



MEMORANDUM

TO: LCCC Board of Trustees

FROM: Dr. Joe Schaffer, President

CC: President's Cabinet

DATE: June 12, 2026

RE: FY26 Self-Evaluation and Proposed FY27 Goals

During my tenure at LCCC, I have made it a practice to comply with the assessment of my performance in a fashion that aligns with the Board's Policy 1.3.2 CEO Evaluation and Accountability. This policy describes five components of the evaluation process that include goal setting, reporting on institutional effectiveness, a mid-year progress update, an annual self-evaluation, and a comprehensive review of the President's performance by the Board. I have focused on ensuring the first four components are delivered each year, while the latter remains appropriately in the purview of the Board. I continue to appreciate the Board's commitment to strengthening this process and creating meaningful opportunities for reflection, accountability, and growth.

This memorandum serves as my final self-evaluation for FY26 in alignment with your policy. Within this document, I will provide a comprehensive self-assessment of how I believe I have performed over the past year. As in previous years, this assessment will focus on three primary performance domains:

1. Behavior-Based Performance – how I have behaved in carrying out my work, especially as it aligns with the College's mission, vision, and values.
2. Function-Based Performance – how I have fulfilled the primary functions of my position and the expectations for a chief executive officer.
3. Objective-Based Performance – how I have satisfied the goals we established for FY26.

I will conclude this memorandum with my proposed goals for FY27.

As I reflect on FY26, I am struck by the degree to which this year represented a transition point for the College. Much of the work of the past several years has focused on planning, innovation, and building the foundation for change. This year, however, required us to move from aspiration to implementation. We have worked to institutionalize many of our most significant initiatives, strengthen the systems that support student success, position the College for future success, and make important decisions that will shape the next chapter of LCCC's history.

At the same time, the College continues to demonstrate strong outcomes. Enrollment has continued to grow, student success indicators remain positive, we celebrated another record-setting graduating class, and the institution remains financially stable despite a period of uncertainty surrounding state and local revenues. These accomplishments are evidence of the extraordinary work occurring across the institution and the commitment of our faculty, staff, administrators, and Trustees to the students and communities we serve.

As always, while this evaluation focuses on my role as President, the accomplishments reflected throughout this report are not mine alone. They are the result of the collective efforts of many individuals who care deeply about LCCC and its mission. I am grateful for their partnership, leadership, and dedication.

Have I fulfilled the Behavioral Performance expectations of the position of President?

Often, our most significant performance challenges are not grounded in our ability to fulfill the functions of our position, but rather in how we behave while carrying out the work. Functional performance focuses on the "what," whereas behavioral performance focuses on the "how." Thus, behavior-based performance pertains to how others perceive I behave while carrying out my responsibilities as President, especially as it relates to the College's mission, vision, values, and my interactions with students, employees, Trustees, and community stakeholders.

Like last year, you as the Board have implemented a comprehensive 360-degree feedback process as part of my evaluation. At the time of writing this self-evaluation, I have not yet received the results of that assessment. Therefore, I look forward to reviewing and reflecting on that feedback as part of our broader evaluation conversation.

In the absence of those results, I can only offer my own reflection. As I have shared in prior years, I believe leadership often requires balancing competing tensions. The same characteristics that allow leaders to move organizations forward can also create challenges if left unchecked. I continue to be highly motivated by the opportunities before LCCC and the potential impact our work can have on students and communities. That motivation naturally creates a strong sense of urgency, a desire to act, and a willingness to pursue ambitious goals.

At the same time, I recognize that urgency must be balanced with patience, action must be balanced with listening, and conviction must be balanced with openness to alternative perspectives. These are not new observations for me. They are leadership disciplines that require continual attention and intentionality. Over the years, I have become increasingly aware of these tendencies and more purposeful in managing them, so they contribute positively to the College rather than becoming barriers to collaboration and engagement.

Overall, I hope those who work closely with me would conclude that I continue to lead in a manner consistent with our mission, values, and culture. While I know there will always be opportunities for improvement, I remain committed to personal growth, self-reflection, and adapting my leadership to meet the needs of the institution and the people we serve.

Have I fulfilled the Functional Performance expectations of the position of President?

The functional expectations of the presidency are reflected in the Board's evaluation framework and in my responsibility to ensure that LCCC operates effectively, remains financially sound, delivers high-quality educational opportunities, responds to community needs, and advances the mission and vision established by the Board of Trustees. Overall, I believe I have met, and in some areas exceeded those expectations during FY26.

By many measures, the College continues to show positive momentum. Enrollment has grown, and early indicators suggest that trend will continue this fall. We celebrated a second consecutive record-setting graduating class, and student success outcomes remain strong. At the same time, LCCC has maintained a solid financial position despite uncertainty related to state and local revenues, property tax reform, inflation, and broader economic volatility. We have continued to invest strategically in employees, facilities, technology, and student success while sustaining sound fiscal practices and long-term stewardship.

The College has also advanced several major strategic priorities while maintaining strong day-to-day operations, including institutionalizing Unlocking Opportunity, expanding transfer and workforce pathways, planning for accelerated course delivery, exploring the College's future brand position, and refreshing our strategic planning framework. Beyond campus, I have continued to represent LCCC through engagement with local, state, regional, and national organizations to advocate for the College, strengthen partnerships, and contribute to higher education and workforce conversations that affect our communities and state.

Most importantly, the College's progress reflects the strength of our relationships with the Board of Trustees, employees, students, and community stakeholders. The accomplishments of FY26 were made possible through shared commitment, collaboration, and collective focus on the mission of the College. Altogether, the institution's momentum, the stability of our operations, and the quality of these relationships provide strong evidence that I am fulfilling the

functional expectations of the presidency, while still welcoming the Board's perspective on where I can continue to improve.

The institutional outcomes described above provide evidence of overall functional performance. The following section addresses the specific goals established for FY26.

Have I satisfied the goal attainment (objective-based performance)?

Goal 1a. Institutionalizing Unlocking Opportunity Efforts

Outcome: I am extremely proud of the progress we have made in transitioning many of our Unlocking Opportunity initiatives from pilot projects and strategic priorities into permanent components of how LCCC operates. In many respects, FY26 represented the culmination of several years of planning, innovation, and redesign work focused on improving student success and post-completion outcomes.

One of the most significant accomplishments has been the continued redesign and implementation of the Health Sciences and Wellness pathway. Through the creation of common prerequisites and application, integrated credentials with labor market value, and redesigned pathways for students seeking entry into limited-admission healthcare programs, LCCC has become a national example of innovative pathway design. The work continues to receive attention from colleges and organizations across the country, and we have been asked on numerous occasions to present and share our model with others seeking to improve healthcare workforce pathways.

We also successfully launched and scaled several initiatives designed to strengthen educational transitions and student success. The LCCC Accelerate program has moved from concept to implementation, creating a more intentional structure for helping students navigate the transition from high school into postsecondary education. Likewise, the Express Transfer Agreement (ETA) with the University of Wyoming continues to expand, providing students with clearer transfer pathways, dual admission opportunities, coordinated advising, and greater confidence in their path toward a bachelor's degree.

To ensure these efforts are sustainable, the College has made strategic investments in personnel and organizational structures. These include staffing dedicated to supporting Accelerate, ETA, and other transition initiatives, as well as the hiring of LCCC's Chief Student Experience Officer (CXO). To the best of our knowledge, this position remains unique among community colleges nationally and reflects our commitment to understanding and improving the student experience. Under this leadership, the College has already conducted more than eighty student focus groups to establish baseline data and identify opportunities to improve belonging, engagement, and student success. Collectively, these efforts support the broader

implementation of the LCCC Student Experience framework and create greater alignment across the institution regarding how we support students from their first interaction with the College through completion and beyond.

Finally, substantial planning occurred this year regarding the College's transition to accelerated course delivery as the default academic structure. While implementation remains ahead of us, significant progress was made in establishing the framework, planning processes, and operational considerations necessary to advance this transformational initiative. As we move into the coming year, most of the work associated with Unlocking Opportunity has shifted from design and implementation into ongoing operations, continuous improvement, and scaling.

Key Contributors: Dr. Kari Brown-Herbst, Dr. Jill Koslosky, Dr. Melissa Stutz, Blake Painter, Ben Herdt, Danielle Opp, Sheridan Hanson, Amanda Brown, and Justine Essex.

Goal 1b. Learning Spaces Master Plan

Outcome: I am pleased to report that this goal has been successfully completed. Throughout FY26, teams from Academic Affairs and Administration and Finance worked closely with consultants, faculty, staff, and other stakeholders to develop a comprehensive Learning Spaces Master Plan for the College. The plan was presented to the Board of Trustees on February 18, 2026, and subsequently approved.

The completed plan provides far more than a facilities assessment. It establishes a long-term framework for aligning the College's physical learning environments with modern instructional practices, evolving student needs, emerging technologies, and future enrollment realities. Through extensive analysis of classroom utilization, instructional pedagogy, technology infrastructure, safety, accessibility, and facility conditions, the plan confirms that LCCC can continue to support future growth and program expansion largely within its existing building inventory through thoughtful modernization, renovation, and repurposing of space. This finding is particularly important given current fiscal and demographic realities.

Equally important, the plan helps position the College for the future of teaching and learning. The recommendations emphasize flexible learning environments, active and collaborative learning, hybrid instructional delivery, technology integration, student engagement, and improved support for student success. As a result, the Learning Spaces Master Plan serves not only as a facilities planning document, but also as a strategic roadmap connecting physical space to educational outcomes and institutional priorities.

I am appreciative of the thoughtful and collaborative approach taken throughout this project and believe the final product will serve the College well for years to come.

Key Contributors: Senior Vice Presidents Rick Johnson and Dr. Kari Brown-Herbst.

Goal 1c. Approval of Phase II Exterior Renewal

Outcome: I am pleased to report substantial progress on both phases of the College's Exterior Renewal Project during FY26. Most visibly, construction associated with Phase I has continued to advance successfully and remains on schedule for completion this fall. The transformation already occurring across the south side of campus is remarkable. What began as a long-term vision to preserve and modernize the College's aging facilities is now becoming a visible reality for students, employees, and community members. The improvements will enhance energy efficiency, reduce long-term maintenance costs, extend the useful life of critical facilities, and create a more welcoming and contemporary campus environment.

Equally important, we successfully secured approval and funding for Phase II of the Exterior Renewal Project. As noted in my mid-year update, significant progress had already been made in advancing the project through the required review and approval processes. However, the project faced a major challenge when funding for Phase II was ultimately not included in the Governor's recommended budget.

This required a renewed advocacy effort involving the College, Trustees, community supporters, and legislative champions from across Wyoming. I am incredibly grateful to the many elected officials who recognized the importance of this investment and worked collaboratively to ensure the project remained a priority during the legislative process. Their efforts ultimately resulted in the successful inclusion of Phase II funding in the final budget.

The approval of Phase II ensures that the College can continue a once-in-a-generation investment in preserving and modernizing its facilities while avoiding the significantly higher costs associated with deferred maintenance. More broadly, this success demonstrates the importance of strong relationships, consistent communication, and sustained advocacy with policymakers and stakeholders across the state. Because of these efforts, construction planning for Phase II can now proceed, with implementation expected to begin before the end of calendar year 2026.

I am particularly proud that the College was able to maintain momentum on this project despite a challenging fiscal and political environment. The successful completion of Phase I and approval of Phase II represent major milestones in ensuring that future generations of students inherit facilities that remain safe, efficient, functional, and reflective of the quality of education provided at LCCC.

Key Contributors: Rick Johnson, the Facilities and Construction team, the Board of Trustees, and the many legislative champions from Laramie County and across Wyoming who supported the project throughout the budget process.

Goal 1d. LCCC Brand and Name Changes

Outcome: This goal has advanced significantly and has evolved into one of the College's most important strategic initiatives. As you know, you voted to move forward with the intent to change the name of the College last Falls. This decision reflected recognition that LCCC's future success will depend upon our ability to effectively position the institution within a broader, increasingly competitive higher education marketplace.

Since your vote, the College has continued to advance the work through a structured and deliberate process. We entered into a contract with Daake, a nationally recognized branding and higher education consulting firm, to guide the next phase of research, engagement, and recommendation development. Working alongside the College, Daake has conducted extensive internal and external surveys, stakeholder engagement activities, focus groups, and one-on-one interviews with key constituents, including members of the Board of Trustees, employees, students, alumni, donors, community leaders, and other stakeholders.

What has become increasingly clear throughout this process is that this effort extends well beyond a logo, marketing campaign, or institutional name. Rather, it represents an important conversation regarding the future positioning of the College, our role within the region, our ability to attract students from new markets and populations, and how we communicate the value and impact of an LCCC education. For these reasons, this initiative has emerged as one of the College's strategic "Big Bets" and is closely connected to our broader efforts to become the College of Choice for students both within and beyond our traditional service area.

The work remains on schedule. The President's Cabinet will receive an update regarding the brand structure and potential naming recommendations on June 30, 2026. Initial recommendations will then be presented to you during your August 12, 2026 retreat, followed by broader communication during the State of the College address on August 17, 2026. The Board is currently scheduled to consider formal action regarding a new institutional name at your September 16, 2026 meeting.

I am pleased with the thoughtful, data-informed, and highly inclusive process that has occurred throughout the year. Regardless of the final recommendation, the College is approaching this decision with a level of diligence, stakeholder engagement, and strategic focus appropriate for a decision that will influence the institution for decades to come.

Key Contributors: Daake, Vice President Lisa Trimble, Justin Joiner, and the Marketing & Communications Team.

Goal 2. Implementing Early Student Engagement and Success Monitoring

Outcome: I am pleased with the progress made toward this goal and believe it represents an important shift in how the College approaches student success. Rather than waiting until students experience significant academic difficulty, LCCC has worked to create a more proactive system that identifies concerns early and allows us to intervene before those challenges become barriers to persistence and completion.

During FY26, we piloted and refined a curriculum-wide early engagement and academic progress monitoring process focused on first-generation, low-income, part-time, and first-time students. Faculty provided brief progress feedback during the second week of the term, creating an early indicator system for students who may need additional support. As timing, communication, and processes improved, faculty participation increased from 54 percent in the initial implementation to 78 percent in subsequent terms.

Students identified through the process received coordinated outreach from Success Coaches, Pathway Coordinators, and other support personnel, supported by automated alerts and intervention workflows. Early analysis suggests the system is accurately identifying students who later encounter academic difficulty while also helping some course-correct before more serious challenges emerge. Just as importantly, the pilot showed that meaningful collaboration between faculty and student services can occur at scale without creating excessive administrative burden.

By this past spring, the College had further strengthened participation and follow-through, and early progress monitoring has now become an operational expectation within our broader student success strategy. This work is especially important as LCCC prepares for accelerated eight-week course delivery, where timely identification and response to student needs will be even more critical. The systems and partnerships developed through this effort provide a strong foundation for future student success work and reinforce our commitment to being proactive rather than reactive in supporting students.

Key Contributors: Ben Herdt, Alli McCowen, Success Coaches, Pathway Coordinators, and the many faculty members who embraced and strengthened this process throughout the year.

Goal 3. Expansion of Applied Baccalaureate Degrees

Outcome: Progress on this goal did not meet my original expectations for FY26, though I remain convinced that expanding applied baccalaureate opportunities is an important strategic opportunity for both LCCC and the State of Wyoming.

Meaningful planning and exploratory work did occur throughout the year. Academic leaders and faculty continued assessing workforce needs, student demand, transfer implications,

institutional capacity, and potential areas where labor market demand, student interest, and the College's strengths align.

At the same time, several other institutional priorities required significant leadership attention, including strategic planning, major institutional "Big Bets," scaling Unlocking Opportunity work, budget planning, legislative engagement, and other emerging needs. In retrospect, prioritizing those efforts was the right decision for the College, even though it slowed progress on this goal.

I view this work as sequenced rather than delayed. For that reason, I intend to carry this goal forward into FY27 and elevate its importance within broader discussions around effective pathways, workforce development, and post-completion success.

Key Contributors: Dr. Kari Brown-Herbst, Interim Dean Dr. Ben Lehan, Troy Amick, Dean Bryan Wilson, and Jen Ewing.

Goal 4. Building/Strengthening Relationships with Policy Makers

Outcome: Building and strengthening relationships with policymakers and community leaders is one of the most important ongoing responsibilities of the presidency, though it is not easily measured through traditional metrics. These relationships are developed over time through consistent engagement, communication, credibility, and a willingness to remain present in the issues affecting our communities and state.

Throughout FY26, I continued to prioritize relationships with legislators, statewide elected officials, community and business leaders, and other policymakers through meetings, legislative engagement, board service, community involvement, and ongoing individual conversations. I also worked to ensure these relationships were not concentrated solely in the president's office by encouraging and supporting Trustees, Cabinet members, and other institutional leaders in developing their own meaningful connections with key stakeholders. In particular, Vice President Lisa Trimble's service as President of Kiwanis and Dr. Melissa Stutz's role as Chair of the Boys & Girls Club Board further strengthened the College's visibility, credibility, and relationships within the community.

That broader engagement is reflected in the College's leadership presence across the community, including service by institutional leaders on local boards and organizations. The value of these relationships is most evident when the College faces important opportunities or challenges, such as the successful approval and funding of Phase II of the Exterior Renewal Project. My service as Vice Chairman of the Wyoming Business Council has also provided an important platform to represent both the College and higher education during statewide conversations about Wyoming's economic future.

Ultimately, this goal is less about any one relationship and more about ensuring that LCCC remains a trusted partner, respected voice, and valued contributor within Wyoming. Strong relationships create opportunities for advocacy, collaboration, problem solving, and shared success, and I believe the College continues to make meaningful progress in strengthening its influence at the local, state, and regional levels.

Key Contributors: The Board of Trustees, President's Cabinet, Vice President Lisa Trimble, Dr. Melissa Stutz, and the many employees who represent LCCC through service and engagement in our communities.

Reflections on FY26 and the Future of the College

As I reflect on the goals and accomplishments outlined above, I am less focused on any single initiative than on what they collectively represent for the future of the College. Over the past several years, LCCC has invested heavily in planning, innovation, redesign, and transformation. FY26 felt like an important turning point, one in which many of those efforts began moving from aspiration to implementation and from isolated initiatives to institutional practice. More than the completion of individual projects, this year reflected a growing institutional capacity to create meaningful impact for students, employers, communities, and the State of Wyoming.

I continue to believe that leadership is less about individual accomplishment and more about creating the conditions for collective success. The progress reflected in this memorandum is the result of faculty, staff, administrators, Trustees, community partners, policymakers, and students working together toward a common purpose. What gives me the greatest confidence is the College's growing capacity to be proactive, collaborative, and adaptive in response to changing needs and new opportunities.

The future will undoubtedly bring challenges, but I believe FY26 has positioned LCCC well to meet them. The positive outcomes we see in enrollment, student success, partnerships, facilities, and culture are not accidental; they reflect years of intentional investment by the Board and employees across the institution. Most importantly, I believe LCCC is becoming increasingly capable of fulfilling its highest purpose: transforming lives through inspired learning while strengthening the workforce, economy, and the future of Wyoming.

With those reflections in mind, I respectfully submit the following proposed goals for FY27.

Proposed Goals for FY27

1. Advancing the Eight-Week Transformation:

The transition to accelerated eight-week course delivery is one of the most important strategic initiatives in the College's history and has the potential to improve student focus, flexibility, momentum, and completion. While Fall 2028 remains the planned

implementation date, FY27 will be a critical year for curricular redesign and organizational readiness.

My goal for FY27 is to lead and support the next phase of the Eight-Week Transformation, with emphasis on faculty engagement, curricular redesign, implementation planning, and the systems needed to ensure quality, rigor, and student success.

2. Implementing the College Name Change and Rebranding Initiative

The Board's decision to pursue a new name and brand position for the College is a significant strategic step focused on clarifying who we are, communicating our value more effectively, expanding our reach, and positioning LCCC for long-term relevance and growth. By the end of FY26, the College will have completed substantial research, engagement, and planning; assuming Board approval, FY27 will become the year of implementation.

My goal for FY27 is to lead that implementation in a way that is thoughtful, inclusive, and aligned with the College's strategic vision, while balancing operational execution with strong communication and engagement across key stakeholders.

3. Seeking Strategic Investments in Innovation and Institutional Impact

Many of LCCC's most important advances began as ideas that received focused institutional investment and support. As the College continues to evolve, I believe we should remain intentional about identifying and investing in the next generation of transformational opportunities that improve student success, strengthen operations, expand access, and increase our impact on Wyoming.

My goal for FY27 is to develop and implement a structured process through which employees, departments, and teams can propose strategic investments aligned with our adaptive strategic plan and institutional priorities, helping identify where future College and Board investments can accelerate progress toward our vision.

4. Expanding Applied Baccalaureate Opportunities

Recent policy changes have created an important opportunity for Wyoming community colleges to expand applied bachelor's degrees, allowing LCCC to address workforce needs, increase educational attainment, and provide students with high-value credentials without leaving the state. Although progress was slower than anticipated in FY26, the need for this work has only become clearer as employers continue to identify shortages in fields requiring education beyond the associate degree.

My goal for FY27 is to move this work from exploration to implementation by advancing at least two new applied baccalaureate degree programs aligned with workforce demand, student interest, institutional strengths, and Wyoming's strategic priorities.

5. Re-Centering the Laramie Campus

The College has long wrestled with the purpose, role, and long-term sustainability of the Laramie Campus. Changing demographics, enrollment realities, workforce demands, and the presence of other higher education providers in Albany County require us to more clearly define how the campus can create the greatest value and impact moving forward.

During FY26, I initiated a comprehensive review of the campus, and early analysis suggests its long-term success will require a more focused and differentiated mission. My goal for FY27 is to work with campus leaders, community stakeholders, partner institutions, and the Board to finalize and begin implementing a sustainable long-term vision for the Laramie Campus—one that ensures it has a clear purpose, measurable value, and meaningful future within the College's broader mission.

I believe these goals reflect several of the most significant opportunities and challenges facing the College in FY27, while also recognizing the Board's important role in helping define presidential priorities. I offer them as a starting point for discussion and welcome any additional goals, modifications, or areas of emphasis the Board believes should be incorporated into my work for the coming year.