

# Onboarding at Laramie County Community College

MAY 2020

## FAST FACTS

**Location:** Laramie County, WY

**2017-18 enrollment:** 5,997

**Percent part-time (fall 2018):** 67%

**Race/ethnicity:**

White – 67%      Black – 2%

Hispanic – 13%      Asian – 1%

**Percent receiving Pell Grants:** 23%

## Key Features of Redesigned Practices at LCCC

### Organizing and Introducing Programs by Field of Interest

- In 2017, faculty, staff, and the institutional effectiveness office at LCCC organized the college's programs into seven meta-majors called "pathways."
- The college [website](#) shows each meta-major's program maps, which include recommended course sequences by semester and indicate decision-making milestones that LCCC calls "choice points." Each map includes a first-term program course, a college math and English course in the first year, and a required first-year experience course.

### Improving Orientation and New Student Advising

- Students are required to participate in an online orientation and an initial advising appointment before the start of the first semester.
- Advisors are organized by meta-major, and students are assigned to an advisor based on their meta-major. During students' initial advising appointment, advisors confirm each student's program direction and facilitate a discussion of their academic and career goals.

### Expanding Career and Transfer Advising to All Students

- Students interested in applying to the college are encouraged to use an online tool called [Career Coach](#) to explore their strengths, career goals, and aligned program options. If they are undecided or lack confidence in their choice of program, they are directed to the career center for guidance.
- The college's first-year experience course is focused on career exploration and educational planning. Students develop full-program educational plans using a planning tool implemented in fall 2019.

- The college is currently developing contextualized first-year experience courses for each meta-major, adding professional development for faculty teaching the courses, and organizing visits from local employers to expose students to experiences and challenges they may encounter in particular career fields.

### Increasing Engagement With Programs From the Start

- Students participate in meta-major-specific welcome events to meet other students and faculty in their meta-major and to enroll in a first-term program course and first-year experience course (that will soon be contextualized to their meta-major).
- Each meta-major (pathway) includes a common set of three introductory courses, called a "general program," that applies to any program in that meta-major and allows students to explore programs and careers throughout their first term and move into a specific program in their second term.
- Upon earning 30 credits, students transition from primarily meeting with their assigned advisor to meeting with a faculty mentor in their program. Pathway advisors continue to support logistical tasks such as applying for graduation.

### Designing Dual Enrollment as an On-Ramp to College

- LCCC is working with their largest public school district partners to align high school career academies and the college's meta-majors, to support high school juniors and seniors in completing courses that satisfy general education requirements at LCCC and the University of Wyoming, and to guide students who want to enter the workforce to career and technical education programs in high-demand fields in the college's service area.
- Career counselors at local middle and high schools use [Career Coach](#) to help students explore career options. Roughly 80% of local middle school students have used the tool.

See onboarding profiles of other colleges at <https://ccrc.tc.columbia.edu/publications/redesigning-community-college-onboarding-guided-pathways.html>