2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and how to reach them
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

from within the learning management system (LMS) which also contains an embedded messaging tool students and faculty use to communicate. In addition, Employee Email Policy 8.1 and Procedure 8.1P require faculty to respond to email within two business days, thus ensuring that students have access to faculty for inquiry (3.C.5).

2P1d. Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

LCCC utilizes a placement process described above (2P1a and 2P1b), advisement, and faculty feedback (3.D.1) to address learning support needs. As mentioned above, LCCC's holistic advising requires credential-seeking students to meet with assigned advisors prior to course registration each term. The advising process identifies and addresses student needs through completion of an academic plan, which serves as map for program completion, successful transfer, and job placement. Students are surveyed to assess their satisfaction with advising (3.D.3). Faculty feedback includes required mid-term grade reporting (accessible to students and advisors), reporting by faculty of concerns for students that affect learning such as housing, hunger, family stresses, changes h7r8-2 (be-6 (ha-2 (r) (e)-6 (cx)4 (po)-6 (cx)4-6 (c)cx)4 1M1s)-1 (ur)3

University of Wyoming, and Wyoming community colleges, facilitates students transitioning from service area high schools and other higher education institutions to LCCC.

Other distinct student group needs are identified through interactions such as the annual student town hall meetings mentioned in 2P1f. For example, in one such meeting, students requested more gender-neutral restrooms, so all single rest room signage was changed from single gender to neutral.

2P1h. Deploying non-academic support services to help students be successful (3.D.2)

LCCC's deploys non-academic support services through enrollment procedures, advisement case management, current best practices, and literature for supporting students. Connections and referrals are coordinated through advising and the CARE team for counseling, campus food pantry, housing, on campus child care, and community resources. Other non-academic support services include advising, financial aid and scholarships, mental health counseling, health clinic, disability services, residence life, conduct and grievance processes and support, as well as programming to promote wellness, fitness, and personal connections. Most services are available to students remotely and at the satellite campus in Laramie as well.

Additionally, the College has implemented the Student Hub, a single point of contact for current and prospective students to access information on support services available. The Student Hub staff are well-versed in matters of admissions, financial aid, and student records, and are additionally trained to provide information on all academic and non-academic support services.

LCCC's multi-disciplinary CARE (Campus Assessment Response and Evaluation) Team is responsible for assessing, evaluating, and responding to reports of individuals who present disruptive or concerning behavior. The CARE Team collects (through an online reporting tool) and evaluates reports of concerning behaviors, then recommends support services and interventions to resolve crises (3.D.2).

2P1i. Ensuring staff members who provide non-