirmation of LCCC's commitment to and belief in Shared Governance. Policy 1.1.5 on shared governance affirms the "right of faculty, staff, administration, and students to express ideas and opinions with the assurance that such opinions will be given respectful consideration in the major decisions of the college," and that College Council is the primary shared governance body.

The team confirmed that the College Council is intended to be the main shared governance entity through which faculty input is received. Additionally, faculty are represented on the Learning Leadership Team. Discussions with faculty and a meeting with Faculty Senate members revealed that the role in decision making of the Faculty Senate has diminished over the past 8 years. Recently, the Senate surveyed all faculty on the functions of the Senate and generated a "goals" document focused on improvements in three areas: 1) communication between executive administration and faculty; 2) faculty representation in the College Council, the Learning Leadership Team, and the president's Cabinet; and 3) ensuring that CET and in-service training is coordinated with faculty to be more responsive to faculty needs and interests. Examining structures and processes for ensuring faculty are included in decision making and have clear pathways for providing input to executive administration is in order to ensure this Core Component is well met.

The Board sets the strategic direction for the college and is held accountable both to stakeholders and the State of Wyoming. Each of the seven Wyoming community college boards of trustees is represented on the Wyoming Community College Commission, the members of which are appointed by the governor. Board Policy 1.2.5 provides overall oversight responsibilities of the Board that include fiscal management, organizational decision-making, and legislative requirements. Internal functions of the Board are guided and overseen by a Conflict of Interest Policy, and Annual Self-

Evaluation, and a Code of Ethics.

The Academic Standards Policy 2.12 states that the president shall create processes to ensure and maintain high academic standards. An Academic Standards Committee (ASC) exists to fulfill this policy by promoting and maintaining “high academic standards, consistent with the College’s overall mission, leading to student success.” This committee has broadly inclusive membership from faculty, staff, and administrators. The ASC has various sub-committees, e.g., for General Education, academic program review, and program assessment of student learning.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Rating

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Met

### Rationale

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LCCC uses the Strategic Planning Process and the budget-building processes to ensure that resources are being aligned with the mission and goals of the institution. LCCC will close out its current strategic plan in 2020. A review and 'refresh' of the current plan was conducted in 2018. Discussions during the CQR visit informed the team about how capital improvements, e.g., renovations of the crossroads student commons building and the library, and breaking ground on an already budgeted for auditorium space and performing arts building have been completed or are being lined up for spring 2020. The college may use approximately a year to conduct environmental scanning and internal analyses of priorities prior to embarking on the next strategic planning cycle. Discussion with the president revealed that year-three, year-six, and year-nine assessments of progress on the next strategic plan will be put in place to review, refresh, and revise as needed.

Assessment is linked to operations, planning, and budgeting through processes through academic program assessment and functional unit assessment. The functional unit assessment process has gone through a first cycle which yielded learning and improvement of the process. The team was provided examples of unit assessment reports and found them thorough; however, discussions with staff members suggest that further revision of the process is in order to reduce redundancy in reporting items and to adjust downward the overall burden of this process. All academic programs and all support units must articulate their purpose in alignment with the LCCC Mission, Vision, and Values.

LCCC has acted aggressively to build capacity in institutional effectiveness and undertook a reorganization to create an institutional effectiveness division that consolidates institutional research, information technology, and sponsored programs/compliance staff. In addition, a qualitative data analyst position was added. This new collaborative team is playing a central role in exploiting the data visualization capabilities of Tableau. Over the past 12 months, 22 data dashboards have been

deployed on the institutional research web presence. These dashboards draw directly from Colleague and refresh automatically. This division will provide the talent and support the collaboration needed for the successful implementation of the EAB Navigator product.

As part of closing out the current strategic plan and positioning itself for a new cycle, the college is reviewing the 27 key performance indicators (KPIs) used and reported yearly throughout the current strategic plan cycle. Once the new, more aligned, and reduced overall number of KPIs is established, they will also be included in academic program reviews.

The functional unit assessment process is a notable strength of the college insofar as each service and non-academic functional unit of the college must identify its stakeholders, i.e., the internal and external groups or individuals who rely upon its services or functions, and then assess the degree to which stakeholder needs and expectations are met.

The process by which the college selected the EAB Navigator tool to support student success reflects an institutional instinct to base decisions on the needs and views of the college as a whole. Prior to approaching any vendors, personnel and committees across the institution created a needs matrix which included college-specific needs for guiding students through tasks and steps, e.g., registration, training, scheduling, etc. that may be perplexing to a first-generation student, and supporting successful transfers to four-year programs. Phase I of implementation will be achieved by November 2019, and the final phase, Phase IV, will be completed by the start of the fall 2020 semester.

The new Institutional Effectiveness division will be key in analyzing the data generated by the functional unit assessment process and, once implemented, the use of the revised KPIs in academic program assessment. The Tableau dashboards this division deploys can draw on Colleague data in the data warehouse used by all Wyoming community colleges and, thereby, provide effective benchmarking data for use in sound environmental scanning and planning.

The college is keenly aware of the cyclic economic trends that impact institutions dependent upon public funding and fluctuations in the severance taxes collected by the state from natural resources in the energy economy. Diversifying the economy in its service area is a central goal of the college, and academic program planning currently underway is based on the related goals of 1) anticipating and meeting the workforce needs of the future, and 2) creating new work opportunities or enterprises.

Technological trends have prompted the college to update policy for privacy protection and data security. LCCC is the first community college in the state to create an information security analyst position. The need to anticipate and thwart threats is being met via a .25 percent FTE allocation of an existing position.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Rating

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Met

### Rationale

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A culture of disciplined, evidenced-informed decision-making; strategic allocation of resources; and clearly articulated quality improvement processes have continued to be built upon and institutionalized since the 2018 Systems Appraisal. The college is managing institutional projects through the Institutional Effectiveness Division and annually assesses its 72 KPIs through the college Report Card. The President in the yearly state-of-the-college address presents LCCC's Report Card and the results of the KPIs. Now with the closing out of the current strategic plan, these 72 KPIs are being revised to be fewer in number while being more closely aligned with attributes of institutional effectiveness. The Budget Resource Allocation Committee uses highly detailed rubrics to assess one-time budget requests or new-position requests when building the annual budget and making hiring decisions.

The college has learned by completing the first full cycle of the functional unit assessment that more information could be derived from fewer attributes analyzed and that the hierarchy, i.e., the number of functions assessed, could be reduced from 126 to 88. The institutional effectiveness division staff are helping functional units better define the context and stakeholders of the functional unit and then to design assessments to assess stakeholder satisfaction. The college also learned from the first cycle that staff needed to be trained in CQI principles.

LCCC has feedback and evaluation processes that enable institutional learning. Three key processes, i.e., academic program review, functional unit assessment, strategic planning, are being refined or repeated--in the case of strategic planning. New tools, such as Tableau, the Portfolium tool within the Canvas LMS, and the EAB Navigator platform are being used or will be soon implemented to expand capacity for capturing and analyzing data and information.

Learning from operational experience is modeled at the top of the executive administration by the president who undergoes an annual evaluation by the Board of Trustees in a thorough and transparent manner. The first step of the process is for the president to undergo a 360-degree evaluation by his direct reports. The president conducts a self-assessment. His summary of the outcomes and his learning from this process, including goals met, goals not met, and goals set, is published online.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.S - Criterion 5 - Summary

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### Rationale

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LCCC is financially stable and has well-established processes for maintaining facilities and instrumentation used in specialized programs, such as health sciences or trades and technical programs. An Integrated Technology Services (ITS) Strategic Plan 2017-2020 is in progress.

One area the college will need to better resource pertains to the delivery of instruction via distance. As the college creates a formal and repeatable process for assessing the technological and instructional design capabilities of all instructors—but instructors teaching via distance in particular—more resources will need to be directed to this initiative.

The budget-building process at LCCC is very well designed and provides for all campus constituents, including students, to contribute input. Two detailed rubrics are used to shape proposals for one-time spending and new-position requests. The same rubrics are used to score and prioritize these requests. The rubrics ensure alignment of resource allocations with college priorities. The Budget Director sends monthly budget reports to all budget managers, and the Colleague Financial System self-service module provides user-friendly budget data as needed.

The current strategic plan will be closed out by summer 2020, after which an intensive round of environmental scanning and review and revision of the KPIs used to measure institutional effectiveness will set the college up for a new round of strategic planning.

Credential reviews of 15% of all instructors show that instructors are appropriately credentialed; however, all personnel files need to be reviewed to ensure that the alternative credentialing form is included for all instructors hired on the basis of experience or alternative training.

The Board of Trustees for LCCC are engaged, trained, and reviewed. Policy 1.3.1 delegates to the President the responsibility for the proper administration of the college and ensures the president's ability to segregate the rights and responsibilities of the Board from those of executive administration. Board Policy 1.2.5 provides overall oversight responsibilities of the Board that include fiscal management, organizational decision-making, and legislative requirements. Additionally, each of the seven Wyoming community college boards of trustees is represented on the Wyoming Community College Commission, the members of which are appointed by the governor.

The College Council is the primary shared governance entity of the College. Policy 1.1.5 on shared governance affirms the "right of faculty, staff, administration, and students to express ideas and opinions with the assurance that such opinions will be given respectful consideration in the major decisions of the College." The CQR site visit showed that the Faculty Senate is seeking to make improvements in three areas: 1) communication between executive administration and faculty; 2) faculty representation in the College Council, the Learning Leadership Team, and the president's

Cabinet; and 3) ensuring that CET and in-service training is coordinated with faculty to be more responsive to faculty needs and interests.

An Academic Standards Committee (ASC) exists to ensure and maintain high academic standards consistent with the college's overall mission. To manage the scope of this committee's duties it has various sub-committees, e.g., for General Education, academic program review, and program assessment of student learning.

Assessment is linked to operations, planning, and budgeting through processes through academic program assessment and functional unit assessment. Both processes are currently being institutionalized and improved through repetition and evaluation of the effectiveness of the processes.

LCCC has acted aggressively to build capacity in institutional effectiveness by creating an institutional effectiveness division that consolidates institutional research, information technology, and sponsored programs/compliance staff. In addition, a qualitative data analyst position was added. This division will provide the talent and support the collaboration needed for the successful implementation of the EAB Navigator product and the continued use of the Tableau data visualization tool.

The college is keenly aware of the cyclic economic trends that impact institutions dependent upon public funding and fluctuations in the severance taxes collected by the state from natural resources in the energy economy. Diversifying the economy in its service area is a central goal of the college, and academic program planning currently underway is based on the related goals of 1) anticipating and meeting the workforce needs of the future, and 2) creating new work opportunities or enterprises.

A culture of disciplined, evidenced-informed decision-making; strategic allocation of resources; and clearly articulated quality improvement processes have continued to be built upon and institutionalized since the 2018 Systems Appraisal. The 72 KPIs are being revised to be fewer in number while being more closely aligned with attributes of institutional effectiveness.

The college has learned from completing the first full cycle of the functional unit assessment, and staff are being trained on CQI principles. The full implementation of the annual staff evaluation process via MyPath will further support the institution's ability to document performance and learn from data gathered. New tools, such as Tableau, the Portfolium tool within the Canvas LMS, and the EAB Navigator platform are being used or will be soon implemented to expand capacity for capturing and analyzing data and information.

## **6 - Commitment to Continuous Quality Improvement (CQI)**

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### **6.A - Question 6.A**

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#### **Levels of Organizational Maturity in Relation to the AQIP Pathway Categories**

Please provide a brief paragraph or two that captures the team's perception of the institution's overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its agenda.

#### **Rationale**

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Beginning with the change in president in 2012, LCCC appears to have embraced a culture of continuous quality improvement. Evidence of this commitment is the initiatives found within the comprehensive 2013-2020 Strategic Plan(including updates), Guided Pathway 2.0 project, and the physical infrastructure upgrade and expansion projects totaling\$150 million.

In general, the college is at a systematic level of maturity in continuous improvement. The college does not have a consistent communication channel with all constituents. As a result of the move to Pathways, many of the processes are not clearly repeatable and defined.

As the College seeks a higher level of maturity, areas of opportunity include the need to redefine what shared governance means for the college, continued examination of how the changing economic landscape of the Front Range may impact the role of LCCC across the region, as well as the establishment of the cycle of review for college processes.

In many respects, the college appears to be bogged down by initiative fatigue. It would be helpful to take a pause and allow the initiatives to take hold and to celebrate the successes before launching anything else.

#### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 6.B - Question 6.B

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### **Evidence of Principles of High-Performance Organizations**

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through aspirational values found in the Principles of High-Performance Organizations.

### **Rationale**

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Over the current accreditation cycle, LCCC has exhibited three inter-related principles of high-performance organizations: focus, leadership, and collaboration. As described in the Systems Appraisal and alluded to under 7.D. in this report, the college benefited from a strong leadership team that was able to focus attention on rebuilding campus structures and processes and create collaborative entities, such as the Learning Leadership Team and the College Council to enable LCCC to thrive and grow.

The progress achieved over this cycle was dependent upon the quality of the people at LCCC and their untiring work. The “people” resource of the college continues to be taxed as the Guided Pathways 2.0 projects is implemented and new systems, such as those the EAB Navigate platform will make possible, need to be rolled out.

The college is increasingly exhibiting the principle of information as seen in the creation of an Institutional Effectiveness Division and the proactive work to create college-wide processes for assessing the quality and service of all non-academic functional units.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 7 - Commitment to the AQIP Pathway

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### 7.A - Question 7.A

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#### **Actions That Capitalize on Systems Appraisal Feedback**

Provide brief bullet points that demonstrate success or progress.

#### **Rationale**

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The first of two Strategic Challenges identified in the 2018 Systems Appraisal was broad in scope. It cited the many CQI initiatives in process at the time of the review and framed the challenge as one of keeping up the momentum and institutionalizing a culture of continuous quality improvement by repeating and refining its current initiatives.

Discussions with faculty, staff, and Board of Trustees members provided the following updates on key CQI initiatives:

- The market-based classification and compensation model is fully implemented; however accompanying procedures need to be updated. The college is in Phase II of implementation which entails bringing current employees past the five-year mark of longevity up to the 50th percentile of compensation range.
- Strategic Enrollment Management planning was advanced with the assistance of a consultant from the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The recommendations made were to complete the Guided Pathways 2.0 project and then to return to overall enrollment management planning.
- The implementation of the MyPath performance management system will be completed in 2020.
- The functional unit assessment process has gone through one cycle and is being refined for a second cycle. To better enact unit assessment, staff are receiving training on CQI principles and concepts.
- The current strategic planning cycle is being wrapped up, and the KPIs used to assess institutional performance are being reviewed and revised to make them more aligned and effective for the next cycle.
- Employee engagement and trust appear to be improved moderately since the time of the Systems Appraisal. The Faculty Senate has undergone a self-assessment and goal-setting process and is engaging executive leadership in how to become more involved in shared governance.

The second Strategic Challenge noted in the 2018 Systems Appraisal focused on the need to update what had been a paper-based performance evaluation process. As of the CQR site visit, the College has adopted an electronic platform already used in the Wyoming system, Talentspace by SABA. The college renamed the tool MyPath and has completed implementation although rolling through several cycles of annual evaluation using this tool is likely to identify improvements. Employee evaluations are now consistent across campus. The MyPath tool evaluates employees on the basis of 1) annual goals (reviewed from prior evaluation period and setting of goals for the year ahead), 2) the

competencies defined in the position description, and 3) behavioral competencies. The college is acting in a boldly innovative manner is assessing behavioral competencies. Discussions with supervisors identified legitimate strategies for achieving insight into behavioral competencies. For instance, employees under review are asked to reflect upon and describe how he or she models the mission, vision, and values of the college in executing his or her duties or other modes of engagement on behalf of the college.

The Systems Appraisal drew attention to the need to establish a robust and formal process for instructional design review of all distance offerings and to standardize across all programs processes for evaluating the teaching effectiveness of all instructors. Progress is being made on the former challenge, but the CQR team stresses the need to move swiftly to implement the OSCQR instrument to assess instructor competencies in technology and pedagogy.

The Systems Appraisal drew attention to the need to more formally align the curriculum and co-curriculum and devise methods for assessing student learning in the co-curriculum. In the year since the Appraisal, the college has embarked on crafting "micro-badges" and "macro-badges" in the learning areas of collaboration, immersion, and synthesis/application. Efforts are underway to align learning in these areas to the College Success class. Additionally, the Portfolium tool within the Canvas LMS was purchased and is being explored as a venue through which learning and the earning of these co-curricular badges might be documented. As noted elsewhere in this report, evidence of assessing learning in the co-curriculum was not found during the CQR visit, so this initiative remains to be completed.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 7.B - Question 7.B

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### **Actions That Capitalize on Strategy Forum Participation**

Provide brief bullet points that demonstrate success or progress.

### **Rationale**

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Participation in a 2017 Strategy Forum generated the initiative to create an annual non-academic assessment process referred to in this report as the functional unit assessment process. This initiative advanced the college's goal of institutionalizing data-drive decision making and assessing the degree to which the needs of internal and external stakeholder needs are met. A first cycle of assessment was completed by the end of the 2018-2019 academic year. The results were analyzed by the president, the vice president of institutional effectiveness, and the institutional projects coordinator. This group met with the 36 functional units across campus to identify improvements for the second cycle, which is underway now.

The newly formed Institutional Effectiveness Division is supporting the second functional unit assessment process by helping staff devise methods for identifying stakeholders and devising effective methods for assessing the degree to which their needs are met. Institutional Effectiveness is also engaging in providing staff training in CQI concepts and principles.

A Function Assessment Peer Review Standards Rubric has been created to support more robust and meaningful peer review of functional unit assessments during spring 2020.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 7.C - Question 7.C

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### **Actions That Capitalize on Action Projects**

Provide brief bullet points that demonstrate success or progress.

### **Rationale**

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The Highlights report linked to the 15 Action Projects listed below but did not provide a summary analysis of their overall success or the degree to which the college capitalized on these projects to advance a quality agenda.

1. Improve new student orientation (2013-2014)
2. Holistic advising (2013-2014)
3. Developmental English program revision (2014)
4. Carnegie math pathways (2014-2015)
5. Curriculum redesign (2014-2015)
6. Starfish reviewed (2014-2015)
7. Student planning implementation project (2014-2015)
8. Academic master plan (2015-2016)
9. Conduct an Environmental Scan for Albany County Community College Service Area (2015-2016)
10. Institutional projects coordination (2015-2016)
11. Technology oversight committee (2015-2016)
12. Accreditation summary (2016-2017)
13. Functional unit assessment (2016-2017)
14. Accreditation summary (2017-2018)
15. Accreditation summary (2018-2019)

A review of these 15 projects showed that they were all aligned with actions and initiatives the college undertook over the current accreditation cycle.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 7.D - Question 7.D

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### **Commitment to Active Engagement in the AQIP Pathway**

Provide brief bullet points that demonstrate success or progress.

### **Rationale**

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As documented in the 2018 Systems Portfolio and affirmed in the Systems Appraisal and CQR site visit, LCCC has re-invented itself over the past eight years. The college articulates its own journey and goal over this time as being one of moving from being the "laggard" community college in the state to being the "leader" college in the state. The AQIP framework provided an excellent guide and support for rebuilding and improving institutional structures and processes.

Conversations with faculty, staff, and Board of Trustee members returned repeatedly and reliably to the data-driven decision-making culture insisted upon by the president. And as described in Criterion 5 evidentiary statements, the college has built capacity in institutional effectiveness and established structures to support collaboration and use of data for continuous quality improvement.

Regardless of the Pathway LCCC selects, the college has key structures for driving forward with a quality agenda. The Institutional Effectiveness Division supports five "macro" level CQI processes active currently at the College:

1. Strategic Planning
2. Key Performance Indicators (KPIs)
3. annual non-academic functions assessment
4. annual academic assessment
5. academic program review

The main collaborative and broadly representative structures overseeing and managing these processes are as follows:

The Learning Leadership Team, which comprises of all executive leaders from academic and student affairs, institutional research, public relations, information technology, and faculty. This team meets monthly and is currently deeply involved in and absorbed by the Guided Pathways 2.0 project.

The Enrollment Strategy Team, which is comprised of the deans and directors. This team meets weekly to fix problems and address issues on a just-in-time basis.

The Learning Leadership Team, the College Council, and perhaps a revitalized Faculty Senate will be engaged in the next cycle of strategic planning.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## Review Dashboard

| Number | Title  | Rating            |
|--------|--|-------------------|
| 1      | Mission  |                   |
| 1      | Helping Students Learn                                 |                   |
| 1.A    | Core Component 1.A                                     | Met               |
| 1.B    | Core Component 1.B                                     | Met               |
| 1.C    | Core Component 1.C                                     | Met               |
| 1.D    | Core Component 1.D                                     | Met               |
| 1.S    | Criterion 1 - Summary                                  |                   |
| 2      | Meeting Student and Other Key Stakeholder Needs        |                   |
| 2      | Integrity: Ethical and Responsible Conduct             |                   |
| 2.A    | Core Component 2.A                                     | Met               |
| 2.B    | Core Component 2.B                                     | Met               |
| 2.C    | Core Component 2.C                                     | Met               |
| 2.D    | Core Component 2.D                                     | Met               |
| 2.E    | Core Component 2.E                                     | Met               |
| 2.S    | Criterion 2 - Summary                                  |                   |
| 3      | Valuing Employees                                      |                   |
| 3      | Teaching and Learning: Quality, Resources, and Support |                   |
| 3.A    | Core Component 3.A                                     | Met With Concerns |
| 3.B    | Core Component 3.B                                     | Met               |
| 4      | Planning and Leading                                   |                   |
| 3.C    | Core Component 3.C                                     | Met               |
| 3.D    | Core Component 3.D                                     | Met               |
| 3.E    | Core Component 3.E                                     | Met               |
| 3.S    | Criterion 3 - Summary                                  |                   |
| 4      | Teaching and Learning: Evaluation and Improvement      |                   |
| 5      | Knowledge Management and Resource Stewardship          |                   |
| 4.A    | Core Component 4.A                                     | Met               |
| 4.B    | Core Component 4.B                                     | Met               |
| 4.C    | Core Component 4.C                                     | Met               |
| 4.S    | Criterion 4 - Summary                                  |                   |
| 6      | Quality Overview                                       |                   |
| 5      | Resources, Planning, and Institutional Effectiveness   |                   |
| 5.A    | Core Component 5.A                                     | Met               |
| 5.B    | Core Component 5.B                                     | Met               |

|     |  |     |
|-----|--|-----|
| 5.C | Core Component 5.C                                 | Met |
| 5.D | Core Component 5.D                                 | Met |
| 5.S | Criterion 5 - Summary                              |     |
| 6   | Commitment to Continuous Quality Improvement (CQI) |     |
| 6.A | Question 6.A                                       |     |
| 6.B | Question 6.B                                       |     |
| 7   | Commitment to the AQIP Pathway                     |     |
| 7.A | Question 7.A                                       |     |
| 7.B | Question 7.B                                       |     |
| 7.C | Question 7.C                                       |     |
| 7.D | Question 7.D                                       |     |

## Review Summary

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### Interim Report(s) Required

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#### Due Date

12/31/2021

#### Report Focus

Related to Core Component 3.A, the team recommends a monitoring report to be submitted no later than 12/31/2021 which demonstrates the timeline and process used to ensure the quality of distance (online) courses. The report must include:

1. The rubric template or other means by which courses are evaluated.
  2. The timeline for the evaluation of all distance courses.
  3. The findings and recommendations for each course.
  4. The improvements planned for each course as a result of the implementation of this process.
  5. Training provided to faculty in order to implement improvements.
- 

### Conclusion

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Laramie County Community College has used the AQIP model to establish itself as a college that is dedicated to the principles of continuous quality improvement. Through the leadership of its current president, the college has embarked on establishing Guided Pathways 2.0 to better serve its students and community. Overall, LCCC meets the Criteria for Accreditation, though the Comprehensive Quality Review team had concerns with two areas. As such, the team recommends three monitoring reports as a follow-up to alleviate these concerns.

While the overall quality of its courses is strong, it was not clear to the CQR team that such quality is consistent in distance education courses. A monitoring report will help LCCC to document improvements made in this area through the use of the OSCQR rubric and processes.

An overall concern of the CQR team is that of initiative fatigue. It is possible that this has led to the decreased reporting of the assessment of program learning outcomes, and the failure to assess student learning in co-curricular areas. The last Systems Portfolio indicated that there were some plans to establish co-curricular assessment, but no evidence of this was presented to the team. As such, two monitoring reports related to the assessment of student learning outcomes have been recommended by the team.

LCCC is to be congratulated on the level of achievement of its strategic plan goals. The strong focus on data-informed continuous quality improvement has led the college to be a leader in Wyoming. The college is positioned to help drive the community college of the future. With strong support from its community, LCCC will help southeastern Wyoming to diversify its economy.

### Overall Recommendations

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#### Criteria For Accreditation

Met With Concerns

**Sanctions Recommendation**

No Sanction

**Pathways Recommendation**

Eligible to choose



## Federal Compliance Worksheet for Evaluation Teams

*For AQIP Pathway Comprehensive Evaluations*

### *Evaluation of Federal Compliance Components*

This worksheet is to be completed preliminarily by a Federal Compliance reviewer and then, subsequent to the on-site evaluation, finalized by the peer review team that conducts the visit. When a Federal Compliance reviewer is not assigned, the worksheet is completed by the team. The team that conducts the visit is ultimately responsible for the contents of this worksheet in its entirety. When a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials submitted in advance of the visit and refer any issues to the team no later than one week prior to the visit for further exploration and confirmation on-site. The team chair ensures that the team has reviewed the Federal Compliance reviewer's preliminary findings, makes any necessary adjustments to the preliminary evidentiary statements and findings in the worksheet subsequent to the on-site visit, and submits the finalized worksheet as an integral part of the team's final report.

The Federal Compliance reviewer and/or the team should separately review each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the [Federal Compliance Overview](#) for information about applicable HLC policies and explanations of each requirement, as well as expectations for communication between the Federal Compliance Reviewer and the team.

Generally, if the team finds in the course of the review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised within the appropriate parts of the comprehensive evaluation team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below, added to the appropriate section(s) of the team report, as well as in the Summary Section of the Team Report indicating any expectations for improvement.

### *Submission Instructions*

**Federal Compliance reviewer:** Email this worksheet in an editable format to the team chair. The team chair's email address is provided in the Assurance System.

**Team chair:** Send the draft of this worksheet to the HLC staff liaison for review and then to the institution for corrections of errors of fact. Submit the final worksheet at [hlcommission.org/upload](https://hlcommission.org/upload). Select "Final

Reports” from the list of submission options to ensure the worksheet is sent to the correct HLC staff member.

Institution under review: Laramie County Community College

Name of Federal Compliance reviewer: Rita Gulstad

Leave blank if a Federal Compliance reviewer was not assigned.

**TEAM CHAIR ONLY:**

Name: Jill Carlson

- I confirm that the evaluation team reviewed the institution’s compliance with the federal requirements in this worksheet and that the worksheet reflects the team’s ultimate findings and related rationales.

**1. Assignment of Credits, Program Length and Tuition**

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- A. After gaining access to the institution’s Federal Compliance materials in the Assurance System, contact the institution’s Accreditation Liaison Officer to request a sample of course and program materials. Review the sample and other documentation submitted by the institution and make a reasonable determination as to whether the institution’s assignment of credit hours conforms to commonly accepted practice in higher education:
- The institution’s policy (or set of policies) and procedures for assignment of Credit Hour for all **types** of courses, disciplines, programs, credential levels, formats, regardless of modality
  - The institution’s course or program credit assignment **procedures** and its representative sample approval documentation
  - The process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling
- B. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 3.A. and Assumed Practice B.1.*

Rationale:

The institution provided both a copy of its faculty load calculation policy as well a procedure and definitions for the distribution of credit hour and the varied types of coursework, such as internship, practica, and noted it is for all delivery modalities. The faculty workload policy was policy number 218 and its related procedure was procedure number 218P. A review of course syllabi from both 14 week and 16 week courses, as well as online courses, notes equivalent seat time and the learner outcomes align across modality of delivery.

Additional monitoring, if any:

## 2. Institutional Records of Student Complaints

---

- A. Verify that the institution has a policy and procedure(s) for addressing student complaints.
- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.3, A.4.*

Rationale:

The institution maintains a policy and procedure for addressing student complaints, including a Student Discipline Adjudication Policy and Procedure, in addition to its Complaint Policy and Procedure.

Additional monitoring, if any:

## 3. Publication of Transfer Policies

---

- A. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public.
- Review the institution's transfer policies.
  - Review the list of articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.

- The information the institution provides should explain any program-specific articulation agreements in place. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution:
  - Accepts credits for courses offered by the other institution(s) in the articulation agreement.
  - Offers courses for which credits are accepted by the other institution(s) in the articulation agreements.
  - Both offers courses and accepts credits with the other institution(s) in the articulation agreement.
  - What specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.).

B. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.5.D.*

Rationale:

The institution has a Transfer of Credit Policy and Procedure. The policy may be found on its website. In addition, the institution has a web page dedicated to articulation agreements that specify courses articulated through the agreement.

Additional monitoring, if any:

#### 4. Practices for Verification of Student Identity

- A. If the institution **does not** have students enrolled in distance or correspondence courses, indicate this in the responses below.
- B. If the institution **does** have students enrolled in distance or correspondence courses, confirm that the institution verifies the identity of students. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students’ privacy.
  - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution’s approach respects student privacy.

- Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
- C. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution does not have students enrolled in distance or correspondence courses.
  - The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. *Related HLC Requirement: Core Component 2.A.*

Rationale:

The institution has students enrolled in distance learning courses. Students must sign in to the college LMS in order to access online courses using their unique email and password. The institution identifies students taking monitored exams. It allocates a portion of technology fees to Respondus Monitor. The institution only allows access to videos to the faculty and to the LMS management staff. The student may see his/her own video upon request. There are no additional costs for test proctoring.

Additional monitoring, if any:

The Team may wish to verify on site if the institution truly does not monitor all students for identity verification.

## 5. Title IV Program Responsibilities

---

- A. This requirement has several components the institution must address. The team should verify that the following requirements are met:
- **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the U.S. Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities. (See Appendices A and B.)
  - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. *Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.* (See Appendix C.)

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, the institution's compliance with these regulations.
- **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated the compliance with these regulations. *Related HLC Requirement: Assumed Practice A.6.*
- **Satisfactory Academic Progress Policy.** The institution has provided HLC with information about its compliance with this regulation. *Related HLC Requirements: Criterion 3.A; Assumed Practice A.5.*

B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. (See related HLC Requirements with each section of the Title IV Responsibilities above.)

Rationale:

The institution has not had a Program Review from the Department of Education since 1995. However, there were no findings. Further, the institution has had no findings on its A-133 Audit review of financial aid in 2012-13. Currently, and since 2014, there are no fines, penalties, or action letters. The Student's Right to Know report, Equity in Athletics report, and Clery Campus Security reports are all available on the Compliance Website page. The Satisfactory Academic Progress policy is available to students on the website. Documentation of the direct notification to students via a one-to-one communication of the Clery report, Equity in Athletics, Student's Right to Know, or Satisfactory Academic Progress policies in accordance with federal regulations was provided to the visiting team.

Additional monitoring, if any:

## 6. Publication of Student Outcome Data

- A. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirement: Assumed Practice A.6.*

Rationale:

Student outcome data, including transfer and persistence rates are found on the website.

Additional monitoring, if any:

## 7. Standing With State and Other Accrediting Agencies

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- A. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

**Note:** If the team is recommending initial or continued accreditation status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status despite this action.

- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.B; Assumed Practices A.7, C.4.*

Rationale:

The institution clearly demonstrates on its website its relationship to the Higher Learning Commission and program-specific accreditation for 11 other programs. All of these are in good standing.

Additional monitoring, if any:

## **Institutional Materials Related to Federal Compliance Reviewed by the Team**

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Provide a list of materials reviewed here:

College Website

College Catalog

Syllabi:

ACCT2010 Seated and Online

ART2010 Seated 14 and 16 week

AUTO1510

CHEM1000 with lab Online and seated 14 and 16 week

ECO1010 16 week online and seated

ENG1010 12, 14 and 16 week online and seated

HLTK1200 Online and hybrid 16 week

LEGL2680

MATH1380 8 week seated and 16 week online

MUSC1290

PSYC1000 16, 14, 12 week seated and online

SURG1600 Hybrid



## Multi-Campus Reviewer Form

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After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms at [hlcommission.org/upload](http://hlcommission.org/upload). Select “Final Reports” from the list of submission options to ensure the forms are delivered to the correct HLC staff member. The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

### Instructions

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A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

## Report Template

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Name of Institution: Laramie County Community College

Name and Address of Branch Campus: Albany County

Date and Duration of Visit: 10/7/2019

Reviewer: Dr. Antoinette Baldin

### 1. Campus Overview

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Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Albany County campus (ACC) part of the Laramie County Community College is located in Laramie, Wyoming. The campus occupies ten acres of land and 28,350 square foot facility. The facility houses ten general classrooms, three computer labs, three science labs, a library, testing center, tutoring center, bookstore, workforce development space and student services that include international services at the student hub and offices for thirteen full time faculty and fifteen full time staff. ACC also works with the Albany County District #1 high schools. One example includes Laramie High School where college faculty teach college courses in the automotive program resulting in a credit diploma for students at that high school. Students can complete coursework in various programs including early childhood education, history, education, mathematics, psychology, accounting, business, computer information systems, technical students, and entrepreneurship and engineering sciences. With the Pathway initiative, many of the courses offered will support the Pathway meta-major initiative. Student who complete course work can transfer to the University of Wyoming which is less than two miles away. Students can also complete non-credit coursework at ACC.

### 2. History, Planning, and Oversight

---

Provide 2–3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

#### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

#### Evidentiary Statements:

The College operates under the leadership of an Associate Vice President who reports directly to the President and is a member of the College’s Leadership team. This campus operates in compliance with all institution wide policies and procedures including human resources and

finance. The campus like the main campus and is governed by LCCC's Board of Trustees (BOT); once a year, the BOT will conduct a board meeting at the ACC campus. The AVP holds once a month meetings with all employees and then again with just faculty. A Dean of Student and Academic Services is also located at the campus. ACC faculty and staff have adequate representation on various College committees including College Council and Academic Standards Committee. In discussions with faculty and staff, they are satisfied with ACC's organization structure and alignment to LCCC's structure. A student leadership organization also exists with at the ACC leadership and has an ACC staff mentor to guide and assist the organization.

The ACC budget process follows the College process and is BOT approved. The current 2019 approved budget is \$777,300.00. In discussions with ACC faculty and staff, though lower than previous year, the budget provided is adequate to support the academic and student services needs for students. Faculty are hired for the ACC campus only and attend regular meetings with discipline specific faculty on main campus or through Zoom.

### 3. Facilities and Technology

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Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

#### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

#### Evidentiary Statements:

In 1977, LCCC assumed operation of two existing programs: the Laramie Adult Learning Center and the Laramie Vocational School of Practical Nursing. From 1977 to 2005, LCCC operated in multiple locations until 2006 when a new permanent facility was constructed on the current location today. The 28,350 square foot facility sits on ten acres of land; recent construction added a multipurpose room and art room to each end of the building. The building contains nine classrooms, three science labs; one a web lab, three computer labs, a library with a computer lab, a testing center, twenty one offices; faculty share offices, one office designated for adjuncts, a bookstore, a student hub, a safety and business office, an adult education room, a testing center and tutoring center. The main atrium houses computer outlets and student friendly furniture for students. The ACC does not have a cafeteria but has a few vending machines, a water bottle-filling drinking fountain, two changing rooms and a lactation room for students. There are 150 parking spots and discussions with students indicated that they do not have any issues finding parking. There are three vehicles available for employee use; one truck and two SUVs. The ACC is opened seven days a week and credit and non-credit courses are offered during the day, evening and weekends.

The ACC has more than 85 computers and there is a designated IT staff member on site to address any information technology issues. Discussions with students, staff and faculty were happy with wireless services and office technology. The library also has a 3-D printer which is available for faculty and student use.

#### 4. Human Resources

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Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

##### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

##### Evidentiary Statements:

The ACC campus has the adequate number of the faculty to support academic programming. All faculty participate in-service dates on main campus and any student welcome back events at ACC. Faculty and staff are evaluated using the College's policies and procedures. A recent example includes the reclassification and compensation process which moved positions to a market-based system. All ACC employees are evaluated using the myPATH evaluation system and any complaints follow the same processes as main campus employees.

There are dedicated employees for campus safety, information technology, custodial and student services. The campus has a liaison that works with Human Resources on main campus and provides access to HR processes, forms and hiring procedures. ACC personnel can initiate a job vacancy and that request is processed through HR and President Cabinet for approval. Once approved, the AVP has the authority to interview and hire candidates.

#### 5. Student and Faculty Resources and Support

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Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

##### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### Evidentiary Statements:

When walking into the atrium, students can stop at the Student Hub to request transcripts, make appointments to meet with an advisor, discuss financial aid, admissions and disability support services, have passwords reset and receive general information. The services are offered Monday-Friday from 8 am to 5 pm. With the recent increase in international students, the ACC has an international student designated school official to assist those students with any of the student processes. The ACC offers a full range of testing and tutoring services along with a library open to the committee; posted hours of operation including evening and weekends to meet student needs. During the visit, a very knowledgeable Student Hub employee provided a guided tour of the campus and services.

ACC has the same services available to students except for housing, career services, counseling and a full food service; packaged food is available in vending machines and the bookstore. Counseling is provided through an agreement with a community partner. ACC also provides library services to the community along with computers. The Albany Campus website is easily accessible from the College's page and is current and relevant to students.

Discussions with both ACC faculty and staff indicated adequate budgets, good Wi-Fi and stable technology to complete their daily work. About eighty percent of the courses are taught by qualified full time faculty and twenty percent by adjuncts. Both groups indicated that had support from main campus to do their jobs, adequate representation on College committees and could get as involved as time permits. While faculty share offices, no students commented on privacy issues when meeting with faculty.

## 6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### Evidentiary Statements:

ACC campus operates in compliance with all College wide policies and prosecutes. ACC's AVP and Dean ensure information is presented to students and staff accurately. The AVP communicates about initiatives going in on in community by active participation in community organizations including rotary, tourism board, Laramie economic development committee and University of Wyoming hiring committees. LCCC President visits campus at least four times a year. Student concerns are resolved through the Dean's office or with the AVP. Students commented that the staff is extremely helpful, friendly and engaged in their learning.

Faculty are expected to follow the same academic policies and expectations of the main campus and outreach sites. Faculty discussions confirmed active participation in program and discipline specific department meetings and the College permits regular travel to main campus.

## 7. Evaluation and Assessment

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Provide 2–3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

### Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### Evidentiary Statements:

ACC faculty participate in all academic review and assessment processes at LCCC with some ACC faculty leading the review processes ensuring that all courses including ACC ones comply with institutional best practices for quality and content delivery. Faculty are currently engaged and serving as co-chairs on various groups in the Pathways initiatives. ACC full time faculty are observed once a year as part of the annual faculty evaluation. All faculty must meet the College’s minimum faculty qualifications and are signed off by the Vice President of Academic Affairs.

Course completion rates are monitored and reviewed with the AVP and department and program faculty leads. Courses at ACC are randomly selected by Institutional Research to administer the Community College Survey of Student Engagement, CCSSE. Courses offered through concurrent enrollment comply with the standards of the National Alliance of Concurrent Enrollment Partnerships.

ACC 2018 Strategic Plan was approved by the College’s Board of Trustees. Albany County Campus proposed vision statement of becoming an integrated learning destination, inspired by community to facilitate innovative education aligns with LCCC’s vision of being nationally recognized, entrepreneurial, and innovative programs and services help students become the most sought after individuals.

## 8. Continuous Improvement

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Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

**Judgment of reviewer (check one):**

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

**Evidentiary Statements:**

Faculty, staff and the President acknowledge the ACC is trying to find a niche in the community it serves. Some of the proposed new programs to boost enrollment for ACC include a Craft Brewing AAS degree and a Culinary Arts pathway program with Laramie High School. Additionally, greater marketing within the community was identified as an upcoming initiative towards growing enrollment.

ACC's AVP is also working with Institutional Research to create new reports to assist with planning as disaggregating data sets of unique ACC students is problematic and does present issues for identifying areas of improvements.

Finally, LCCC has two additional outreach sites, one in Pine Bluffs and one at F.E. Warren Air Force Base.

## Institutional Status and Requirements Worksheet

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|                               |   |
|-------------------------------|---|
| <b>INSTITUTION and STATE:</b> | Laramie County Community College, WY  |
| <b>TYPE OF REVIEW:</b>        | AQIP Comprehensive Evaluation   |
| <b>DESCRIPTION OF REVIEW:</b> | <p>A multi-campus visit will occur in conjunction with the comprehensive evaluation to the Albany County Campus, 1125 Boulder Drive, Laramie, WY 82070. The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date.</p> <p>Visit to include a Federal Compliance Reviewer: Dr. Rita Gulstad</p> |
| <b>DATES OF REVIEW:</b>       | 10/7/2019 - 10/8/2019   |
| <input type="checkbox"/>      | No Change in Institutional Status and Requirements  |

### Accreditation Status

Nature of Institution

Control: Public

**Recommended Change: No change**

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Degrees Awarded: Associates

**Recommended Change: No change**

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Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013

Year of Next Reaffirmation of Accreditation: 2019 - 2020

**Recommended Change: 2029 - 2030**

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### Accreditation Stipulations

General:

Prior Commission approval is required for substantive change as stated in Commission policy.

**Recommended Change: No change**



## Institutional Status and Requirements Worksheet

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### Additional Location:

Prior HLC approval required.

**Recommended Change: No change**

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### Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change: No change**

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### Direct Assessment:

The institution is approved to offer 73 credit-based competency-based education programs as declared to HLC and offered prior to May 1, 2015 and Associate Degree in Nursing. Any programs initiated after that date must receive HLC review and approval.

**Recommended Change: No change**

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## Accreditation Events

Accreditation Pathway

AQIP Pathway

**Recommended Change: Eligible to Choose**

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## Upcoming Events

Change Visit: Program

01/27/2020

Request for approval to offer the Bachelor of Applied Science (BAS) in Applied Management with concentrations in Management and Health Care Administration or two separate degrees, BAS in Management and BAS in Health Care Administration.

**Recommended Change: No change**

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## Monitoring

### Upcoming Events

None

**Recommended Change: Interim Report due 12/31/2021: timeline and process used to ensure the quality of distance (online) courses (3A).**

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## Institutional Status and Requirements Worksheet

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### Institutional Data

| Educational Programs  |    | Recommended Change: No change |
|-----------------------|----|-------------------------------|
| <b>Undergraduate</b>  |    |                               |
| Certificate           | 31 | _____                         |
| Associate Degrees     | 70 | _____                         |
| Baccalaureate Degrees | 0  | _____                         |
| <b>Graduate</b>       |    |                               |
| Master's Degrees      | 0  | _____                         |
| Specialist Degrees    | 0  | _____                         |
| Doctoral Degrees      | 0  | _____                         |

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### Extended Operations

#### Branch Campuses

Albany County Campus, 1125 Boulder Drive, Laramie, WY, 82070

**Recommended Change: No change**

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#### Additional Locations

None

**Recommended Change: No change**

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#### Correspondence Education

None

**Recommended Change: No change**

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#### Distance Delivery

11.0201 - Computer Programming/Programmer, General, Associate, Computer Information Systems (Associate of Applied Science)

11.0501 - Computer Systems Analysis/Analyst, Certificate, Cisco Certified Networking Associate (CCNA) (Certificate)

11.0801 - Web Page, Digital/Multimedia and Information Resources Design, Certificate, Web Designer (Certificate)

11.1001 - Network and System Administration/Administrator, Certificate, Linux Systems (Certificate)

11.9999 - Computer and Information Sciences and Support Services, Other, Certificate, Office Application Specialist (Certificate)



## Institutional Status and Requirements Worksheet

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24.0102 - General Studies, Associate, General Studies (Associate of Arts)

30.0101 - Biological and Physical Sciences, Associate, General Studies in Science/Health Science (Associate of Science)

41.0303 - Chemical Process Technology, Pre-Associates Certificate, Chemical Process Technology, Process Technology

42.0101 - Psychology, General, Associate, Psychology (Associate of Arts)

43.9999 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other, Associate, Homeland Security (Associate of Science)

43.9999 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other, Certificate, Homeland Security (Certificate)

44.0401 - Public Administration, Associate, Public Policy and Administration (Associate of Arts)

45.0101 - Social Sciences, General, Associate, General Studies in Social Sciences (Associate of Arts)

45.1001 - Political Science and Government, General, Associate, American and Comparative Government (Associate of Arts)

47.0104 - Computer Installation and Repair Technology/Technician, Certificate, Computer Technician (Certificate)

48.0508 - Welding Technology/Welder, Pre-Associates Certificate, Welding Technology

52.0101 - Business/Commerce, General, Associate, General Studies in Business (Associate of Applied Science)

52.0201 - Business Administration and Management, General, Associate, Business Management (Associate of Applied Science)

52.0301 - Accounting, Associate, Accounting (Associate of Science or Associate of Applied Science)

52.0411 - Customer Service Support/Call Center/Teleservice Operation, Certificate, Computer Support Specialist (Certificate)

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### **Contractual Arrangements**

None

**Recommended Change: No change**

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### **Consortial Arrangements**

None

**Recommended Change: No change**

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