



August 16, 2012

Dr. Joe Schaffer
President
1400 E. College Dr.
Cheyenne, WY 82007-3299

Dear President Schaffer:

Attached is the report of the team that conducted 's Quality Checkup site visit. In addition to communicating the team's evaluation of your compliance with the Commission's Criteria for Accreditation and the Commission's Federal Compliance Program, the report captures the team's assessment of your use of the feedback from your last Systems Appraisal and your overall commitment to continuous improvement.

I Hope you will read and study the report carefully, because the team invested heavily in preparing for and conducting this visit, and its perceptions and advice are valuable to your institution. Please consider distributing it widely throughout your institution, since its positive feedback can be helpful in strengthening and broadening involvement in your quality improvement efforts.

QUALITY CHECKUP REPORT

Systems Portfolio

The Team read the LCCC Systems Portfolio and the LCCC Systems Portfolio Feedback Report before arriving for the Quality Checkup visit to gain an understanding of the College. During the visit, the Team verified and clarified the contents of the System Portfolio through discussions held with the President, faculty, members of the college's administration, the Manager of Institutional Research, and the AQIP Liaison among others.

Additionally, information to supplement the LCCC Systems Portfolio was provided to the team in the areas of the LCCC Academic Advising Action Project; its ETS Proficiency Profile data, CCSSE results, and licensure data; LCCC Climate Survey data; the implementation of the Performance Management Action Project recommendations; various Career and Technical Education programs' Advisory Committee minutes; and the LCCC Leadership Academy: its structure, participants, and curriculum. In all areas, the information in the System's Portfolio was verified and clarified to the satisfaction of the Checkup team.

The Quality Checkup Team met with staff responsible for LCCC's distance delivery technology design and support, distance program administrative staff, distance faculty, and a small number of students who had completed LCCC distance courses. The institution has been approved under Commission policy to offer up to 100% of its total degree programs through distance education. The Team concurs that on-line learning is appropriate to the institution's mission and purposes.

The College has a number of individuals and groups involved with management of distance education institution-wide. For many years there has been a distance education committee with cross-divisional staff and faculty representation responsible for sustaining on-line learning offerings.

Distance delivery courses use the same syllabi as traditional delivery courses, ensuring that curricula for the institution's on-line learning offerings are coherent and comparable in academic rigor to programs

but desire LCCC classes. This would be a unique relationship with the UW among community colleges in the state.

During the meeting, the Workforce and Community Development FY12 Strategic Plan results and the FY13 Operational Plan for the Francis E. Warren Air Force Base and Outreach Campus were shared with the Checkup Team. The plans include goals, objectives, departmental responsibilities, project descriptions and projected results as well as identification of the managers who are to be accountable for the projects. The plan objectives included marketing, curriculum, technological capabilities, assessment facilities,

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There have been myriad changes at LCCC due to changes in senior leadership within the past year. These changes include a new president (January 2012), a move to policy governance with the Board of Trustees, the rebirth of the College Council, the evolving role of the Quality Council, the hiring of new Vice Presidents of Academic Affairs and Student Services (summer 2012), the planned hiring of a Director of Institutional Effectiveness (FY13), the LCCC Leadership Training, and the strengthening of the faculty senate's role in leadership. It is expected that these changes will address the Strategic Issues with the Leading and Communicating that the Systems Portfolio review team highlighted, and will place LCCC in a position to establish a quality culture throughout the college.

As the quality culture becomes established at LCCC, continuous quality improvement approaches such as process mapping and staff development in processes and systems-thinking will go far to define LCCC processes. These approaches should also provide a foundation of documentation the System's Portfolio appraisers noted were needed at LCCC.

- A. Assessment: The Checkup Team discussed the variety of learning assessment activities taking place at LCCC with several groups including faculty and administrators. The Team feels that the college would be well-served by the creation of an Assessment Plan that does the following:
1. Presents their conceptual framework for assessment, and articulates key learning outcome goals and systematic processes for the assessment of student learning outcomes at the a) institutional, b) program and c) course level;
 2. Focuses on direct, comparable, trend able assessment of student learning outcomes as opposed to relying primarily on self-reported, indirect student assessment. Sample sizes must be adequate for conclusions to be made about the data;
 3. Integrates all LCCC assessment components from entering student assessment to exit graduate ETS testing, and includes on-campus classroom, online, and concurrent and dual credit enrollment assessments;
 4. Identifies and documents LCCC processes (and cycles) for the analysis, dissemination and use of the assessment results to improve student learning.

Through the development of the components of this plan, and once this plan is in place, faculty and the LCCC community would have a clearer sense of what learnings are taking place at LCCC, and faculty's role in the development, measurement and improvement of th

group as appropriate.

7. Adopt a balanced scorecard structure of performance metrics. Linking scorecard trailing indicators with process level leading indicators, with institutional goals, and with improvement efforts will result in a

_____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comment:

In the team's judgment Laramie County Community College presented satisfactory evidence of college policies and procedures and met this goal of the Quality Checkup. The institution's approach to Commission Policy 3.10 Credits, Program Length and Tuition are well-documented. Tuition is set at the state level by the Wyoming Community College Commission and is consistent across degree programs. These policies, procedures and practices are acceptable and comply with Commission and AQIP's expectations.

Additional Monitoring, if any: None

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S

are resolved informally at the level of the deans and directors. Formal complaints filed according to the procedures in the Student Handbook, which is available in hard copy and online, are logged in the offices of the Vice President of Instruction and Vice President of Student Services in a security-protected shared network drive. LCCC provided the team with three years of formal complaint information meeting Commission Policies 13.3, Institutional Records of Student Complaints. It is the Team's judgment that these policies meet this goal of the Quality Checkup.

Additional Monitoring, if any: None

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

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Comments:

Information for students transferring both to and from LCCC appears on page 15 of the 2011-2012 Laramie County Community College Catalog and on the LCCC web site at <http://lccc.wy.edu/academics/policies/transfers>. Information about the criteria LCCC uses to make transfer credit decisions and what documentation the student needs to provide will need to be added to both information sites.

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Comments:

Students enrolling in distance/online courses at LCCC go through the standard admission process, which includes supplying unique identifiers such as social security number (not required), birth date, legal name, address and transcripts from high school and other colleges. All students are issued an ANGEL account with a unique user name when they enroll in their first course (ANGEL is LCCC's learning management system). When students log into ANGEL for the first time, they must create a password that is secure and unique to them.

Many LCCC instructors have password protected exams and assignments within ANGEL and require a lock down browser which locks out internet sources such as Google. Some instructors and programs require that all distance/online students completing examinations/quizzes go to an approved proctored exam site (for example: another college, military education center, etc.). At these sites, students must show identification and are proctored while taking the examination/quiz. The program Turnitin is available and used by all faculty, both online and in the classroom, to detect plagiarism and ensure acade.2 i9i

be commenting under Criterion Two if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- ! **Default Rates.** *The institution has provided the Commission with information about three years of default rates. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- ! **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures:** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- ! **Student Right to Know.** *The institution has 2 (he) 0.2 Tf () 3F0 1 Tf [(S) -0.2(t)Stulatam hassion wit*

gainful employment. LCCC provided this information to the Checkup Team and provides it to the students and public on its website at <http://www.lccc.wy.edu/life/handbook> and at www.lccc.wy.edu/Media/Website%20Resources/documents/.../GradRates.pdf. LCCC provides hard copies to students upon request. Athletic Participation and Aid information is provided to athletes when they are presented with their financial aid package. Student Right to Know information is presented through links on the LCCC website and is be provided to students in hard copy upon their request.

Comments:

LCCC's relationship with the Higher Learning Commission, its AQIP Systems Portfolio and information for the Higher Learning Commission can be found in its College Catalog (page 5) and on the college's website. The web address for the Higher Learning Commission does not

- National League for Nursing Accrediting Commission (NLNAC)
- Wyoming State Board of Nursing

Information regarding the connection between accreditation and licensure is available in each program's description narrative in the College Catalog and on the college website. LCCC is not under sanction with any of the above-mentioned entities. Evaluation reports were available upon request of the team.

Additional Monitoring, if any: None

The institution has

Instructions: The team reviews the "Protocol for Peer Reviewers Reviewing Credit Hours Under the Commission's New Policies" before completing this Worksheet. This Worksheet must be completed for all Quality Checkup visits after January 1, 2012.

Institutional Policies on Credit Hours

- " Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments: None

- " Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution?

Yes No

Comments: None

- " For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes No

Comments:

The institution does not offer delivery formats with less instructional or homework time than would otherwise be expected.

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- " Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?