

LARAMIE COUNTY COMMUNITY COLLEGE

# Strategic Plan 2020

2016 Progress Report



1400 East College Drive, Cheyenne, Wyoming 82007

• [lccc.wy.edu](http://lccc.wy.edu)



Dear LCCC Colleagues, Friends and Supporters:

In 2013, a diverse group of individuals, committed to the success of Laramie County Community College, its students, and its community, embarked upon a comprehensive strategic planning process. Culminating more than a year of research and hard work, the LCCC Board of Trustees adopted the LCCC 2013-2020 Strategic Plan on September 18, 2013, and charged the College with its immediate implementation.

Now, more than three years from the launch of the strategic plan, I am pleased to present this 2016 LCCC Strategic Plan Progress Report. This report does not replace the original strategic plan, which is a living document guiding the efforts of LCCC. Rather, it is intended to do the following:

- \* Reaffirm those goals and strategies to which the College committed in 2013;
- \* Modify strategies to meet current context and conditions or to better clarify intent;
- \* Provide an honest perspective on the progress the College is making toward accomplishing its strategies and achieving its goals;
- \* Stimulate a renewed focus and effort toward completing the strategic plan by 2020; and
- \* Celebrate key accomplishments and outcomes as a result of the College's work.

LCCC has accomplished much in just a few short years. The College – and its stakeholders – should take pride in all that has been jointly accomplished and appropriately deserved. This is worth celebrating. However, more work needs to be done, and LCCC is committed to successfully finishing its strategic plan on schedule.

Community colleges across the nation, and especially here in Wyoming, have attracted much-deserved attention. This is our moment to remind the nation of the value community colleges have continually brought to our communities and our economies. However, it is also a time where opportunity and challenge are illuminated, and we at LCCC must act strategically and expeditiously to improve our pathways to student success.

If community colleges continue to have the courage to take calculated risks and do this work, they will be one of the most influential factors in helping our nation regain prominence as a world leader of educated, innovative, and productive citizens. I am extremely honored and pleased that LCCC has been recognized as an influential contributor to such a grand movement.

Best Regards,



Joe Schaffer, E.D.  
President

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**LARAMIE COUNTY  
COMMUNITY COLLEGE**

## Table of Contents

|   |    |
|---|----|
| Introduction . . . . .  | 1  |
| Mission Statement . . . . .   | 2  |
| Our Values  |    |
| Core Values . . . . .   | 2  |
| Aspirational Values . . . . .                                       | 2  |
| A Vision For LCCC   |    |
| The Big Goal . . . . .  | 3  |
| Vision Statement . . . . .  | 3  |
| Goals and Strategies . . . . .                                      | 5  |
| Goal 1. Completion Agenda for the 21 <sup>st</sup> Century. . . . . | 7  |
| Goal 2. Connections that Improve Student Transitions . . . . .      | 10 |
| Goal 3. An Organizational Culture to Thrive in the Future . . . . . | 12 |
| Goal 4. A Physically Transformed College . . . . .                  | 14 |
| About The College . . . . .   | 16 |
| Strategic Planning Team Members . . . . .                           | 18 |

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# Introduction

A review of the LCCC Key Performance Indicators and of measures reported through recent survey reports helped shape an evidence-based representation of the College in terms of effectiveness and efficiency. Finally, informed by the College's mission and core values, reaffirmed and newly articulated, and coupled with the expectations of key stakeholders, the committee envisioned a future of the community college LCCC hopes to become and established strategies for the institution's continuous journey toward that end.





# Mission Statement

*The Mission of Laramie County Community College  
is to transform our students' lives  
through the power of inspired learning.*

We are all bound by a basic understanding that our students, regardless of how they arrive at LCCC, yearn for a better life by engaging in the process of acquiring knowledge. Thus, we are compelled to aid this transformation by offering diverse educational experiences designed to be inspirational for all those involved in the learning process. While we recognize our work is diverse, the entirety of the work we do is grounded in the four foundational elements of the comprehensive community college mission:

- 1. Academic Preparation** – To prepare people to succeed academically in college-level learning;
- 2. Transfer Preparation** – To engage our students in learning activities that will prepare and advance them through the pursuit of a baccalaureate degree;
- 3. Workforce Development** – To develop individuals to enter or advance in productive, life-fulfilling occupations and professions; and
- 4. Community Development** – To enrich the communities we serve through activities that stimulate and sustain a healthy society and economy.

## Our Values

### Core Values

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

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

## Aspirational Values

At LCCC, we aspire to distinguish and advance the institution. Our aspirations are pursued through a strategy of greater focus, connectivity within the institution, and intentional actions to ensure the presence of these aspirational values at LCCC well into the future.

- 1. Commitment to Quality** – Quality is found at the intersection of hard work and high standards being met consistently. We are committed to promoting a culture of evidence that compels us to continuously strive for greater competence and productivity while always seeking to transform students' lives through inspired learning.
- 2. Entrepreneurship** – In an uncertain era, endless opportunities await those institutions willing to take risks. Grabbing these opportunities requires informed risk-taking and innovation fostered in a safe, yet demanding, environment.
- 3. Tolerance** – As an institution, we must engage in wide-ranging, open-minded discourse with civility and objectivity grounded in what is best for our students as well as ourselves.

## A Vision for LCCC

### The Big Goal

Our overarching 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.

### Vision Statement

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





# Goals and Strategies

With an eye to the future, a strong desire for excellence and a staunch dedication to student success, LCCC has embraced the following four Strategic Goals to guide our work through 2020. Each of the four goals has accompanying strategies with targeted outcomes that will be used to evaluate our success in achieving this plan.

# Strategic Plan Strategy Prioritization

A challenge in executing any major planning effort is knowing where to begin. Shortly after approval of the Strategic Plan in 2013, LCCC began a prioritization process that provided opportunity for the campus leadership and the Board of Trustees to objectively rank the strategies within the plan. Using an internally-developed Strategic Planning Prioritization Rubric to rate the 60 planning strategies, each strategy was scored and placed within a quartile system of four tiers. The rubric contained the following eight traits.

1. Impact on Change for Campus Breadth and Unit or Area Depth
2. Context of Need/Timeliness, e.g., college completion
3. Cost to implement
4. Institution's Capacity to Implement
5. Metrics Development & Evaluation Workload
6. Concurrence of Activities
7. Complexity
8. Strategy's Overall Likelihood of Success for Encouraging Change (holistic score)

The College recognizes that at times priorities shift, opportunities present themselves, or some low-priority strategies are easy to accomplish. Thus, not all strategies have progressed precisely in priority order, however the prioritization process has generally guided the work of the College and will continue to do so through the remainder of the plan's execution.

Within this document strategies include a denotation used to identify priority tiers.

## Status:

**Green:** Project is on schedule, on budget, and all is good

**Yellow:** There are potential issues with the project's schedule or budget, but both can probably be saved with corrective actions.

**Red:** There are serious issues and/or the project has not commenced or will likely be delayed, and/or there may be significant budget overruns.

## Phases:

Initiation: Project is just starting

Planning/Design: Project is being organized and prepared

Implementation: Primary work is carried out in a project

Closure: Project is being completed, finalized and information is archived

# Completion Agenda for the 21<sup>st</sup> Century

**73%**  
COMPLETE

Increase the number of students earning high-value credentials by reinventing the College's programs and services to be designed for the 21<sup>st</sup> century learners and aligned to drive the economic and social futures of Southeastern Wyoming.

## Strategies

### A. Increase participation at the college through wise enrollment growth

- i. **Strategic Recruitment Plan**  
Establish a strategic recruitment plan to guide the College's student recruitment strategies leading to managed enrollment growth of students likely to succeed at LCCC. **0%** Phase: Initiation Priority: 4/TBA
- ii. **Academic Master Plan**  
Conduct a comprehensive academic master planning process that results in the establishment of a strategic vision for the academic offerings of the College. **0%** Phase: Initiation Priority: 4/TBA
- iii. **Online Enterprise**  
Expand quality, LCCC online courses and programs while exploring the development of an LCCC Online enterprise with sufficient autonomy to purposefully grow offerings and enrollment in distance education. **10%** Phase: Planning/Design Priority: 4

### B. Implement research-based, high-impact practices for early and ongoing student engagement in the educational process

- i. **Mandatory Orientation**  
Design a mandatory orientation program for all new students enrolling at LCCC that includes advising and registration. **100%** Phase: Closure Priority: 1
- ii. **Holistic Advising**  
Develop and deliver a strong, holistic system of student advising that assigns every student a single case manager to follow him/her throughout their educational journey. **100%** Phase: Closure Priority: 1
- iii. **Academic Plans**  
Implement a system to ensure all students have an academic plan on file by the end of their first term and reviewed frequently that maps their coursework and milestones from start of their education journey to completion. **45%** Phase: Implementation Priority: 1
- iv. **Student Success Course**  
Create a first-year or first-term student success course required of all new students to LCCC that is contextualized to programmatic themes or pathways, designed to help students become college-ready, build significant relationships, establish their academic plan, explores careers and connects them to the community. **100%** Phase: Closure Priority: 2

GOAL 1

*Orientation completers have significantly better persistence rates when compared with their peers from the previous year, as well as with those from the same starting cohort who did not complete Orientation.*

**C. Redesign the College’s institutional scholarship and aid programs in a way to strategically accomplish desired outcomes.**

**i. Strategic Financial Aid**

Develop aid programs and strategies that target individuals who desire to enroll at LCCC but have un-met financial need inhibiting their ability to participate.

**100%** Phase: Closure  
Priority: 3

**ii. Strategic Financial Aid**

Create aid programs designed to incentivize students to achieve key progress points along their educational path.

**100%** Phase: Closure  
Priority: 3

**D. Establish clear academic pathways based on curriculum designed to help students achieve important learning outcomes and to help them progress through academic milestones and ultimately completion.**

**i. Student Placement**

Research, explore, and establish new student-placement practices that more accurately assess college-readiness and place students into coursework they are likely to succeed and persist within.

**90%** Phase: Implementation  
Priority:

**ii. Developmental Redesign-Math/English**

Redesign developmental coursework and activities to facilitate an accelerated progression to college-readiness for our students.

**100%** Phase: Closure  
Priority: 1

**iii. Curriculum rEvolution**

Completely redesign our academic programs so that college-ready, full-time students would be able to complete certificate programs in one year, and associate degrees in two years.

**100%** Phase: Closure  
Priority: 1

**iv. Curriculum rEvolution**

Publish all program curricula in ways to illustrate the progression for full-time and part-time students to complete their chosen program of study.

**100%** Phase: Closure  
Priority: 1

**E. Reinvent the College’s general education curricula to ensure our students are exposed to broad perspectives to some of the world’s biggest questions and that they possess the skills and abilities necessary to succeed regardless of their chosen occupation.**

**i. General Education Reform**

Develop and implement a LCCC General Education Core that stems from essential learning outcomes, ensure it is incorporated into all transfer programs (AA and AS degrees), and when completed results in a Certificate of General Studies.

**100%** Phase: Closure  
Priority: 1

**ii. General Education Reform**

Ensure that all applied programs (Certificates and AAS degrees) include coursework, stand-alone or integrated, that leads to institutional student learning outcomes.

**100%** Phase: Closure  
Priority: 1

**F. Establish a strong system of quality assurance in our curricula and a mechanism to inform instructional effectiveness by developing coherent assessment practices across all levels of the educational program at LCCC.**

**i. Common Course Assessments**

Establish well-defined, assessable, and common learning outcomes across all sections, locations, and delivery modalities for the same course. Pair these common outcomes with the development of accompanying rubrics and common assessments.

**55%** Phase: Implementation  
Priority: 2

**ii. Program Learning Competencies**

Establish program learning outcomes for all programs leading to a degree or certificate from LCCC, and establish rubrics and assessments to ascertain achievement of program outcomes.

**87%** Phase: Implementation  
Priority: 2

**iii. Institutional Competencies**

Build upon the foundational work the College has done in establishing institutional learning outcomes, and integrate educational activities and assessments that yield evidence of student learning in these competency areas.

**65%** Phase: Implementation  
Priority: 2

**iv. Technology-based Assessment System**

Develop a technology-based mechanism to capture and analyze assessment data to inform continuous improvement of our teaching practices.

**15%** Phase: Planning/Design  
Priority: 1



# GOAL 2

*LCCC now leads the State in signed articulation agreements with UW, including the general education core curriculum. Nationally, students who successfully transfer their credits earned at a community college are more likely to attain a four-year degree.*

## Connections that Improve Student Transitions

**55%**  
COMPLETE

Strengthen relationships and connections with key community partners, such as K12, UW, other four-year institutions, and business and industry to improve student transitions between educational entities and into the workforce.

### Strategies

#### A. Expand early-college engagement of high school students to encourage greater college-continuation, ease transitions to college, and ensure students are prepared to succeed at LCCC.

##### i. K12 Programmatic relationships

Continue the efforts to establish broader, more purposeful programmatic relationships with K12 partners resulting in improved, expanded, and purposeful opportunities for early-college success of high school students.

**25%** Phase: Planning/Design  
Priority: 2

##### ii. K12 Curriculum Articulation Groups

Create curriculum articulation groups formed of LCCC Faculty and high school teachers to ensure and improve curricular alignment.

**30%** Phase: Initiation  
Priority:

##### iii. National Alliance of Concurrent Enrollment Partnerships

Strengthen and expand dual and concurrent enrollment activities by implementing the National Alliance of Concurrent Enrollment Partnerships (NACEP) standards.

**100%** Phase: Closure  
Priority: 2

##### iv. High School Early Intervention

Provide early interventions for high school students who test less than college ready in key areas such as writing and mathematics.

**25%** Phase: Planning/Design  
Priority: 3

#### B. Strengthen academic alignment of LCCC Associate's of Arts and Science's degree programs to promote student completion and successful transfer to UW and other four-year colleges and universities.

##### i. Articulations

Establish program articulation agreements with four-year institutions that map the entire degree program sequence which illustrates a coherent pathway to a bachelor's degree and guarantees seamless transfer if students adhere to the pathway.

**65%** Phase: Implementation  
Priority: 2

##### ii. Reverse Transfer

Strengthen and expand reverse transfer systems in partnership with UW and other four-year institutions that allow LCCC students who transfer without completing a degree the opportunity to earn the credential once requirements are met as a result of coursework taken at the university.

**0%** Phase: Planning/Design  
Priority: 2

iii. **Gen Ed Articulation**

Articulate the new LCCC General Education Core with UW so that students may transfer their first-year general education coursework in a block and satisfy the UW general education requirement.

**100%** Phase: Closure  
Priority: 1

C. **Expand relationships with business and industry partners to ensure programs are aligned with employer needs.**

i. **Program Advisory Handbook**

Building from existing documents and work pertaining to career pathways advisory committees, establish a program advisory committee handbook that will help establish new and/or strengthen existing program advisory committees.

**90%** Phase: Implementation  
Priority: 3

ii. **Advisory Panel Evaluation**

Evaluate current advisory panel membership and encourage broader participation to establish new partnerships and relationships.

**15%** Phase: Initiation  
Priority: 3

D. **Develop broader understanding of our communities' needs and leverage existing programs, services and activities to increase the engagement of LCCC with the community, and the community with LCCC.**

i. **ACC Environmental Scanning**

Conduct a comprehensive environmental scanning/needs assessment in Albany County to ascertain current and future community needs that will guide programming offered through the Albany County Campus of LCCC.

**83%** Phase: Implementation  
Priority: 3

ii. **Student Co-curricular and extracurricular community engagement opportunities**

Expand opportunities for students involved with co-curricular and extracurricular activities (e.g., athletics, student clubs, service learning, etc.) to engage more richly with the community in ways that help develop the community and build relationships.

**75%** Phase: Implementation  
Priority: 4



# GOAL 3

*Preparing and supporting new faculty is instrumental in their success and their students' success, strengthening the quality of instruction and enhancing student learning experiences.*

## An Organizational Culture to Thrive in the Future

**73% COMPLETE**

Build the organizational capacity to thrive in the future by focusing on establishing a climate of trust, an effective, efficient and entrepreneurial workforce, and a culture of continuous improvement.

### Strategies

#### A. Establish processes and programs to proactively focus on employee recruitment, retention, development and performance.

##### i. New Employee Orientation

Implement a fresh, comprehensive model for new employee onboarding and initial orientation to the College.

**83%** Phase: Planning/Design  
Priority: 3

##### ii. Employee Recruitment

Continue progress toward establishing an employee recruitment process that incorporates strong search processes (e.g. search committee orientation, objective screening tools, clear channels of communication, etc.).

**100%** Phase: Closure  
Priority: 3

##### iii. Performance Management

Implement improved performance management systems for employee evaluation and development.

**0%** Phase: Initiation  
Priority: 2

##### iv. Compensation

Research and implement a new model for compensation of the different employee groups at the College.

**21%** Phase: Planning/Design  
Priority: 4

#### B. Building upon the early work of the Center for Teaching & Learning (CTL) Taskforce, fully implement the structure, programming, and services of the CTL to develop a world-class teaching staff.

##### i. Center for Teaching & Learning

Implement an intensive first-year experience for new faculty that exposes them to the institution, and more importantly builds a foundational knowledge-base to become excellent instructors.

**100%** Phase: Closure  
Priority: 1&3

##### ii. Center for Teaching & Learning

Create a continuous improvement academy through which ongoing professional development will be made available to all faculty to continue and improve instructional effectiveness.

**100%** Phase: Closure  
Priority: 1&3

##### iii. Faculty Advancement & Title

Establish a defined and purposeful path to continuing faculty status for all provisional faculty to include annual milestones and a culminating portfolio.

**45%** Phase: Implementation  
Priority: 2

**C. Continue to strengthen the culture of continuous improvement by improving current or developing new processes and supporting infrastructure necessary to support continual analysis of performance and plans to continuously improve.**

**i. Institutional Planning Framework**

Develop a comprehensive institutional planning framework, accompanied by documentation guidelines for the levels of planning while utilizing technology-driven mechanisms for monitoring progress.

**60%** Phase: Implementation  
Priority: 2

**ii. Academic Program Review**

Revamp the academic program review protocol to incorporate combined elements of traditional program self-study as well as performance evidence derived from indicator measures.

**100%** Phase: Closure  
Priority: 1

**iii. Non-Academic Program Review**

Design a new protocol of the frequent review and analysis of the effectiveness of co-curricular programs or service areas to assess their performance and guide improvement practices.

**64%** Phase: Planning/Design  
Priority: 3

**D. Finalize the establishment of a strong system of Board of Trustees policies and accompanying Administrative Procedures.**

**i. Academic Policies and Procedures**

Develop needed policies and procedures pertaining to academic affairs, such as new program development and approval, degrees and certificates structure, general education, etc.

**71%** Phase: Implementation  
Priority: 1

**ii. HR Policies and Procedures**

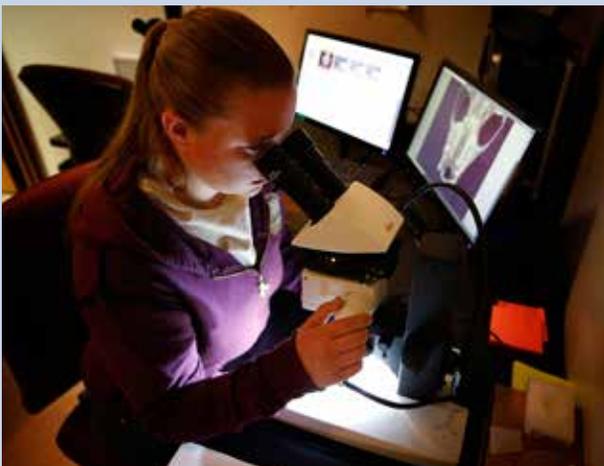
Continue our work toward updating and adding new human resources policies and procedures to guide our employment structures, practices and relationships.

**100%** Phase: Closure  
Priority: 3

**iii. Student Fee Policy and Procedure**

Strengthen policies and procedures pertaining to college affordability, specifically looking at the development of these for student fee approval and review.

**100%** Phase: Closure  
Priority: 3



# GOAL 4

*The new Flex Tech Building opens in August 2016. The 46,000-square-foot building houses Diesel Technology, Engineering Technology, expansion of Welding Fabrication, Construction Management, and Process Technology.*

## A Physically Transformed College

**47% COMPLETE**

Transform the College’s physical environment into a vibrant, and appealing place conducive to the engagement of students and community through campus renovations, additional facilities, and beautiful grounds.

### Strategies

#### A. Aggressively pursue the completion of the LCCC Building Forward facilities plan.

i. **Pathfinder Building**

Finalize planning and secure funding to construct a new student services, university, and instructional building on the Cheyenne campus.

**91%** Phase: Implementation  
Priority: 1

ii. **Flex Tech Building**

Finalize planning and secure funding to construct a new industrial technology building on the Cheyenne campus.

**98%** Phase: Implementation  
Priority: 2

iii. **Fine and Performing Arts Building**

Initiate planning updates, form community advisory groups, and pursue avenues to fund and build a new LCCC Fine and Performing Arts building on the Cheyenne campus.

**10%** Phase: Initiation  
Priority: 4

iv. **ACC Expansion**

Explore, research, and implement viable options for the expansion of the Albany County Campus to meet current and future needs.

**25%** Phase: Planning/Design  
Priority: 4

v. **Residence Hall**

Research and secure expanded options for student housing in Cheyenne to meet current and anticipated demands.

**25%** Phase: Initiation  
Priority: 4

#### B. Remodel/renovate/expand existing campus facilities and infrastructure to transform the campus in ways designed to meet the future needs of our students and community.

i. **Learning Commons**

Plan, secure funding, and renovate the Ludden Library to embrace a new vision for this space and function – the Ludden Library and Learning Commons.

**47%** Phase: Initiation  
Priority: 2

ii. **Recreational Complex**

Expand and renovate recreational facilities on campus for students and community.

**25%** Phase: Initiation  
Priority: 4

**C. Build the capacity to maintain a more attractive exterior infrastructure and landscape on campus**

**i. Façade Updates**

Complete façade updates to existing concrete buildings to provide a more visually appealing, and current exterior feel.

**0%** Phase: Initiation  
Priority: 4

**ii. Hardscape and Landscape**

Expand hardscape and landscaping to the campus grounds, adding the infrastructure to water and maintain a more robust landscape, while understanding the limitations of our regional climate and the need to be resource conservation-minded.

**15%** Phase: Planning/Design  
Priority: 4

**D. Implement the comprehensive campus wayfinding plan to update and enhance campus signage and directional guidance for students/visitors.**

**i. Exterior Wayfinding**

Improve exterior signage and wayfinding on campus.

**85%** Phase: Implementation  
Priority: 1

**ii. Interior Wayfinding**

Improve interior signage and wayfinding on campus.

**5%** Phase: Planning/Design  
Priority: 1

**iii. Campus Lighting**

Finalize exterior campus lighting projects.

**87%** Phase: Implementation  
Priority: 2

**iv. Gateways**

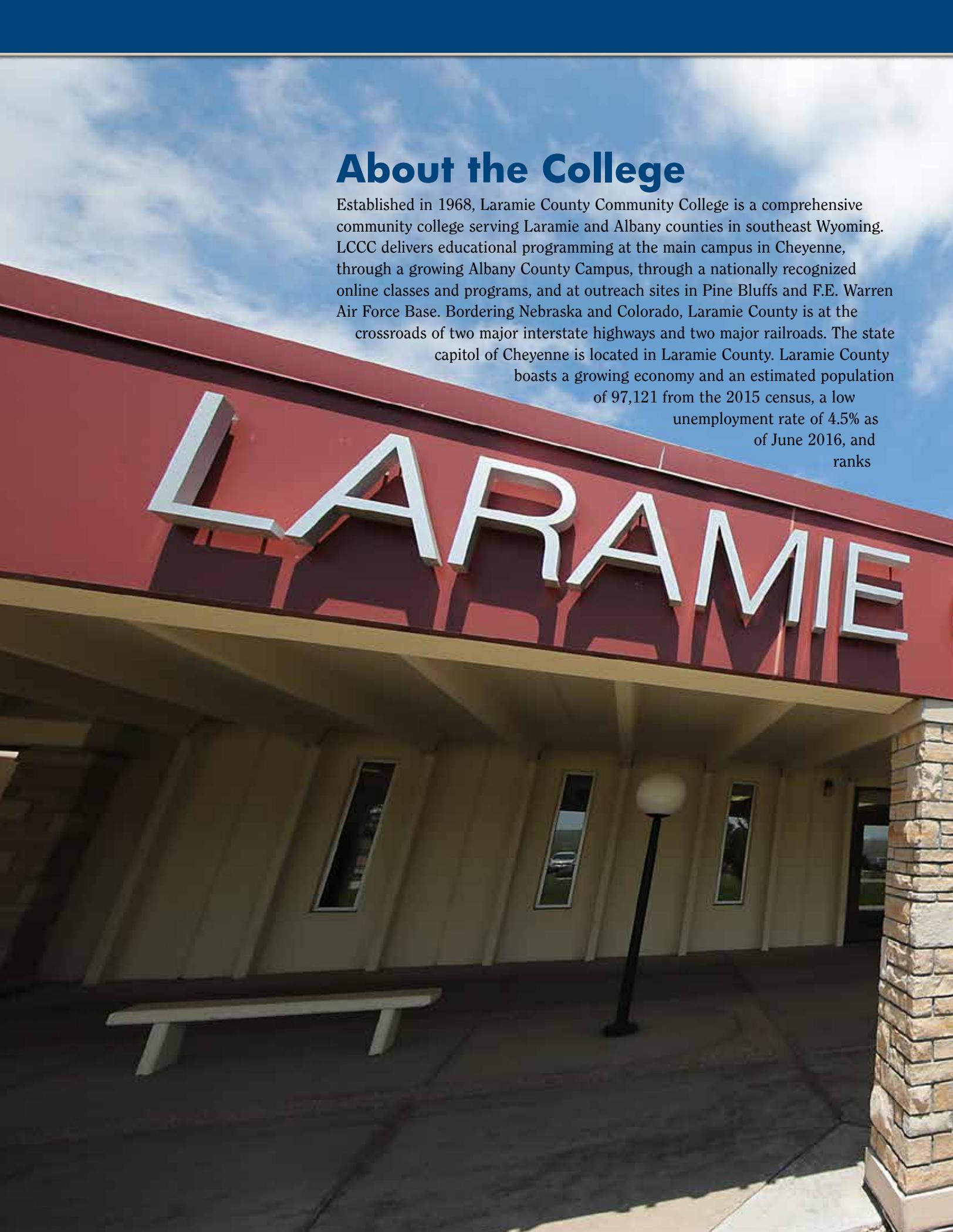
Building from current architectural plans, construct major and minor campus gateways to formally identify and provide engaging entrances to the campus.

**100%** Phase: Closure  
Priority: 3



# About the College

Established in 1968, Laramie County Community College is a comprehensive community college serving Laramie and Albany counties in southeast Wyoming. LCCC delivers educational programming at the main campus in Cheyenne, through a growing Albany County Campus, through a nationally recognized online classes and programs, and at outreach sites in Pine Bluffs and F.E. Warren Air Force Base. Bordering Nebraska and Colorado, Laramie County is at the crossroads of two major interstate highways and two major railroads. The state capitol of Cheyenne is located in Laramie County. Laramie County boasts a growing economy and an estimated population of 97,121 from the 2015 census, a low unemployment rate of 4.5% as of June 2016, and ranks

The image shows the exterior of a building with a prominent red facade. Large, white, three-dimensional letters spell out 'LARAMIE' across the top of the building. Below the letters, the building has a beige or light-colored section with several windows. A concrete bench is visible in the foreground on the left, and a black lamp post stands in the middle ground. The sky is blue with some clouds. The overall scene is a clear, sunny day.

LARAMIE

first in population and fifteenth in area when compared to the other twenty-two counties in Wyoming. Albany County, located north of the Colorado state line and west of Laramie County, is home to a population of 37,956. The county seat of Laramie is also the home of the University of Wyoming.

LCCC offers a wide range of academic, career/technical and community education programs. Since its inception in 1968, LCCC has grown from under 1,000 credit enrollment headcount to a 5,261 annualized headcount during the 2014-15 academic year.

In 2001, the College expanded its non-credit offerings to include workforce development courses and services with enrollments exceeding 6,100. Workforce development has worked with 485 business and governmental partners to provide training opportunities for incumbent and incoming workers.

LCCC is accredited by the Higher Learning Commission (HLC), and has selected the Academic Quality Improvement Program[1] (AQIP) pathway for its accreditation model. AQIP is one of several pathways leading to accreditation with the HLC. AQIP differs from other accreditation pathways in that it is grounded on principles of continuous quality improvement.



ALBANY COUNTY COMMUNITY COLLEGE

## *Strategic Planning Team Members 2013:*

Kari Brown-Herbst, Faculty, School of Business,  
Agriculture and Technical Studies

Nycole Courtney, Counselor, Albany County Campus

Bill Dubois, LCCC Trustee

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Maryellen Tast, Dean, Lifelong Learning Center

## *Strategic Planning Progress Report Team Members 2016:*

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Tammy Maas, Executive Director, Human Resources

James Malm, Associate Vice President, Albany County Campus

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Trent Morrell, Faculty, School of Math & Sciences

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Daniel Powell, Dean, School of Arts & Humanities

Clint Reading, Instructor, Zoology/Biology

Dr. Joe Schaffer, President

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Janet Webb, Coordinator, Institutional Projects



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Laramie County Community College is committed to providing a safe and nondiscriminatory educational and employment environment. The college does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, political affiliation, sexual orientation or other status protected by law. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The college does not discriminate on the basis of sex in its educational, extracurricular, athletic or other programs or in the context of employment.

The College has a designated person to monitor compliance and to answer any questions regarding the college's non-discrimination policies. Please contact: Title IX and ADA Coordinator, Room 117, Student Services Building, 1400 E College Drive, Cheyenne, WY 82007, 307.778.1217, [TitleIX\\_ADA.Coordinator@lccc.wy.edu](mailto:TitleIX_ADA.Coordinator@lccc.wy.edu). 3/2016